

California Speech Bulletin

California High School Speech Association

Resolution

By the Honorable John F. Foran
Twenty-third Assembly District

*RELATIVE TO COMMENDING THE UNIVERSITY OF
SAN FRANCISCO'S CALIFORNIA SPEECH FINALS*

WHEREAS, The California State Speech Finals for high school forensics finalists will be held at the University of San Francisco on April 27 to 29, 1972; and

WHEREAS, The purpose of high school forensics has been to provide informed, responsible and articulate young people, who in seeking an education desire to make themselves useful members of society; and

WHEREAS, High school forensics organizations stand for excellence in scholarship as well as training in areas of self expression; and

WHEREAS, The California High School Speech Association as the guiding force behind high school forensics programs in California has provided students from all over the State with a forum for developing and presenting their ideas in a clear and logical manner; and

WHEREAS, The Philhistorian Debating Society of the University of San Francisco over its 109 years history has proved to be an organization providing the University and the community with outstanding opportunities for self-expression; and

WHEREAS, In recognition of the need to furnish young people with an environment in which the free exchange of ideas can take place, the University of San Francisco in conjunction with the California High School Speech Association will host, for the first time on its campus, the California State Speech Finals, April 27, 28, 29, 1972; now, therefore, be it

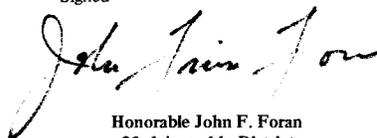
Resolved by Assemblyman John F. Foran, That the University of San Francisco's California Speech Finals be a successful and purposeful experience for the participants and host alike; and be it further

Resolved, That a suitably prepared copy of this resolution be transmitted to the University of San Francisco.

Members Resolution No. 221

Dated: April 24, 1972

Signed



Honorable John F. Foran
23rd Assembly District



California Speech Bulletin

California High School Speech Association

No. 3

Spring 1972

CRITERIA-BASED INSTRUCTION PROJECT GENERATES NATIONAL INTEREST

As the Committee on Criteria-Based Instruction completes its second year of operation, it has become increasingly evident that the project has gained national prominence. In its February issue of SPECTRA, the Speech Communication Association devoted a two-column article to the work of the committee. Patrick Kennicott, Associate Executive Secretary for Research of SCA, wrote to the committee,

...the activities described in this (first annual) report appear to me to be of exceptional merit. . . . It is refreshing to us to see people in "the field" engaging in such important activities. . . . Again, thank you for your concern and efforts in the area of accountability. I believe these efforts are already having a constructive impact on the activities of the Association and I am sure they will continue to do so in the future.

Barbara Wood, Chairman of the SCA Educational Policies Board, notified the committee that at their March meeting, the Board had "discussed, in detail, the First Annual Report of the Committee on Criteria-Based Instruction":

Let me (and the entire Educational Policies Board) commend you and your group for your efforts. We were impressed with the quality. . . . There is no question that accountability is crucial in curriculum planning, and that further research must be conducted in this area. . . . Thank you for the excellent work.

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CHSSA OVERRIDE ASSESSMENT INCREASED

The cost of increased services finally has taken its toll on the California High School Speech Association fee structure. The State Speech Council, meeting in San Francisco on April 27, voted to increase the override assessment for each member school from \$6.00 to \$8.00 effective for the 1972-73 academic year. This increase represents the first change in the assessment in five years.

Larry Mendes, Area Two Chairman, stressed the fact that the Council had earmarked the \$2.00 increase for curriculum development. For the past two years, CHSSA has financed the Criteria-Based Instruction project using funds formerly budgeted to the curriculum director in each Area. However, rising costs of travel, materials, and printing for the project members required that additional funding be obtained. Discussion during the Council meeting indicated that the fee increase alone would not be sufficient to fund the entire curriculum development work now being conducted by CHSSA and that other monies would continue to be allocated from the general funds as well.

Bob Walther, Chairman of the Committee on Criteria-Based Instruction, expressed his and his committee's appreciation to the members of the State Council and to CHSSA member-schools for their support and assistance during the past two years. The fee increase, he noted, will enable the committee to meet more often and, therefore, to move more quickly toward the completion of the project.

U.S.F. SUCCESSFULLY HOSTS STATE SPEECH TOURNEY

University of San Francisco proved itself to be a gracious host for the California High School 1972 State Speech Tournament. Students and coaches representing 166 California high schools participated in the three-day tournament on April 27, 28, and 29.

(Continued Page 3, Column 1)

CHSSA PRESIDENT
COMPLETES TERM OF OFFICE

Dear Coach,

For the past three years, it has been my honor and pleasure to serve as the president of the California High School Speech Association. There is no doubt in my mind that we have one of the hardest working high school organizations in the United States. The interest, eagerness, and cooperation shown by Council members, representing every area of our State, has been phenomenal.

I believe we have done much to strengthen curricular and competitive speech in California. Curriculum research and development is headed for national recognition. Intelligent changes have been made in rules governing competition. We have a good knowledge of what is going on in the legislature. Our relationship with administrative organizations is excellent. CHSSA is now on the approved list of organizations of the State Board of Education.

The success of CHSSA is directly attributable to each individual who has worked diligently to make California a leader in the oral communications field. My deepest appreciation is extended to all who have been involved in the accomplishments of our organization.

My special gratitude must be expressed to: ROBERT WALTHER (UCLA) and NATALIE WEBER (Homestead, Sunnyvale) for their determination and perseverance in making the goals of the Committee on Criteria-Based Instruction a reality. MARIAN MELLGREN (Stagg, Stockton), WILLIAM BLACK (Norwalk), and JOE LAGNESE (Sweetwater, National City) for providing continued assistance in curriculum. TONY HAGGLUND (Alhambra) for his originality and enthusiasm in developing a respectable SPEECH BULLETIN and State Congress. MARIAN MELLGREN for continuing to make our BULLETIN a valuable possession and RICHARD GUSTAFSON (Mira Costa, Manhattan Beach) for creating new excitement in Congress. JACK MANSFIELD (Monte Vista, Danville) for coping continually with the problems of finances. CARMENDALE FERNANDES (Fremont, Sunnyvale) for her continuing contributions to the Council and for her giving me personal assistance so

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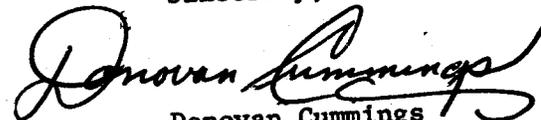
willingly and frequently. LARRY MENDES (McLane, Fresno) and GERTRUDE BACCUS (Redlands) for providing stable leadership as area chairmen.

Our State Tournament was especially pleasant this year. Father Dempsey and the members of the Philhistorian Debating Society of the University of San Francisco deserve a special award for their careful plans and many kindnesses. The facilities were excellent. The number of judges was unique for State tournaments. The many conveniences for coaches were memorable; the reception was a delight. Even the weather was beautifully planned.

I am delighted that Dick Gustafson will be my successor. He has displayed the energy, enthusiasm, and sincerity which make for outstanding leadership. My congratulations to Gus.

May all of you enjoy a rewarding summer. I am looking forward to joining all of you next year in the work of CHSSA.

Sincerely,



Donovan Cummings
CHSSA President

Several members of the Speech Communication Association and the International Communication Association from various parts of the United States, have agreed to serve as critics for the project. Committee Chairman Bob Walther predicts that their assistance will be invaluable to the committee's attempts to arrive at a quality finished product.

The Committee on Criteria-Based Instruction plans to publish shortly its Second Annual Report. This report, which will include a draft of the "Goal Structure for Speech Communication Instruction in Grades K-14," will be mailed to all 1971-1972 CHSSA member schools without charge.

BY-LAWS ARE AMENDED

Article III, Section III, p.10 - Add I. League Participation

1. League participation: Schools within the geographical area of a recognized State league are eligible for membership within the league. If a school within a geographical area of a recognized league desires to affiliate and/or participate in the activities of another league, the request must be submitted in writing to the presidents of the two leagues by June 1 of the preceding school year. A two-thirds affirmative vote of the member schools of both leagues shall be required to allow the request. The decision must be declared no later than June 15. If the applying school or either league president wishes to appeal the decision, he may submit the appeal in writing to the CHSSA president and the area chairmen no later than June 30.

Section IV - Rules, F., 6.. b.. (1), add:

- (a.) A typewritten copy of the programmed reading shall be filed with the Tournament Committee at the time of final registration.
- (b.) Introductory and transitional material shall be underlined.

U.S.F. SUCCESSFULLY HOSTS STATE SPEECH TOURNEY
(Continued from Page 1)

Adding dignity and honor to the occasion were the two Resolutions received from Representative John F. Foran, 23rd Assembly District, and from the Senate Rules Committee by Senator Milton Marks of the Ninth District and by Senator George R. Muscone of the Tenth District.

Mayor Joseph L. Alioto proclaimed April 23 through April 30, 1972, University of San Francisco's California Speech Week in San Francisco.

INTERCOLLEGIATE DEBATE:
INTRAPERSONAL, BUT STILL UNREALISTIC

William R. DeMougeot

Professors Walwik and Mehrley presented a most interesting defense of current debating styles in ST, September, 1971¹--one which is not far from my own view of the primary function of competitive debate. However, there are two points on which many coaches, especially those whose experience goes back many years, would differ with them, and it is on those two points that the concern--even the disgust--of many defenders of debate rests.

The first is their tenuous defense of the use of debate jargon and such devices as abbreviations, names of cases, etc. If oral expression of the results of intrapersonal communication is of virtually no importance (as Walwik and Mehrley contend), one must wonder why we need to travel hundreds of miles at great expense to confront opposition, when we could simply mail briefs, and refutations thereof, to some person (even a computer) who would then judge how well each person had developed his capacity for intellectual inquiry? My greater objection to that contention is that it assumes either you have the audience, or the audience is able--and obligated--to interpret the debater's verbal shorthand. Ah, but there is an audience, albeit often a single human being, in the person of the judge. Which brings us to their statement that "the language must be chosen with a view to its intelligibility and appeal to the audience."² Who is this audience? If it were always someone learned in the topic, as well as in the jargon of the competitive debate world, who acted as judge, the Walwik-Mehrley defense of a specialized language would have some validity. However, as we all know, that is unattainable, even if it were desirable. At the average tournament, many judges will be people who understand argumentation, who may even have coached or debated, but who know little about the topic for that year. Is the debater under no obligation to make himself clear to those people? The sub-culture of prestige-tournament-debating is surely the originator of the current enthusiasm for jargon, if only because so many feel impelled to imitate them. Yet it attempts to eliminate the problem by using only judges who are willing to accept the terms of that sub-culture. Rules for the various tournaments further the development of an elite group. One such rule, for the National Debate Tournament excludes people (like me) who have coached for 20 years or more, but have heard only a few debates in the current year. At some prestige meets, coaches of teams are permitted to delete names of judges who may not suit the style of their teams. Such rulings produce

William R. DeMougeot is Professor of Speech and Director of the Division of Public Address/Communication at North Texas State University, Denton, Texas.

¹ Theodore J. Walwik and R. Samuel Mehrley, "Intercollegiate Debate: An Interpersonal View," Speech Teacher, XX (September 1971), 192-194.

² Ibid., 194.

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an elite group that not only operates largely in a strange world somewhat akin to Alice's Wonderland, but which, by its prestige, leads those not privileged to choose their judges so carefully to emulate them. That is why those of us on the departmental staff who used to direct forensics were appalled by the kind of debating we heard in the elimination rounds of our own college tournament last year.

The second point on which I take issue with Professors Walwik and Mehrley is their assumption that they have identified the "unreality" of college debate by discussing only its suitability to audience persuasion. What worries me (and the many coaches and ex-coaches with whom I've discussed this matter) is that even if you agree that the function of competitive debate is the development of the individual's rational skills, you have a hard time believing that debaters are being well trained. One need look at only one common practice: the excessive limitation of the topic.

A few years ago, I was only mildly disturbed to note that almost every team debating the "substantial reduction of foreign policy commitments" began by substantially reducing the last term to some single commitment, like NATO or monetary policy or Viet Nam. One could argue that the term involved so many diverse possibilities that some limitation was essential, although it seemed to some of us that the basic question was whether the US should continue to be the policeman for the world. Since that time, however, it has become the rule, rather than the exception, to find some segment of the problem embodied in the resolution, and then, by whatever specious (and admittedly often clever) line of reasoning, establish that as "significant." Negative teams are either not being taught how to debate topicality, or the coaches have long ago given up trying to win on that issue. My own impression is that so many coaches have limited cases that they dare not vote against any limitation, for fear their own teams will be penalized.

The extent of this custom was evidenced by the nature of the final debate in the NDT, which appeared in the summer 1971 issue of the Journal of the American Forensic Association. Compulsory wage and price controls were conceived by the affirmative as meaning a guaranteed annual income for migrant farm workers, supplemented by federal controls of the prices they would pay for goods. I have yet to find a person who can believe that such a definition of the topic is acceptable. The economics professors were amazed. Can you seriously believe that any government official even remotely conceives of such a meaning for the phrase "a program of wage and price controls"? Can you believe that the coaches who voted for the topic saw it in any such light? But the wonder doesn't end there. Did the negative seriously contest that definition? Well, since the team was in national finals, the case had obviously withstood any such challenges. So the negative devoted its time to arguments about inherency and near counterplans and some undesirability arguments that I recognized from the year we debated guaranteed annual income, which at least showed the negative re-

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cognized the case for what it really was. (After all, in that year, many teams evaded that topic by having guaranteed incomes for only some select group of humans).

Now, if we follow the logic of Walwik and Mehrley, the debaters who analyze topics in such a manner are learning to solve their own problems in life by this kind of decision-making. Let's imagine such a person faced with the problem of meeting bills which exceed his expenses. Approaching the problem of "establishing a system for the substantial reduction of expenses," he selects his electric bill, which totals 5% of his expenses (the relationship to migrant farm workers being about 5% of the wage-earners is not accidental), and conceives an elaborate scheme to reduce it. He has "Met the proposition" in the sense that he has "a system for reducing expenses," but has he really solved his problem? Well, he can console himself with the knowledge that if his financial advisor was an ex-debater in the mold of the day, the arguments against his plan would be limited to whether it was desirable to lower one's electric bill. This is roughly like the negative team in that final debate arguing that it really wasn't very wise to try to help the poor.

Professors Walwik and Mehrley have quite properly differentiated between training for public debate and training for rational deliberation. But let's not use some academic rationale like "Improving intrapersonal communication" to disguise another step in the deemphasis of oral communication ability. It has been my contention that the very nature of competitive debate demands that the results of intrapersonal communication be communicated interpersonally, that it is neither desirable nor practical to assume that the listeners will be versed in the debater's verbal shorthand, and that even if the goal of debate is to improve the debater's rational skills, that goal is inhibited by unrealistic topic analysis.

Let no reader assume that this is a call for the abolition of competitive debate. If I disliked it, I could have chosen to let it self-destruct, instead of writing this article in an effort to discourage the building of this strange world. After devoting most of my adult life to the cause of forensics because I sincerely believe that its merits outweigh its faults, I want to see it survive and prosper. Perhaps the time has come for more coaches to refuse to allow their teams to over-limit topics, and for those who judge debates which are characterized by unrealistic analysis to vote against the team which is guilty, regardless of other factors. As long as those cases win, and poor communicators suffer no apparent penalties, others will emulate them, and soon the entire world of debate will look to everyone like a strange world indeed. I thought it was particularly ironic that the very issue of the AFA Journal which contained the final debate in the NDT also contained a code of standards for debate which included this one: "No team clearly guilty of using evidence of doubtful credibility in a debate should be awarded

(Continued page 5, Column 1)

Intercollegiate Debate (Con't. fr. p. 4 Col. 2)

a decision, regardless of other circumstances."³ But a case of doubtful credibility is not even mentioned in that document.

What surely should give pause to those responsible for the present state of intercollegiate debate is that it is being censured not only by those who do not understand the purposes of the activity, but also by those of us who do understand and who believe that it once really served those purposes.

³. Journal of the American Forensic Association, VIII (Summer 1971), 44.

* Article reprinted from The Speech Teacher, March, 1972, by special permission of the Editor, Frank E. X. Dance.

FALLBROOK HIGH SCHOOL WINS GIRLS' ORIGINAL ORATORY

Nancy Comer
Fallbrook H. S.
Coach: William Gier

You remember Cyclops don't you? A huge monster like creature that had a foul mouth, ugly appearance and crude manner. Remember, he had an enormous staring eye in the middle of his forehead, and he devoured any human being that got in to the focus of this eye. Edith Hamilton says, "Although this creature was made to represent human beings, he was unlike any form of life ever known to man."

Cyclops is not just a mythological beast. He is here with us today in the form of TV advertising. Now perhaps you've never thought of TV advertising as a monster, but it is. This Cyclops is extremely powerful; he influences our everyday life. His message is "Buy." "Buy" to be attractive, "buy" to be sexy, "buy" to get a husband, "buy" to have friends and "buy" to have a happy family; just "buy." The monster does anything in order to get us to buy. He lies to us and offends us. He is trying to control us and consume us. We must not let this monster control our lives; we must not let him continue to lie to us and offend us. The monster must change his ways; television advertising must be reformed.

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Fallbrook H.S. Wins Girls' O.O. (Con't. fr. pre.col.)

S. I. Hayakawa says this of the monster, "TV advertising carries connotations of half truth, of deception and outright fraud, of appeals to vanity, fear, snobbery and false pride."

According to the 1970 Almanac, the average American is exposed to more than a solid hour of TV advertising each day, more than solid hour of commercials that lie to us and offend us. Let's examine some of the monster's lies. First, he creates false illusions by using fantasy situations and by stereotyping; and secondly, he is psychologically deceiving us because he implies or promises unrealistic results.

I'm sure we all agree that commercials can be absolutely ridiculous. For example, how many times have you mistaken your girl friend's mother for your girl friend? I can honestly admit I have never dreamt of walking down Fifth Avenue in my Maidenform bra, and my upbringing has told me that "My girldle's killing me," is not the proper thing to say in public.

But not only does the monster lie to us by using fantasy situations, but he stereotypes people and their roles in society as well. TV ads tell us----if you are a housewife you are obsessed with whiter wash, moister cakes, shinier floors, cleaner children, softer diapers and greaseless fried chicken. If you're a single girl, you're a sex symbol used to sell everything from tires to after-shave lotion and "you've come along way," If you're black, you live in harmony with white neighbors in \$40,000 duplexes. And if you're young, you're a part of the Pepsi generation and "you've got a lot to live." THE REAL THING?????? no.....

The monster is lying to us by using fantasy situations and by stereotyping. He is also psychologically deceiving us with commercials that imply or promise unrealistic results. The message here is "Try it; you'll like it."

TV ads set forth the idea that happiness is in consumption. It says we can find our identify, popularity, and security in the products we buy. So what do we do? We buy; we buy because we live by the saying "Seeing is believing." We buy in order to make ourselves look, feel, taste, smell and act better; many times we don't get what we expect.

The late Ben Heck has said, "The best minds of America have prostituted their ability to TV advertising." Advertising is our modern day poetry. Listen to the deception of the poetry of today.

"Ultra Bright gives your mouth sex appeal," "Once in the morning does it," "Make friends with Kool-Aid," "I can see myself," "Help beat the frizzies," "It's the tooth toughener," and "I feel like a King."

(Continued page 6, column 1)

William Capitan, the President of Research in Marketing says, "Almost all of these commercials should be illegal because they promise or imply unrealistic results."

And so Hayakawa's point is well taken; advertising does carry connotations of half truth, deception and outright fraud. We've seen some of the lies the monster spits out at us, the false illusions and psychological deception of TV advertising. Let's look now at another reason why TV advertising must be reformed. Let's look at the offensive aspect of lying-commercials that insult our intelligence and invade our privacy.

My intelligence is insulted everytime I hear, "I just polished my teeth and they feel ~~mmmmmm~~ great." "I didn't use deodorant today and I don't think I'll use it tomorrow," and "I don't use soap and I bet I'm cleaner than you."

Why do we put up with this? How can we? These commercials are in such poor taste they insult our intelligence, and yet we continue to put up with them. And as long as we buy the products that are advertised in such an insulting manner; advertising will continue to insult us.

Commercials are offensive not only because they insult us but because they greatly invade our privacy. In everything we do, everywhere we go our privacy is being invaded by advertising. On a date, you know that if he "Kissed you once, he'll kiss you again (as long as you use Certs)," "In a time of closeness, you're glad you used Dial and you wished everybody di," and "in a crowd, you can't help wondering, 'Does she or doesn't she?'" And so our social privacy as well as our individual privacy is being invaded.

Remember when things like bad breath, body odor, and constipation were considered personal matters? Now, because the monster has exposed us to this, these once personal things are common and everyday. We turn on the set to find out that John's a nice guy but when he comes in in the morning whoooooo, and Mary is having problems telling her husband he has perspiration odor, and as the grand finale we hear, "This is the first commercial you will see for this product," as a beautiful woman holds a box of Playtex tampons on her lap.

The monster is not concerned with the social and moral problems he creates. He is interested primarily in the profit motive, the extra dollar in his pocket. His message is buy--buy to be attractive, buy to be sexy, buy to get a husband, buy to have friends and buy to have a happy family; just buy.

We are being conditioned and we are unaware of it. The monster is exposing us to these personal things continuously; we are growing tolerant, becoming conditioned to accept what we see. This conditioning makes us able to accept anything; nothing is too personal, nor too sacred.

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Even feminine hygiene commercials aren't as offensive anymore because after we've seen them so many times they too are common. But during these last few weeks the monster has come up with something more offensive and more personal. We are now being showed commercials concerned with hemorrhoids. How far will we go? How gross is gross??????

I have not been advocating the abolition of TV advertising. I have not been conditioned to the point I'd say, "Take it off! Take it all off," but rather I feel TV advertising must be reformed for the reasons I've mentioned. The monster is lying to us by creating false illusion; deceiving us psychologically; and he is offending us by insulting our intelligence and invading our privacy.

In the original story of Cyclops, the people, refusing to be controlled by the monster, went to work to destroy him. They took a huge stake and drove out his eye, blinding and immobilizing Cyclops. We too must refuse to be controlled by this monster. We must find ways in which we can reform TV advertising. The solution area to this problem is vast, but let's briefly look at two things that we the public can do in order to reform television advertising.

First, we can support subscription TV; networks such as PBS (Public Broadcasting System) and NET (National Educational TV). These networks do not have commercials. Subscription TV is a relatively new idea, and it needs our financial and verbal support in order to be successful.

Secondly, we can follow the recommendation of Stanford University Psychology Professor, Dr. Alberta Siegle. Dr. Siegle, in a Senate Hearing on TV advertising this month, recommended that consumers boycott products that are advertised in the manner I've mentioned today. Refuse to buy products that are advertised in a lying or offensive manner. Write letters to the advertiser complaining and demanding specific improvement. Work together with friends and neighbors; a community effort toward reforming TV advertising can prove that the power is still in the people.

If you sit back and do nothing about this problem, you, your children, and your children's children will be lied to and offended to the point that you will be controlled by this monster. Don't let this happen. Protect yourself and your individual rights.

After what we've seen, if you don't think TV advertising is lying to you and you aren't offended by what you see, then take an Alka Seltzer, because I just can't believe you at the whole thing.....

HIGH SCHOOL SPEECH INSTITUTES IN CALIFORNIA - SUMMER OF 1972

Loyola University	July 2 - July 22 (Three weeks)	Debate and Individual	Tuition \$120.00 Activity Fee \$20.00 Room & Board \$115.00	Mr. Jay Busse, Co-Director Loyola Univ. Forensic Institute Loyola U., Box 305 Los Angeles, Calif. 90045
Sacramento State College	June 19 - July 8	Debate, Impromptu, & Extemporaneous	Novice Tuition \$80.00 Intermediate Tuition \$90.00 Advanced Tuition \$100.00 Food & Lodging \$150.00	Phil Biddle, Summer Institute Dept. of Communication Studies Sacramento State College 6000 J Street Sacramento, Calif. 95819
University of Pacific	June 18 - 24 June 25 - July 1 July 2 - 8	Individual Interpre- tation Original Events Interpretative Events	One week on campus - \$121.00 One week off campus - \$86.00 Two weeks on campus - \$221.00 Two weeks off campus - \$144.00 Three weeks on campus - \$326.00 Three weeks off campus - \$213.00	Dr. Alan L. Mikels, Director Speech Arts Institute University of the Pacific Stockton, Calif. 95204
University of Redlands (Golden West H.S. Forensics Institute)	July 10 - 21 (two weeks)	Debate	On campus - \$221.00 Off campus - \$144.00	Mr. Ben Dillow, Director Golden West Forensic Institute University of Redlands Redlands, Calif. 92373
University of Redlands	July 23 - August 18 (Four weeks)	Debate and Individual	Tuition - \$155.00 Board - \$120.00 Room - \$65.00 Activity fee - \$35.00 Insurance - \$15.00	James J. Dempsey, S. J. Philhistorians University of San Francisco San Francisco, Calif. 94117
University of San Francisco	June 19 - July 7	Debate and Individual	Tuition - \$94.00	University of Southern Calif. John C. DeBross Dept. of Speech Communication University Park Los Angeles, Calif. 90007
University of Southern Calif. (Western Forensics Institute)	June 25 - July 22 (Four weeks)	Debate and Individual	Tuition & Fees - \$140.00 Housing & Meals - \$130.00	

CURRICULUM REPRESENTATIVES SUGGEST
SPEECH JOB DESCRIPTION
TO FULFILL STULL BILL

SECONDARY CLASSROOM TEACHER - SPEECH

Brief Description of Position:

As part of a secondary teaching schedule, teaches one or more classes of speech to pupils in grades 9 - 12, and assists in other school programs as assigned.

Major Duties and Responsibilities:

1. Teaches skills and knowledge in speech to secondary pupils, utilizing course of study adopted by the Board of Education and other appropriate learning activities.
2. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school district.
3. Plans daily class time to achieve a balanced program of study of concepts, individual and group performance, development of standards of critical analysis, and development of effective listening skills.
4. Provides individual and small group instruction in order to adapt the curriculum to the needs of each pupil. Encourages pupils to develop self-confidence and poise in speech situations to the greatest extent possible.
5. Demonstrates and assists pupils to develop skills and techniques in gestures, voice projection, and voice control in oral communication ranging from informal conversation through group discussion, public address, and oral interpretation of literature.
6. Relates instruction to modern applications of speech in radio, recordings, television, and other mass-media communications. Develops pupil understanding and evaluation skills as a consumer of these media.
7. Selects and uses a wide variety of classical and contemporary plays, readings, and other literature appropriate for the ages and skill levels of pupils.
8. Instructs pupils in use, care, and safe handling of public address systems and recording equipment. Maintains surveillance over such property in order to prevent loss or abuse.
9. Plans, rehearses, and directs pupils in speech activities for school and community. Guides pupils entering interschool competitive speech and debate tournaments.
10. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment during regular class sessions, group rehearsals, competition, and performances.
11. Evaluates each pupil's skill and knowledge in speech arts, assessing each individual's contributions to efforts of speech teams and performing groups. Prepares progress reports.
12. Maintains professional competence through participation in inservice education activities provided by the district and/or in self-selected professional growth activities.

Other Duties and Responsibilities:

1. Selects and requisitions books, instructional aids, scripts, and instructional supplies and maintains required inventory records.
2. Communicates with parents and school counselors on the individual pupil's progress.
3. Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
4. Supervises pupils in out-of-classroom activities during the assigned working day.
5. May supervise pupil activities in speech activities conducted off the school site.
6. Participates in curriculum and other developmental programs within the school of assignment and/or on a district level. May teach under modular or flexible scheduling plans.
7. Performs basic attendance accounting and business services as required.
8. Shares in the sponsorship of student activities and participates in faculty committees
9. May plan and coordinate the work of aides, teacher assistants, or other paraprofessionals.

Supervision Exercised or Received:

Under the immediate direction of the site administrator.

POSITION QUALIFICATIONS

Minimum Qualifications:

1. Credential: General Secondary, Special Secondary - Speech, Standard Secondary (issued on a partial fulfillment basis.)
2. Education: Bachelor's degree with a speech major or minor, including all courses needed to meet credential requirements.
3. Experience: Practice teaching (6 semester hours or 120 clock hours) or two years of full-time teaching experience, preferable with at least half in the fields of speech.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher. Ability to speak and write English with clarity and in accordance with present standards of usage.

Goals of Effective Performance;

To develop in each pupil an understanding of the historical and present day functions of speech arts in the world's culture; to develop skills in oral communication; to discover and develop special talents of pupils in the fields of oral interpretation and public speaking; to encourage each pupil to develop standards for critical analysis and constructive evaluation of his own performance in speech as well as the performance of others; to establish good relationships with parents and with other staff members.

Examples of Education, Achievements, and Experiences Which May Lead to More Effective Performance:

1. Credential: Full credential (General Secondary, Standard Secondary.)
2. Education: A minimum of 30 semester hours beyond bachelor's degree. Master's degree with a major in speech, or English. Depth of knowledge in one or more major fields of speech, and/or in classical and contemporary literature. Extensive knowledge of contemporary materials as a basis for ideas for oral presentations and competitive events. Participation in a variety of relevant inservice education classes, demonstration lessons, and workshops.
3. Professional Experience: A minimum of three years of classroom teaching experience in speech, working with beginning and advanced pupils at both the junior and senior high school levels. Classroom teaching experience in two or more schools, preferably in different socio-economic areas. Experience in meeting the needs of pupils with limited ability in speech arts. Participation in curriculum writing and/or curriculum committees on a district level. Professional assignments such as department chairman, demonstration teacher, team leader, district or inschool resource teacher, or student teacher supervisor.
4. Other Experience: Amateur or professional experience in oral interpretation and public speaking as a participant, writer, director, or critic. Enthusiastic interest in the field of speech as evidenced by attendance at performing arts programs and public speaking activities. Development of a broad background of general knowledge and understanding of human relationships gained through such activities as travel. military service, classroom teaching at the elementary level or in secondary subjects other than speech, or work experience other than as a classroom teacher. Interest and participation in one or more professional or community organizations.

The Senate, California Legislature



Resolution

OF THE SENATE RULES COMMITTEE

By Senator Milton Marks
and Senator George R. Moscone

RELATIVE TO "THE UNIVERSITY OF SAN FRANCISCO'S CALIFORNIA SPEECH WEEK"

WHEREAS, The purpose of high school forensics has been to provide for informed, responsible and articulate young people, who, in seeking an education, desire to make themselves useful members of society; and

WHEREAS, High school forensics organizations stand for excellence in scholarship as well as training in areas of self expression; and

WHEREAS, The Philhistorian Debating Society at the University of San Francisco, over its 109-year history, has proved to be an organization providing the University and the community with outstanding opportunities for self expression; and

WHEREAS, The California High School Speech Association, as the guiding force behind high school forensics programs in California, has provided students from all over the state with a forum for developing and presenting their ideas in a clear and logical manner; and

WHEREAS, In recognition of the need to furnish young people with an environment in which the free exchange of ideas can take place, the University of San Francisco, in conjunction with the California High School Speech Association, will host for the first time on its campus the California State Speech Finals on April 27, 28, 29, 1972; now, therefore, be it

RESOLVED BY THE SENATE RULES COMMITTEE, That the Members designate April 23 through 30, 1972, as "The University of San Francisco's California Speech Week"; and be it further

RESOLVED, That suitably prepared copies of this resolution be transmitted to the Philhistorian Debating Society at the University of San Francisco and the California High School Speech Association.

Senate Rules Resolution No. 270 adopted April 27, 1972



James R. Mills
CHAIRMAN
Milton Marks 9th
SENATOR DISTRICT
George R. Moscone 10th
Senator District

Proclamation

The purpose of high school forensics has been to provide for informed, responsible and articulate young people, who in seeking an education desire to make themselves useful members of society. It is only in doing, not merely theorizing, that the student can best apply what he has learned in the multiplicity of courses taken in school. High school forensics organizations stand for excellence in scholarship as well as training in areas of self-expression. It is in the total person speaking, that we recognize the products of the diverse elements of education unified into the "whole man".

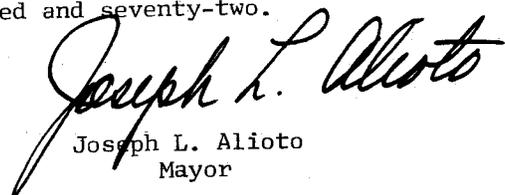
The Philhistorian Debating Society of the University of San Francisco, over its 109 years history, has proved to be an organization providing the University and the community with outstanding opportunities for self-expression. Prime examples have been such annual events as the High School and Junior High School Invitational Speech Tournaments and the Flaherty Debate on a topic of community interest.

The California High School Speech Association as the guiding force behind high school forensics programs in California, has provided students from all over the State with a forum for developing and presenting their ideas in a clear and logical manner.

In recognition of the need to furnish young people with an environment in which the free exchange of ideas can take place, the University of San Francisco in conjunction with the California High School Speech Association, will host for the first time on its campus, the California State Speech Finals, April 27, 28 and 29, 1972,

NOW, THEREFORE, I, Joseph L. Alioto, Mayor of the City and County of San Francisco, do hereby proclaim the period April 23 through 30, 1972, as UNIVERSITY OF SAN FRANCISCO'S CALIFORNIA SPEECH WEEK in San Francisco.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the City and County of San Francisco to be affixed this twentieth day of April, nineteen hundred and seventy-two.


Joseph L. Alioto
Mayor

