



# California Speech **BULLETIN**

*California High School Speech Association*

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**President** -- John A. Cardoza  
*Carondelet High School*  
1133 Winton Drive  
Concord, CA 94518  
jac@carondelet.pvt.k12.ca.us

**VP, Activities** -- Reed Niemi  
*The Athenian School*  
2100 Mt. Diablo Scenic Blvd.  
Danville, CA 94506  
rskniemi@earthlink.net

**VP, Curriculum** -- Lynette Williamson  
*Analy High School*  
6950 Analy Avenue  
Sebastopol, CA 95472  
lwilldb8@netscape.net

**Secretary** -- Paul Pinza  
*Westmont High School*  
4805 Westmont Avenue  
Campbell, CA 95008  
ppinza@cuhsd.org

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

**Editor** -- Karen Glahn  
*Lincoln High School*  
6844 Alexandria Place  
Stockton, CA 95207  
kglahn@LUSD.NET

**V.P. Public Relations**  
Carmendale Fernandes, *Retired*

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

**Website:**  
<http://members.aol.com/chssa>

## From the President of CHSSA

Not too long ago I was interviewed by a newspaper reporter regarding the current policy debate topic and its relevance in the aftermath of September 11. Were debaters “better prepared” than other students to assess the world situation? Did the immediacy of a terrorist threat against the US provide a more intense focus in research and argumentation? Had the quality of debate changed in any way?

Interesting and timely questions, but I wondered if the underlying purpose was somehow to assess the success of debate programs in educational (and even pragmatic) terms. After all, these questions seemed to grow from basic assumptions about academic competition: what our students do is important; what our students learn makes a difference.

The quick and easy answers, of course, can seem rather glib. We have heard the refrain often enough that mastery of oral communication is the key to success in the “real” world; that speaking clearly, listening carefully, and thinking critically are essential learning objectives in any academic program; that our students read, write, and research at advanced levels; etc., etc., etc.

It is all true – but it is not the entire truth.

The reality of competition is this: our students compete against their teammates and others and, most of all, themselves. They test their abilities and they work hard to improve those abilities. They become arrogant or humble or proud or determined. They win; they lose.

They discover themselves.

And it is this last truth which is the heart of our activity because it is the soul of education. As our students prepare for state qualifying tournaments and the State Tournament, it is important that we keep in mind that an insightful reporter might interview any one of us after the awards assembly and ask us some pertinent questions: After this competition, are your students well prepared to assess themselves and their role in the world? Did the immediacy of competition provide a more intense and beneficial focus in their lives? Have your students changed in any way for the better?

Will your students make a difference?

I suggest that the answers to those questions will be the real measure of our success.

John A. Cardoza

## CHSSA MISSION STATEMENT

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

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

# A Letter From the Editor

*“Freedom to speak and think and challenge ideas.”*

I had a hard time deciding what to write for this edition of the Bulletin. I wanted to acknowledge what happened in September, but was not sure that this was the appropriate place to do so. At the time, as I had my classes write and talk about their responses, I also wrote my response. I then put what I had written away with many other papers that I think I will return to at some point. As I was later searching for what to write, I came across it and realized that what happened on September 11 and what we do in oral communication are directly related. Our world has changed. Our nation has changed. However, one thing remains the same: our right to free speech.

After the tragedy of September 11, 2001 I wrote:

*“It is still hard to fathom what has taken place this week, partly because of the magnitude of the events and partly because we are farther removed being on the West Coast. However, that does not lessen the impact of it. I wasn’t aware of what exactly had happened until my first speech students started coming in with “Did you hear...” We rounded up a television and began the vigil that has lasted all week. We stared in disbelief at the pictures that so vividly showed what happened. It was ironic that my Speech class was first to witness an attack that was in part directed at what they come here each morning for: freedom to speak and think and challenge ideas.*

*“Our principal today [we had an assembly the Friday following the attack] talked about what the flag stands for and about our freedoms, the fact that so many, thousands just in the past few days, have given up their lives for our freedoms. How many of us consider that each day, each time we go to school, speak our minds, read a newspaper or watch TV? These are freedoms we use each day without a thought. What if we lived in Cuba? Or Iraq? Or China? We might wish we had such freedoms.”*

As we approach competitions, we teach our students to exercise some basic freedoms: free expression, freethinking, the ability to challenge one’s self, freedom to learn and grow. How many of us conscientiously think about freedom when we board that bus on Saturdays at 5:45 AM?

I would hope that in the aftermath we not forget the simple idea of freedom of speech. I have had interesting and informative debates in my classroom in the past few months as to how far that freedom extends in the wake of “War on Terrorism.” As a generation that has not truly experienced war, my students have grown up, not with “loose lips sink ships,” but with the open invitation of the Internet, the constant communication on cell phones, and instant news of nearly everything that is going on in the world at all times. I am glad that they are exploring all the implications of a free society and free speech. Limits to free speech? Of course, we know that there are (ask any LDer who will tell you about yelling fire in a crowded theater or the end of one’s nose). However, we need to allow students the opportunity to explore those ideas through free speech.

Perhaps our goals have changed since September 11. Perhaps they haven’t. I believe that our goals for oral communication and competitive speech have always been about making better citizens, which we seem to need now more than ever. We need informed leaders and thinkers. Speech directly helps to turn out such students each year with our graduating classes.

It is our job as educators to teach that with power must come responsibility. Being ethical, responsible individuals takes practice, training, and support. To push for tolerance and ethical behavior—that is the job with which educators are entrusted. We can teach students to listen with an open mind, to speak out for justice, stand up for what is right -- or to sit idly by for nothing. It is our choice. We know the power of the voice.

As you and your students look forward to the State Tournament, keep in mind the words of Ralph Waldo Emerson: “Speech is power to persuade, to convert, to compel. It is to bring another out of his bad sense into your good sense.”

My hat is off to those who teach responsibility and to those students who exercise their rights and responsibilities.

*Karen Glahn*, 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 Glahn by e-mail (kglahn@LINCOLNMAIL.SJCOE.NET) or snail-mail (Lincoln High School, 6844 Alexandria Place, Stockton, CA 95207.*

# Critiquing Critiques

By Neil Barembaum

Among the many problems with Team Debate is the practice of giving oral critiques. Though tournament directors establish rules against it, these rules are, as Hamlet might say, “More honor’d in the breach than the observance.” Why is this practice so widespread in spite of the rules that bar it? On the other hand, what is the harm to a little oral critique? What can we do about it? Of all of the problems plaguing team debate, preventing it from being the popular, worthwhile activity it has been and can be again, oral critique may not be the worst or most harmful, but it is something that, in many cases, has already been prohibited. If the rules against oral critiques are routinely ignored, how can we hope to tweak and prod our way into improving other, more pernicious aspects of debate?

I understand the desire to interact with the students, to provide them with a chunk of wisdom here, a crumb gleaned from experience there. After all, if we didn’t want to help students, none of this would matter to us. This is probably true of college judges as well as coaches. And, of course, all judges have the opportunity to provide whatever help they can provide by writing it on the ballot. Coach and student can then peruse the ballot, Talmudically analyze every comma and period, and glean what they can that can improve the skill and tactics of the debater.

I’ve not done any surveys, but I would think that few teacher-judges engage in oral critique. The idea that a student can absorb something by hearing it once doesn’t even occur to anyone that has taught for more than a few months. A teacher needs to present material not once, but many times. He needs to check for understanding, provide guided practice, and reteach, re-reteach, and re-re-reteach. The student listening to an oral critique is listening for only one thing. All else is lost. Nothing else will he remember besides, “Did I win?”

So, hopefully, the judge is writing his wit and wisdom on the ballot so that the coach and student can go over it after the tournament. So then why the oral recapitulation? The idea is that the student can use the information during his next round. This idea is, of course, ludicrous. First, as has been mentioned, the student will absorb nothing of what was told to him. Second, without the help of the coach to help the student process the information, it is likely that a student won’t know what to do with the information. Often in my computer programming classes, when a student is told by the computer that a line of code that he has written contains an error, he will probably erase the line and try some other approach rather than analyze the line to try to discover the error. Likewise, if a debater finds out he lost an argument because it was turned, will he not use the same argument next time, or will he pre-empt the turn with a new argument, or will he keep the argument the same, but merely defend it better? Finally, this all assumes that he will be running up against a substantially similar situation in a future round—not only same side, but also same opposing arguments, and a similarly minded judge.

That last point bears some close scrutiny. I don’t question judges’ judgments. Anyone who doesn’t accept a judge’s decision as final has to get out of the business. But I do know that judges don’t always agree. There is no such thing as a definitive answer. There is no tactic, no argument that will work with every judge every time. Let us assume that a debater beats the odds and is able not only to absorb the critique, properly adjust his arguments or mode of debate, and that he runs into the same situation as he did in the earlier debate. Now he encounters a judge with a slightly different philosophy, that hears slightly different things and this change that our lucky debater has implemented could be the one thing that causes our debater to lose the debate in THIS judge’s mind.

When the coach looks at the ballot with the student, they can discuss which suggestions might be effective in future rounds and which instead reflect a judge’s idiosyncrasies. Perhaps clashing with a different opponent might have yielded a different result. The coach will not be able to tell the student which arguments will always win, but doing a good job means that you are more likely to win arguments with the judges you are likely to encounter. A coach who knows the students and knows the competitions a student will compete in has a chance to do this. A judge has no chance.

The debater must be prepared when he walks into round 1. All of the research, the analysis, the practice, all of it has to be in place by the first affirmative constructive. It is not likely that there is anything we can tell a debater, not a single argument, or a new tactic, that can help him once he arrives at the tournament. There is no missing piece that he didn’t pick up during all of those hours of work he put in preparing that will all of a sudden make him a good debater. Not from the coach and not from a judge.

When the FDA examines a potential new drug for adoption they are concerned with two things: safety and efficacy. Seeing that this drug, oral critique, is not effective, we should turn our attention to its safety.

The debater in the course of a tournament is a fragile animal. He needs confidence to keep him going through the grueling ordeal of a tournament, but, giving too much is just as likely to destroy him as giving him too little. Probably the worst thing we can do to this fragile animal is to disclose the results of a round and, worse, subject them to a critique right then and there.

I’ve known this for a long time, but it gets reaffirmed when I judge a team debate round at local invitationals. I will be writing my ballot, while the students clean up. Once they finish getting their materials together, they will still hang around, waiting for their critique. I tell them they can go; I will not be critiquing them. Their reaction is visible relief. I saw one debater let out a long sigh as if she had been holding her breath bracing herself for the onslaught. They were expecting their usual tongue-lashing.

That oral critique is neither safe nor effective has been recognized. Many tournaments (including our own State Tournament) now prohibit the giving of oral critiques. Why then are these

rules breached so often and observed so seldom? I understand the urge to critique. It was very hard for me to serve as presiding officer recently, having to listen to the students' "arguments" without being able to refute or respond, even in writing, to what I was listening to. But I didn't respond. I don't need to. I don't need to be right.

One difference between forensics and sports is that in sports, the judges and umpires, knowledgeable as they may be about their sport, cannot replicate the feats they witness and pass judgment on. Experienced forensics judges often can—or at least, think they can. There is an urge to show the competitors that they (the judge) would have done it better. And since we are talking about debate, the urge is to do it orally—to debate with the students. Not that it is a fair competition. It is very unwise to argue with judges. So this is a competition and the judge always wins. The judge comes away with another victory and the students come away knowing that the judge is a better debater. Hogwash. Judges and coaches need to overcome any urges to show they are as good as or better than the students. Experienced coaches know to avoid situations where the only way the coach can win is for the student to lose.

In case the gentle reader has not deduced my point, the main reason judges do oral critiques is the ego of the judge. There may be some judges who do it because they truly feel the students need their help for the next round(s), but the self importance involved in thinking that the student will not survive without those comments speaks even more of ego.

I am not saying that there is no altruism there. I know these judges want to, and truly feel they do help students. But I don't think that goodwill would motivate someone to break tournament rules to engage in critiques. Confront these judges and they will claim ignorance (if they are through with their critique) or engage in denials, which would do Clinton proud (if they haven't yet given their critique, but are about to). One judge told me that she was going to tell them what they did wrong, and who won, but she was not violating the rules against oral critiques and disclosing.

And the ego becomes the center of the problem. I consider asking my students to tell the judge, "My coach instructed me not to stay for Oral Critiques." and to leave after the round. But, in spite of putting the onus on myself, would a judge with a bruised ego still want to punish my students? Perhaps if the opponents communicate to one another before the round that they do not want to subject themselves to the ritual tongue lashing, they can agree to leave together after the round, thus avoiding any retribution from the judge for rejecting their valuable advice.

Oral critique is not the biggest problem in team debate. But it is harmful to the students and harmful to the institution by saying, "we don't care what rules you establish, we will do things our way." Perhaps if students start banding together to refuse to hear oral critiques, judges will realize that they (the judges) will survive without them and, at least this one small piece of team debate will have been reclaimed.

# CHSSA History

*Compiled by Donovan Cummings, CHSSA Historian*

The history of our organization is replete with contributions made by outstanding coaches. Most of those coaches spent decades dedicated to teaching students the art of oral communication and improving the status of the California High School Speech Association. Inevitably coaches retire, and the loss is ours.

**RAY and JUDY SCHAFFER** (Sherman Oaks Center for Enriched Studies) are leaving California to live in the vast expanse of Montana. Both (Ray as a teacher and Judy as a volunteer) coached State winners and served as Tri Valley officers and State Speech Council members. Their participation on curricular committees was especially outstanding.

**MICHAEL GONZALEZ** (St. Vincent High School, Petaluma) is retiring from the State Speech Council, not, however, from teaching/coaching. Michael held the office of league president (GGSA) for more years than any other league president. His sincerity, his quiet sense of humor, his independence, his insights made him a stalwart of the Council.

*SPECIAL INFORMATION:* Every issue of the California Speech Bulletin from September, 1966, through May/June, 2001, is now in the California History section of the California State Library.

*Minutes and Bulletins of those and mine, supplied by Natalie Weber, Ron Underwood and Michael Gonzalez, are the sources for the following information:*

## **FORTY YEARS AGO 1961-62**

President—Mary Ritter, Modesto High School  
Secretary/Treasurer—Brother Robert Maguire, Junipero Serra High School, Gardena

There were no vice-presidents; there were six reps from the north and six reps from the south on the Council. Five of those reps were representing NFL Districts.

At the State Tournament (held at the University of California, Santa Barbara) there were 18 entries from the north and 18 entries from the south in each of the following events: team debate, unlimited original oratory, girls' oratory, boys' extemporaneous, girls' extemporaneous, boys' impromptu, girls' impromptu, boys' oratorical interp, girls' oratorical interp, dramatic interp, and humorous interp.

The entry fees were \$3.00 per IE entry and \$5.00 per debate team. In team debate, a team could qualify for State with 2, 3, or 4 members. There were four pre-set, guaranteed rounds. In individual events, two preliminary rounds were guaranteed; the top twelve were semifinalists; the top four plus ties (not to exceed six) were the finalists.

A motion that the State Tournament alternate between the north and the south was defeated.

## **THIRTY-FIVE YEARS AGO 1966-1967**

President—James O'Banion  
Secretary/Treasurer—Larry Mendes  
Four hundred schools were active in CHSSA.

The 1967 State Tournament was the last one held at UC Santa Barbara. Oratorical analysis replaced oratorical interpretation. A Grand Sweepstakes traveling trophy was established. Sweepstakes trophies were awarded to the top five schools. The budget for the State Tournament was \$3,350; \$600 of that total was for awards.

At the four best motels used for the State Tournament, a single room was \$8.00; rooms for four ranged from \$16.00 to \$20.00. CHSSA dues were one half cent per ADA plus \$6.00. Official travel by car was reimbursed at the rate of 8 cents/mile. The Council voted to alternate the State Tournament, north-south.

### **THIRTY-FIVE YEARS AGO 1971-1972**

President—Donovan Cummings, Edison High School, Stockton  
Secretary—Edith Mundy, Franklin High School, Stockton  
State Tournament—University of San Francisco

Bob Walther (Chair of the Committee on Criteria-Based Instruction) released the third draft of the “Goal Structure” for Speech Communication Instruction in the State of California. Bob offered his services to school districts on writing goals or revisions in their speech communication. The Council increased the override assessment for schools from \$6.00 to \$8.00, the extra two dollars to be used for curriculum.

Several Congress revisions were made for the State Tournament: Three days of competition instead of two days. Delegates would write and propose their own bills and resolutions in committee. Topic areas were given to each committee. An elimination system was provided—three preliminary sessions and a semifinals round for the House and for the Senate; a unicameral final session. Scripts for programmed reading had to be submitted at Quals and State. State Qualifying Tournaments in individual events were to follow as closely as possible the State Tournament rules and procedures. Moved and passed that no student may use exactly the same literary work which he/she had used in previous years. “Publisher” defined as materials published, printed, readily available, and distributed nationally. The State Tournament awards and certificates were budgeted at \$1,250 and the fee to the host college at \$1,500.

### **TWENTY YEARS AGO 1981-1982**

President—Robert Jones, Fresno High School  
Secretary—Cheri Dallas  
State Tournament—University of the Pacific, Stockton

The Council took the following actions:  
Established the State Tournament Protest Committee: the President and two of the three Area Chairs not involved in the protest. If three Areas are involved, the remaining Area Chair and VP Curriculum will comprise the committee. Decisions to be rendered in writing. The Committee was given the power to disqualify at any point.

Established the system for run-off between leagues in the event(s) a league does not meet the minimum requirements for retention of qualifiers.

Required an evaluation (review) of the State Tournament at the first meeting (May) following the State Tournament.

Established a State Tournament Evaluation Sheet to be given to all coaches at registration at the State Tournament.

Adopted a set of “rules of decorum” for State Tournament judges.  
Discussed the continued problem of PO’s in Congress.

Discussion of a uniform method for PO’s to qualify for State. Established a procedure for the writing and selecting of Lincoln-Douglas topics for September-December and for January-February and date when official topics would be announced to member schools.

Required a photocopy of all pages used in an interpretation; lines used are to be highlighted.

Required CHSSA dues be paid at least two weeks prior to the first State Quals Tournament to be eligible for participation in a league qualifier. Voted for awards for coaches of first place winners.

First State Tournament dance held; arrangements made by Tom Montgomery from Lodi High School.

### **TEN YEARS AGO 1991-1992**

President—Jack Stafford, Del Norte High School, Crescent City  
Secretary—John Cardoza, St. Mary’s High School, Stockton  
State Tournament—San Jose State University

The “Rodney King Riots” affected the State Tournament. One of the preliminary rounds of individual events was cancelled; late evening debate rounds were held at the Red Lion.

State Congress 1<sup>st</sup> -14<sup>th</sup> place winners were to be computed on the basis of a low cumulative score using the total of all scorers ballots in the preliminary, semi-final, and final sessions.

Awards and certificates for the State Tournament were \$4,080.

Gay Brasher, Leland High School, completed an instructional expository speaking tape, and the tape was released to the leagues. The council indicated an interest in the State Tournament being held at a high school. The Council voted to hold the 1993 State at Arroyo Grande High School.

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## **California State Tournament 2001 —An appraisal**

*by Donovan Cummings, Tournament Director*

The keys to a successful State Tournament include a workable site, efficient administration, enthusiastic competitors, and devoted coaches. We had all the keys in place Friday, May 4, through Sunday, May 6, 2001. My sincere thanks to all of you who participated at California State University, Long Beach.

Five individuals in particular made the tournament outstanding: **JOHN CARDOZA** (CHSSA President)—without John’s computer expertise, I would have had little chance of producing forms, ballots, programs, certificates, etc., properly prepared for the Tournament. John was directly responsible for the final format of the new individual events ballot.

**BRETT ALEXANDER** (SCDL President)—Brett did all the major planning with the local committee and served as my liaison with the university. His league coaches were outstanding in recruiting and registering community judges and timers. Each day Brett even shuttled judges from the parking lot on the lower campus to the tournament.

**MATT TAYLOR** (CSULB Host)—Matt arranged for all the facilities, recruited and trained college judges, and was available AT ALL TIMES at the tournament to facilitate any emergencies. This is one of the few times a college host has been present throughout the tournament—from before rounds began until after the last ballots were returned each day/night. Equally important—**MATT MADE EVERYONE FEEL WELCOME.**

**REED NIEMI** (CHSSA Vice-President, Activities)—Reed shared responsibility for the over-all supervision of the tournament. He was an eager liaison with the judging houses. He saved us from disaster—primarily caused by my room assignment errors on Sunday. He will be an excellent State Tournament 2002 Director.

**GREG CULLEN** (Area III Chairperson)—and his wife, **BERNADETTE**—The Cullens had food available from the beginning to the ending of each day for ALL coaches, community and college judges, and tournament officials. (Some judges on Saturday evening indicated they were willing to stay for late rounds because food and refreshments were provided.)

If you have attended an NFL National Tournament, you have probably noticed the lengthy list of individuals involved in the administration of the week long competition. While the list is shorter at our State Tournament, there are more than sixty coaches and former coaches needed for special and administrative duties. EVERY ONE OF THOSE INDIVIDUALS SERVED US ADMIRABLY. I am especially grateful to the coaches who had no students competing, but who were willing to assist and to those inexperienced coaches who assumed their responsibilities with enthusiasm and accuracy.

**SPECIAL COMMENT TO COACHES:** Thank your students for their behavior and outstanding performances. Please give special thanks to your policy debaters who rose to the challenge of the first round debates held on the lower end of the campus. GIVE YOURSELVES A PAT ON THE BACK for your rounds of judging. We had comment sheets and results and “All State” certificates in envelopes for you through the efforts of the LOGAN HS TEAM!

Our thanks to CARMENDALE FERNANDES for hotel arrangements and to NATALIE WEBER for another outstanding dance (attended by more than 500 students and coaches).

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## **Letter in Response to Concerns about the Quality of Debate Judges at the 2001 State Speech Tournament**

*by John Cardoza, CHSSA President*

At the end of last summer, I received a letter from a student competitor addressing some concerns about the “quality of judging” in debate rounds. Specifically, the student suggested that the use of “lay judges” (rather than experienced, expert, or otherwise “qualified” judges) diminishes the activity and disrespects the hard work of debaters and their coaches. What follows is the text of my reply:

Thank you for taking the time to express your concerns about the quality of judging at the State Tournament 2001. There are three areas into which these concerns fall: the recruitment of judges, the preparation of judges, and the educational intent of CHSSA in sponsoring debate competition.

In any discussion of the qualification of judges, the distinction between the so-called “lay judge” and the “expert judge” is raised. Many debaters (and their coaches) would argue as you have, that the many hours of preparation and practice which lead to the State Tournament should be rewarded with the “highest quality of judges.” To do otherwise would be to disrespect both

debaters and their coaches. I would agree – but the unvoiced assertion is that the “lay judge” is inherently unqualified to judge a debate, and therefore should not be recruited. The reality of the State Tournament is that a great number of judges are needed – and the pool from which these judges are recruited necessarily must be composed of both the experienced and the inexperienced. Those who volunteer to judge at our tournaments are interested in education, supportive of teenagers and teachers, and intent on accomplishing their assigned tasks in an objective, honest and earnest manner. To assume otherwise would question their decisions and disrespect their integrity. The “highest qualities” any judge can bring to a tournament are to listen attentively and to decide fairly. I am convinced that by these standards, our judges are indeed qualified.

The proper preparation of judges is an important matter which has been discussed at great lengths by the Debate Committee of CHSSA and the entire CHSSA Council. The instructions provided to judges at the State Tournament (indeed, at all CHSSA-affiliated high school tournaments and many college/university invitationals) have been developed in response to those discussions. Are these instructions fool-proof? No. Can these – or any – instructions guarantee that judges will have the same level of expertise as those who are being judged? Doubtful. Should these instructions establish a basis for an authentic assessment of the communication skills demonstrated in a debate? Most definitely. Therefore, the instructions provided to judges (at the local level as well as the State Tournament) should not only present an overview of CHSSA rules, but also should reflect educational goals and objectives.

And in that last answer, I think, is the crux of any disagreement or dissatisfaction which arises in the use of so-called “lay judges”. We acknowledge that most of our judges are not professional educators, nor are they former debaters. But the stated purpose of CHSSA in promoting high school debate is not to produce “professional debaters”. Our purpose is to provide students with the oral communication skills which will enable them to be productive and contributing members of a democratic society. We want our students to approach a controversial topic with an open mind, and to reach conclusions based on objective research. We want our students to demonstrate analytical thinking and logical reasoning. We want our students to be able to communicate with the general public in a clear, concise, and convincing manner. In competition, those students who are able to demonstrate these skills will be those who have achieved the educational goals set by CHSSA.

You mentioned that an opponent had “blatantly violated a basic rule of LD debate” and “ended up winning the round.” It is unfortunate that you did not take advantage of available avenues to rectify this situation: (1) inform the judge, either in rebuttal or through rising to a point of order, that a particular rule had been violated; or (2) requesting your coach to lodge an official protest prior to the next round. In either case, your objections would have received full consideration. That an inexperienced judge might not have full knowledge of the rules is a viable concern, and I have taken steps to address this by asking the Debate Committee to consider the adoption of judges’ instructions which will more clearly define the rules by which any debate must proceed.

I assure you that your concerns are important, and will be presented to the Debate Committee and to the Vice President Activities as preparations are made for State Tournament 2002

# Protest Committee & Procedures

- A. The Protest Committee shall be comprised of the four Area Chairs, and shall be chaired by the President of CHSSA. In the absence of the President from the State Tournament, the Vice President Activities shall chair the Protest Committee.
- B. The President shall establish a Help Desk to receive any protests at the State Tournament.
- C. A quorum of the Protest Committee shall consist of three members including the Chair.
- D. The jurisdiction of the Protest Committee shall extend to any allegation of misconduct or violation of the By Laws during the State Tournament. The decision of the Protest Committee shall be final.
- E. All investigations and deliberations of the Protest Committee shall follow this prescribed procedure:
  1. The protest must be presented to the Help Desk by a member school coach of record or designee. The person submitting the protest must remain at the Help Desk until the Protest Committee convenes.
  2. The protest must be presented in writing, using an appropriate form designated by the President. This form must include the following information:
    - a. name and mailing address of the complainant
    - b. school address and principal of the complainant
    - c. alleged violation with specific reference to the By-Laws; or alleged unethical conduct
    - d. explanation of the effect of the alleged violation or misconduct on the round
    - e. requested remedy
  3. The protest must be submitted prior to the next round of the event protested.
  4. The President shall convene the Protest Committee immediately, and a reasonable attempt shall be made to notify all member schools involved in the protest. The Protest Committee has fifteen minutes to convene after the President has called for a quorum. In the absence of a quorum and with the concurrence of those members of the Committee present, the President may address the allegation administratively, following as closely as possible the procedures outlined in this section. The decision of the President may be reviewed at a later time by the entire Protest Committee, but may not be appealed.
  5. The President shall notify the appropriate Tabulation Room immediately of the protest, requesting that the next round be delayed until a decision is reached by the Committee.
  6. The Protest Committee shall meet privately with the person submitting the protest, and with any other persons involved, but with the exclusion of extraneous persons. A student must be represented by his/her coach, and may be accompanied by an adult of his/her choosing. However, only the coach of record (or designee) and the student may speak before the Protest Committee.
  7. A statement of the allegation shall be presented to all parties concerned, who may present any information and arguments which may be germane to the issue. All parties need not be present at the same time. At the discretion of the Protest Committee, judges or other witnesses may be questioned. Protest Committee has thirty minutes to hear presentations by all parties concerned, and must render a decision within fifteen minutes of the conclusion of the presentations.
  8. The Protest Committee shall meet privately for deliberation. The President shall facilitate the discussion from a neutral point of view. A vote shall be taken and recorded. A majority vote of those present and voting shall determine the decision of the Committee, with the President voting only in case of a tie. All concerned parties shall be informed of the decision immediately.
  9. The decision of the Committee shall be published in the State Bulletin and reported to the CSSC at its next meeting following the State Tournament. The Protest Committee shall adopt internal guidelines for the conduct of its deliberations. These guidelines must be filed with the Secretary of CHSSA.
- F. Challenges in debate shall follow procedures outlined in Article IV, Section 7C4.
- G. Any protests must be submitted by the coach of record (or designee) of the school involved in the protest. In no case shall a parent, contestant, or member of the contestant's family register a protest. In no case shall an observer or judge register a protest.
- H. Consequences for violation of rules as stipulated in the By-Laws shall be considered a maximum penalty, and may be modified at the discretion of the Protest Committee. In the absence of any such stipulation in the By-Laws, the Protest Committee has the authority to impose an appropriate consequence for a violation of rules. If a student who has placed in a final round is found to have violated the rules, that student may be disqualified. If disqualified, the student must relinquish the trophy, and other students placing below the disqualified student shall move up one rank.
- I. The consequence for unethical conduct shall extend neither to reduction of round scores nor to disqualification from the State Tournament.
- J. All decisions of the Protest Committee shall be communicated to the principal of the school against whom the decision is reached, the coach of record, and the League President.

*Editor's note: The following was produced by the CHSSA Curriculum Committee at the September 2001 meeting. This is helpful advice for veteran, as well as new, coaches.*

# How to Host a Speech Tournament

Hosting a speech tournament is one of the most stressful things a speech coach gets to do. It is also one of the most rewarding to see run smoothly. The key to a good tournament is forethought and LOTS of planning.

There are entire books written on tournament hosting. This article is meant to be a general list and guide. Each league in CHSSA does things differently, so be certain to talk in detail with an experienced coach in your league about what to do. Try to observe the operation of a tournament or two before hosting your own- you will find the experience invaluable! *An important note- this guide assumes you will have to register the speakers and manage the site setup, but your league will take responsibility for running the tournament. There are leagues that manage things differently, so again – check with someone experienced!*

## Site Setup

### **Judges' Room**

This must have comfortable seating, space for coffee service, adjacent bathrooms. The library works well.

### **Tabulation Room**

It is convenient to have this room adjacent to the judges' room. However, it must be somewhere where quiet and privacy can be maintained. Large tables are a must. A copier is extremely useful.

### **Student Gathering Area**

This should be indoors and close to postings and food services. The school's cafeteria works well. Close to tab room is helpful, but not essential.

### **Event Rooms**

Select classrooms that have an area for spectators and speakers. Often science labs, computer labs, or art rooms can be awkward. Before the event, it is a good idea to visually inspect every room you plan on using to be certain they are suitable. There should also be a large room for extemp preparation.

## General Information

### **Hospitality**

You will need food for students, judges and coaches. Some schools hire the school cafeteria for student food. Pizza, sandwiches or burritos work well. You may need to arrange menu items suitable for vegetarian tastes. Bottled water, sodas, candy and fruit should be available all day. Students will probably want something to eat or drink when they arrive at the tournament (donuts, bagels, milk, and fruit juice).

## Judge Solicitation Flyer

Make a flyer to hand out to all potential judges. Include the judging shifts, your contact information, directions to the school and tournament, and a reminder to bring a book, a pen, and a watch.

## Paperwork

Check with your league for masters of all of the necessary paperwork. Specifics vary from league to league, but, in general, you need the following:

- Cume sheets
- Posting sheets (IE and Debate)
- IE ballots
- Debate ballots (LD and Policy)
- Event descriptions for judges (IE, Debate, and Congress)
- Seating charts/ballots for Congress (if necessary)
- Debate/IE cards
- Judge cards
- Timing instructions
- Comment cards/sheets for IE and Congress

## Room List

Make a list of all competition rooms in use, and assign them to events. This cannot be done until school entries have been received. Put extemp prep on the first floor and the extemp rooms nearby. Also, put policy debate on the first floor, and try to avoid any stairs (since they lug around those big ol' evidence tubs). Remember, rooms can be double booked for events with multiple patterns. Allow for one or two extra rooms, if possible. You may wish to make a second list of rooms for semi and final rounds. HI always needs a large final room. These lists need to be legible, and there should be multiple copies for posting in the tab room.

## Tournament Timeline

### **Year Before**

- Before the league meeting to set the tournament schedule, check for possible dates available on your school calendar. Get your principal to "buy in" before you promise a site to your league.
- Officially secure the date and facility on your school calendar.

### **Three Months Before tournament**

Talk with an experienced coach regarding:

- Estimated attendance
- Necessary paperwork
- Invitation format

- Tournament schedule
  - Standard tournament setup
  - Number of judges you must supply
  - Awards
  - Confirm event reservation with school
  - Prepare judge solicitation flyer/letter
  - Solicit teachers, service organizations, local college speech department
  - Inform speech team of their judging commitment. You might require each student to obtain a set number of judges for each shift
  - Judges may be teachers, parents, college students and community adults. No students currently enrolled in high school are eligible.
  - Don't overlook other school and district personnel (including school board members, administrators) –give them many chances to turn you down.
  - Check to see if schools attending the tournament must bring judges.
  - Make the initial arrangements with caterer or school cafeteria or arrange for a parent to coordinate team contributions.
  - Take inventory of your paperwork, and request masters of missing items from league.

### One Month Before Tournament

- Order awards
- Begin meeting with custodial staff regarding needs and time lines
- Request permission of individual teachers, librarians, etc. to use their rooms
- Start a list of rooms not available for use
- Check in with teachers, colleges and service organizations, if necessary
- Place ads in the local papers for community judges
- Formalize shifts for parent judges and workers
- Write and mail invitation to schools
- Make arrangements for someone to write the topics for IX/NX/Imp. These must be copied and ready for use before registration, or mailed to you several days in advanced.
- Make arrangements for someone to write the Congress bills or resolutions and mail them to each member school one month prior to the tournament.
- Inventory your supply, and arrange to make advance copies
- Arrange for a receipt book, if necessary

- Recruit students as timers
- Make sure enough parents have been recruited.

### Two Weeks Before Tournament

- Check on awards
- Arrange for “walkie talkies” to maintain communication between tab room, judges’ room and custodial staff
- Confirm facility request items (tables, chairs, sound system, etc.)
- Finalize list of available rooms
- Check in with caterer/parent coordinator
- Concessions
  - Purchase non-perishable concession items
  - Make price lists for concessions
  - Arrange for cash box (if necessary)
- Solicit non speech team students to be timers and sell concessions. Inform timers they will need watches (Extra credit is a great recruitment tool)
- Prepare and distribute timer instructions. Consider a short training seminar prior to the tournament

### After Entry Deadline

- Make room list. Don't forget a room for timers
- Make a master list of all students in each event, assign a code letter to each school and number to each entry.
- Make entry lists for school folders with code numbers for every student from that school.
- Make bills and receipts for schools.
- Make extra copies of congress bills and resolutions for schools and judges.
- Make tab room and extemp prep room assignments using every attending coach (Provide a copy for each coach)

### Week Before Tournament

#### Make Tab Room supply box

- Pens/Pencils
- Stapler
- Staples
- Staple puller
- Rubber bands
- Post-its
- Paper
- Permanent markers
- Blank construction paper for emergency sign

- making
- White out
- Calculators
- Masking Tape
- Scissors
- Carbon paper (if needed)
- Set up boxes for paperwork
- All items mentioned in “paperwork” section
- Scratch paper (judges never have any!)
- Maps of school (students need them too!)
- Ballot envelopes for schools. Large manila envelopes for each school with code letter into which ballots are stuffed after being recorded.

Make signs (judges’ room, tab room, student headquarters, extemp prep, each event, concession items and prices, and two large schedules for judges’ room and student headquarters)

Make congress priority cards and name tags

Make school folders

- Maps/schedules
- Code sheets
- Bill/receipt
- Tab Room assignments

Make a master list of rooms to be used for custodians and times they must be opened and procedure under which they are to be cleaned and locked. This should include locking the awards ceremony location after awards have been set up and unlocking the room in time for the awards ceremony.

#### Day Before Tournament

- Panel first round (if appropriate)
- Buy perishable items
- Prepare coffee and hot water machines and either put them on timers or arrange to have them turned on and be ready when coaches and judges begin arriving

#### Day Of Tournament

- The first priority of school arrival must be identifying drops

Buy ice and donuts, if necessary

Post signs

Set up concessions

- Food
- Cash box
- Price signs

Set up judges’ room

- Tables and chairs for judging room personnel

- Scratch paper/pencils
- Event descriptions
- Coffee service
- Comment sheets
- Schedule
- Maps
- A master code sheet for identifying conflicts and using judges

Set up tab room

- Arrange tables/supplies
- Cold drinks/snacks

Personnel

- “Runners” to shuttle ballots from Tab Room to Judges’ Room and back again
- Students to separate ballots, comment sheets and sort in school envelopes.

Awards

- Unpack and set up prior to the awards assembly

# WESTERN STATES COMMUNICATION ASSOCIATION 73<sup>RD</sup> ANNUAL CONVENTION

***“Communication Creates,  
Constrains and Liberates”***

The Westin Hotel, Long Beach, California  
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Keynote speech by Ms. Judy Shepard  
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3 days of assorted programs and workshops

A workshop (Sat. March 2, 8-4)  
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debate and assessment (whoo-hoo!)

**For more information or to register, visit:  
[www.westcomm.org](http://www.westcomm.org)**

# Using Computer Programs to Schedule Speech and Debate Tournaments

by William J. Murray © 2001 Mechanicsburg, PA

Some forensic tournaments rely on cards and pencils to keep track of scheduling while other tournaments use computers to organize and run the events. What are the advantages and disadvantages of each method?

## Methodology of Study

A literature search was conducted in national forensic publications such as *The Rostrum*, *The National Forensic League Journal*, and *The Forensic Educator*. Only four articles have been published during the past ten years. A bibliography is listed at the end of the report. An Internet search produced very little useful information.

The most successful search was an e-mail request directed at the members of the National Federation of State High School's Debate Topic Selection Committee and selected members of the debate community. This query asked for individuals that were familiar with scheduling programs to share their positive and negative experiences. A list of the individuals who responded is listed at the end of this report.

## Program Availability

There are a number of programs available. Many of the contacts referenced Rich Edward's program, "Tab Room on the Mac" (now also designed for the PC) for use in scheduling cross examination debate tournaments and gave it positive reviews. Edwards has also designed a program for IE events. Both programs are available free on the Baylor University Web site ([www.baylor.edu/~Richard\\_Edwards/](http://www.baylor.edu/~Richard_Edwards/)). Dr. Edwards has also published a tournament director's manual, which can be downloaded at the National Federation's web site. (<http://www.nfhs.org/nfisd/tournamentdirmanual.htm>). This site contains information on how the program works and hints on how to adapt it for local use.

## Electronic Program Current Usage

Large states and large tournaments have a tendency to use computer programs to design and run their rounds. Texas has 320 teams at the tournament and over 700 rounds. They use the Edwards CX. Harvard uses the Edwards IE program to schedule over 1,000 speech contestants. Washington State uses the Rich Edward's program for CX and finds that it is relatively free of bugs. A second scheduling program has been developed and is used in West Texas. Information can be obtained from the designer, Brent Hinkle. ([brenth@post.com](mailto:brenth@post.com))

Wyoming has used the Edwards program for years. While the program needs to be altered to meet local needs it is a highly recommended tool. Florida uses the program at local tournaments but does not use it for the state event.

Minnesota has developed its own program to schedule the states speech events but policy debate is still scheduled by hand. Skip Peltier is the contact for the speech program. ([www.mshsl.org](http://www.mshsl.org)).

Wisconsin has a custom-made program for IE to schedule over 6,000 entries in four time slots. A number of states use a program for DOS machines called SMART Tournament Administrator produced by Gary Larson from Wheaton College in Illinois and can be downloaded at (<ftp://ftp.wheaton.edu/pub/debate/>). Rich Edwards gave the highest praise for this program.

## Disadvantages

Two general disadvantage mentioned by the respondents were first: the refusal to try computers because of the fear that something will go wrong and the tournament will be ruined; and second: the direct opposite- a blind trust that the computer program will work and that constant back up material is not needed even though a new program has not been tested. An additional drawback of using the computer programs is the difficulty in programming pairing criteria and the amount of time that is required to input the data. It is important that all data be entered into the computer correctly and that the tournament manager review everything carefully, a must for all tournaments, not just tournament managed on a computer.

Computer glitches may (will) occur during a tournament and it is advised to both have a computer technician on hand and to run a parallel paper matrix.

The cost of software and hardware to administer the tournament must also be considered: Will each event have its own computer or will one individual be responsible to input all results?

## Advantages

Major advantages of the use of the computer are the speed in which the tournament can be set up and the ease in making decisions. As Fish states in her article "Administering an individual events tournament requires the manipulation of hundreds of numbers ... Much of the tabulation work is basic calculation. Computers excel in basic mathematical operations." The manipulation of the data is very fast and does not require a huge tournament staff to administer. If the information is entered correctly tournament errors should be eliminated. Objectivity is an added advantage of computer scheduling. Once the computer is programmed to obey certain parameters those rules are applied randomly. The random scheduling of opponents and judging gives everyone an equal advantage.

An added plus is the results sheet that is produced at the end of the tournament. The final copy contains more than the win/loss record but also added information such as who the opponent and judge were, as well as the side that was debated.

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**William Murray** has been the head coach at Mechanicsburg High School since 1971. He is a National Forensic League Diamond Coach and has served as the Pennsylvania delegate to the National Federation Debate Wording Committee since 1993. Murray is the author of the study report on Educational Reform that was adopted as the national topic for the 1999 -2000 season. He was inducted into the Pennsylvania coaches Hall of Fame in 1997.

# Motions

*from the May 2001 CHSSA Meeting*

01-05-L: Submitted by Ballingall, 2<sup>nd</sup> by Ko.

Clarifies the definition of each debate round — who competes, who gets eliminated when — including quarterfinals.

PASSED: voce

01-05-M: Submitted by Ballingall, 2<sup>nd</sup> by Gonzalez.

Fixes a reference in Art. XII, Sec. 3, Para. C.

PASSED: voce

01-05-N: Submitted by Ballingall, 2<sup>nd</sup> by Ko.

Allows anyone to take notes during final debate round at State.

PASSED: voce

01-05-O: Submitted by Ballingall, 2<sup>nd</sup> by Johnson.

Allows debaters to face opponents from the same area or league in quarterfinals and semifinals.

~After discussion, Stockton moved to table motion to Fall meeting. 2<sup>nd</sup> voce.

Motion to Table to Fall - PASSED: voce.

01-05-G: Submitted by Cummings, 2<sup>nd</sup> by Montgomery.

New scales for awarding Sweepstakes points for Duo and Team Debate.

PASSED: 14-12.

01-05-H: Submitted by Cummings, 2<sup>nd</sup> by Montgomery.

Adding the specific procedure for recording I.E. rules violations (as per the new ballots) in preliminary and elimination rounds.

PASSED: 18-12.

01-05-I: Submitted by Cummings, 2<sup>nd</sup> by Montgomery.

Specifies which alternates are eligible in the event of a late drop at State. Prevents manipulation by making the first alternate the only viable substitute.

~ After discussion, J. Schaefer moved to table motion to the Fall meeting. 2<sup>nd</sup> voce.

Motion to Table to Fall - PASSED: voce.

01-05-K: Submitted by Cummings, 2<sup>nd</sup> by Montgomery.

Ranks of 6<sup>th</sup> or 7<sup>th</sup> in the Final round should be added to a student's cumulative score as "6" or "7", not "5".

FAILED: voce.

# Motions

*from the September 2001 CHSSA Meeting*

**MOTION** - Macdonald, 2<sup>nd</sup> Fernandes: to suspend the rules and allow proxies to serve without written consent form.

PASSED: Unanimous.

**MOTION** - Macdonald, 2<sup>nd</sup> voce: to accept the minutes as corrected.

PASSED: unanimous.

**MOTION** - Alexander, 2<sup>nd</sup> voce: that \$4,000 be budgeted for hospitality at the 2002 State tournament.

PASSED: Unanimous.

01-09-M: Submitted by Hall of Fame Committee, 2<sup>nd</sup> by Underwood.

Provides each league with two ballots in the Hall of Fame election process. Each ballot allows the league to either vote for 0-2 nominees or abstain from voting. "None of the above" ballots would count towards a nominee's percentage of votes, but "abstain" ballots would not.

PASSED: Unanimous

01-05-I: Submitted by Cummings, 2<sup>nd</sup> by Montgomery.

Specifies which alternates are eligible in the event of a late drop at State. Prevents manipulation by making the first alternate the only viable substitute.

~ Cardoza remanded this, as well as Motion 01-09-G, to the Executive Committee. No objections from the Council.

01-05-O: Submitted by Ballingall, 2<sup>nd</sup> by Johnson.

Allows debaters to face opponents from the same area or league in quarterfinals and semifinals.

~ Ko moved to table motion to Winter meeting. 2<sup>nd</sup> Alexander.

Motion to Table to Fall - PASSED: Unanimous.

01-09-H: Submitted by Cardoza, 2<sup>nd</sup> by Pinza.

Requires that published materials used for introductions and/or transitions within an interpretation must follow the same manuscript guidelines as the "core" piece.

~ After discussion, Macdonald moved to remand this to the I.E. Committee. 2<sup>nd</sup> voce.

Motion to Remand to I.E. Committee -

PASSED: voce, 2 dissent.

*More on next page*

***Motions from the September 2001  
CHSSA Meeting -- continued***

01-09-J: Submitted by Cardoza, 2<sup>nd</sup> by Boone.

Requires that pieces used in Thematic come from works of prose and/or poetry only.

~ After discussion, Stockton moved to remand this to the I.E. Committee. 2<sup>nd</sup> voce.

Motion to Remand to I.E. Committee -

PASSED: voce, 2 dissent.

01-09-A: Submitted by Cardoza,

2<sup>nd</sup> by Boone. Amended by Council.

Changes references to "Trouble Desk" so as to read "Help Desk".

PASSED: Unanimous.

01-09-B: Submitted by Cardoza, 2<sup>nd</sup> by Richards.

Changes reference to "ACSA Liaison or delegate...." so as to read "Vice President Public Relations".

PASSED: voce, 1 dissent.

01-09-C: Submitted by Cardoza, 2<sup>nd</sup> by Pinza.

Strikes reference to "Grievance Committee" in Article III and defines the State Tournament and League Establishment Committees.

PASSED: voce, 1 dissent.

01-09-D: Submitted by Cardoza, 2<sup>nd</sup> by Stockton.

Changes reference to "Protest Committee" so as to read "Grievance Committee".

PASSED: Unanimous.

01-09-I: Submitted by Cardoza.

Clarifies rules regarding content of constructives and rebuttals.

~ Cummings moved to remand this to the Debate Committee. 2<sup>nd</sup> Stockton.

Motion to Remand to Debate Committee -

PASSED: Unanimous.

01-09-K: Submitted by Cardoza, 2<sup>nd</sup> by Fernandes.

Clarifies the specific authority that Vice President Activities has regarding the State Tournament.

PASSED: voce, 1 dissent.

01-09-L: Submitted by Cardoza.

Replaces "Tournament Committee" with "Grievance Committee" in Article XIV, Section 4.

FAILED: Lack of a second.

*The California High School Speech Association*

***The 2002  
CHSSA  
Dinner/Dance***



*Sunday April 28, 2002*

*9:00 - 12 midnight*

*Fresno Plaza Hotel  
1055 Van Ness Avenue*

*Cost: \$18.00 per person  
Advance tickets only*

*Reservations and checks  
need to be sent by April 8<sup>th</sup> to:*

*CHSSA Dinner/Dance  
c/o Natalie Weber  
69-411 Ramon Rd., #189  
Cathedral City, CA 92234*

*Tickets & maps will be  
distributed at State registration.*

*Any tickets after April 8<sup>th</sup>  
will be \$22.00*



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Please use a full page  
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Ad to these spaces**

**HALF PAGE  
(\$125)**

# CHSSA State Speech Tournament 2002

## TENTATIVE SCHEDULE (subject to change)

### FRIDAY

|               |  |
|---------------|--|
| 10:00 - 12:00 | Registration (Tournament Hotel)                                |
| 12:15         | General Assembly for Coaches<br>(Tournament Hotel)             |
| 2:00 - 3:00   | LD 1   |
| 2:45          | Congress Assembly, Lecture Hall,<br>(across from Media Center) |
| 3:15 - 4:45   | Team 1 / Congress 1  |
| 5:00 - 6:30   | IE A 1   |
| 6:15          | Extemp Draw  |
| 6:45 - 8:15   | IE B 1 / Congress 2  |
| 8:00 - 9:30   | Team 2 / LD 2  |

### SATURDAY

|              |                            |
|--------------|----------------------------|
| 8:00 - 9:30  | Team 3 / LD 3              |
| 9:45 - 11:15 | IE A 2                     |
| 11:30 - 1:00 | Team 4 / LD 4 / Congress 3 |
| 1:00         | Extemp Draw                |
| 1:30 - 3:00  | IE B 2                     |
| 3:15 - 5:00  | Team 5 / LD 5 / Congress 4 |
| 4:45         | Extemp Draw                |
| 5:15 - 6:45  | IE B 3                     |
| 7:00 - 8:30  | IE A 3 / Team 6 / LD 6     |



### SUNDAY

|               |  |
|---------------|--|
| 8:00 - 9:30   | Team 7 / LD 7 /<br>Congress Semifinals 1       |
| 9:30          | Extemp Draw                                    |
| 10:00 - 11:30 | IE A & B Semifinals /<br>Congress Semifinals 2 |
| 11:45 - 1:30  | Team Semis / LD Semis                          |
| 1:30 - 4:00   | Congress Finals                                |
| 1:30          | Extemp Draw                                    |
| 2:00 - 3:30   | IE A & B Finals                                |
| 3:00 - 4:30   | Team Finals / LD Finals                        |
| 5:00          | AWARDS   |



## A Word from Our Host: Karen Boone, Clovis HS

On behalf of Buchanan High School and the Southern Valley Forensic League, I am looking forward to welcoming all State competitors and coaches to our school in April. We have a beautiful campus with plenty of rooms for competition and spaces for parking. As our school is located at least two miles from any fast food establishments, we are busy lining up food vendors for students. Students will be gathering in our multi-purpose room which is near a large, grassy quad area. If the weather is good, the quad will provide a nice place for between-round recreation, so bring blankets and frisbees!

We're looking forward to bringing you a wonderful State Tournament! If you have questions about our facilities, please feel free to contact me by email at:

*KarenBoone@clovisusd.k12.ca.us*

# FRESNO

by Bryan Mochizuki,

Buchanan HS Forensics Team Member

It may seem like a stretch for some people, but Fresno is actually a very fun place to be. A growing mass of suburbia molded by a metropolitan mindset, Fresno has no Disneyland or Sea World. It does, however, have everything the average pubescent forensic competitor could want.

Physically, the city has not much to offer; however Millerton Lake is just a thirty-minute drive away. Fresno is built more on its commercial sectors.

There are three prominent malls, Fashion Fair, Sierra Vista, and Manchester, which boast almost every major department store. Pacific Sunwear, Express, Structure, Victoria's Secret, Hot Topic – they can all be found at these malls.

There are a number of multiplexes in town, the largest being Edwards 21, which is the epicenter of the local hot spot in Fresno, and what we affectionately call just "Edwards." A number of stores, including Wavelengths-SBI, the big surf/skate shop in town, surround the theatre. There are also a Borders and plenty of food spots. Want to see a slanted cross section of American commercialism and teenage lifestyle? Come here.

Other places of interest in town include Krispy Kreme, which is across the street from Edwards, Guitar Center, Tower Records, and Barnes and Noble. All of these stores are on Blackstone, the main street of our humble town, and about a ten-minute drive from Buchanan's campus.

If one wants more culture, Fresno also has the Tower District, the theatre district, which can always guarantee you a good concert, a good play, or a good cup of coffee. For the most part, though, Fresno culture is in Edwards. That's not bad for those of you visiting here for a few days. However, for those of us who have been here for sixteen years... well, I won't get into it.

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## Fresno Directions & Information

### \* HOW TO GET TO PICADILLY INN-UNIVERSITY

#### CEDAR AND SHAW AVE

#### **FROM THE SOUTH**

Highway 99 northbound to Fresno  
Turn off on Hwy 41-Yosemite northbound  
Turn east on Hwy 180 East-Kings Canyon...stay in right lane for a mile and take turnoff to Hwy 168 East  
Exit freeway at Shaw Avenue, turn left (west)  
Follow Shaw Avenue west past Fresno State to Cedar Avenue  
Turn left on Cedar Avenue (south)  
Picadilly Inn is behind Marie Calender's on Cedar Avenue.

#### **FROM THE NORTH**

Highway 99 southbound to Fresno  
Exit onto Herndon Avenue east just past San Joaquin River bridge.  
Proceed to a stoplight where you will have to turn left to stay on Herndon  
Follow Herndon east; It will be slow, many stoplights....  
Turn right on Cedar Avenue....approx. 12 miles from Hwy 99  
Follow Cedar south past Fresno State University across Shaw Ave (5th light)  
Immediately after crossing Shaw, behind Marie Callenders, turn in to Picadilly Inn.

#### **FOOD SERVICES NEARBY** ....all walking distance

(The Picadilly has no restaurant)

On same corner.....

Marie Calenders, Stuart Anderson's Black Angus,

Tony Roma's, McDonalds

Across Cedar Ave...Uncle Harry's Bagelry (good coffee/bagels)

Across Shaw Ave, north....

Wendy's and Taco Bell a block farther north on Cedar

The Old Spaghetti Factory, across Shaw, one block west

Carrow's across Shaw, two blocks west

DRUG STORE....a half mile south at Cedar and Gettysburg

CONVENIENCE STORE... 7-11 next door to Picadilly Inn

SHOPPING...Fashion Fair Mall....a mile west on Shaw Avenue

*Directional maps to get to Buchanan H.S. will be at hotels!*

### \* HOW TO GET TO RAMADA INN

#### FRESNO ST AND SHAW AVENUE

#### **FROM THE SOUTH**

Highway 99 northbound to Fresno  
Turn off on Hwy 41-Yosemite northbound  
Take Shaw Avenue exit. The Ramada will be in front of you  
Turn right, cross to left turn lane and U turn to Ramada

#### **FROM THE NORTH**

Highway 99 southbound to Fresno  
Exit on Herndon Ave, east just past San Joaquin River bridge  
Proceed to a stoplight where you will turn left to stay on Herndon  
Follow Herndon east; It will be slow, many stoplights  
Turn right on Fresno St (south), approx. 10 miles from Hwy 99  
Follow Fresno Street south, four stop lights.  
Just BEFORE SHAW AVE...TURN IN BEHIND MOBIL STATION AT FRESNO AND SHAW...You will see the Ramada.

#### **FOOD SERVICES NEARBY**

Ramada Inn Coffee Shop/Restaurant/Bar, McDonald's

Across Shaw Ave south...

Silver Dollar Hofbrau...great carved sandwiches...big screen sports to watch NBA playoffs, ok for kids in backroom; Lyon's

Across Shaw Ave east -- walking distance --

Yen Cheng Chinese, Burger King

Across Shaw Ave east about half mile: Fashion Fair Parking lot.

On Shaw: Spoons....Tex-Mex

West on Shaw to Blackstone, then north

First turn in (Sofa Super Store) trendy City

Cafe...great sandwiches north to light, u-turn

Peppermill west side of Blackstone

SHOPPING...across Shaw, east, Fashion Fair, walking distance: Macy's, Gottschalks, J.C. Penny, and 100+ other usual mall type stores and a food court

CONVENIENCE STORES: Two at Fresno and Shaw

DRUG STORE....east on Shaw to First...Long's Drug, south/east side Shaw/First

BOOKSTORE...Barnes and Noble...west on Shaw, south east corner Blackstone/Shaw (within easy walking distance)

*Directional maps to get to Buchanan H.S. will be at hotels!*



# **CHSSA**

*Lincoln High School  
6844 Alexandria Place  
Stockton, CA 95207*

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