

as yet scheduled an Institute. However, if a school having already scheduled an Institute is the choice for a second Institute, the Board will give it consideration. With the overwhelming vote for Madison and the opportunity to hear the Intercollegiate Debate, Madison no doubt will be selected for the December Institute. If any school wishes to know the points received by any particular school, that information will be supplied by the secretary.

Honor to Former Forensic Champion. Miss Bettie Cowie of Cambridge, participant in a former state contest, has won the annual freshman declamatory contest.

Difficulties to Overcome. The following situation is no longer restricted to the North. From Mr. G. A. Bassford's letter prior to the Mellen Institute: "I had as extra equipment one long towline, two short logging chains, six slip-on chains, one set of tire chains, one very long rope towline, one spade, and a supply of canvas. I thought I would make the grade all right but when I discovered that there were twelve cars in the ditch on the Benoit curve I decided that I did not want to be the thirteenth one and came back." It is hoped forensics will not experience another 1935-36 season.

Debate Tournaments. An informal debate tournament was held at Augusta on January 20, with the following schools participating: Eau Claire, Chippewa Falls, Bloomer, Stanley, Colfax, St. Patrick's, Mondovi, Arcadia, and Augusta. Three rounds of debates were held, two in the afternoon and one in the evening. Two-men teams were used in the tournament and each school allowed to enter four teams. Debaters and coaches enjoyed the event and considered it a profitable step toward the ideal of extemporaneous informal debate.

A practice tournament for the high schools was held on Saturday, November 23, at Platteville, with twenty-three teams representing the following schools: Bloomington, Darlington, Fennimore, Livingston, Platteville, and Richland Center. Each team took part in two debates during the morning rounds and in the afternoon two of the better teams gave a demonstration debate. A critic was furnished for each debate to give criticism, judgment, or both, according to the desire of the teams involved. The tournament was operated as a practice tournament.

The Philadelphian Society of the State Teachers' College, composed of men who are interested in forensics, served a free lunch to all debaters, their coaches, and others assisting in the tournament. This society has co-operated in numerous other ways.

Sources of Information for Extemporaneous Speaking. In addition to the periodicals from which the topics for extemporaneous speaking contests are taken, the following are helpful: American Observer, News Week, Reader's Digest, Scholastic, Uncle Sam's Diary, Vital Speeches, Weekly News Review. Sample copies, with information on special rates, will be supplied on request.

World Diary, 1929-1934, by Quincy Howe, published by Robert M. McBride and Co., 4 West 16th Street, New York, N. Y., \$3.50, is a helpful reference for background.

Registration by March 2 simply means that the school must pay its fee and return the Information Blank indicating the activities in which the school wishes to participate. Neither names nor selections are necessary for registration.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWS LETTER

Vol. VII

MADISON, WISCONSIN, FEBRUARY, 1936

No. 3

Additional copies available to member schools at five cents each.

Copies available to other than member schools at ten cents each.

From the ADDRESS OF DEAN C. J. ANDERSON, School of Education, University of Wisconsin, given at the Speech Institute at Shawano, November 22 and 23.

"This speech institute and all speech work develops and trains youth to discuss and understand public problems, the problems which our generation will be passing on to yours."

SCHEDULE FOR CONTESTS, 1936

Mar. 7—Latest date for sectional debate and dramatics.

Mar. 20—8:00 p.m.—State Debate—State Capitol, Madison.

Mar. 21—8:00 a.m.—Debate Conference Breakfast at Memorial Union. Debaters guests of the Association. A discussion of the debates by the critic judges, and other special features.

State Dramatic Contest—The place of the dramatic contest will be decided by the competing schools, such contest to be scheduled as near the date of the state debate as feasible. If the competing schools cannot agree upon the place and date, the chairman shall decide. A Dramatic Conference Breakfast will be arranged.

Mar. 2—Latest date for registration for speech contests.

Apr. 11—Latest date for league contests.

Apr. 25—Latest date for district contests.

May 7—State contests at Madison.

ON TO MADISON FOR STATE DEBATE IN THE CAPITOL

For special hotel and transportation rates, see News Items. Participants will be entertained for lodging at fraternities and sororities. Breakfast Conference at Memorial Union; contestants are guests of the Association. Others \$0.45 per plate. Reservations in advance. Several graduating classes plan a trip to the State Capitol instead of a Senior Party. Can your school make it this year? A special invitation will be extended to all students in the University who have been participants in these forensic activities.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

M. A. FISCHER, Chairman Dodgeville	EAU CLAIRE DISTRICT Howard M. Lyon, Chippewa Falls	OSHKOSH DISTRICT T. J. McGlynn, De Pere
ALMERE SCOTT, Secretary Univ. Extension Div., Madison		PLATTEVILLE DISTRICT M. A. Fischer, Dodgeville
O. H. PLENZKE, Treas. Sec., Wis. Teachers' Ass'n, Madison	LA CROSSE DISTRICT E. J. McKean, Tomah	RIVER FALLS DISTRICT H. C. Mason, River Falls
PROF. A. T. WEAVER, Adviser in Speech	MILWAUKEE DISTRICT G. J. Balzer, Wash. High School, Milwaukee	STEVENS POINT DISTRICT Harry Bender, Colby
ETHEL THEODORA ROCKWELL, Adviser in Dramatics.		SUPERIOR DISTRICT G. A. Bassford, Ashland
		WHITEWATER DISTRICT C. H. Dorr, Milton

MESSAGE FROM GEORGE DUGGAR, PRESIDENT OF THE UNIVERSITY FORENSIC BOARD, TO PARTICIPANTS IN THE STATE HIGH SCHOOL FORENSIC CONTEST

We are looking forward to seeing you March 20. We like having you with us at our fraternities and sororities (where you will be housed during your visit), not only because you represent the best high school debating ability in the state, but because you are people we understand, people whose interests we appreciate.

During my high school days I looked with awe upon the teams which survived all preliminaries, league contests, district championships, and sectional battles and finally emerged on the platforms of the Assembly and Senate in the State Capitol building. I still look with awe upon those teams.

You have come a long way. You have ability. You need not distinguish yourselves further to prove that you have derived benefit from your experience.

In the final round you will find yourselves in legislative halls, rooms where men have grappled with grave social problems. They have made many mistakes, you and I can say. There is a lot more to be done. Most of the pettiness, the errors, and the inaction of these men have been due to a lack of intelligent public concern, to too much lethargic do-nothing sit-backism on the part of citizens.

Against that background the legislators have attempted to work. In our own generation there will be more of the same dull apathy. Against that background you and I will have to work.

But once you have appeared on the platform in those rooms, and have attempted to argue out just one of the problems which face us, one can be sure you will never be a part of that lifeless mass. Whether you go home as state champions or not you will have sensed the dimensions of our problems and the thrill that goes with attempts to solve them. That will be a distinction and a success for each of you.

SHAWANO SPEECH INSTITUTE

On November 22 and 23, 1935, the Wisconsin High School Forensic Association held a Speech Institute at Shawano. Miss Harriett Grim of the University of Wisconsin and Professor Rexford S. Mitchell of Lawrence College were the instructors and led the discussion during the day. In the evening a debate was carried on between two teams from the University of Wisconsin on the subject of State Medicine. Much of the success of the institute should be credited to the above instructors and debaters as well as to the work of our able secretary, Miss Almere Scott. About 340 students and teachers from 22 schools attended the institute, and all reported a very profitable and enjoyable day.

—DONALD OLSON, Debate Coach,

Shawano High School

MELLEN SPEECH INSTITUTE

Mellen High School was the center for a speech institute for the high schools of northern Wisconsin on December 7. The institute was sponsored by the Wisconsin High School Forensic Association with the co-operation of the Department of Debating and Public Discussion of the University Extension Division. By special arrangement, the high schools of Upper Michigan were included in the invitations to the institute, and contributed to the expense of the institute.

Superintendent George Van Heuklom of Mellen presided at the opening session. The leaders of the discussions and round-table periods were Professors Gladys Borchers and L. A. Mallory of the University of Wisconsin. Professor Borchers directed the discussions on fundamentals of speech, fundamentals of reading, good delivery, and preparing declamations. Miss Borchers also conducted a demonstration on non-decision reading. Professor Mallory led the discussions on extemporaneous speaking and preparing orations. Mr. Mallory was also in charge of a demonstration of non-decision extemporaneous speaking. Both Miss Borchers and Mr. Mallory conducted conferences for speech teachers and periods for criticisms and questions.

Two debates on current questions were given by teams from the University of Wisconsin. A girls' team, with Ruth Ann Bailey and Caryl Morse upholding the affirmative and Mildred Templin and Margaret Madden the nega-

tive, discussed the proposal of government control of munitions—the current high school debate question in Michigan. Professor Borchers acted as critic. A boys' team, with Robert Gunderson and Jack Eisendreth upholding the affirmative and Robert Ozanne and Walter Schubring the negative, discussed the desirability of socialized medicine—the high school debate question in Wisconsin. Professor Mallory acted as critic. Both debates were open to the public.

One hundred fifty students and teachers from fourteen cities attended. The Bessemer delegation, numbering 32, was the largest.

The coaches and students were all well pleased and are already looking forward to next year's gathering. Tentative plans were formulated for a meeting to be held in Park Falls early next fall.

The following fourteen schools were represented: Phillips, Park Falls, Butternut, Fifield, Hurley, Madison, Bessemer, Wakefield, Bergland, Marenisco, Mellen, Prentice, Ashland, and Superior.

GEORGE E. VAN HEUKLOM, Superintendent,
Mellen Public Schools.

MADISON SPEECH INSTITUTE BIG SUCCESS

The Speech Institute held at Madison, Wisconsin, on Friday and Saturday, December 13 and 14, was an outstanding success from all points of view. Thirty-seven of the sixty-two schools of the Whitewater District sent representatives to the institute, and all were enthusiastic in their approval of it. Two hundred and fifty-seven were registered from these thirty-seven schools.

The institute started on Friday morning with opening remarks by Superintendent M. A. Fischer of Dodgeville, Chairman of the Wisconsin High School Forensic Association. Miss Gladys L. Borchers then outlined what she considered the essentials of good delivery in speech. This proved a very interesting discussion for all present. Following the discussion some of the students and teachers attended a discussion given by Professor Mallory and others attended round-table discussions in which specific problems of debate and declamation and reading were discussed.

On Friday noon the get-together luncheon held at the First Congregational Church was attended by approximately 200 students and their coaches. Principal H. H. Ryan of Wisconsin High School presided at this meeting and presented Miss Marjorie Gullan, London, England, who gave some readings in the Scotch dialect.

The Friday afternoon session was perhaps the most helpful part of the entire institute because the students were permitted to take part in demonstrations. First, discussions were given by Professors Borchers and Ewbank, outlining the fundamentals of effective speech. Students then were selected to make preparations under the guidance of three University professors of speech. These students then gave demonstrations in Reading and Extemporaneous Speaking which were followed by criticisms by the three University professors of speech. Questions concerning the demonstrations were also answered by these professors.

Friday evening was devoted to a get-together dinner at the Memorial Union at which the delegates listened to a discussion by Professor R. R. Aurner on "Triple Essentials of Effective Speech." About 150 students and their coaches attended this dinner. After the dinner, the 150 students and coaches were guests of the University Forensic Board and the Wisconsin High School Forensic Association at the Michigan-Wisconsin Intercollegiate debate on the same question which the high schools are to debate this year. This, together with the debate conference the following morning at which critic judge Professor A. H. Monroe of Purdue University discussed the debate and analyzed his decision, was most helpful to all attending.

The success of this institute may be attributed to the considerable amount of work given to it by the staff of the Department of Debating and Public Discussion of the University Extension Division and the staff of the Department of Speech of the University of Wisconsin.

SUPERINTENDENT C. H. DORR, Chairman,
Whitewater District,

The latest report to the secretary includes the following schools in the debate and dramatic schedules:

DEBATE

EAU CLAIRE DISTRICT: Augusta, Barron, Bloomer, Chippewa Falls, Colfax, Eau Claire, Holcombe, Menomonie, Mondovi, Stanley, Thorp.

LA CROSSE DISTRICT: Arcadia, Sparta, Tomah, Viroqua.

MILWAUKEE DISTRICT: Beaver Dam, Columbus, Horicon, Kenosha, Mayville, Milwaukee (Washington), Oconomowoc, Plymouth, Waukesha, Wauwatosa, West Allis, West Bend, West Milwaukee.

OSHKOSH DISTRICT: Berlin, Clintonville, Kaukauna, Kewaunee, Kimberly, Marinette, Menasha, Neenah, New London, Oconto, Oconto Falls, Shawano, Two Rivers.

PLATTEVILLE DISTRICT: Bloomington, Muscoda.

RIVER FALLS DISTRICT: Amery, Baldwin, Glenwood City, Hammond, Hayward, Hudson, New Richmond, River Falls, Spooner, Woodville.

STEVENS POINT DISTRICT: Adams-Friendship, Antigo, Birnamwood, Manawa, Marion, Marshfield, Mattoon, Medford, Merrill, Mosinee, Nekoosa, Phillips, Plainfield, Port Edwards, Red Granite, Rhinelander, Stevens Point, Tigerton, Tomahawk, Waupaca, Wausau, Wautoma, Westfield, Weyauwega, Wisconsin Rapids, Wittenberg.

SUPERIOR DISTRICT: Mellen, Park Falls, Phelps, Superior (Central), Superior (East), Washburn.

WHITEWATER DISTRICT: Baraboo, Beloit, Brodhead, Cambria, Deerfield, Delavan, Edgerton, Elkhorn, Fort Atkinson, Jefferson, Lake Geneva, Lodi, Madison (Wisconsin High), Marshall, Middleton, Milton Union, Oregon, Randolph, Stoughton, Verona, Watertown, Waunakee.

DRAMATICS

EAU CLAIRE DISTRICT: Eau Claire, Gilmanston, Merrilston, New Auburn, Thorp.

LA CROSSE DISTRICT: Bangor, Fountain City, Galesville, Tomah, Trempealeau, West Salem.

MILWAUKEE DISTRICT: Columbus, Horicon, Kenosha, Milwaukee (Riverside).

OSHKOSH DISTRICT: Kaukauna, Menasha, Oconto Falls.

PLATTEVILLE DISTRICT: Dodgeville.

RIVER FALLS DISTRICT: River Falls, Woodville.

STEVENS POINT DISTRICT: Birnamwood, Marion, Mattoon, Nekoosa, Rosholt, Scandinavia, Tigerton, Wisconsin Rapids, Wittenberg.

WHITEWATER DISTRICT: Delavan, Hartland, Lake Geneva, Mazomanie, Middleton, Milton Union, Waunakee.

TRIPLE ESSENTIALS OF EFFECTIVE SPEECH

(Summary)

From the address by R. R. Aurner, Professor of Business Administration, University of Wisconsin, at the Wisconsin High School Forensic Association Speech Institute Dinner, Madison, December 13, 1935.

The process of mastering the art of effective speech is, considered from any point of view, a reasonably difficult one. Around it, however, there is a challenge which to the interested individual is almost irresistible.

The **medium** of effective speech is the first of what, in my judgment, appears to be three significant essentials of the art. Every speaker, no matter how humble in the scale may be his function, is obligated to develop precision in the use of the language.

If you will permit me to paraphrase a pertinent passage from **The Reader** of January 28, 1865, I would say that he who cannot express his thoughts correctly in his own language is not likely to obtain credit for much knowledge in any realm of thought; nor will an ungrammatical discourse impress anyone with the idea that the writer or the speaker is in any genuine sense an educated man.

On the other hand, the Englishman—and we use this nationality in the comprehensive sense of any person speaking English—whose linguistic mastery does not go beyond the language of Shakespeare, but who knows that language thoroughly and can wield it well, possesses an instrument with which he may forge his way to almost any position he may elect, whether he direct his thoughts to poetry or to politics, to literature or to commerce.

It is obvious that vocabulary mastery and language precision travel hand in hand. No one will ever know how many correspondence schemes have been launched for teaching vocabulary in ten easy lessons with a handy pocket-size dictionary thrown in for good measure. The number of such mail-order offers is legion. That there should be so many offers of this kind is positive proof that thousands do feel their own inadequacy of expression. To one whose duties require frequent use of language there are few drawbacks more serious than an insufficient vocabulary.

No one familiar at all with his own language will deny that there are plenty of expressions from which to choose. There are some three million words in the English language. A million of these are basic terms of speech. The other two million are variations of these basic terms in the way of verbal inflections, the comparisons of adjectives and adverbs, the irregular plurals of nouns, and the various other collocations required by the use of grammar.

It would repay every student of the English language to read the biography of Disraeli by the vivid biographer Andre Maurois. Speaking of Disraeli's painstaking preparation for speeches to be delivered in the British Parliament, Maurois writes, "In a few months, an assembly prone to admiration would be listening to perfect periods, to muscular phrases, to the astounding conjunctions of rare adjectives and vigorous nouns." It is the spirit of vitality so evident in this passage that may be expected to energize the teaching of speech in the coming years.

The **material** is the second of what I consider to be the three significant essentials of effective speech. To make the precision of the medium function in daily life, it must have something to function on. The material of speech is essentially the process of thought, which in turn is the outcome of training and experience. A liberal education is in shape akin to a pyramid: it must have a broad base; and for general utility, in the sense of practical achievement, it should have a pointed apex.

The relation between the material of speech and the medium of speech is something like that which exists between commerce on the one hand and

economics on the other. This relation may be well illustrated by comparing it to the relations which exist between the fourth floor and the third floor of Sterling Hall at the University of Wisconsin at Madison. On the fourth floor is located the School of Commerce; on the third, is the Department of Economics. The fourth floor is, of course, on top; but if you took the third floor away, it would be difficult, at best, to keep the fourth floor up there.

The motive is, in my judgment, a third significant essential of effective speech. It is obvious that the motive may be good or bad, worthy or unworthy, direct or evasive, forthright or scheming, clear or cloudy, social or anti-social, statesmanlike or demagogic.

The motive that plays its role behind the art of speech is in effect the dynamic force. Upon the personal ideals of the speaker and upon his attitudes towards society depends, to a large degree, the outcome of his speech.

It is altogether too easy to lose one's sense of direction and to let one's ambition become blunted in the turmoil and confusion of the times. There is a temptation likewise for some to seek refuge in the plaintive plea that those who have gone before have done it all.

There is a line—indeed, a series of lines—in the writings of Geoffrey Chaucer in which he complains that, after all the famous verse that had been created before his time, all that was left to him and his era of the Middle English, was “to glean the few ears” that were left to glean in the fields husked by the genius of his forerunners.

“For well I know,” he writes, that ye have once before
Reaped the creative fields, and husked away the corn;
And I come after, gleaning here and there,
And am full glad if I may find an ear
Of any goodly thought that ye have left.”

(From *The Legend of Good Women*, lines 73-77, *The Works of Geoffrey Chaucer* (The Globe Edition, Macmillan and Co., 1928. Edited by Alfred W. Pollard and others. Page 587.)

Yet after Chaucer, of course, there was written large into the glowing annals of literature the subsequent brilliances of Shakespeare, of Milton, of Keats, and of the rest of the noble company.

One may feel a similar perplexity, perhaps a disillusionment at the prospect today of only a futile search for new lands of thought, for new fields of action, for new projects to pioneer. Yet there is much about us to prod our thought.

We have economics in a sea of flux. We have politics in a sea of acrimonious hubbub. We have science, like a naughty infant, spanked for finding out too much, while religion, like a snubbed child, sulks in a corner. We have education in a turmoil of controversy. We have our habit-patterns torn well asunder by the uprush of scientific discoveries that kick our social mores and living customs into a cocked hat. The white shafts of research serve to disclose only darker realms of uncertainty.

Now I am not suggesting that all this is new. I am merely suggesting that as forensic practitioners you will do well to know something of these things.

That modern speech must, therefore, be fitted to the nature of modern ideas and modern problems, which to a large degree shape the character of the medium, the material, and the motive, no one will in this day deny.

If, in bringing my comments to a conclusion, I were to present what I consider to be a satisfactory definition of good speaking, it would be difficult, indeed, to find one more fitly or more facily spoken than that of the president of this university when, on the night of May 18, 1933, he occupied this post:

“Something to say, said with graceful economy of words in sentences trimly athletic, intelligence made intelligible, sincerity made contagious—this is the essence of effective speech.”

NEWS ITEMS

Registration. The latest date for registration is March 2. No district has yet attained 100%. Can you help to reach that goal for your district?

Dramatics. The place for the state dramatic contest will be selected by the schools participating. The play selected by a particular group for the dramatic contest should be registered in advance with the secretary in order that there may be no difficulty or misunderstanding later.

Judges. All judges for all contests should be approved in writing by the representatives of the competing schools, by the principal, coach, or other official representative. Whether the coaches or one, three, or five other judges will judge the state forensic contests in May will be determined by the vote of the schools participating. In order to have the information at hand, a ballot is included with this News Letter. Only the vote of those schools participating will be considered. Please return your ballot promptly.

Participation in Only One Contest. By rule of the Board, no student will be permitted to participate in more than one of the following contests: Extemporaneous Speaking, Extemporaneous Reading, Humorous Declamation, Non-Humorous Declamation, and Oration. The action of the member schools is practically two to one in favor of this rule.

Debate. More schools have participated in debating this year. No doubt the timely question proved an impetus to debating, but a greater factor is the realization on the part of educators that debating is a very worthwhile activity in preparation for later citizenship. Although the regular schedule is completed, many schools are arranging debates with neighboring schools and are planning debates for special community programs. The secretary would appreciate the report of any such activity by any member school.

Extemporaneous Reading and Extemporaneous Speaking. All information regarding the extemporaneous reading and extemporaneous speaking contests and suggestions for their preparation are found in the News Letters. Consult the indexes. It would avoid considerable expense if member schools would read their News Letters carefully and thus avoid unnecessary correspondence.

Hotel Rates. Special arrangements have been made with the management of the Park Hotel for rooms with bath at \$1 per person per night when two or more persons occupy the same room; without bath at 75c per person. There are many large rooms with private baths which will accommodate five or six people. Make reservations with Mr. W. R. McNeil, Manager, Park Hotel.

Reduced Rates for Round Trip Railroad Tickets. Reduced rate round trip railroad tickets, as low as 1.8c per mile, are now on sale daily. Consult your local ticket agent for the price of round trip fares.

Certificate of Merit. The Certificates of Merit awarded by the Association have been very much appreciated. Last year some member schools did not take advantage of receiving these Certificates. Any student participating in an inter-school contest is eligible to a Certificate of Merit. A blank is enclosed for a report of students eligible. The report, however, should not be sent in until all of the names may be included for all events. The secretary had splendid reports on the method of making these awards in various high schools in the state. It is very desirable that this occasion be made a community event, if possible, with a special dinner. Send in the report of the event in your community to the secretary. Special information on these events will be compiled for a forthcoming issue of the News Letter.

Speech Institute. A second ballot for the selection of the places to schedule Speech Institutes next year is enclosed. Ninety-seven schools have sent in the first ballot. Counting three points for first choice, two points for second choice, and one point for third choice, the schools receiving fifteen or more points are indicated, with the number of points received, on the ballot. In making the final decision, the Board feels that it is necessary to select towns in different parts of the state. In case of a tie vote in the selection of the three or four places for the Institute next year, the Board will aim to select those towns that are centrally located or more easily reached and that have not