

third for groups of twenty-five or more. The reduction will be effective between all points where the one way fare is not less than 67c and not more than \$5.00.

In case a local agent does not understand, the tariff school officials are urged to request a receipt and forward same to Secretary P. F. Neverman, at once, for adjustment.

The concession by the carriers is one which will be of material assistance to high schools and one of which the schools should take advantage. Principals are urged to keep a record of all travel during the year on the reduced fare plan and then report the same to the W. I. A. A. next May. A complete report is essential if the fare is to be secured for future years."

News Items

March 14, latest date to enter contests. Have you sent in your registration? Last year 338 schools registered. To date 13 new members have registered, indicating that there will be over 350 schools affiliated in the Wisconsin High School Forensic Association for 1930. Will your district be the first to register 100%?

Question for next year's debate. Send your choice (several, if you wish) to your district chairman or to

the secretary before the Spring Board Meeting, March 28.

Suggestions for and Criticisms of the activities of the association send to the secretary or to your district chairman before March 28.

G. E. Densmore, Manager of the Michigan High School Debating League, was appointed by the National Association of Teachers of Speech to make a survey of the high school debating leagues throughout the United States. The following statistics are taken from his report at the annual convention of this Association:

1. The questionnaires sent to the forty-eight states disclosed the following data:

- 40 states have debating leagues.
- 4 states do not have debating leagues.
- 4 states did not reply.

2. From the questionnaires returned by the forty states, the following data have been compiled:

- Number of high schools belonging to these leagues, 11,392.
- Number of debates held annually, 79,643.
- Number of debaters participating, 99,978.
- Total size of audiences, 4,080,650.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWS LETTER

ORATORICAL AND EXTEMPORANEOUS SPEAKING ISSUE

Vol. I. MADISON, WISCONSIN, FEBRUARY, 1930 No. 3

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

SCHEDULE FOR DEBATE CONTEST, 1930:

- Dec. 14—last date for entering debate league.
- Feb. 8—last date for first round of district debates.
- Feb. 15—last date for second round of district debates.
- Mar. 1—last date for sub-sectional debates.
- March 22—last date for sectional debate.
- March 28—date for state debate.

FOR OTHER FORENSIC AND DRAMATIC CONTESTS.

- March 1—last date for entering league.
- April 26—last date for league contests.
- May 10—last date for district contests (including dramatic).
- May 17—last date for sectional dramatic contest.
- May 22 and 23—state contest.

To meet the demand for special articles on the different phases of forensic activities, the Board has arranged to publish in the News Letters, articles prepared by specialists in the particular field. The Association is again indebted to Professor Ewbank for the article in this issue on two of the contest features.

THE ORATORICAL AND EXTEMPORANEOUS SPEAKING CONTESTS

H. L. EWBANK, Associate Professor of Speech,
University of Wisconsin, Executive Secretary of the National
Association of Teachers of Speech.

Contests as Educational Techniques.

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

G. J. BALZER, Chairman Wash. High School, Milwaukee	EAU CLAIRE DISTRICT C. W. Dodge, Stanley	RIVER FALLS DISTRICT H. C. Mason, River Falls
ALMERE SCOTT, Secretary Univ. Extension Div., Madison	LA CROSSE DISTRICT L. W. Fulton, Viroqua	STEVENS POINT DISTRICT J. E. Rohr, Nekoosa
B. E. McCORMICK, Treas. Sec., Wis. Teachers' Ass'n, Madison	OSHKOSH DISTRICT Wm. C. Hansen, Oconto	SUPERIOR DISTRICT G. A. Bassford, Ashland
PROF. A. T. WEAVER, Adviser in Speech.	PLATTEVILLE DISTRICT M. A. Fischer, Dodgeville	WHITEWATER DISTRICT A. R. Page, Whitewater
	MISS ETHEL THEODORA ROCKWELL, Adviser in Dramatics.	

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THE ORATORICAL AND EXTEMPORANEOUS SPEAKING CONTESTS

We need constantly to remind ourselves that these contests, and all other activities of the Wisconsin High School Forensic Association, are primarily educational projects. The ideal school system offers speech training on three levels: (a) corrective work for those with speech handicaps; (b) regular courses in speech, aimed at the needs of the entire student body; and (c) contest work for the superior student who is not sufficiently challenged to put forth his best efforts in the classroom situation. These contests, then, offer special educational advantages for the gifted student by giving him individual instruction and the opportunity to measure his talents with the best that the competing school has to offer.

The oratorical and extemporaneous speaking contests, together with the work in debating, offer training in different phases of the process of preparing and delivering the original speech. The contests in declamation, extemporaneous reading, and dramatics train the student in interpretation, impersonation, and acting, using lines written by others.

Three Phases in the Study of Effective Public Speech

The oratorical contest and the work in extemporaneous speaking should be regarded as different approaches to the same problem, rather than as distinctly separate events. We can distinguish three distinct phases or steps in our training for effective public address:

1. The first step in the training for public speech is to learn something

about the style and structure of model speeches. The student will avoid many errors if he examines what others have done before he starts out for himself. One of the most effective methods of cultivating good oral style is to read aloud passages from speeches generally accepted as classics in their field. This first phase of the training process is practiced in our present oratorical contest when the students deliver parts of speeches written by others.

2. After the student has learned something of speech style and structure, he should try his hand at preparing his own orations. The final aim of our training process is to enable the speaker to prepare a well-constructed speech and to deliver it effectively. The ability to prepare speeches will not be acquired by continuing to use the speeches of others. The ideal situation would be to have the high school freshman and sophomore entries in the oratorical contest use memorized extracts, and the junior and senior contestants deliver original speeches.

3. The third step in the study of effective public speaking is to cut down the time required for preparation. There are many occasions in actual life when one must speak on relatively short notice. In such cases it is, of course, impossible to write out and memorize one's address. The contest in extemporaneous speaking is intended to give training in this method of preparation. It should be understood that this is not a separate and distinct method; it is simply a speeding up of the procedure that has been

carried out more slowly in preparing for the oratorical contest. The student is not ideally prepared to enter the extemporaneous speaking contest until he has studied the speeches of others and has carefully constructed some of his own.

The Oratorical Contest

1. When Speech Models Are Used. The first problem confronting the contestant is the choice of a speech. Two quite different theories are advanced. Advocates of the first insist that classic speeches, examples of the world's great oratory, should be selected. By using such speeches, they say, the student becomes acquainted with the best models for his original efforts. But most of these speeches are so long that only a very small part may be used. Moreover, most of them were delivered during some great national crisis and are not fair examples of the type of speech that most of us will be called upon to deliver.

Advocates of the other theory insist that only modern speeches should be used and that speeches written by college and university students for inter-collegiate oratorical contests are especially valuable. They point out the fact that these orations are but little removed in style and content from the life and experience of the high school boy or girl. The subjects discussed are modern and hence more easily understood by both speaker and audience. Moreover, the college oration is short enough so that relatively little cutting is required to make it suitable for the oratorical contest.

When the speech has been chosen, the student should study the history of the question about which he is to speak. It is not enough that he memorize and repeat the words of the

speech. To speak effectively, he must have an understanding of the question discussed, and a desire to share his knowledge with those in the audience.

Memorization should be begun long enough before the contest so that the speaker will not have to devote any large share of his energies to recalling the memorized words. Psychologists have discovered that the most economical procedure with material of this length is to memorize the entire selection as a unit instead of bit by bit. Several times a day the student should go over his speech, thinking of the meaning of the words and noting the order in which the ideas are discussed. Difficult paragraphs of course may need special attention. Under no circumstances should the speaker allow himself to rehearse without thinking of the meaning of what he is saying. He should rehearse aloud whenever possible, and should always imagine that he is talking to an audience, sharing with it the ideas in his speech. Under no circumstances should he allow himself to go over and over his selection in a monotonous fashion. He should train himself to watch the reactions of his hearers; and if they are not paying attention, he must adjust his delivery so as to regain their interest.

2. When the Student Writes His Own Speech. Here again the first problem is the choice of a subject. The student should be encouraged to talk about something that comes within the scope of his own experience. The boy who lives on a farm should be able to discuss some rural problem much more intelligently and feelingly than he can speak about the League of Nations. There is a whole host of problems connected with high school life on which high school students can speak with some authority. If these

problems do not appeal, however, the speaker should feel free to discuss problems of state, or even national, importance.

After the subject has been chosen, the next step is to gather as much material as possible. While this process is going on, the topic sentence should be framed and a decision reached on exactly what reaction is desired from the audience. Then comes the building of an outline, and after that the writing of the first draft of the speech. The writer should not be discouraged if the first draft fails to satisfy him. President Hoover, it is said, writes and rewrites his speeches several times. Most college orations are completely rewritten at least four or five times, in addition to the many minor changes that are made in wording and sentence structure. The thought and style of the oration should be the best of which the author is capable, and should serve as a standard for his other work. Here, as elsewhere, it is true that there is no excellence without great labor.

When the speech is written, the student will find that most of it is already memorized. After he has rehearsed the speech a number of times, he should deliver it before as many different audiences as possible, noting carefully the reaction of each group to his ideas. The men's luncheon club, the women's literary club, the missionary society, and the high school assembly, all provide possible audiences before whom the speech may be delivered in preparation for the contest.

On the occasion of the contest, the student should forget as far as possible that he is competing for a prize. He should say to himself, "Here is something I believe to be true. In

style and thought it is the best that I can offer, and I have here an opportunity to share my convictions with others." The speaker who remembers constantly that he is trying to get others to believe as he believes, and who notes the reactions of the audiences as he proceeds, will be learning the secret of effective speech, whether he wins a prize or not.

The Extemporaneous Speaking Contest

The ideal representative in this contest would be a student who has had considerable experience in the debating and oratorical events. From them he should have gained a knowledge of speech structure and some ability in the effective phrasing of his thoughts. The process of preparation for this contest involves three steps:

1. **Acquiring Speech Materials.** The usual procedure in such contests is to announce that the subjects will be chosen from articles contained in a certain number of standard periodicals. The student, of course, must study these magazines carefully and store up in his mind ideas and illustrations that may be used in his speeches.

2. **Practice in Building Outlines.** The extemporaneous speech should not be simply a collection of sentences lasting four minutes. It should be a well-organized unit, with an **introduction**, a **body**, and a **conclusion**. Four minute speeches usually contain about 600 words. Of this number not more than one or two sentences each can be devoted to the introduction and the conclusion. The body of the speech will then consist of two, or possibly three, paragraphs, each consisting of a topic sentence and the supporting materials. Practice in building these outlines is of fundamental importance.

3. **Practice in Delivery.** Each contestant should be given considerable practice in delivery. At first the teacher should assign subjects and allow one day for preparation. Speakers should use a memorized outline and talk exactly four minutes. The teacher should then comment on both speech construction and delivery, giving each speaker suggestions for the next rehearsal. Gradually the time for preparation should be shortened until, at last, the contest limit of one hour is reached. Contestants should prepare and deliver one of these four minute speeches a day for two or three weeks preceding the actual contest. This means that they will have prepared and delivered speeches on most of the subjects which will be discussed in the actual contest. On no occasion, however, should the speakers write out and memorize their addresses. The sentences should be composed while the speaker is standing on the platform, and should be spoken aloud to an actual or imagined audience.

* * *

This article represents practical ways of preparing students for speech contests. Students who have been trained in these processes will find their ability to meet life situations greatly increased, no matter how many contest decisions they may have won or lost.

Dramatics.

Have you read the Dramatic Issue of the News Letter? Are you interested in Dramatics?

Return the Registration Card to the secretary and you will receive:

1. Lists of plays.

2. Suggestions for making a cyclo-ramic curtain.

3. Other important information.

Write to the secretary for the plays you wish to examine.

Select your play and register your choice with your district chairman.

Read carefully the Regulations for the Dramatic Tournament in the November issue of the News Letter.

Debate for the Sake of Debate.

Mr. M—— states that debaters go at it to win the argument rather than to establish the truth. In saying this he misses the real value of deliberate debate for the sake of debate. There is no insincerity in such debates. It is one of the best mental disciplines to take either side of a really debatable question, study it carefully and learn, formulate and state orally to a live adversary who can talk back, what can be said in favor of it. That is what we have to do in real life, do the most we can with conditions as we find them, and much of the world's advance has been made precisely in this way.

On the whole, the common law of English-speaking peoples has worked well, especially in democracies. It has been developed by the practice of bringing litigants into court and having their respective contentions argued by professional advocates whose duty it is to present all that may properly be said for their side of the case.

This is not the only way of getting at the truth, but it is one of the best ways ever devised.

To be able to see both sides, to do so habitually and to examine both sides thoroughly, should be the accom-

plishment of educated men. For that discipline among adolescents, few things are better than practice in debating.—Commerce and Finance, October 23, 1929.

Many schools have prepared and debated Installment Buying, have arranged debates with other schools, or held inter-class or public debates that are not included in the Schedule.

If you have not debated the question, plan a debate for a Parent-Teacher Association or for other special programs. Write to the Department of Debating and Public Discussion for material. Please report on the enclosed sheet any debates on Installment Buying that you have had during the year.

It is anticipated that with the continued and increased interest in debating, because of the educational value of that activity, that there will be a still further increase in the number of schools entering the debating contests next year.

Schools Scheduled for Regular Contests in Debate

Eau Claire District:
Chippewa Falls
Colby
Eau Claire
Ladysmith
Menomonie
Owen
Stanley

La Crosse District:
Arcadia
Galesville
Holmen
Melrose
Tomah
Viroqua

Milwaukee District:
Beaver Dam

Berlin
Columbus
Hartford
Horicon
Kenosha
Mayville
Milwaukee (Washington)

*Portage
Waukesha
Waupun
West Allis
West Bend

(*) Scheduled in ~~the~~ south central conference.

Oshkosh District:

Algoma
Brussels
Clintonville
Fish Creek
Goodman
Kaukauna
Menasha
Neenah
New London
Oconto Falls
Sevastopol (Sturgeon Bay)
Shawano
Sturgeon Bay
Waupaca

Platteville District:

Benton
Livingston
Richland Center

River Falls District:

Amery
Baldwin
Centuria
Glenwood City
Grantsburg
Hammond
Hayward
Minong
New Richmond
River Falls

Stevens Point District:

Amherst

Antigo
Edgar
Granton
Loyal
Marshfield
Nekoosa
Rhineland
Stevens Point
Wausau
Wisconsin Rapids

Whitewater District:

Arena
*Baraboo
Deerfield
Edgerton
Fort Atkinson
Jefferson
Lake Mills
Madison (Central)
Middleton
Monroe
Reedsburg
Stoughton
Watertown
Waunakee
Wisconsin High (Madison)
(*) Scheduled in ~~the~~ south central conference.

STATE DEBATE

Place—State Capitol—Madison.

Assembly
Senate

Hearing Room

Date—March 28

Time—8:00 p. m.

Rates—See Railroad Fare Information.

A Conference Breakfast will be arranged at the Memorial Union to which all debaters and coaches are invited. The debaters will be the guests of the Forensic Council and the Association. Others should send reservations to the secretary by March 24. Sixty-five cents per plate.

REDUCED FARE INFORMATION

A number of inquiries have recently been received by the Secretary relative to reduced fares. The announcement made in the September Bulletin is being reprinted in full. Unless the use of the railroads by high school athletic teams (and Forensic contestants) is fairly liberal, it is quite possible that the reduction will not be made by the carriers for 1930-31. All principals are urged to keep a complete record of railroad usage by athletic teams (and Forensic contestants) and report the same to the Secretary at the close of the school year.

Reduced Fare Announcement

"On December 29, 1928, the request for a reduced fare for groups of ten or more was granted by the C. & N. W., the C. M. St. Paul & Pacific, the Soo Line and the North Shore Electric Line. During June, Secretary P. F. Neverman made a request for a renewal of the group rate, effective as of September 1, 1929 to May 31, 1930. In support of this request available facts were presented on the use of the railroads from January to June, 1929, by high school athletic teams. While many high schools did not report as requested on the use of the group fare the facts presented were nevertheless sufficiently convincing to induce the railroads to grant a reduction for group travel.

The following carriers operating in Wisconsin have agreed to the group fare plan: C. & N. W., C. M. St. Paul & Pacific, Illinois Central, the Soo Line, the Burlington, Northern Pacific, and the Milwaukee North Shore.

The reduction will be on the basis of one and one-half fare for groups of ten or more and of one and one-