

# WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWS LETTER

Vol. VI MADISON, WISCONSIN, NOVEMBER, 1934 No. 2  
Additional copies available to member schools at five cents each.  
Copies available to other than member schools at ten cents each.

## SCHEDULE FOR CONTESTS, 1935:

Dec. 15—Latest date for registration for debate and dramatics.  
Feb. 2—Latest date for first round of debate and dramatics.  
Feb. 9—Latest date for second round of debate and dramatics.  
Feb. 23—Latest date for semi-final sectional debate and dramatics.  
Mar. 9—Latest date for sectional debate and dramatics.  
Mar. 22—State debate at State Capitol, Madison.  
The place of the dramatic contest will be decided by the competing schools, such contests to be scheduled between March 23 and 30. If the competing schools cannot agree upon the place and date the chairman shall decide.  
Mar. 2—Latest date for registration for speech contests.  
Apr. 13—Latest date for league contests.  
Apr. 27—Latest date for district contests.  
May 9 and 10—State contests at Madison—Tentative.

## SPEECH INSTITUTES

Through the co-operation of the Speech Department, the Wisconsin Forensic Board, the Department of Debating and Public Discussion, and hostess schools, Speech Institutes similar to those held at Wisconsin Rapids and Eau Claire are scheduled as follows:

November 23 and 24—Chippewa Falls  
December 7 and 8—Stevens Point  
December 14 and 15—Madison

It is hoped that every member school will have an opportunity to be represented at at least one of these Institutes.

Professors Borchers, Ewbank, Johnson, Lees, and Mitchell of the Speech Department of the University are scheduled to conduct the conferences and classes in debate, declamation, dramatics, extemporaneous speaking, reading, and oratory at Chippewa Falls. The material offered in the classes will be of a practical nature designed to help the students and teachers interested in the various phases of speech work. An opportunity will be afforded at the Round Table for coaches for a presentation and discussion of the individual problems. A demonstration of a reading contest, in accordance with the proposed amendment to the constitution, will be included.

An intercollegiate debate on the state debate question, with a critic judge, is scheduled for Friday evening. (The debate is open to the public.) An opportunity will be afforded the following morning for a discussion of the debate.

A debate tournament for practice in six-minute constructive and two-

## WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

F. C. BRAY, Chairman Fort Atkinson	EAU CLAIRE DISTRICT C. W. Dodge, Stanley	PLATTEVILLE DISTRICT M. A. Fischer, Dodgeville
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	MISS ETHEL THEODORA ROCKWELL, Adviser in Dramatics	

minute rebuttal speeches has been suggested, with no decision, but with critic judges. If you are interested in incorporating this feature Saturday morning from ten to twelve, please write immediately to Principal Howard M. Lyon, Chippewa Falls.

There will be no admission charge to any of the Institute classes for member schools. Any other schools may register for the entire Institute for \$1.00 or 25c for any one of the classes. Special rates at the hotels and also a minimum price of 35c for the luncheons have been arranged.

The following schools have indicated their interest in an Institute at Chippewa Falls: Amery, Arcadia, Athens, Augusta, Baldwin, Barron, Bloomer, Cadott, Chetek, Chippewa Falls, Colfax, Cumberland, Dorchester, Eau Claire, Galesville, Hudson, Menomonie (Dunn Co. Agricultural School), Neillsville, New Richmond, Oconto Falls, Owen, River Falls, Somerset, Spooner, Spring Valley, Superior (East), and Thorp.

**Stevens Point** (Tentative): Adams-Friendship, Antigo, Athens, Gleason State Graded, Merrill, Oconto Falls, Park Falls, Port Edwards, Rosholt, Scandinavia, Sharon, Shawano, Wausau, Westfield, White Lake, and Wild Rose.

**Madison** (Tentative): Adams-Friendship, Baraboo, Barneveld, Berlin, Camp Douglas, Columbus, Deerfield, Edgerton, Fort Atkinson, Horicon, Mayville, Middleton, Milwaukee (North Division), Milwaukee (Washington), Montello, Monticello, Mount Horeb, North Fond du Lac, Oconomowoc, Oconto Falls, Sharon, Stoughton, Waupun, Westfield, West Milwaukee, Whitewater, and Wonewoc.

Please report to Principal Howard M. Lyon, Chippewa Falls, immediately, if you have not already registered, and if you plan on attending the Institute at Chippewa Falls in order that you may have complete details. It is necessary for Mr. Lyon to have an approximate number of the schools that will attend with an estimate of the number of representatives.

If there are any other schools interested in attending either of the other Institutes, with a program similar to that scheduled at Chippewa Falls, please report immediately to the secretary of the Forensic Association. If there are not at least twenty schools interested, the institute will not be scheduled.

These Institutes are planned for the benefit of the schools. Come prepared to participate as well as to benefit by the experience of others. The Board would appreciate any suggestions and criticisms.

#### REPORT OF TREASURER

November 1, 1933—November 1, 1934

Balance—November 1, 1933	\$ 698.18
Income: From November 1, 1933 to November 1, 1934:	
Dues	\$1,564.00
Selections	111.37
Miscellaneous (Breakfasts and News Letters sold to Future Farmers)	48.60
	1,723.97
	\$2,422.15
Disbursements:	
Mimeographing and Printing	\$ 466.20
Telephone-Postage-Envelopes-Post Cards	308.14
Supplies (Debate Handbooks)	121.50
Miscellaneous (Fed. Tax and Breakfasts)	83.94
Travel	124.47
Cuttings (two years)	90.00
Badges-Banners-Medals-Cups	137.28
	1,331.53
BALANCE November 1, 1934	\$1,090.62
O. H. PLENZKE, Treasurer.	

#### EXTEMPORANEOUS READING CONTESTS: JUDGING THEM

by

Gertrude E. Johnson,

Associate Professor; Department of Speech,

University of Wisconsin

To arrive at an agreement as to the judging of any contest, speech or otherwise, demands that there be an understanding of the objectives of the contest and a knowledge of the elements which make these objectives possible of attainment. Before we go further, then, let us look at some of the statements already available in the previous News Letters. In the Association Letter for September, 1934, on page 16 we find:

"It is only natural that the audience should want to get a single impression from the reading, just as in other contests. Since the audience plays an important part in any piece of speech work, the contestant should at least have the benefit of using material with an appeal, in his favor."

Here then is an objective which indicates that the Extempore Reading contest has, like the Declamatory, a need to "please" the audience by giving them a "single impression." This in turn means that there must be a strong emotional blending, no mechanical rote-like proceeding with eyes fastened to the book. This will not give a "single impression" or any impression save one of boredom.

Another News Letter carried further suggestions. This was for February, 1931, and on page 2 we find:

"Interpretation in any form, memorized and declaimed, or done from the page, demands certain things of the interpreter. Reading from the page demands and should receive exactly the same degree of understanding (intellectual concept); alertness (mental and physical); bodily response (not gesture, but a physical participation comparable to the type of emotion to which the hearers are asked, implicitly, to respond); and vocal facility (as great or even greater than for memorized performance) as would be present in any other interpretative venture. The only possible differences occur in the realm of physical activity, and are in quality rather than number. The physical activity in reading from the printed page is more suggestive than that attempted in declamation; hence of a higher and somewhat more difficult type."

The foregoing indicates both objectives, and gives several clear ideas as to points for judging, which we shall sum up later. Since this type of contest activity is so much younger than the Declamatory, it is possible that it is not so fully appreciated or understood. I wish to emphasize once more that this contest is not, as has sometimes been stated, "the easiest contest to enter." At least, not to enter and carry through with success. Indeed, it is quite the reverse. The Declamatory entrant has the assistance of continuous coaching over the same given selection for weeks, sometimes longer, while the Extempore Reader must take his chance as to the selection itself, using originality in choice to a certain degree, and must prepare himself during a short period immediately preceding his reading. Two things stand out here for the judge to keep in mind; first, that there has been no direct coaching; and, second, that only a short time has been spent on the preparation for this presentation. Too often judges, more or less unconsciously, have the Declamatory contestant presentation in mind and so fail to realize the full value of the presentation made by the Extempore Reader. This latter type of activity, too, is one that has a "real life situation" in the foreground since these young people will many, many times in later life be called upon to read more or less extemporaneously, while few will go on with Declamation.

Essentially, there are few fundamental differences in judging Declamatory and Extempore Reading contests. The Wisconsin News Letter for April, 1934,

page 2, takes up points for judging the former. Here we find listed matters of dress and its appropriateness, giving the thought clearly, having the general manner coordinate with the emotional content of the selection, being easily heard and understood, matters of volume, sustaining sounds, and enunciating clearly but not didactically. All these points hold quite as completely for the Extempore Reading contest.

The chief differences come in noting how easily the contestant handles the book, and how readily and frequently he lifts his eyes from the page. These two things need practice, plenty of it, before the contestant faces the last choosing of a selection, its preparation, and his appearance. In these two matters the judge should still keep in mind that the readers have had only a brief time in which to become familiar with lines on the page before them.

The contestants should be helped as much as possible not to have to handle unwieldy books, a situation which would be entirely obviated in a real life situation, for selections would be copied and arranged so that the manuscript or smaller book could be easily manipulated. The judge should take into account the fact that the contestants are perhaps laboring under a difficulty in this matter, and give them credit accordingly.

In the Extemporaneous Reading Contest the reader, fortunately, often has an opportunity to choose selections in verse form, something that occurs quite infrequently in the Declamatory contest. Reading in this form taxes a new type of knowledge and skill, since rhyme and meter, vocal smoothness and beauty enter, and the judge should be keenly on the watch for the accomplishment clearly indicated when this type of material is well interpreted.

If the judge will then keep in mind the short time had for preparation, with no assistance, if he will realize the valuable training being experienced by the reader who is doing a type of thing which he will often be called to do in later life, and if he will look for the same elements of expressiveness which appear in the Declamatory contests, he will be able to give a proper evaluation of the efforts of the Extempore Readers. We ought perhaps state that these readers should not memorize and that all "impersonation" must be completely suggestive, largely vocal.

#### Points in Summary:

- The reader should give a single impression (emotionally).
- The reader should have bodily response (little individual gesture but total participation).
- The reader should show an intellectual grasp of the thought content.
- The reader should be alert (total manner, intellectual and physical).
- The reader should have good vocal facility (as great or even greater than for memorized performance).
- The reader should dress appropriately (simplicity to be the aim).
- The reader's manner should suit the mood of the reading (if the mood is happy, look happy, etc.).
- The reader should be easily heard (volume).
- The reader should be easily understood (sustain final sounds and words and enunciate clearly, but not didactically).
- The reader should not memorize but be very familiar with the ideas, thoughts, emotions, etc. and with the location of words on the page.
- The reader should not attempt literal "impersonation." Vocal personation is permissible and suggestive movements.

### ORIGINAL PLAY WRITING

by

Ethel Rockwell,

Chief of the Bureau of Dramatic Activities,  
University Extension Division

The Wisconsin Dramatic Guild wishes to emphasize again this year, creative work in drama as its major interest. It desires particularly to encourage original work among young folk in the high schools. It has been demonstrated again and again that high school students are capable of doing significant work in the writing of poetry, fiction, and drama and that if they are encouraged in developing creative talents are much more likely to become artists in the particular fields they desire to cultivate.

All original plays entered in the Guild tournament must be in the office of the Bureau of Dramatic Activities of the University Extension Division by February 1, 1935. These will in turn be judged by a final committee on the three best plays submitted by the various divisions of the Guild. During Drama Festival Week, which will occur from March 23 to March 30, 1935, arrangements will be made for staging the two best plays selected by the final judging committee.

In writing plays the major difficulty aspiring playwrights have to overcome is their inability to see plots for their plays and to make what they write seem real. Too often subjects are chosen very far removed from the author's experience in real life; furthermore, they show no scientific research or study. Obviously, one can't write a vivid living play about Eric the Red if he knows nothing about the history of the period when this intrepid Norseman was rampant or nothing about the place and the people influenced by him. Neither can he write a play set in the South Sea Islands when he has never been there. Such plays are always superficial and of little worth. In play-writing, the first admonition is: "Look about you with seeing eyes, listening ears, understanding minds, and sympathetic hearts." One should write about the life around him; he should interpret his own experiences, hopes, and dreams, or those of his kin folk and neighbors.

It can not be too definitely urged that the successful writer must write about something in which he is vitally interested, and in the form and style that seem to him most suitable for his purpose. Well-known writers of Wisconsin have demonstrated the possibilities of becoming recognized literary geniuses by writing about the folk about them, the events of the day, the history and traditions back of them and their own people.

Wisconsin is as fertile a field for interesting stories and plots for plays as any other state. The fertility and freshness of this region are reflected in most of the literature that has been created. Wisconsin's citizens are not cynics and iconoclasts. They are practical dreamers and builders, with a passion to serve human needs in government, in education, and in individual conduct.

Some high schools in the state are conducting special classes in training for leisure time. Surely playwriting would be one of the best and most intriguing activities to encourage as an avocation. During leisure time those who engage in it may chance to become successful enough to warrant making it a vocation.

Albee, in writing of Emerson, admonishes everyone thus: "Do not let ideals rest in the realms of fancy. Ideals are the prophetic shadows of the real; or the hallowed memories of what has been, of what may be again if believed in and aspired after. That which you think of, dream of, and never give up will come to pass, because it is not yourself alone that desires it and believes; it is a great moving stream that has caught you in its current and bears upon its bosom the gifts you seek."

The Bureau of Dramatic Activities and the Wisconsin Dramatic Guild are seeking out the citizens of the state who may have creative talent and they are hoping to be of assistance in encouraging and developing it. May this year be a most fruitful one for creative work in Drama. May the young high school students realize and take unto themselves the inspiration expressed in the motto which appears over the doorway of the Kenneth Sawyer Goodman Theatre in Chicago: "To restore the old visions and to win the new."

## ORIGINAL PLAYWRITING AT RIVERSIDE

by  
Isabelle Bodden,  
Speech Department, Riverside High School, Milwaukee

Ever since May Butcher Smith taught an 'X' section in English '7' Riversiders have been encouraged to write plays. I have heard her tell how her course in the reading of drama had been made more alive by having the students experiment with the difficulties of craftsmanship themselves. They seemed to look for the fine points in dialogue, character study, and the logical sequence of events after such experimentation. Then I thought how much more it would stimulate their work if they could have the delight of seeing their attempts produced. So Cue Club, under my direction, put on one or two of the best one-act plays each year. But it was not until I heard of the work of the Wisconsin Dramatic Guild under the leadership of Miss Rockwell in encouraging young playwrights that the real stimulus was added to the work! We joined the Guild. This added new zest, and when we entered Louise Aaron's play of local color, "Ma Hitler's Daughter" and won the contest with it two years ago, the whole school was fired with a new playwriting enthusiasm. The effect on Louise herself was not so marked (although she has done some interesting things at the University) as it was on our next successful playwright, Joseph Kneeland, whose brain child "What Every Woman No's" won first place the following year. Joseph, who had been a timid unnoticed boy up until that time, suddenly blossomed into one of our most representative seniors and I understand has been so encouraged by the contest that he is planning to go to school after he works a year. Now all the English 7 and 8 classes are competing and I shall have all I can do to read the manuscripts when it comes "Contest Time" this year. You would be surprised to see how much really good material is turned in. Therefore "on with the Playwrighting contest" say I—who knows what their future may be!

## A FEW PLAYS SUITABLE FOR HIGH SCHOOL CONTESTS

Prepared by Ethel Rockwell, Chief,  
Bureau of Dramatic Activities, Extension Division,  
University of Wisconsin

- ACROSS THE CENTURIES. Roderick Le Gres. Fantasy. 5 m. 1 w. A short Berkeley Square type of play. A puritan maid of 1692 and a 1934 youth. Royalty, \$5 when admission is charged, \$2.50 when not. Dramatic.
- AGATHA. Jane Toy. Comedy. 4 m. 4 w. A romance of pre-Civil War Plantation days. Royalty \$5. In *Carolina Folk Comedies*. French.
- AMBITION. Katharine Kavanaugh. Serious drama. 2 m. 3 w. A good play on circumstantial evidence. No royalty. Dramatic.
- ANDANTE. Wesley Coutts. Serious drama. 2 m. 2 w. Play of a violinist whose injured hand destroys his hopes. Royalty on percentage basis. Row.
- BABBIT'S BOY. Glenn Hughes. Comedy. 2 m. 4 w. An amusing play of an average family with young folk in it. Good for any group. Royalty \$5. French.
- BALO. Jean Toomer. Negro drama. 7 m. 2 w. or all men. A good negro drama using several spirituals. In *Plays of Negro Life*. Harper.
- BARBARIANS. Leo Pride. Tragedy. 5 m. Strong drama of the coal mines. Royalty permission. In *The American Scene*. Appleton-Century.
- BENJAMIN FRANKLIN, JOURNEYMAN. Constance MacKay. 3 m. 2 w. Delightful historical play. In *Weber and Webster, Short Plays*. Houghton-Mifflin. Or in *Patriotic Plays and Pageants*. Holt.
- BLACK VELVET. Philip Frennd. Serious drama. 1 m. 2 w. The point of view is that of a blind musician. Very unusual. In *Cornell University Plays*. French.
- BLOOD O' KINGS. Jane Dransfield. Serious drama. 9 m. Cock-fight. Very dramatic play centering around a negro. Royalty \$10. In *One Act Plays for Men*. Little. Also in *The American Scene*. Appleton-Century.
- BROKEN BANJO, THE. Willis Richardson. Negro tragedy. 4 m. 1 w. Beautiful. In *Plays of Negro Life*. Harper.

- BURNT OFFERING. Mary Hamlin. Drama. 3 m. 3 w. and others. A very dramatic peace play, based on Jephthah's Daughter. Royalty \$10 when admission is charged, \$5 when not. French.
- BUYING CULTURE. C. Antoinette Wood. Comedy. 1 m. 2 w. Amusing play of a mother who tries to import a husband for daughter. Royalty \$5. Baker.
- DUKE, THE. Jack Knapp. Comedy. 4 m. 3 w. An amusing play of nouveau riche. One good Swedish character. Royalty \$5. French.
- FARCE OF MASTER TROUBLETETE. Hyman Yuderwitz. Comedy. 6 m. 2 w. A dexterous play—physically and intellectually. Royalty. In *Cornell University Plays*. French.
- FEVER WARD. Franz Rickaby. Comedy. 4 m. 2 w. A nurse to humor her patients accepts the proposals of several. No royalty. French.
- FINE FRENZY. Warren Beck. Comedy. 5 m. 2 w. A poet versus the townspeople. Royalty \$10 when admission is charged, \$5 when not. In *Six Little Theater Plays*. Baker.
- FRIEND OF THE FAMILY. Edith B. Delano. Comedy. 3 m. 6 w. Grandma straightens things out for Peg. Royalty \$10. Baker.
- GRAND CHAM'S DIAMOND, THE. Allen Monkhouse. Mystery comedy. 3 m. 2 w. Mrs. Perkins has an exciting evening. Royalty \$5. Baker.
- GREAT CHOICE, THE. Fred Eastman. Peace play. 4 m. 4 w. An emotional powerful play of the next war. Royalty \$5. Baker.
- JEST OF HAHALABA, THE. Lord Dunsany. Satirical comedy. 4 m. An excellent drama of the tempting of the future. In *Seven Modern Comedies*. Royalty. Putnam.
- MARY'S LAMB. Hubert Osborne. Comedy. 5 m. 3 w. Attractive play of poor young artists in an expensive cafe. Royalty \$10. Haylofters.
- MOON MAIDEN, THE. Adelaide Nicholls. Japanese Fantasy. 3 m. 2 w. Several extras as dancers, servants, etc. A delightful and picturesque play modeled after the Japanese No-Plays. Royalty, \$10 when admission is charged, \$5 when not. In *The Floating Bridge*. Baker.
- NEW MOON, THE. Telfair Peet. Fantastic burlesque. 8 speaking parts, either men or women and several extras. Amusing burlesque on the usual mediaeval court scene. The Prince cries for the moon and gets spanked. Royalty \$5. In *Carolina Folk Comedies*. French.
- OLD MOONLIGHT. William Ellis Jones. Chinese play. 3 m. 2 w. Chorus and extras. An unusually attractive play of Chinese imagination and sentiment. Royalty \$5. Baker.
- ROSALIE. Max Maurey. Comedy. 1 m. 2 w. Amusing play translated from the French by Barrett Clark. No Royalty. French.
- SEPARATIST, THE. Mary P. Hamlin. Drama. 6 m. 3 w. Excellent play of the Pilgrims in England. Royalty \$5. French.
- SHEPHERDS ABIDING. Dorothy Clark Wilson. Religious Fantasy. 12 characters. A very beautiful poetic play suitable for Christmas or any time. No royalty. Fitzgerald.
- SOOTHSAYER, THE. Verner von Heidenstam. Greek Mythology, morality play, 5 m. 2 w. and several others. A beautiful impressionistic Greek drama at the time of the battle of Salamis. Royalty. Four Seas Co.
- TIE THAT BINDS, THE. Orelle F. Cornelius. Drama. 3 m. 3 w. An excellent Tennessee mountain play. A very good play for contests. Royalty \$5. French.
- TOWNE HALL. Olive M. Price. Comedy. Time 1652. 4 m. 4 w. and other Puritans. Excellent play of the trial of a maiden for wearing too much finery. No royalty. In *American History in Masque and Wig*. Baker.
- TWILIGHT OF THE MOON. Charles B. Going. Fantasy. 5 characters. A play of high dramatic and spiritual values. No Royalty. In *Ten Fantasies for Stage and Study*. Baker.
- VISITOR, THE. Vera I. Arlett. Fantasy. 2 m. 2 w. A play of the Smilin' Thru variety. Vision scenes. Royalty \$5. French.
- WHAT GRANDMOTHERS KNOW. John Lewis Brumm. Comedy. 1 m. 4 w. A delightful comedy of the Manners of the 1890's. Royalty. Purchase of 5 copies. French.

**WORKERS AT THE LOOMS.** Essex Dane. Drama. 10 or more characters. A gripping play that encompasses the gamut of life. Poetic. Royalty \$5. In Ten Fantasies for Stage and Study. Baker.

**Addresses of the Publishers:**

Appleton-Century. D. Appleton-Century Co., Inc., 35 W. 32nd St., New York, N. Y.  
 Baker. Walter H. Baker Co., 178 Tremont St., Boston, Mass.  
 Dramatic. Dramatic Publishing Co., 542 So. Dearborn St., Chicago, Ill.  
 Fitzgerald. Fitzgerald Publishing Corp., 14 E. 38th St., New York, N. Y.  
 Four Seas Co. Bruce Humphries, Inc., 470 Stuart St., Boston, Mass. (Successors to Four Seas Co.)  
 French. Samuel French, Inc., 25 W. 45th St., New York, N. Y.  
 Harper. Harper & Bros., 49 E. 33d St., New York, N. Y.  
 Haylofters. The Haylofters Co., P. O. Box 1441, Hartford, Conn.  
 Holt. Henry Holt & Co., Inc., 1 Park Avenue, New York, N. Y.  
 Houghton. Houghton Mifflin Co., 2500 Prairie Avenue, Chicago, Ill.  
 Little. Little Brown and Co., 34 Beacon St., Boston, Mass.  
 Putnam. G. P. Putnam's Sons, 2-6 W. 45th St., New York, N. Y.  
 Row. Row, Peterson & Co., 1911 Ridge Avenue, Evanston, Ill.

**A SYSTEM OF AWARDS FOR THE SMALL HIGH SCHOOL**

by

John H. Hamburg, Edgerton High School

Small high schools frequently have trouble determining what sort of award should be given for forensics.

At Edgerton, in a high school of slightly over 300, a system recently adopted seems quite successful. One of the features of the system of awards involves the use of certificates suitable for framing. A good grade of bond paper is used, and the usual decorative background centers around the name of the school. The wording of the certificate follows:

Child High School Forensics, Edgerton, Wisconsin. . . . (Name of student) . . .  
 . . . (Second Place) . . . in . . . (Oratory) . . . Date . . . . .

Approved by . . . (Coach) . . . , . . . (Director) . . . , . . . (Superintendent) . . .  
 Emblem or seal of School.

Largely because of tradition, a chenille letter is awarded to debaters who take part in conference decision debates. These letters have a small "D" interwoven at the bottom to distinguish them from athletic awards. Alternates are given certificates showing their achievement. Orators and declaimers, and extempore speakers and readers are given certificates for the first three places in the local contest. It has been found that the decisions in these local contests are often very close. To the winner of second place in each activity, the decision often means that he is through with public appearances. If the winner remains in school the following year, the second place winner is apt not to come out during that season. In many cases a second try, encouraged by recognition, has proved successful. Last year sixty students appeared in the first elimination contest. As a result, several of the older students who had dominated forensics for several years were beaten. Students now realize that there has always been a chance for all.

The system used in Edgerton has two chief merits which make it applicable to the small school: First. It is cheap. A good printer will be happy to make the certificates in large numbers so that they can be used for many years, at a very small cost. Second. It stimulates interest, not because the pupils work for the award alone, but because they have a greater chance for recognition. Even second and third place winners, perhaps very little behind the first speaker, are not totally disregarded after the final local contest. (See News Item on the action of the Board on Certificate of Merit in forensics.

**NEWS ITEMS**

**Registration.** No district has yet reached 100%, although the increase in registration this year over last year at this time is most encouraging. To date we have 212 registrations as compared with 182 last year at this time. The Forensic Association is pleased to welcome some new schools this year.

**Chairman of the Board.** Principal Balzer declined to accept the chairmanship, expressing his opinion that the honor should fall to another member of the Board. Superintendent Bray of Fort Atkinson was unanimously elected.

**Members of the Board.** The newly elected and re-elected Board members to serve to dates indicated are as follows:

Milwaukee District: G. J. Balzer, Washington High School, Milwaukee—to 1937.

Stevens Point District: Harry Bender, Colby—to 1937.

Superior District: G. A. Bassford, Ashland—to 1937.

**Constitutional Amendment.** The following constitutional amendment, passed at the last annual meeting, carried by referendum vote 151 to 5, was adopted, to be added to Article VII—General Rules, Rule 1: The declamation contest shall be of two types—humorous and non-humorous.

**Criticisms.** All suggestions and criticisms submitted were given careful consideration at the annual Board meeting. You are urged to send suggestions to your district chairman, the secretary, or the chairman of the Association.

**Proposed Constitutional Amendments.** Three amendments to the constitution received favorable action and are submitted with this News Letter to member schools for further action (Art. IV, Sec. 5). Ballots should be returned promptly since the constitution provides for a thirty day limit.

**Debate Handbook Official.** By action of the Board the terms and definitions in the Debate Handbook shall be adopted as official.

**Properties in Declamatory Contests.** By action of the Board all properties, including chairs and handkerchiefs, are prohibited in declamatory contests.

**Certificate of Merit.** Motion carried at the Board meeting that a Certificate of Merit be presented to all students participating in inter-school contests, such certificate to be signed by the chairman, secretary of the Board, and principal of the school.

**Funds.** The treasurer reports the receipt of the first payment of deposits in the defunct Capital City Bank, amounting to \$225.98. This fund will be applied on the expenses of the Speech Institutes. The members of the staff of the Department of Speech of the University are co-operating without compensation.

**Special Aids in Forensics.** In addition to the periodicals mentioned in the news items of the September issue, the *Scholastic Activities Magazine* is suggested as helpful in the development of forensics in the high schools. If you do not know this publication, the secretary will send a loan copy for examination, and information on special rates to high school students. C. R. Van Nice, Managing Editor, would welcome news and articles on different aspects of forensic development for consideration for publication in the *School Activities Magazine*.

**Exhibit at National Convention of Association of Teachers of Speech at New Orleans, December 27-29.** See the enclosed letter from the chairman of the committee, Frederic B. Baxter, West Bend. The Forensic Association is depending on its member schools to co-operate in every possible way to make Wisconsin's Exhibit especially worth while.

**Experimental Study on Effectiveness of Debate.** Are you interested in knowing the educational values of debating? At the Milwaukee meeting of the Board of Control Professor H. L. Ewbank and Mr. Robert Capel of the Speech Department of the University of Wisconsin outlined an experiment that would measure: (a) the effect of debating on the attitudes of debaters, and (b) the effectiveness of debating in conveying information and in influencing the

attitudes of members of the audience. The Board approves this experimental study and urges all schools to co-operate in supplying the desired information. A registration blank is enclosed for your use. Please see that this blank is returned at once to Professor H. L. Ewbank, Bascom Hall, University of Wisconsin, Madison. If you turned in such a blank in Milwaukee, your name is already on the mailing list. Tests and instructions will be furnished without charge. Your co-operation will be appreciated.

**Debate.** No question is of greater community importance than that of education. Has your school contacted the various organizations in your community, suggesting a public discussion or a debate on the Federal Subsidy for Education?

Send to the secretary your suggestions for debate question for 1935-36.

**Special Debate Tournament.** Miss Ruth Eberts, Fennimore, reports a very interesting development in the Fennimore High School. The school will be divided according to nationality for a debate tournament; winners challenging winners until final winners are chosen. Up to this time only those who are on the regular debate team have had the privilege of debating. This plan will give others a chance to learn the principles of the game. In three years the number participating in debate at Fennimore has quadrupled, but Miss Eberts anticipates they can do better.

**Better Speech—Wisconsin College of the Air.** Wednesdays, 3:00 p.m. over WHA, Madison—940 kc. and WLBL, Stevens Point—900 kc. Is your school taking advantage of this opportunity? Entire program will be sent upon request.

**Dairy Queen of Wisconsin.** Forensic friends of Miss Virginia Kelly, a member of the 1933 state championship debating team from Clintonville High School, have read with pride of her selection as Dairy Queen of Wisconsin, and as such of her opportunity to present to Mrs. Roosevelt the prize cheese of Wisconsin. We are proud of her and feel sure that she appreciates the value of forensic training, and has used it to good advantage in her many experiences of the past week.