California Speech Bulletin

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CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION

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Dear Colleagues,

When this issue of the SPEECH BULLETIN reaches you, most of you will be preparing students for State Qualifying or will be making arrangements for rooms in Los Angeles. The State Tournament will be held at Los Angeles City College; Jack Stafford is working diligently with the college staff. Greg Cullen and the Area Three coaches are recruiting judges. Our thirty-second State Tournament should be another exciting, rewarding experience for our students.

In November, I had the privilege of attending the Speech Communication Association Convention in New Orleans. (California high schools were also represented by Carmendale Fernandes and Bob Stockton.) High school speech instructors were out-numbered by at least nine to one; however, those present were actively involved in a wide variety of activities and presentations. Both college and high school convention presentations/programs range from the incredibly dull to the exceptionally bright. (The two most rewarding programs I observed were: "Jesse Jackson as Communicator: An Update" and "It's Like That: The Implications of Rap Music for Contemporary Rhetoric and Culture.") THE 1989 CONVENTION WILL BE IN SAN FRANCISCO. Hopefully, CHSSA will sponsor one or two presentations on the convention program.

Our Strategy Committee continues to work hard. Sandra Oliveras (Cypress High School) spent much of her Christmas vacation putting units into readable, consistent form. As a result of the committee's work in San Diego in January, the semester speech course should be completed in May. Ron Underwood continues to develop ideas and materials for public relations; materials for schools should be available next fall. We continue to be concerned with the integration of speech into the English/Language Arts programs throughout the state, with the University of California's acceptance of high school speech courses, with speech being required for future English credentials, and with suggestions for specific speech activities usable in the "integrated" English classes.

The California Speech Communication Association will be meeting in Santa Clara, Friday and Saturday, May 19-20. Your participation is needed!

I am looking forward to seeing each of you at the State Tournament. Please make plans to meet with me at one of the sessions on the tournament schedule. Your ideas and suggestions are important to our organization.

Sincerely,
Donovan Cummings
CHSSA President

SPEECH IN ENGLISH CLASS

Joanna Erdos
John Marshall High School

With the emphasis on the English/Language Arts Framework and a literature-based curriculum, elementary and secondary teachers may be asking how they will be able to incorporate listening and speaking skills into their lessons. This can be demonstrated easily by using a specific core literature selection and building on it. The activities outlined here are based on events developed for competition speaking by the National Forensic League and the California High School Speech Association. These activities are designed to be used with the literature and can be assigned to the students in conjunction with the reading. They may be modified to accommodate the elementary classroom.

The Miracle Worker by William Gibson is an excellent example of how speaking and listening skills can be integrated into a reading and writing unit. Having students read the play aloud gives them the opportunity to explore the elements of dramatic literature. It is a good way to introduce the concept of oral interpretation. Rather than simply reading words, the students should try to imagine themselves as the characters and try to put meaning and emphasis behind the words they speak as they read the script.

Specific types of speeches that students might prepare include those called DRAMATIC, HUMOROUS, and DUAL INTERPRETATION. Have students choose a monologue by a particular character or combine two or more short speeches, or if you wish, have two students prepare a scene. Then give them time to analyze the character and rehearse the scene. Please note that this is not acting; students are not blocking the scene or adding costumes and props. Presentations of these interpretations will enhance the class's understanding, not only of the literature and the playwright's intent.

An excellent supplemental assignment would be the event called THEMATIC INTERPRETATION. Students pick themes that relate to the literature. For The Miracle Worker, some of these themes might include the problems a handicapped person encounters, the difficulty of educating a handicapped child, or how a family copes daily with a handicapped child. Then they choose a section of the play that illustrates that theme, such as Annie's own problems, her difficulty in trying to teach Helen, or Kate's arguments with her family about how Helen's "affliction" has destroyed their chances for a "normal" life.

Next, give the students time to find two additional selections from other literature that also reflect the same theme. They will then put these together with introductory and transitional material written by them, with a ten-minute maximum time, and create a Thematic Interpretation which can be presented to the class as an oral interpretation activity. The presentation should follow a pattern of 1) introduction to the theme, 2) transition, 3) first piece, 4) transition and introduction to the second piece, 5) second piece, 6) transition and introduction to the third piece, 7) third piece. Allow approximately two to three weeks for the preparation of the speech.

Examples of other literature dealing with the handicapped include A Patch of Blue, Butterflies Are Free, and Children of a Lesser God.

An important aspect of any English class is having students write about what they've read. There are several speech activities which encourage writing skills and discussion skills as well as oral interpretation. For example, after reading The Miracle Worker, ask students to write a short interior monologue about what it would be like to be blind or deaf or otherwise handicapped. Then have them present these orally, either memorized or read with feeling.

Have students write an autobiographical incident paragraph relating an experience with a handicapped person. Writing in the first person facilitates the transition into oral interpretation and creates a piece that can be taken to a speech tournament as ORIGINAL PROSE/POETRY. Students can also write poems relating to the theme and interpret them.

A method of incorporating critical thinking skills, speaking skills, and listening skills is to employ the extemporaneous-style events called IMPROMPTU SPEAKING and SPONTANEOUS ARGUMENTATION. In Impromptu, the student selects a quotation or one-word abstract from a slip of paper on which are written three choices. The student gets two minutes to prepare and then must speak. The purpose of this event is to teach organization, analysis, and quick thinking. In competition, there is a maximum of five minutes per speech. In class, we're happy if the students speak for three.

Examples of topics drawn from or related to The Miracle Worker:

Quotations:

"We catch our flies with honey."
"How can a blind girl teach another blind child?"
"Do babies understand one word of it to start?"
"How can you discipline an afflicted child?"
"Every day she slips further away. And I don't know how to call her back."
"She is like a little safe, locked, that no one can open. Perhaps there is a treasure inside."
"Language is to the mind more than light is to the eye."
"They're satisfied. Give them back their child and dog, both housebroken, everyone's satisfied."
"One word and I can put the world in your hand. I won't take less!"
"I taught her one thing, no. I wanted to teach her yes."
"Obedience without understanding is a blindness."
"To let her have her way in everything is a lie."
"...obedience is the gateway through which knowledge enters the mind."

A general quote related to the topic might be:
"Adversity introduces a man to himself."

One word abstracts:

handicap	frustration	blindness	discipline
isolation	hopelessness	miracles	determination
knowledge	obedience	freedom	soul

The other impromptu event is Spontaneous Argumentation or SPAR. Here two students debate each other on a resolution in a seven-minute format.

The format for SPAR is:

The two speakers draw a topic. (If the teacher does not predetermine who will be Affirmative & Negative sides, a flip for sides must precede the draw.)

1 minute preparation time is given.

The speeches follow in this order:

Affirmative Opening Statement: 1 minute
Negative Opening Statement: 1 minute
Clash (unstructured argumentation): 3 minutes
Negative Closing Statement: 1 minute
Affirmative Closing Statement: 1 minute

Judging should take into consideration poise, ability to think on one's feet, logic, speaking ability, and ease of delivery. The other students in the class should be encouraged to decide who won the debate and be able to defend their decisions. This is good training to increase listening and critical thinking skills for the audience as well as the speakers.

Some sample SPAR topics for The Miracle Worker might be the following. Please note that general as well as specific topics may be used.

Resolved: Helen should be institutionalized rather than being allowed to live at home.
Resolved: Annie should be allowed to use her own methods to teach Helen.
Resolved: Helen would be better off with a "normal" teacher.
Resolved: James should move out.
Resolved: Handicapped persons should be institutionalized.
Resolved: Handicapped students should be mainstreamed into regular classes and schools.
Resolved: Parents should not interfere with the teaching of their handicapped children.
Resolved: The federal government should require handicapped access to all businesses.

Activities can be modified to reflect the particular literature that is being taught. These are just a few examples of how speech activities can be incorporated into the regular English classroom. No longer will teachers be limited to oral book reports and group discussion to fulfill an obligation to include speaking skills. Now this obligation becomes an adventure and a treat as students enhance their speaking and listening skills while exploring literature.

MUCH ADO ABOUT JUNIOR DIVISION

Veva Bissonnelte
Saratoga High School

At a recent invitational tournament, it was one of the hottest topics of discussion. You could hardly pass a group of coaches or students without hearing it discussed in semi-hushed tones tainted by a touch of disdain. Some even dared to speak of it out loud. A gutsy few even had the temerity to point fingers. So what was this heinous crime? Was it stealing humorous interps? Buying off judges? Or (heaven forbid) neglecting to pick up a ballot? No. It was even worse than that. The bitter talk revolved around the placement of very experienced and successful students in junior division.

Now, wait a minute, you may be saying to yourself, there are rules about who can be entered in junior division! Why is there a problem? Good question. Unfortunately, it seems that rules can be bent, ambiguity exploited, and in the quest for tournament gold, the spirit of the law falls victim to the letter of the law.

Since we're all speech people, let's use good old-fashioned point-by-point analysis to take a closer look at the situation.

First and foremost is the coach who pushes the letter of the law to its straining point by entering students in the lowest division technically allowed despite the particular student's experience or ability. Some tournaments allow sophomore competitors to enter in junior division no matter how long they have been competing or what level of success they may have already achieved. This results in students who compete quite successfully in varsity division at other tournaments being bumped down to junior division to "win a trophy" or "get some sweepstakes points." This is unfortunate because in a situation like this no one really wins. The student loses because he/she is not learning to be a better competitor. The competitive experience has been reduced to an attempt to bring home some hardware. The student often loses the respect of his/her peers and gains a reputation as a "sleaze." The coach and the team lose as well, because in the frantic scramble to win a sweepstakes nod, they have lost the true spirit of competition - and again the respect of others. Last, but not least, the activity of competitive speech loses as it ceases to be an educational activity and becomes merely another arena where "winning is the only thing."

Secondly, we must also take a look at the ever-popular activity of entering seasoned competitors in junior division on the rationale that "he's never competed in this event." As a famous philosopher once said, "Get real!" If we are educators who truly believe the rhetoric we spout about public speaking being a skill, how can we embrace or even condone a philosophy that segregates every type of speaking into its own little cubby hole? The answer is we can't.

If I follow the structure of a good speech, I should now progress on to those few black-hearted souls who blatantly break the rules of placement in junior vs. varsity division - but I'm not. I'm not because I don't believe that most of the people who do the things mentioned in this article belong in the same category as those who out-and-out cheat. Most of these folks are otherwise quite ethical, and it's only when sweepstakes fever

hits them that their vision clouds a bit. In fact, I sincerely hope that I haven't given the impression that I'm accusing anyone of anything. My purpose is two-fold. One, I hope that we can all be reminded that our purpose it to educate, to instill self-esteem, and to build character - not to win trophies. Winning is great (no one enjoys it more than I), but not at the expense of all that is good and noble about competitive speech. Secondly, I'd like to suggest that we adopt some sort of state-wide standards for junior level competition and strongly encourage the invitational tournaments to adopt them as well. I'm sure the CHSSA powers that be can come up with a good set of rules and guidelines. However, the most important set of "rules" are the ones that exist within us, the coaches. Without sounding holier-than-thou, I'd like to suggest we all keep in mind that the best way to educate our students is to challenge them - and not to teach them that the trophy justifies the means.

Junior level competition is a way to ease our beginners into the wonderful world of speech, not a forum for our most precocious students to show off - or to give coaches an easy way to win trophies.

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Looking for something to do as the Forensics season winds down? Check your local community college for the following classes:

SELF IMPROVEMENT
Overcoming Peace of Mind
Guilt without Sex
Creative Depression

BUSINESS & CAREER
Money Can Make You Rich
Looter's Guide to America's Cities
Career Opportunities in El Salvador

HEALTH & FITNESS
The Joys of Hypochondria
Tap Dance Your Way to Social Ridicule
Biofeedback and How to Stop It

CRAFTS
Self-Actualization Through Macrame
Bonsai Your Pet
Gifts for the Senile

THE NEW KIDS ON THE BLOCK
or
Phantoms of the Opry

Harriet Marriner and Martha Kennedy
Mira Mesa and Redlands High Schools

Having checked our students and ourselves into a hotel, located conveniently (and inexpensively) near the Nashville Airport, we were now ready to attend the get-acquainted meeting for first-time coaches at the National Tournament. But exactly where was the meeting? None of the materials we'd brought with us listed a location, and we'd conscientiously saved each scrap of mail sent from NFL, just like dutiful novices. We wondered if we were supposed to have brought the previous year's supply of Rostrums with us (is the plural Rostra?) No one at our convenient and inexpensive hotel could help us. Before leaving California we'd asked another coach where to report. Having attended one previous National Tournament, she was able to speak with the wisdom acquired by her vast experience: "Registration is always held at the tournament headquarters."

Question: where was the tournament headquarters (or is that plural, as in where were...?) Since it was obvious no tournament was being held in our convenient and inexpensive hotel, we prided ourselves on the decision to look elsewhere. But exactly where? At least we were on a freeway (okay, turnpike), but going the wrong way. Is this the Ozarks? Oops, wrong state. It was certainly down home, but just as certainly NOT Nationals.

Proceeding in the opposite direction, we couldn't find any offramps. Instead, Tennessee highways (alright, pikes) separate like so many celery shreds. Still, we found tha Opryland Hotel, but the tournament wasn't there - no students in blue blazers or coaches in polyester pants. Finally we located the registration in the Sheraton Hotel, but the new coaches meeting was nearly over. Never mind, we'd been all over Nashville, so now we had the location locked.

Wrong! The tournament itself wasn't being held in the hotel (that was reserved for the NFL honchos), but in a high school two miles down a bumper-to-bumper two-lane road, off which we'd have to make a split-second left hand turn. The parking lot in front of the school was full by the time we arrived the first day of the tournament; how did all those people manage to find it and get there so early, and make that turn without damage to students or, more importantly, rented vehicles? The information must have been included in the reg packet of multiNationals coaches only.

Maybe the first round was not supposed to be a speech competition at all, but a test to sort out the Nashville traffic gridlock. Anyway, once we found the rounds, we even ventured farther afield to more important destinations: the local shopping malls. In fact, the driving even became a bit boring by the second day. But not to worry; NFL surely wasn't about to let us get too complacent. Final events were held across town in Nashville's biggest church, while simultaneously Super Congress occurred downtown at the state capitol building. So that final day in Nashville we learned what we'd been trying to teach our students for years: the true meaning of the separation of church and state.

DRAMA IS NOT FORENSICS

Donald Yettel
West Bakersfield High School

Arriving at the Hyatt Los Angeles, I was rather excited about rejoining CHSSA Council after a three-year absence. My feeling of excitement, however, turned to alarm when I recognized that the supporters of "Drama is Forensics" had made great strides.

When I first became a forensic coach in 1972, I understood the activity to be primarily oriented toward debate, extemporaneous and prepared events. Debate encouraged research and argumentation; extemporaneous offered study in important national and international issues and practice in rapid formulation of ideas; prepared events developed writing skills and emphasized persuasive delivery. Here was the core curriculum of forensics and one I have always admired and defended as being of tremendous benefit in college and in one's chosen career.

Oh yes, there was interpretation: Dramatic Interpretation alone at Nationals and Humorous Interp as an added event at State. The rationale for these events remains the same as espoused by the "Drama is Forensics" advocates today: by expanding forensics to include drama, we can appeal to students who might not ordinarily be attracted to the activity. A freshman might be terrified by debate or not have the writing skills to do oratory, but he could memorize a cutting from a play and perform it. Then as he grew intellectually and emotionally, he could tackle the challenges or the core events.

Now, I'll admit that I was skeptical of drama as a part of forensics. After all, every school had a drama program to teach the skills offered by interpretation. But, no, the interpretation supporters responded, Interpretation is "theatre of the mind" and not drama. Ok, I said, let's tolerate DI and HI and hope they act as a draw for the activity.

A few years passed and CHSSA ruled that interpretation was acting. Now the only rationale for DI and HI was as a draw for "core" forensics. I had no quarrel with that goal but I assumed, along with many others, that proliferation of interpretation events would be unnecessary. But I was wrong. First came HI at Nationals, then in the early 1980's the infamous Original Prosa and Poetry arrived or, as Larry Smith once remarked, an event better described as "judge abuse." Adopted as a writing event, it quickly became a dumping ground for bad prose and bad acting. Eventually, the writing quality of the contestants went beyond "burning the baby in the frying pan" but clearly coaches didn't waste their good interpers in this event. Still, "drama is forensics" now was expanded to three events.

My ongoing battle with O.P.P. is well known to CHSSA members but I believe the reason behind it needs to be restated. We need more, not fewer, "core" forensic events. Now we hear serious proposals for new interpretation events. The old argument is heard again - give students entertaining things to do to foster our activity... And now we have new worries - the twin demons of Academic Decathalon and Mock Trial are nipping at our forensic heels and, if we aren't entertaining to the new generation of youth, we will lose our constituency.

So here I am back at State Council listening to calls for Oratorical

Interpretation, Interpretation of Children's Fables and Duet Acting. If all these events were adopted nearly half of the events offered by CHSSA would be "non-core" related. More significantly, the proposal for Duet Acting is to place the event within the debate pattern at the State Tournament. If this proposal were passed, it would mean that the interper would never be able to pursue debate <u>even if he wanted to</u>. The experienced successful interper would always opt for the easy success of the "known" than the challenging and difficult path of the "unknown."

So now we must ask the key question, what is forensics? Thoughtful answers will surely arrive at the conclusion that it is not drama. Rather it is the "core" skills of research, argumentation, study in national and world affairs, writing and persuasion. If we allow the proliferation of interp events, we will destroy students' opportunities to master these core skills. Debate particularly must remain an area of forensics <u>all</u> students are encouraged to try. It should never be in conflict with <u>any</u> other speech event. CHSSA must make a solemn commitment to this end. Duet Acting vs. Debate? Can anyone really argue the benefits of the former over the latter?

But I can hear them whimpering - what about "the death of forensics", the encroachment of Academic Decathalon and Mock Trial on our previously uncontested domain? Don't we need the interpretation events to keep our constituency? No! It is precisely <u>because</u> we have forsaken our <u>core</u> mission that forensics has become less appealing. Debate doesn't hold the place within forensics it held ten years ago and the villain is the <u>perception</u> that forensics is just memorizing a play! Farfetched? I don't think so. If we had kept to our core mission, I don't think the University of California would have withheld English credit for our activity. But if our future is to be shaped by the "Drama is Forensics" crowd, I'd have to concur with UC's judgment. I wouldn't give English credit for memorizing a play either!

Our commitment to the "core" of forensics must be a sacred commitment. We cannot allow the "Drama is Forensics" craze to make it otherwise. The best education for the youth of today is not having them memorize a play; it is the difficult road of teaching core research, writing and argumentative skills. Our president, Donovan Cummings, is fond of reading letters from former students about the value of forensics. Invariably the commendations are from former debaters who know the value of the "core" skills taught by that event. You do not learn to research, write and analyze by uttering "The Scarlet Ibis." Drama is <u>not</u> forensics and we should pledge ourselves to never make it otherwise.

NO DOUBLE ENTRY AT THE STATE TOURNAMENT

Cyndy Shelton
Huntington Park High School

Every year I take eager young people to our State Qualifying Speech Tournament. Only twice have I taken any of those eager young people to the State Championship Speech Tournament. But what an experience for those few who have qualified!

Now there are those at the State Council who are suggesting that we should allow students to qualify in two events for State. This could mean that fewer students receive the honor of attending this prestigious tournament. Our student speakers would be at State and make this turnament a showcase of the best that California has to offer.

But what, exactly, is "best" - best for all those students and coaches involved, best for speech communication as a whole, best for the State Tournament?

I come back in my mind to the purpose of any "State" level competition for high school students. Is the purpose merely to show off our incredibly talented teenagers in sports or academics? Do we hold a State basketball tournament or a State Academic Decathalon solely to get a winner? I hope not. We hold those events to give a goal to young people, certainly, but we also must recognize the merit of the activity - be it basketball, Academic Decathalon, or speech - in and of itself as a learning activity, not just a performance. As an educator, I object to activities that only value the winning; we must value the activity as a way to improve skills, critical thinking, and/or self-confidence, or I say we throw it out of the educational program.

I am also not convinced that allowing students to qualify in two events at the State Championship Tournament would serve any useful purpose. It would not guarantee that "only the best" competed at State. What if all of the best team debaters were in Northern California? Allowing <u>any</u> Southern California teams to go to State would thus dilute the quality of the State competition. A semi-finalist in one league might be a stronger, more competent speaker than first place in another league. Or does the State Council plan to propose some means of deciding what areas get the most qualifiers in an area based on some pre-conceived notion of who is the best instead of the current system of apportionment? Something besides pure quality must be an operating principle.

Winning is a great experience, but speaking - the planning, the writing, the delivering, and even the competing - is and must continue to be the reason we host, promote, and support the California State Championship Speech Tournament. We must not bow to those who want a "showcase" or "only the best," or this event will be contrary to the real purposes of speech education, and those are the teaching of democracy and values. Speech must be values training, and it msut be for all students. The power of communication is too great, too important to be elitist. Everyone in a democracy must be invited to participate; more than that, everyone in a democracy must feel that his or her participation matters. Every student who attends a State Qualifying Tournament has the right to believe in realizing the goal of attending the State Tournament. If some are disenfranchised by

the system itself, then we, those who propagate the system, are to blame.

Furthermore, this activity prospers as we attract more students and more schools. More talent in one school or one area is only one concern - breadth of opportunity and participation must be another. The fact that single entry at State may allow more schools to participate in the State Tournament is an important consideration.

This year again I hope to take eager young people to our State Qualifying Tournament. I go because my students - and all the students in this state - deserve the opportunity to qualify. I go because in merely competing, in merely preparing to be at the tournament, my kids have won battles others don't have to fight. I go, too, to win. Sometimes we do; that victory is sweet. But I cannot go merely for the winning. The value of the State Speech Tournament must be great to those who do not attend as it is to those who do.

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DON'S "HOT-DAMN" CHILI

Donald W. Coleman, Mesa, AZ
Arizona State Chili Champion

3 lbs. ROUND STEAK (cubed)
1 lb. PORK STEAK (cubed)
2 lg. ONIONS (diced)
3 cans (14½ oz.) whole TOMATOES
6 Tbsp. CHILI POWDER
1 Thsp. CUMIN (ground)
1 Tbsp. OREGANO (ground)
2 Tbsp. SALT
2 Tbsp. CAYENNE
5 lg. GARLIC CLOVES (minced)
WATER
5 Tbsp. Yellow CORNMEAL

Cook meat in own juices until redness is gone. Add onions, tomatoes, spices (cumin seed and oregano must be freshly ground), and garlic. Add water to suit desired consistency. Cook two hours over medium heat in pressure cooker with cover, but WITHOUT pressure lid. Add corn meal and cook for one additional hour (or until meat is tender).

Makes 5 quarts of chili.

"DUAL INTERP"
A Counterproposal
Don Heinsohn
West Bakersfield High School

Dual Interp running in the same pattern as debate events?! Never. It's bad enough that we already have Dramatic, Humorous, Original Interp (cleverly disguised as O.P.P.) and for those with less than perfect memories, Reading Interp (cleverly disguised as T.I.) More reasoned and reputed authors than myself will speak to the very real and prolific disadvantages of such a course of action. Instead I offer this humble counterplan:

Plank One: All thoughts of another "look alike" interp event running at the same time as debate will be abolished.

Plank Two: For those who still think debate as entertaining as the MacNeil Lehrer Newshour, "Duel Interp" will be implemented immediately.

Plank Three: Rounds of "Duel Interp" will consist of six students competing in pairs of two in head to head competition. Yes, two interps being delivered simultaneously! Thus, each judge would hear three ten minute "rounds" of two interpers interping their hearts out simultaneously. The judge will pick the winner of each two person "duel" and the loser is eliminated, while the winners continue to advance.

Plank Four: Any "Interp" will be legal. Thus, in a given round one student might be doing "The Button" while another does a T.I. on Bulemia. "Goodbye Dick and Jane" could finally compete head to head with "Nuts." A student will be allowed to do more than one interp in a tournament. Thus, if your interper is hitting an H.I., they could switch to a D.I. for maximum "clash." (!)

As with any counterplan I contend this one meets all the traditional burdens.

I. Non-Topicality: Clearly violates the "authors intent" of dual interp proposal.

II. Competitive: Offers a clear choice.
- A. Head to Head
- B. Inconsistent with traditional notions of "interp."
- C. Impossible to implement dual interp and duel interp simultaneously.
- D. Absolutely no pretense of literary value.

III. Net Benefits: Many.
- A. Educational. Good "duel" interpers will have a vast panoply of interps in their repertoire. No more students who just memorize their D.I. in October and want to sit in your class and do their math the rest of the year.

- B. Entertainment. I would pay a considerable portion of my less than bountiful salary to see "The Three Faces of Eve" against an O.P.P. on women in prison. I'm sure more seasoned interp people than myself can think of endless "dream" final rounds.
- C. Short Rounds. Thirty minutes per round. Theoretically you could run 12 or 14 students in a panel in 6 or 7 rounds before the same judge, but clearer heads pointed out to me that this might result in mental damage to the judge after hearing more than about three of these things at once.

The above posthumously dedicated to my debate partner, Mike Walker, of Burroughs High School class of 1974, state champion D.I. and 3 time national finalist in D.I. We often found we could shorten our check-in time at incompetent hotel desks by simultaneously performing "Man in the Glass Booth" and "Charlie" in dialogue format. The wild look in the eyes of the desk clerks upon hearing such a conversation told us he was doing all he could to get rid of us A.S.A.P. and we usually had our room keys in about 45 seconds.

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NEVADA ANNIE'S CHAMPIONSHIP CHILI
LaVerne Harris, Las Vegas, NV
World Champion at Tropico Gold Mine, CA Chili Cookoff

3 Tbsp. Wesson OIL
1½ med. ONIONS (chopped)
1 med. GREEN PEPPER (chopped)
1 lg. rib CELERY (chopped)
1 sm. clove GARLIC (minced)
½ tsp. fresh JALAPENO PEPPER (chopped)
4 lbs GROUND ROUND (course)
8 Tbsp. CHILI POWDER
1 Tbsp. CUMIN (ground)
2 tsp. GARLIC SALT
¼ tsp. TABASCO Pepper Sauce
SALT & PEPPER
8 oz. Budweiser BEER
1¼ c. WATER
1 can (14½ oz.) Hunt's Stewed TOMATOES
1 can (8 oz.) Hunt's TOMATO SAUCE
1 can (6 oz.) Hunt's TOMATO PASTE
1 can (4 oz.) Ortega diced GREEN CHILES
1 BAY LEAF

Heat oil and saute first five ingredients until onion is transparent. Add beef and cook until meat loses its redness. Combine chili powder, cumin, garlic salt, Tabasco sauce, salt and pepper with beer. Let mixture stand 1 to 2 minutes. Then add beer and spice mix, water, stewed tomatoes, tomato sauce, tomato paste, green chiles, and bay leaf to meat mixture. Simmer on low heat in a covered pot for three hours, stirring often. Remove bay leaf before serving.

Makes 10 servings.

SPEECH WORKSHEET
Larry Smith
Hoover High School

(Try these on your next speech assignment.)

WHAT IS THE GENERAL TOPIC OF YOUR SPEECH?_____

THESIS: May be expository, argumentative (or both.) The thesis is the CONTROLLING IDEA for the speech.

A good thesis is:

1. Authoritative: indicates writer knows his subject area well.
2. Properly narrowed: Does the thesis allow a clearly developed and well-documented treatment in 1000-1400 words?
   "Cocaine is a problem." too broad
   "Cocaine is a dangerously addicting drug." narrower, clear direction for development
3. Unified: The thesis should be limited to one thing or class of things.
   "Nuclear weapons and chemical bonbs represent a threat to mankind." two different topics...
   "Cheating is wrong, and its results are misleading and impractical." hopeless...there are three directions here
4. Debatable: (for persuasive speeches) Don't state the obvious, or the undebatable.
   "Auto accidents should be prevented." Who would argue otherwise?
5. Forceful: A good thesis does not contain qualifiers.
   "In my humble opinion, under most circumstances..."
6. Unslanted: A good thesis does not rely on loaded language.
   "Only stupid, money-mad doctors are against Medi-Care."
   "People who vote for the ERA are communistic Lesbians."
   "Anyone who takes welfare is a lazy sponge on the taxpayer's money."

WHAT IS THE THESIS FOR YOUR SPEECH?_____

_____

TO INFORM
TO PERSUADE

WORKSHEET

PRE-WRITING: EVERY SPEECH SHOULD BE THOUGHT THROUGH AND PLANNED BEFORE IT IS WRITTEN.

I. OUTLINE THE MAIN IDEAS WHICH WILL BE DEVELOPED.

A. PERSUASIVE SPEECHES: WHAT ARGUMENTS WILL YOU HAVE TO DEVELOP AND PROVE TO SUPPORT THE THESIS?

B. INFORMATIVE SPEECHES: WHAT CONCEPTS WILL YOU HAVE TO DEVELOP TO CLEARLY DEVELOP THE THESIS?

II. BODY OF SPEECH

A. MAIN POINT DEVELOPING THE THESIS, BECOMES THE TOPIC SENTENCE OF A PARAGRAPH.

_____

B. NEXT MAIN POINT: BE SURE YOUR ORGANIZATIONAL FLOW IS A LOGICAL ONE.

_____

C. NEXT MAIN POINT: BE SURE THESE TOPIC SENTENCES ARE AS CLEAR AND PRECISE AS YOU CAN MAKE THEM.

_____

D. NEXT MAIN POINT: AS YOU THINK THESE THROUGH YOU WILL BEGIN TO DISCOVER WHAT RESEARCH YOU NEED TO DO TO FIND SUPPORTING AND CLARIFYING DATA.

_____

E. NEXT MAIN POINT: KEEP THE THESIS IN MIND. DO NOT DRIFT OFF INTO IRRELEVANT IDEAS.

_____

F. NEXT MAIN POINT: GENERALLY SIX TO SEVEN PARAGRAPHS IS AN ADEQUATE NUMBER, PROVIDED THE PARAGRAPHS ARE THEMSELVES WELL-DETAILED AND CLARIFIED.

III. RESEARCH: NO ONE IS EXPERT ENOUGH TO WRITE A TEN MINUTE SPEECH WITHOUT SOME SORT OF RESEARCH.

A. BEST SOURCES OF INFORMATION...PERIODICALS...UP TO DATE FOR TOPICS OF CONTROVERSY SUCH AS THOSE IN ORATORY.

B. NEXT BEST: BOOKS ON THE SUBJECT BY QUALIFIED AUTHORS. AGAIN, THE LATEST DATES ARE USUALLY THE BEST FOR ALL SUBJECTS EXCEPT EXPOSITORY SPEECHES ON HISTORICAL EVENTS.

C. NEXT BEST SOURCE: INTERVIEWS...GO AND ASK AN EXPERT.

D. LAST RESORT SOURCE: ENCYCLOPEDIAS

REMEMBER: THOU SHALT NOT PLAGIARIZE. EXTRACT INFORMATION, NOT TEXT FROM SOURCES.

IV. TYPES OF PROOFS FOR PERSUASIVE SPEECHES:

A. STATISTICS: The most used and abused. Numbers are absolute, so people tend to believe them, regardless of whether or not the numbers give an accurate picture.

B. AUTHORITY: Always find an expert to support your arguments. Just be sure the "expert" is truly an expert. And be sure the "expert" is not too obviously biased or prejudiced on the topic.
NOTE: All "experts" are biased towards their topic viewpoint. Otherwise they would not be recognized as "experts."

C. SPECIFIC EXAMPLES: Real examples of whatever you are talking about.

D. EMOTIONAL PROOFS: Examples which appeal to emotional rather than logical response from your audience.
Examples:

Appeal to pity: "Look at this picture of a child suffering from napalm burns."

Appeal to fear: "Only one house in a hundred has adequate locks on doors and windows to keep out burglars. Is your house that one or one of the other 99?"

Appeal to sense of well-being: "Each day people consume sugar, fat, and salt enough to shorten their lives by several days.

Appeal to need for acceptance or love: "Are you one of the 32,000,000 Americans who is overweight?"

Appeal to loyalty, patriotism, etc.: "The members of the United States Olympic Gymnastic Team dedicated themselves to bringing home the first ever gold medals in the 1984 Olympics."

V. TYPES OF AMPLIFYING DEVICES: AMPLIFYING MEANS CLARIFYING.

NEVER RESORT TO GENERALIZATIONS TO DEVELOP IDEAS!

A. YOU CAN USE THE SAME "PROOF" TYPES IN DEVELOPING AN EXPOSITORY SPEECH.

ADDITIONALLY, YOU MAY NEED TO CLARIFY IDEAS WITH

B. DEFINITIONS: Always define words that may not have universal meaning. What do YOU mean when you use the word...
capitalism?
freedom?
censorship?
pollution?
sex?
pornography?
apathy?
terrorist?

C. COMPARISON: We learn to understand the unknown by finding our what characteristics, features, and qualities the unknown has in common with things that are known. Comparison is another form of definition.

simile: a simile is the simplest form of comparison. It usually incorporates the word "like."
"Tying a game is like kissing your sister." (a cliche')

metaphor: an extended simile, where one thing is given the characteristics of another. The word "like" is usually eliminated.
"Rambo is a killing machine more dangerous than a regiment of Marines."

D. CONTRAST: Showing how things are NOT alike allows us to understand concepts.

"A pound of butter in the U.S. costs $1.00. In the Soviet Union, if you can find one, a pound of butter costs $3.00."

E. ANECDOTES: Anecdotes are just true life examples...true stories of events from your life or someone else's which are used to illustrate some concept or idea. Often the anecdote is an extended metaphor.

Anecdotes are not really good PROOF, since an anecdote is only one isolated incident in one person's life. You need to show by other data that the anecdote is typical of what happens to others in similar circumstances.

VI. WRITING A SPEECH.

A. AFTER you have an outline and have done some research, it is time to write the speech.

B. WRITE THE BODY OF THE SPEECH. Do not try to start with an introductory paragraph. (More about that later.) This is a first draft.

Concentrate on developing the paragraphs...what is the topic sentence of each paragraph?

What research materials do you have that best clarify and prove that topic sentence?

Are your paragraphs adequately detailed? Is there a logical progression of development from paragraph to paragraph?

C. TRANSITIONS. Do your paragraphs need transitions to lead from one concept to another.

Transitional words and phrases are SIGNPOSTS which show a listener relationships...point forward or backward...tie the speech together.

1. TO EXPLAIN IDEAS: "for instance, for example, such as, specifically, in particular, to illustrate this, thus."
2. TO COUNT OR SEPARATE IDEAS: "first, second, third (but NEVER firstly, secondly, thirdly), initially, moreover, furthermore, also, again, finally"
3. TO COMPARE IDEAS: "likewise, similarly, in the same way"
4. TO CONTRAST OR QUALIFY: "however, on the other hand, on the contrary, but"
5. TO SHOW CAUSE OR EFFECT: "as a result, consequently, therefore, thus"
6. LONG TRANSITIONS: Often a whole sentence or "splinter paragraph" is needed to shift from one aspect of the speech to another.

   "To understand why the terrible crime of rape is increasing, we must take the time to understand what compels a man to commit a rape."

VII. INTRODUCTORY PARAGRAPHS

A. The first paragraph is crucial because it must do two things:

1. Catch listener interest
2. Clearly present the thesis

B. Interest devices.

1. The VEHICLE

   The interest device often provides a "vehicle" which will carry the speech.

   Throughout the speech the vehicle will recur either in restatement or in added references. It becomes a recognizable thread that runs through the speech and maintains listener attention.

2. Be sure the interest device clearly and smoothly leads to the thesis.

VIII. CONCLUSIONARY PARAGRAPHS

A. Summarize the main ideas of the speech in a sentence or two.

B. Close the speech effectively...get back to the thesis and introductory device.

IX. REWRITING...AFTER THE SPEECH HAS BEEN CRITIQUED, PLAN TO REWRITE.

A. Clarify obscurities found in the first draft.

B. Straighten out organizational problems.

C. Improve the writing style...vocabulary choices, sentence structures, etc.

LINCOLN-DOUGLAS TOPICS

1. THAT UNITED STATES NATIONAL INTERESTS SHOULD OUTWEIGH COMPLIANCE WITH THE UNITED NATIONS UNIVERSAL DECLARATION OF HUMAN RIGHTS.

2. THAT THE NEW DEAL WAS MORE BENEFICIAL THAN DETRIMENTAL TO AMERICAN SOCIETY.

3. THAT THE SOCIAL REVOLUTION OF THE 1960'S HAS BENEFITTED AMERICAN SOCIETY.

4. THAT THE DECLINE OF THE UNITED STATES AS A WORLD POWER THREATENS WORLD STABILITY.

5. THAT BILINGUAL EDUCATION SHOULD BE AN ESSENTIAL ELEMENT OF PRIMARY AND SECONDARY EDUCATION IN CALIFORNIA.

6. THAT MEDICAL EXPERIMENTATION ON ANIMALS IS MORALLY ACCEPTABLE.

7. THAT LABOR UNIONS ARE BENEFICIAL TO CONTEMPORARY AMERICAN SOCIETY.

8. THAT EQUITABLE DISTRIBUTION OF GLOBAL RESOURCES OUGHT TO TAKE PRECEDENCE OVER UNITED STATES ECONOMIC EXPANSION.

9. THAT CALIFORNIA PUBLIC SCHOOLS ADEQUATELY MEET THE NEEDS OF SOCIETY.

10. THAT INTERSCHOLASTIC ATHLETIC COMPETITION IN SECONDARY SCHOOLS IS OVER-EMPHASIZED.

REVIEW THESE TOPICS AND LET YOUR LEAGUE PRESIDENT KNOW WHICH ONES YOU FAVOR.

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1989-90 TEAM DEBATE TOPIC

RESOLVED: That the federal government should adopt a nationwide policy to decrease overcrowding in prisons and jails in the United States.

JUST DO IT

Robert L. Jones
Fresno High School

The good intentions of the New Year's Resolutions have worn off. The Beverly Hills diet of fruit and veggies has you wishing that the Alar on the apples would put you out of your misery. The four pounds you lost are back and you realize that as Spring approaches you can't continue to hide behind big bulky sweaters and jackets. Moving quickly past the mirror you catch a fleeting glimpse of The Great White Whale. Enough - it's time to do something.

It's time to begin an activity program that will make you feel better, look better and be healthier. As a Nike ad suggests, "Just Do It."

The first task is to get a complete physical examination. As Chuck Yeager says, "Don't wait for trouble." You don't let your teams compete without research, so why should you? Most communities have physicians that specialize in sports medicine and are enthusiastic about helping you get started.

The second task is learning to steal time. Your job, your friends, your family all conspire to steal your private personal time. When was the last time you did anything solely and selfishly for yourself? You must commit yourself to taking one hour a day for you. Refuse to go to that special "committee" meeting. Refuse to take, to pick up, to chaperone, in short, to do anything for your children. Refuse to read that oratory, debate case, or interp. cutting. One hour each day, one twenty fourth of your day is reserved for you. Selfish? Inconsiderate? Damn Right!! And it feels soooo good.

The activity or combination of activities you select is not the issue. Each has merit and each will help to improve the quality of your day. You will note that in reviewing the following activities I have avoided social sports. Tennis, handball, golf, aerobics, etc. all involve other people. My suggestion is that you avoid these activities except as a suppliment to your activity program. The basic philosophy here is that you alone are doing something for yourself. Don't complicate matters with court/course reservations and matching schedules with other busy people. This single hour each day is yours to enjoy alone.

Running has been a very important part of my life over the past 15 years. Books and magazines have been filled with the comments of "experts" which detail the values and detriments of this activity. Running has to be right for you. Don't run to lose weight. Don't run to look good. Run because you enjoy it. I have found that I love the solitude of running. It's just me and my body. I am able to run and think, run and dream, run and plan. Running has helped to exorcise the demons that come with being a teacher, a coach, a husband, a dad. For one hour each day, I am free. One last note, remember that the only difference between running and jogging is spelling.

Running drop-outs have often turned to power walking. I know very little about the activity except that it will accomplish many of the same things as running with less physical stress. It's easier on the