

California Speech Bulletin

No. 2

Winter 1972

CONSTITUTION OF THE CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION

ARTICLE I - NAME

SECTION I. The name of this organization shall be the California High School Speech Association (Officially referred to as CHSSA.)

ARTICLE II - PURPOSE

SECTION I. To foster a healthy and well-rounded curricular and extra-curricular speech program for the high schools of California.

SECTION II. To organize, supervise, and determine rules for the California State Speech Tournament.

SECTION III. To coordinate the activities of the various speech leagues of the State.

SECTION IV. To provide liaison with the California University Extension Association (NUEA) representative for California.

SECTION V. To improve the coordination of the high school and college curricular and extra-curricular speech programs.

SECTION VI. To provide the necessary funds for the operation of the Tournament and the operation of the Association.

SECTION VII. To provide liaison between the various speech leagues in California and the California Association of Secondary School Administrators (CASSA).

ARTICLE III - MEMBERSHIP

SECTION I. Membership in the CHSSA shall be open to all high schools of California upon payment of an annual fee and the filing of required membership application.

SECTION II. The membership of the CHSSA shall be composed of:

- A. An equal number of the representatives north and south of the Tehachapi Mountains as follows:
 1. North: The Coast Forensic League, the Golden Gate Speech Association, the Yosemite Forensic League, the Southern Valley Forensic League, The Sacramento Valley Forensic League, The Pacific Forensic League.
 2. South: The Southern California Debate League, The San Diego

California High School Speech Association

California Speech Bulletin

California High School Speech Association

No. 2

Winter 1972

USF TO HOST STATE TOURNEY

The University of San Francisco will host the State Tournament of the California High School Speech Association on April 27-29, 1972.

The State Tournament events for 1972 remain the same as those offered in 1971.

Father Dempsey, host for the 1972 State Tournament, reports that preparations for an outstanding tournament are well under way. Eating facilities will be available on campus throughout the hours of the tournament. Parking facilities will be very limited. Father Dempsey has indicated that the Jack Tar Hotel, Geary at Van Ness, probably provides the best location and most conveniences for rooms.

Complete tournament information will be sent to you by your Area Chairman when qualifying tournaments have been completed.

STATE TOURNEY TO INITIATE NEW CONGRESS RULES

In the past few years, many comments of dissatisfaction about State Student Congress have been heard. Many coaches and students have expressed the thought that this event was an exercise in parliamentary tomfoolery with no serious intent which relegated Congress to a second class event. Students have asked, "Why must we debate these bills? They are irrelevant and we want to debate bills we have written and are interested in."

In an effort to solve these and other problems involved in the Congress, the State Speech Council has approved a major reorganization of this event. The following pages contain the by-law amendments which were adopted on October 4 in order to effect these changes.

(Continued Page, Column 1)

BEHAVIORAL OBJECTIVES CONSULTANT SPONSORED BY CHSSA

The California High School Speech Association takes pleasure in announcing the availability of expert consultation to school districts engaged in speech communication curriculum revision or in the writing of goals and behavioral objectives. Robert P. Walther, Chairman of the Committee on Criteria-Based Instruction, has agreed to offer his services to interested school districts for consultation, critique, lecture, and workshop sessions. Mr. Walther will donate his fees for these sessions to the support budget of the Committee on Criteria-Based Instruction.

Curriculum personnel and speech communication instructors who are interested in obtaining these services should write to the following address for information concerning Mr. Walther's qualifications, consulting fees, travel arrangements, and dates of availability:

Robert P. Walther
Department of Speech
University of California
405 Hilgard Avenue
Los Angeles, California 90024

COMMITTEE ON CRITERIA-BASED INSTRUCTION PROGRESS REPORT

At the midway point of its second year of deliberation, the Committee on Criteria-Based Instruction of the California High School Speech Association (CHSSA) and the California Speech Association (CSA) reports further progress toward its aim to formulate a goal structure for speech communication instruction in Grades K-14. In its final form, the structure will commence with the broadest goals of general education
(Continued Page 2, Column 2)

This is a diagram of the organization of the new California State Student Congress.

THURSDAY, JOINT COMMITTEE MEETINGS

<p>COMMITTEE #1 15 members 7 Senators 8 Representatives 2 Presiding Officers Two ballots 1st thru 9th on each Report out minimum of three bills on NUEA Problem Area One Three hours total time</p>	<p>COMMITTEE #2 16 members 7 Senators 9 Representatives 2 Presiding Officers Two ballots 1st thru 9th on each Report out minimum of three bills on NUEA Problem Area Two Three hours total time</p>	<p>COMMITTEE #3 15 members 7 Senators 8 Representatives 2 Presiding Officers Two ballots 1st thru 9th on each Report out minimum of three bills on NUEA Problem Area Three Three hours total time</p>	<p>COMMITTEE #4 16 members 7 Senators 9 Representatives 2 Presiding Officers Two ballots 1st thru 9th on each Report out minimum of three bills on topics of interest Three hours total time</p>
--	--	--	---

FRIDAY, FOUR PRELIMINARY SESSIONS

<p><u>Senate</u> 28 member delegates 4 Presiding Officer Set Calendar for all sessions (Prelims and Elims) Delegates elect 2 Presiding Officers to go to semis Scorers ballot 1st thru 9th each session. Low cum determines 14 semi-finalists One bill considered each session (one from each committee)</p>	<p><u>House</u> 34 member delegates 4 Presiding Officers Set Calendar for all sessions (Prelims and Elims) Delegates elect 2 Presiding Officers to go to semis Scorers ballot 1st thru 9th each session. Low cum determines 14 semi-finalists One bill considered each session (one from each committee)</p>
---	---

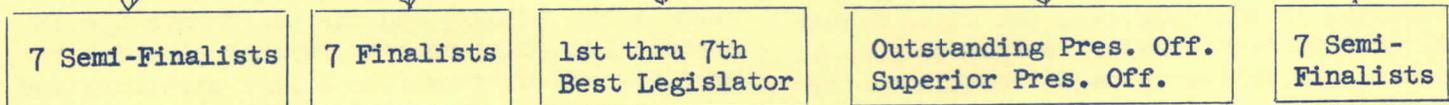
SATURDAY, A.M., SEMI-FINAL SESSION

<p><u>Senate</u> 14 members 2 Presiding Officers 3 hours total 2 bills considered Members elect one Presiding Officer to go to finals Scorers ballot 1st thru 9th; two ballots; low total cum all sessions determines 7 finalists</p>	<p><u>House</u> 14 members 2 Presiding Officers 3 hours total 2 bills considered Members elect one Presiding Officer to go to finals Scorers ballot 1st thru 9th; two ballots; low total cum all sessions determines 7 finalists</p>
--	---

SATURDAY, P.M., FINAL, UNICAMERAL SESSION

14 members
 7 Senators
 7 Representatives
 2 Presiding Officers
 3 hours total time
 2 bills considered (1 from Senate, 1 from House)
 Members elect Outstanding and Superior Presiding Officers
 3 Scorers ballot 1st thru 9th. Total cum of all sessions
 determines awards.

AWARDS



In brief, the main ways in which the new Congress differs from past years are these:

1. Congress will begin on Thursday and continue through Saturday (three days instead of two).
2. The delegates will now write and propose their own bills and resolutions in committee. This year, the four joint committees are assigned to present bills and resolutions which answer the following questions -
Committee #1; What should be the policy toward financing elementary and secondary education in the United States?
Committee #2; What should be the role of the federal government in providing for the social welfare of United States citizens?
Committee #3; What should be the policy of the federal government toward health care for United States citizens?
Committee #4 will discuss and present bills on any topic of interest to the delegates excluding those of the other committees and excluding this year's debate topic (significant changes in the jury system).
3. An elimination system is provided. This includes three preliminary sessions, a semi-final session, and a unicameral final session with awards to be given out at the assembly with the other events.
4. The presiding officers compete in an elimination contest of their own. These contestants are qualified separately from the other delegates and are eligible for only the Presiding Officer Awards.

As in any new event, some unforeseen snags will undoubtedly appear as we begin to work with this plan. Any problems must be solved as we go along, so please don't hesitate to write and ask for an explanation of any item that is unclear to you.

Those coaches who have worked closely with the Congress are enthusiastic about this new approach to what some feel could be the most relevant and educational event in the forensic spectrum. We hope that coaches and students, alike, will send in their comments and criticisms to the Director of Congress when this year's California State Student Congress is completed.

A diagram of the congress organization is on page 2a.

The complete By Law Amendments related to Congress are printing in this Bulletin on pages 9-12.

-Congress report submitted by
Dick Gustafson, Vice President

and will conclude with specific performance criteria.

As of December 1, 1971, the Committee is pleased to release for informational purposes the Third Draft of the "Goal Structure," which now includes the beginning stages of the sub-goal level. This draft supercedes the Second Draft which appears in Appendix A (pp. 8-10) of the Committee's First Annual Report.

Objectives, sub-objectives, tasks, and sub-tasks now are being compiled for these goals and sub-goals; and additional sub-goals are under consideration. A more extensive report of the Committee is planned for April, 1972.

Interested persons are invited to address their comments/criticisms to Robert P. Walther, Chairman, Committee on Criteria-Based Instruction; Department of Speech; University of Calif.; 405 Hilgard Avenue; Los Angeles, California, 90024.

GOAL STRUCTURE FOR
SPEECH COMMUNICATION INSTRUCTION
IN THE STATE OF CALIFORNIA¹
(Third Draft 10/23/71)

The California High School Speech Association and the California Speech Association assert that the goals of general education are to advance mankind by preparing students to²

1. Deal with a world of unforeseeable demands
(Continued Page 3)

¹See "Conflicts in California Laws Governing Instruction in Speech Communication in California Public Education: Joint Position Paper #1," California High School Speech Association and California Speech Association, October, 1970.

²Sources for this section of the Goal Structure include California School Boards Association, "Educational Goals and Objectives," Sacramento, 1969; Educational Testing Service, A Plan for Evaluating the Quality of Educational Programs in Pennsylvania, Vol. I (June 30, 1962), pp. 1-3; Magdalene Kramer, The Role of Speech in Education: A Re-Evaluation, "Quarterly Journal of Speech," XXXIV, 2 (April, 1948), pp. 123-127; Gerald R. Miller, Speech Communication: A Behavioral Approach (Kansas City: Bobbs-Merrill, 1966), p.2; State of Texas Subcommittee on Goals to the Governor's Committee on Public School Education, "Goals for Public Education in Texas," 1968.

Goal Structure for Speech Comm. (Cont. fr. p. 2)

- and change.
2. Develop a sense of accountability for any idea he expresses and action he takes.
3. Cultivate the power to make decisions on the basis of pertinent data through the use of reason.
4. Develop a social consciousness and a sense of responsibility to cooperate with others and to recognize and respect their rights.
5. Commit oneself to the free exchange of ideas.
6. Understand and appreciate nature and human achievement.
7. Recognize and develop fully personal talents and capabilities.
8. Formulate an ethical system.
9. Communicate effectively with his fellow man.

To explain more specifically how the field of speech communication contributes to the implementation of these goals, we support the following axioms:³

1. Speech communication, man's most distinctive and significant behavior, is a cultural acquisition. Behavior of such importance and complexity deserves disciplined study. No one can be said to be knowledgeable about himself and his environment unless he understands speech communication, its nature, structure and functioning.
2. An educated person should be capable of transmitting his meanings and receiving the meanings of others with accuracy, correctness and clarity.
3. Man, being essentially and significantly a communicator, must research and receive instruction in speech communication focused on the major functions and forms of discourse important to his life as a human being, citizen and artist.
4. Speech communication is the center of humane study and the center from which the search for, transmission of, and reception of knowledge about man properly proceeds.

Therefore, we propose that speech communication instruction in Grades K-14 of the State of California seeks to facilitate the attainment of the goals of general education through the following performance criteria stages. Namely, student will

- 1.0 Deal with a world of unforeseeable demands and change.
- 1.1 Adapt his communication purposes to a variety of situations.

(Continued next column)

³These four axioms have been based on and concur with "The Field of Speech: Its Purposes and Scope in Education," a statement prepared for the Speech Communication Association by the Committee on the Nature of the Field of Speech. The statement was accepted as an official document of the Speech Communication Association by action of the Administrative Council in Denver, Colorado, August 18, 1963.

- 1.2 Apply an appropriate method to solve personal and group communication problems.
- 1.3 Create new thoughts by relating to old experiences.
- 2.0 Develop a sense of accountability for any idea he expresses and action he takes.
 - 2.1 Assume responsibility for the accuracy of his statements.
- 3.0 Cultivate the power to make decisions on the basis of pertinent data through the use of reason.
 - 3.1 Work with other individuals in decision-making processes.
 - 3.2 Evaluate the validity of a message on the basis of known data about the source or the subject.
 - 3.3 Distinguish between his perceptions and his attitudes toward his perceptions.
 - 3.4 Adapt directions to his own use.
- 4.0 Develop a social consciousness and a sense of responsibility to cooperate with others and to recognize and respect their rights.
 - 4.1 Work with other individuals in group communication processes.
 - 4.2 Provide leadership and/or followership, as the need arises.
 - 4.3 Practice behaviors in the group communication situation which will facilitate the achievement of the group's goals.
 - 4.4 Demonstrate sensitivity to the feelings and ideas expressed by others.
 - 4.5 Perceive the impact of communication on others.
 - 4.6 Communicate effectively the findings or actuate the resolutions of the group.
 - 4.7 Practice behaviors which make for an effective audience member.
- 5.0 Commit oneself to the free exchange to ideas.
 - 5.1 Demonstrate a positive mental attitude toward the communication situation.
 - 5.2 Demonstrate ability to avoid signal responses to emotionally loaded verbal and non-verbal symbols.
 - 5.3 Seek a variety of input of ideas.
 - 5.4 Accept differences in regional and national speech.
- 6.0 Understand and appreciate nature and human achievement.
 - 6.1 Demonstrate aesthetic appreciation for the means man employs to convey ideas.
 - 6.2 Distinguish between aesthetically pleasing and displeasing styles of delivering a message.
 - 6.3 Demonstrate an understanding of the means man employs to convey ideas.
- 7.0 Recognize and develop fully personal talents and capabilities.
 - 7.1 Use interpersonal communication as a means of developing his personal capabilities; viz., poise, self-confidence or self-assurance, effectiveness of

(Continued Column 1, page 4)

- 7.1 (Continued)
communication, understanding, tolerance of the ideas of others, sharing of his ideas.
 - 7.2 Use interpersonal communication as a means of furthering his personal ends.
 - 7.3 Develop a realistic concept of self.
 - 7.4 Initiate communications.
 - 7.5 Derive pleasure and satisfaction from group participation.
- 8.0 Formulate an ethical system.
 - 8.1 Fulfill his ethical obligation in communication to himself and his listeners.
- 9.0 Communicate effectively with his fellow man.
 - 9.1 Use "standard" oral language when called upon.
 - 9.2 Convey an ideas, as a source, using verbal, vocal, and kinesic symbols.
 - 9.3 Evaluate how successfully an idea is conveyed.
 - 9.4 Read the written idea of another; then, as source, translate the abstract verbal meaning into vocal and kinesic symbols.
 - 9.5 Adapt his means to achieving his communication purposes to a variety of situations.
 - 9.6 Perceive and interpret the communication of others.
 - 9.7 Retain a reasonable portion of the information received in a communication situation.

BY-LAWS ARE AMENDED

The following changes have been made in the By-laws - Article III, Section III, letter E.:

5. All state qualifying tournaments in individual events shall use and abide by the state tournament rules and procedures. In the event of hardships and/or emergencies, a lesser number of judges may be used in the preliminary rounds.
6. All state qualifying tournaments in individual events shall hold a minimum of three preliminary rounds before a final round.
7. The determination of awards at the state qualifying tournaments shall be the province of the individual leagues holding said qualifying tournaments.

PRESIDENT REPORTS ON CHSSA ACTIVITIES

Dear CHSSA members and affiliates:

The State Speech Council met in San Francisco on October 15-16, 1971, and in San Diego on January 7-8, 1972. By-law revisions and major committee reports are contained in this BULLETIN.

My special thanks goes to Mr. Robert Walther, chairman of the Criteria-Based Instruction Committee, for his outstanding leadership. The results of the committee's work are excellent. If you have not received a copy of the fall report, contact the CHSSA Curriculum Representative in your area.

While the work of the Criteria-Based Instruction Committee has been progressing successfully, possible CHSSA financial support for this year has already been exhausted. The Council felt, although costs have continued to rise, CHSSA dues and/or fees should not be increased in keeping with the President's wage and price freeze. Therefore, other sources of financial support are being sought. Each CHSSA league has been requested to contribute at least fifty dollars. Each CHSSA member is asked to make a personal five dollar contribution.

Application has been made for the CHSSA to be included on the State Board of Education's approved list of state organizations. CHSSA is an official member of the California Speech Association and an affiliate membership application has been filed with the Western Speech Communications Association.

State Tournament events for 1972 remain the same as those offered in 1971. However, a proposal for rotating humorous, expository speaking, and oratorical interpretation (humorous and expository to be offered in 1973) has been passed by the Council. Details for this proposal will be finalized at the April Council meeting.

Revision in the "sources" section of the By-laws pertaining to interpretive events is being studied. Recommendations should be completed in April.

Many thanks to Gertrude Baccus for her hard work in compiling information regarding invitational tournaments. The most pertinent information is included in this BULLETIN. It is apparent to the Council that the number of invitationals has increased in recent years; the participation in these tournaments by some schools has also increased. As a result, there are schools which seem to be neglecting their league obligations. Therefore, the Council voted TO URGE CHSSA MEMBER SCHOOLS TO SUPPORT FULLY THEIR LEAGUE ACTIVITIES.

(Continued Column 1, page 5)

In October, Dr. John Cambus, Hayward State College, reported on the Ryan Bill (ABL22) which is to go into effect on January 1, 1973. The significant sections of the bill are included here:

Section 13147. Subject matter examinations authorizing single subject instruction shall be required for all subjects taught in California public schools, such subjects to be subsumed, as directed by the commission, under the following categories as: English, physical and natural science, mathematics, social science, industrial arts, physical education, business, music, art, home economics, and languages, including, but not limited to, French, Spanish, Russian, German and Chinese.

A general subject matter examination authorizing teaching multiple subjects shall include an examination of the candidate's knowledge of the following areas: English, social science, fine arts, general science, and mathematics.

Section 13148. The adequacy and relevancy of the categories established under Section 13147 shall be regularly assessed and reported to the Legislature and necessary and appropriate changes in legislation may be requested by the commission from time to time.

Section 13151. The commission shall create subject matter advisory panels to advise in the selection, administration, and interpretation of examinations. The subject matter advisory panels shall consist of recognized leaders in the subject matter fields to be examined and shall be composed primarily of full-time public school classroom teachers, and full-time college or university classroom teachers.

The chairman of the Commission for Teacher Preparation and Licensing, Dr. Jack Conner, was immediately contacted to determine how the bill could be revised to include speech communication as a separate subject area for credentialing. Dr. Conner was most helpful in his suggestions. He has indicated to me (January 14, 1972), however, the Committee on Legislation has determined that for the time being it does not intend to recommend that the Commission request any changes in the subject categories listed during the current legislative session.

The CHSSA, of course, will continue to work for revision in the future. In the meantime, the Commission has requested suggestions for examination questions relating to speech; these would be included in the general examination for English. Mary McEdwards, president of CSA, and a committee representing the various levels of speech in California are currently working to determine areas for examination. Richard Gustafson (Mira Costa High School) and Marguerite Knight (Fremont High School, LA) are the high school representatives.

(Continued Column 1, Page 6)

The National Speech Communication Association was held in San Francisco December 27-30, 1971. The first day of the Convention was devoted to many short courses for teachers. The program included a wide range of short courses such as Measures of Language Performance, Rationale and Methodology For Teaching Large Classes in Small Group Communication, Film Techniques, Practice in Producing Personalized Visuals For Classroom Instruction, A Learning Systems Approach To The Basic Speech Course and Microteaching. Most of the courses stressed the behavioral objective approach and accountability as did a large number of the programs in the regular sessions.

In the regular session there were many programs that were of interest to high school speech teachers. There were excellent sessions on the Pros and Cons of High School Institutes, Debate, Oral Interpretation, and Freedom of Speech. A large number of the sessions applied directly to the high school speech program, stressing curriculum and accountability and evaluation concerns for the 70's which tied in directly with C.H.S.S.A.

The session in Oral Interpretation stressed the point that if oral interpretation is to be applicable to life, sophisticated methods must be developed for involving kinesics and adjusting to audience feedback during delivery. If meanings are in people, not in words-the interpretive communicator must make his meanings clear with and perhaps even in spite of the words.

One of the sessions on High School Summer Speech Institute discussed the Oxford Union Society's International Summer Institute. They described the tutorial and lecture methods used for debate instruction. The Northwestern Institute was explained and the de-emphasis of competition as an end in itself, so that the tournament occurs within the context of cooperation in the pursuit of educational objectives. Another report included a survey of 209 students from 26 states. It included the impact of the institute on the student's debating during the year, the role the institute played in the student's educational, development and the advantages and disadvantages of institutes.

The Accountability and Evaluation: Concerns of the 70's For Secondary Schools section emphasized that the practice of making teachers accountable for specific outcomes of instruction will have a positive impact on speech education only if systems of accountability are negotiated and classroom evaluation systems are established with an awareness of other important educational trends: student demands for relevance, the individualization of instruction and more role-free student-teacher relationships.

(Continued Column 1, Page 6)

President's Report (Cont. fr. page 5)

The dates and locations of the next CHSSA Council meetings:

April 27, 1972.....University of San Francisco
San Francisco

October 13-14, 1972..Hyatt House, San Francisco

January 5-6, 1973.....Royal Inn at the Wharf,
San Diego

I hope all of you have been experiencing a productive year. I am looking forward to seeing you at the State Tournament, University of San Francisco, April 27-29.

Sincerely,



Donovan Cummings
CHSSA President

National Convention (Cont. fr. page 5)

The American Forensic Association and the Western Speech Communication Association, as well as the Speech Association, encouraged high school instructors to participate in their meetings and named many high school instructors to serve on coordinating committees, an action which is certainly a move in the right direction. The N.U.E.A. also encouraged high school coaches to participate in their discussions. The 1972 Convention will be in Chicago; and with the present trend of offering more program sessions for the secondary school teachers as well as naming them to committees, more of our teachers should be encouraged to attend. (Reported by Carmendale Fernandez, Area 1 Chairman)

CHSSA OFFICERS

PRESIDENT: Mr. Donovan Cummings
Edison Senior High School
Stockton, California 95206
Telephone (209) 466-3911

VICE PRESIDENT: Mr. Richard Gustafson
(Congress) Mira Costa High School
Manhattan Beach, Calif. 90266*

VICE PRESIDENT: Miss Marian Mellgren
(Editor) Stagg Senior High School
Stockton, California 95207**

SECRETARY: Mrs. Edith Mundy
Franklin Senior High School
Stockton, California 95205

TREASURER: Mr. Jack Mansfield
San Ramon Valley High School
Danville, California 94526

WSCA HELD FALL MEETING IN FRESNO

The California High School Speech Association has recently affiliated with the Western Speech Communication Association with the desire to provide articulation with speech-communicators of all levels, Elementary through University, for the thirteen western states.

Individuals interested in becoming members of WSCA should contact Robert W. Vogelsang, Executive Secretary, Portland State University, Department of Speech, Portland, Oregon 97207.

The 42nd Annual Convention of WSCA was held November 22, 23, and 24, 1971 at the Fresno Convention Center. Of particular interest to secondary personnel were sessions on "The Secondary School Curriculum in Speech Communication" chaired by Jerry C. Hatch of Great Falls, Montana. "Oral Communication Teaching: Grades 1 through 12" chaired by Ray J. Hershfield of Beaverton, Oregon. "Readers Theatre in Speech-Drama Education" chaired by Stanley A. Menetrey, Jr., of San Leandro. "Research Implications for the Classroom" chaired by Carol A. Cole of Oregon State University. "Instruction Strategies in Oral Interpretation" chaired by Natalie Weber of Sunnyvale. "The Care and Treatment (Feeding?) of Master (Supervisory) teachers" chaired by Melvin R. White of Hayward. "Interpersonal Communication Philosophy and Practice" chaired by Lewellyn L. Wilson of Easter Washington State College. "Speech Education and Secondary Schools Rap Session" chaired by Ellis R. Hays of Long Beach.

Next year's convention will be held during Thanksgiving week in Honolulu, Hawaii. (Reported by Natalie Weber, Curriculum Representative for Area 1)

CHSSA ADOPTS BUDGET 1971 - 1972

Income

Balance from 1970-71 as of October 16, 1971		\$ 100
CHSSA dues		4,500
State Tournament fees		<u>3,250</u>
		7,850

Expenses

Bulletin #1 (paid by previous budget)			
#2	\$ 575		
#3	575		
#4 (Sept. - Oct. 1972)	<u>1,000</u>		\$2,150

Curricular

Area 1	\$ 100		
Area 2	100		
Area 3	100		
Area 4	100		
Telephone, postage, printing	100		
Criteria Based Instruction Committee	<u>600</u>		\$1,100

State Administrative Operation

Clerical Aid	\$ 200		
Telephone	250		
Travel	400		
Postage	110		
General supplies	110		
Assessments (printing, mailing)	160		
NUEA Committee (San Francisco)	<u>300</u>		\$1,550

State Tournament

Fee to USF for judges, etc.	\$1,500		
Contingency, emergency	200		
Awards and certificates	1,250		
Ballots, forms, results	<u>75</u>		\$3,025
			\$7,825

Estimated Balance, October, 1972

	<u>25</u>
	\$7,850

INVITATIONAL TOURNAMENTS.....ARRANGED BY DATES FOR 1972
 (Condensed from report submitted by Gertrude Baccus)

<u>Date</u>	<u>Host</u>	<u>Events</u>	<u>Fees</u>
Jan. 21-22	La Mirada High School	Debate, Extemp., O.O., D.I.; Consolation Imp. or T.V. Newscasting	\$10 per debate; \$3.50 per individual; or \$45 for full entry
Jan. 28-29	Mira Costa High School	Debate; Extemp., O.O., D.I., P.R., Imp.; Reading Dual; Spontaneous Argumentation T.B. Newscasting	\$7.50 per debate team; \$7.00 per individual
Jan. 29	La Verne College	Extemp., O.O., Imp., O.I., D.I., P. R.	\$2.50 per event
Jan. 28-29	University of San Francisco	Debate, Expos., O.O., Imp.	\$12.00 per debate team
Feb. 4-5	Claremont Men's College	Debate, Extemp., O.O., D.I.	\$15.00 for 1 team; \$25 for 2 teams; \$4 per student
Feb. 18-29	Stanford University	Debate; Extemp., O. O.	\$35.00 flat fee
Mar. 11	Chico State College	Debate; Extemp., Imp., O.O., P. R., one-man Debate	\$10.00 flat fee plus \$1.00 per student per event
May 6	Calif. State College, Hayward	Debate; Extemp., Imp., O.O. O.I., H.I., D.I., Expos.	No fees
Oct. 14	Millikan High School	Debate	\$10.00 per team
Oct. 16	Lakewood High School	Debate	\$16.00 for one 4-man team
Oct. 21	John Marshall High School	Discussion	\$3.75 per team
Oct. 27-28	Tustin High School	Debate	\$10 for 1 or \$17.50 for 2 teams
Oct. 28-29-30	Pasadena High School	Debate, Extemp., O.O., Imp. H. I., O.I., D.I., P.R.,	\$3.00 per debate team \$1.75 per individual
Nov. 18	University of San Francisco	Extemp., P.R., D.I., H.I.,	
Dec. 15-16-17	University of Redlands	Debate	\$20.00 per debate team
Dec. 16	Ramona High School	Debate	\$7.50 per debate team
Dec. 27	Notre Dame	Debate, Extemp., O.O.	\$5.00 per debate team \$2.50 per individual

(A complete report may be secured from
 Mrs. Gertrude Baccus
 Redlands High School
 840 E. Citrus Avenue
 Redlands, California 92373)

BY-LAW AMENDMENTS ADOPTED RELATED TO CONGRESS

G. Student Congress

1. A California Student Congress shall be a regular event of the CHSSA State Tournament. Said Congress shall have a 28 member State Senate and a 34 member State House of Representatives to be chosen as follows:

Area I	7 Senators, 9 Representatives
Area II	7 Senators, 8 Representatives
Area III	7 Senators, 9 Representatives
Area IV	7 Senators, 8 Representatives
2. All delegates to the State Student Congress must have qualified for such position at an earlier league practice congress within each Area. Those qualifying congresses will be run according to the rules of the State Congress, as far as possible.
3. Each Area shall assign two Presiding Officers to the State Congress.
 - a. One to the Senate; one to the House
 - b. Each Presiding Officer shall come from separate leagues within each Area.
 - c. The Presiding Officers shall be elected by their respective chambers in qualifying congresses.
 - d. Although the Presiding Officers will be seated members of their respective chambers, they will only be eligible for Presiding Officer Awards and cannot be nominated for Best Speaker Awards.
4. Committees:
 - a. The Congressmen shall meet in four joint committees with the following membership distribution:

	Comm. #1	Comm. #2	Comm. #3	Comm. #4
Area I	2S - 2R	2S - 2R	2S - 2R	1S - 3R
Area II	2S - 2R	2S - 2R	1S - 2R	2S - 2R
Area III	2S - 2R	1S - 3R	2S - 2R	2S - 2R
Area IV	1S - 2R	2S - 2R	2S - 2R	2S - 2R
Totals	15	16	15	16

- b. Each Committee shall have 2 Co-chairmen who shall be the Presiding Officers from the same Area.
 - (1) Chairmen for Committee #1 shall come from Area I.
 - (2) Chairmen for Committee #2 shall come from Area II.
 - (3) Chairmen for Committee #3 shall come from Area III.
 - (4) Chairmen for Committee #4 shall come from Area IV.
 - (5) Each Chairman shall preside over 1/2 his committee meeting.
- c. Each committee shall prepare and approve a minimum of three bills or resolutions for presentation during the legislative assembly sessions.
 - (1) Committee #1 prepares bills on NUEA Problem Area One.
 - (2) Committee #2 prepares bills on NUEA Problem Area Two.
 - (3) Committee #3 prepares bills on NUEA Problem Area Two.
 - (4) Committee #4 prepares bills on topics of interest to the legislators, excluding the three topics in the other committees and excluding the current debate topic.

5. There shall be four Preliminary Legislative Sessions.
 - a. The opening order of business for each chamber shall be to set the calendar for each of the four Preliminary Sessions, the Semi-final Session, and the Final Session.
 - (1) In the Preliminary Sessions, Session One shall be reserved for one bill approved by Committee #1; Session Two, Committee #2; Session Three, Committee #3; Session Four, Committee #4.
 - (2) Two bills shall be reserved for the Semi-final Sessions.
 - (3) One bill from each Chamber shall be reserved for the Unicameral Final Session.
 - b. The Presiding Officers shall preside as follows:
 - (1) Presiding Officer from Area One during Preliminary Session One.
 - (2) Presiding Officer from Area Two during Preliminary Session Two.
 - (3) Presiding Officer from Area Three during Preliminary Session Three.
 - (4) Presiding Officer from Area Four during Preliminary Session Four.
6. There shall be a bicameral Semi-final session.
 - a. 14 members of each chamber shall be chosen for Semi-final competition on a low cum basis after all judges ballots from the preliminary sessions have been tabulated.
 - b. Two Presiding Officers shall be elected by their respective chambers at the completion of the Preliminary Sessions. Each Presiding Officer so elected will preside over 1/2 the Semi-final Session of his chamber.
 - c. Each chamber shall discuss and act on the two bills which were assigned to this session during the opening order of business of that respective chamber's Preliminary Sessions.
7. There shall be a unicameral Final Session.
 - a. 7 members of each chamber shall be chosen on a low cum basis using all judges' (Preliminary and Semi) ballots for a total score.
 - b. Each chamber shall elect one Presiding Officer at the completion of the Semi-final session to preside over 1/2 the Final Session.
 - c. The members shall discuss and act on the two bills (one from each chamber) which were assigned to this session during the opening order of business of the Congress.
 - d. At the completion of this session, the members shall elect the Outstanding Presiding Officer (1st Place) and the Superior Presiding Officer (2nd Place). Ties shall be broken by the greatest number of 1st in the Semi-final. Further ties shall be broken by applying the same method to the preliminary ballots.
8. Official Scorers
 - a. Each Committee shall have two Official Scorers, each serving for 1/2 the committee meeting.
 - b. In each chamber, there shall be four Official Scorers, each serving for one of the Preliminary Sessions.
 - c. In each chamber, there shall be two Official Scorers, each serving for 1/2 the Semi-final Session.
 - d. In the unicameral Final Session, there shall be three Official Scorers serving simultaneously for the complete session.
 - e. Each Scorer will choose first through ninth Best Speaker for each scoring period. (For tabulation, any speaker not mentioned in the first nine on the Scorer's ballot will receive a score of 10.)

5. There shall be four Preliminary Legislative Sessions.
 - a. The opening order of business for each chamber shall be to set the calendar for each of the four Preliminary Sessions, the Semi-final Session, and the Final Session.
 - (1) In the Preliminary Sessions, Session One shall be reserved for one bill approved by Committee #1: Session Two, Committee #2; Session Three, Committee #3; Session Four, Committee #4.
 - (2) Two bills shall be reserved for the Semi-final Sessions.
 - (3) One bill from each Chamber shall be reserved for the Unicameral Final Session.
 - b. The Presiding Officers shall preside as follows:
 - (1) Presiding Officer from Area One during Preliminary Session One.
 - (2) Presiding Officer from Area Two during Preliminary Session Two.
 - (3) Presiding Officer from Area Three during Preliminary Session Three.
 - (4) Presiding Officer from Area Four during Preliminary Session Four.
6. There shall be a bicameral Semi-final session.
 - a. 14 members of each chamber shall be chosen for Semi-final competition on a low cum basis after all judges ballots from the preliminary sessions have been tabulated.
 - b. Two Presiding Officers shall be elected by their respective chambers at the completion of the Preliminary Sessions. Each Presiding Officer so elected will preside over 1/2 the Semi-final Session of his chamber.
 - c. Each chamber shall discuss and act on the two bills which were assigned to this session during the opening order of business of that respective chamber's Preliminary Sessions.
7. There shall be a unicameral Final Session.
 - a. 7 members of each chamber shall be chosen on a low cum basis using all judges' (Preliminary and Semi) ballots for a total score.
 - b. Each chamber shall elect one Presiding Officer at the completion of the Semi-final session to preside over 1/2 the Final Session.
 - c. The members shall discuss and act on the two bills (one from each chamber) which were assigned to this session during the opening order of business of the Congress.
 - d. At the completion of this session, the members shall elect the Outstanding Presiding Officer (1st Place) and the Superior Presiding Officer (2nd Place). Ties shall be broken by the greatest number of 1st in the Semi-final. Further ties shall be broken by applying the same method to the preliminary ballots.
8. Official Scorers
 - a. Each Committee shall have two Official Scorers, each serving for 1/2 the committee meeting.
 - b. In each chamber, there shall be four Official Scorers, each serving for one of the Preliminary Sessions.
 - c. In each chamber, there shall be two Official Scorers, each serving for 1/2 the Semi-final Session.
 - d. In the unicameral Final Session, there shall be three Official Scorers serving simultaneously for the complete session.
 - e. Each Scorer will choose first through ninth Best Speaker for each scoring period. (For tabulation, any speaker not mentioned in the first nine on the Scorer's ballot will receive a score of 10.)

9. Awards
 - a. First through Seventh Best Speaker (computed on a low cum basis using the total of all scorers' ballots throughout the Congress) will receive suitable trophies.
 - b. The seven non-placing Finalists will receive suitable Finalist awards.
 - c. The seven semi-finalists from each chamber who do not compete in the Finals will receive suitable Semi-finalist awards.
 - d. Outstanding (1st Place) and Superior (2nd Place) Presiding Officers shall receive suitable awards.
 - e. The seven Best Speaker awards shall be computed as a regular individual event for sweepstakes. There will be no sweepstakes points for the Presiding Officers.
 - f. Awards will be presented at the Tournament Awards Assembly.
10. Delegates will be recognized in the inverse order and ratio of speaking. The precedence will begin anew at the beginning of Semi-finals and again at the beginning of Finals.
11. Speeches for or against a bill are limited to 3 minutes with no extra time for questions.
12. Any delegate who is 10 minutes late for a session will not be seated during that session except by permission of the Student Congress Director.
13. No bills or resolutions are in order unless approved by one of the Joint Committees.
14. Bills approved in committee but not set into the Calendar during the opening session may be presented whenever the Calendar for a session is completed.
15. Motion to Adjourn or Recess is not in order unless called for by the Agenda.
16. Agenda
 - Thursday - Joint Committee Meetings
 - p.m. 5:00 Registration with Area Chairmen
 - 5:30 Committee meetings - Senate Chairmen preside.
 - 7:00 Recess
 - 7:15 Committee meetings - House Chairmen preside
 - 8:45 Distribution of bills approved by Committees
 - 9:00 Adjourn
 - Friday - Bicameral Preliminary Sessions
 - a.m. 8:00 Seating of Delegates, Set Calendar
 - 8:30 Preliminary Session One
 - 10:15 Recess
 - 10:30 Preliminary Session Two
 - p.m. 12:15 Recess
 - 1:30 Preliminary Session Three
 - 3:15 Recess
 - 3:30 Preliminary Session Four
 - 5:15 Election of Best Presiding Officers
 - 5:30 Recess
 - 6:00 Semi-finalists announced
 - Saturday - Bicameral Semi-final Session
 - a.m. 8:15 Seating of Semi-finalists
 - 8:30 Bill #1
 - 10:00 Recess
 - 10:15 Bill #2
 - 11:45 Election of Best Presiding Officer
 - 12:00 Recess
 - Saturday - Unicameral Final Session
 - p.m. 1:15 Seating of Finalists
 - 1:30 House of Representatives Bill
 - 3:00 Recess
 - 3:15 Senate Bill
 - 4:45 Election of Best Presiding Officer
 - 5:00 Adjourn

CALIFORNIA ORATORY IS NATIONAL WINNER

Larry Artenian
Hoover H.S.--Fresno, California
Coach--Larry A. Smith
1971 N.F.L. Champion Original Oration

Red, White, and Blue--Chapter II

The nation we live in has long been the subject of worldwide comparison and criticism, for it is the United States which has, throughout history, provided the world with some of its most exciting innovations and with some of its most unpopular actions. The reason so many different opinions exist about this country is that there are actually two Americas. There is America in Heritage, and America in Operation and at the present time, portions of both these nations exist simultaneously. They provide the lessons of "Red, White, and Blue--Chapter II."

Part 1--America in Heritage

Oh America, your Nathan Hales and your Patrick Henrys have done their deeds and died their deaths and made you free. Your feet are frozen at Valley Forge, your tea is soggy in Boston's water, your independence is declared at Philadelphia, and your dead are buried everywhere.

Ring your bells, America. Ring them for Spacious Skies and for Amber Waves of Grain, ring them for Religious Freedom, ring them for All the Men who Are Created Equal, and ring them for Life, Liberty, and the Pursuit of Happiness. Ring your bells, America. Ring them for Liberty and for Justice For All.

Oh America, your liberty lady is standing out there in her harbor shining her torch on the water. They wave at her and she waves back. They speak of her in unfamiliar tongues, wearing tattered rags and satin-striped tuxedos. They are little children and old ladies and dark-skinned Africans and fair-haired Scandinavians and all the rest of the world, congregated--crowded on the decks of the ship to wave at her and to listen to her promises. There is gold in the streets of America! All they have to do is pick it up. Oh Liberty Lady, how long will your torch continue to light the harbor?

Oh Great Nation, Manifest Destiny guides your people West. They're hauling their tables and their chairs in mighty wooden wagons; they've got Grandpa's axe strapped to the side and Grandma's necklace stuffed in a burlap sack. They're taking Aunt Violet's Blue Willow Dishes and they're hauling their very selves in all of the clothes that they own. They're dying for the Forests of Kentucky, they're fighting for the Land in Oklahoma, they're working for the Grain in Nebrasks, they're straining for the Timberlands of Oregon, and they're killing each other for the Gold in California. Go West yourself, Horace Greely, it's easier said than done.

Oh America, your Black Top Hat and your Bushy Beard have warned us against our staunch committment. But your brothers and sisters are fighting a war for slaves and killing their cousins and fathers while all the world laughs at them. Oh America, the lives are wasted and planted in the earth--First, Four Score and Seven Years Ago, and now your Black Top Hat is dead. Wave the Bloody Shirt America--it's time to rebuild.

Say--what a thrilling country. Git along little dogie, you're goin' to Wyoming, the ship's pulling into San Francisco, and the Wells Fargo Wagon's roarin' into River City. We've got rip-roarin' rootin'-tootin' outlaws with dirty hands and dirty faces and low-ridin' six-shooters fit to bust up the poker game in anybody's saloon. We've got back-eastern school marms and expert hooky players in every growed-up boom town in the West. We've got Tom and Huck on the Riber, a Jumping Frog in everybody's County, and a thousand Ben Cartwrights who don't wear any makeup on their Ponderosas. We've got farmers, ranchers, riders, ropers, ministers, clerks, thieves, busy bookkeepers, bulky boned blacksmiths, and we've got Railroad Engineers! Yes America, you've got a railroad!

Alright America, you get the Red, White, and Blue token. Roll the dice and Take a Ride on the Reading, Pay Mr. Huntington your twenty-five dollars. Roll again, and a hundred dollars gets you Oriental Avenue, a hundred and forty gets you Saint Charles Place, and one more roll gets you to Community Chest where you pick a card and Go to Jail.

Go Directly to Jail, Do Not Pass Go. Do Not Collect Two Hundred Dollars. But it's all right America, you're out on a double and you're sitting on Short Line. Pay Mr. Huntington your fifty dollars. Pay Mr. J. Pierrepont Morgan for the water and the electricity, pay Mr. Carnegie and Mr. Rockefeller for the hotels on Marvin Gardens and Park Place, pay Mr. Huntington one hundred Dollars for riding on the B. & O. Railroad, and while you're at it the Pennsylvania will cost you two hundred. But don't worry, America. You're going to Pass Go. You're going to get your two hundred dollars. So you roll the dice and your're zipping past Boardwalk and Luxury Tax, you're skipping around Go, you're tripping over Baltic Avenue, and SLAM--you're flat on your face at Income Tax. Pay Boss Tweed your two hundred dollars. He needs it at Tammany Hall. And don't worry about your salary, After all, wasn't it worth it? Now America, you've got Industry.

Yes Great Nation, Industry and the booming economy have come your way bearing gifts...sewing machines and telephone, electricity in your house and a Model-T in your garage. World War I has come and gone and America, your stock market has crashed. Tired of poverty, disgusted with depression? Put a Chicken in Every Pot, it's time for a New Deal! Now you're back on the right track America. A couple of wars and a few political campaigns later, and you've made it--It's 1971!

Part 2--America in Operation

Oh America, the sun is rising on your cities and your towns. The shadows are lifting from your rows and rows of identical houses as millions of your people rise from bed to start the day the way they always do. Bright reflections glimmer from your line of metallic motor monsters a thousand miles long as half a million service station attendants begin to fill them up with fuel.

Oh America, your power plants are pumping hard to activate the miles of electrical wiring that operate your giant boxes full of brains. The computers now are waking with the flashing of lights, their memory banks are buzzing, their reels of magnetic tape are twirling, and their billions of numbered cards are shuffling neatly into pre-selected slots.

Numbers, numbers, Oh Great Nation they're adding up your numbers. You've got numbers for cars and numbers for trucks. You've got school children with numbers, dogs, cats, and parakeets with numbers, houses, farms, and empty lots with numbers. You've got I.B.M. numbers, Social Security numbers, numbers for the Gross National Product, numbers for invalids, for epileptics and kleptomaniacs, numbers for babies, numbers for insomniacs, and numbers for dead people. Oh America, you've got more numbers than all of the rest of the world put together. But at least you don't have a one-track mind; At least you value quality just as much as quantity. So you gun down your Presidents and your national leaders, name a couple of schools and stadiums after them, place fancy stones above their graves, call your society "sick" and "disgusting" and then do nothing to change the rat race values of the society that caused their deaths. You horsewhip your enemies and burn crosses on their lawns; you burn, riot, and loot for what you want. You claim to stand for patriotism while you fight against freedom of speech for opposing viewpoints, you claim to stand for peace and love while you provoke violent confrontations with your enemies. You claim to be sophisticated and civilized while all of your sickness and hatred and hostility, both real and manufactured, is flashed for the entertainment of your people across the screens of fifty million Double-Dialed A.M.-F.M. Short-Wave Super-Duper Plastic-Plated T.V. Sets. Oh America, your television commercials are selling all of the miracle products technology can devise to anyone who will listen. Your thousands of smokestacks sit atop the factories that supply a nation of unprecedented wealth with everything it needs and more.

Yes, you've got money America. You've got money to build better bombs, you've got money to fight a war eight thousand miles from home, you've got money to put men on the moon, you've got money coming out of your ears and--

Oh America, How Do You Tax Me? Let Me Count The Ways: Sales tax, property tax, state income tax, federal income tax, excise tax, utility tax, gas tax, living tax, dying tax, brass tax, and bubble gum tax! Oh America, will you never learn? Why do you neglect the man who pays your way? Why do you turn your back on your true benefactor, the middle-income taxpayer? Why do you put bombs in Asia and satellites around Neptune when children are without shoes in Appalachia and millions of Americans lose sleep at night for fear of rat bites in their ghettos? Why do you support a nuclear arsenal capable of killing the

world many times over when your own people cannot afford the cost of a few nights in the hospital? Oh Great Nation, why are you so great in the morning and so blind and foolish in the afternoon?

Look at your horizon, America, Look at the belching smokestacks spitting layers of filthy smoke into your spacious Skies. Look at the cloud of DDT caked upon your Amber Waves of Grain. Look at the automobile exhaust that stretches from your Purple Mountain Majesties Across your Fruited Plain. Look at the mercury and sludge and nerve gas and radioactive chemicals that pollute your lakes, rivers, and streams from Sea to shining Sea. Look Great Nation. Look and be ashamed!

So there are the two Americas. The first is the one we're proud of. It is the one that's written of in the history books and glorified in the John Wayne movies. It is not all good, but on the whole it is certainly the epitomy of a truly great nation.

Unfortunately, there is also the other, less pleasing side of America. It's the one that is made up of bigotry, hatred, foolishness, prejudice, and a general lack of reasoning. The most distressing part of this America is that its deficiencies are only beginning to emerge in their most serious proportions.

We must halt the trend toward this second, "America in Operation," but as long as we continue to gloat over how great a nation we have inherited, then the problems of the nation we must live with will grow even more severe. We must stop relying upon our heritage and our history to justify the way we live in our society, and must begin to progress freshly forward with all of the intelligence and ingenuity which is attributed to us as Americans.

If we are successful, then our story will be even greater than it has been up to now. If we fail, then the trend of the second, "America in Operation" will continue to propel us more and more rapidly toward oblivion. The success of our endeavors will all be recorded on the pages of "Red, White, and Blue--Chapter II."