

# WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWS LETTER

*"Not to defeat each other, but to pace one another on the road to excellence."*

Vol. IX

MADISON, WISCONSIN, SEPTEMBER, 1937

No. 1

Additional copies available to member schools at five cents each.

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

DEBATE QUESTION: Resolved: That the several  
states should adopt a unicameral system of legislation.

## MESSAGE FROM MILTON A. FISCHER, Chairman of State Forensic Association

Another school year has arrived and with it new opportunities for students and teachers. What we shall gain in mental stature from this challenge will be largely determined by the enthusiasm with which we enter the new year and by our resolve to rebuild continually our activities in the light of experience. In practically all high schools, small and large alike, the program of activities has been widened and universal participation in one or more forms encouraged. The major problems now confronting us seem to be those of wise choices on the part of students, and intelligent guidance on the part of teachers and administrators.

We, who have a special interest in speech or forensic work, do not need to plead its value for it is being demonstrated on every hand every day. During all ages, the public speaker has occupied a place of leadership in the affairs of nations. The radio, which now carries the oral message into almost every home of the land, emphasizes daily the importance of the well prepared argument, the skillfully dramatized play, and the well delivered comment. Today, as never before, facts must be made interesting, vivid, and dramatic. The work in debate, dramatics, declamation, and extemporaneous speaking is helping to do just that.

In order that we may have the best thought of all who are interested in speech activities of any kind to assist us in carrying forward the work so well begun, an enrollment of all high schools of the state is very desirable. Last year more students participated in speech activities than in any previous one. Let us endeavor to meet that interest on the part of the students with a renewed determination to take an active part in the work of the Forensic Association.

## WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

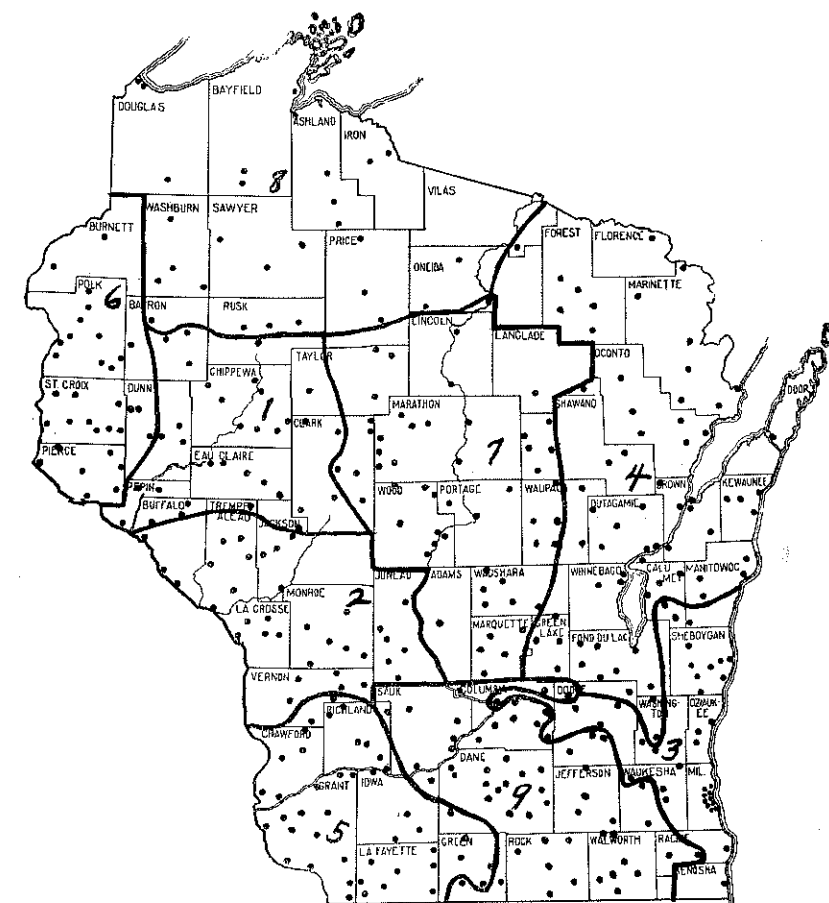
M. A. FISCHER, Chairman Dodgeville	EAU CLAIRE DISTRICT Howard M. Lyon, Chippewa Falls	OSHKOSH DISTRICT T. J. McGlynn, De Pere
ALMERE SCOTT, Secretary Univ. Extension Div., Madison	LA CROSSE DISTRICT E. J. McKean, Tomah	PLATTEVILLE DISTRICT M. A. Fischer, Dodgeville
O. H. PLENZKE, Treas. Sec., Wis. Education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

## TABLE OF CONTENTS

Debate Question, 1937-38 .....	1
Fischer, Chairman Milton A.—Message .....	1
Map—membership by districts .....	3
Debate—sectional and state, 1937 .....	4
Dramatics—sectional and state, 1937 .....	5
Speech Contests—district and state, 1937 .....	6-8
Future Farmers of America—state contest and history .....	9
Constitution and Supplementary Rules .....	10-26
Powell, Frank V.—Three Speech Problems .....	27
Uttinger, Prof. Vernon A.—Extempore Speaking .....	28, 29
Rockwell, Ethel—Problem Projects in Acting .....	29
Prohibited List of Selections and Plays, 1938 .....	30
Membership List, 1936-37 .....	31-37
Index to News Letters, Vol. I, Sept., 1929-Vol. VIII, April, 1937 ..	38-41
News Items .....	42, 43

## WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

Map of the state indicating the boundaries of the nine districts, and locating the member schools, 1936-37.



## For General Forensic Contests:

1. Eau Claire District.
2. La Crosse District.
3. Milwaukee District.
4. Oshkosh District.
5. Platteville District.
6. River Falls District.
7. Stevens Point District.
8. Superior District.
9. Whitewater District.

## For Debating and Dramatics:

- Northern Section:  
Districts 1, 6, 8.
- Central Section:  
Districts 2, 4, 7.
- Southern Section:  
Districts 3, 5, 9.

## STATE DEBATE—1937

State Capitol, March 4, 8:00 p. m.

Resolved: That all electric utilities should be governmentally owned and operated.

Presiding: Assembly Chamber—Paul R. Alfonsi, Speaker of Assembly  
Hearing Room—Justice George B. Nelson  
Senate Chamber—Henry A. Gunderson, Lieutenant-Governor

Judges: Professors A. T. Weaver, Gladys L. Borchers, and Sylvester R. Toussaint, Department of Speech, University of Wisconsin.

## CENTRAL SECTION — TWO RIVERS — STATE CHAMPIONS



Left to right—(First Row Bottom): Katherine Haskek (alternate), Aimee Kaumheimer, Marie Grumann. (Second Row): Joe Bensman (alternate), Russell Goedjen, Raymond Roidt. (Third Row Top): Francis Hess, Walter Haase. Coach—Sherman Gunderson.

## NORTHERN SECTION — EAU CLAIRE — SECOND PLACE

Affirmative:	Negative:
Ned Guilford	Ray Ender
Robert Van Dreser	Frederic Hansen
Roland Day	Don Eastvold
Alternate: Robert K. Hansen	Alternate: Jane Comings
Coach: H. W. Mathison; Assistant: A. L. Anderson	

## SOUTHERN SECTION—MILWAUKEE (WASHINGTON)—THIRD PLACE

Affirmative:	Negative:
Shirley Spooner	Helen Hersh
Alvin Kurzon	Howard Hill
Solomon Kleinman	Neal Crasilneck
Alternate: Charlotte Bachman	Alternate: Isabelle Erichsen
Coach: Kenneth A. Dewey	

## STATE DRAMATIC CONTEST—1937

Bascom Theatre, Madison, March 8, 8:00 p. m.

Presiding: Superintendent M. A. Fischer, Chairman, W. H. S. F. A.  
Judges: Ray Holcombe, Madison West High School, Professor C. Lowell Lees, Department of Speech, University of Wisconsin, and C. A. Phipps, Madison Civic Theatre.

EAU CLAIRE — NORTHERN SECTION — FIRST PLACE  
"Joint Owners in Spain" by Alice Brown

## CAST OF CHARACTERS:

Mrs. Mitchell	Esther Weinstock
Mrs. Fullerton	Geraldine Bock
Miss Dyer	Myrtle Omstead
Mrs. Blair	Dorothy Otterson

Director: O. M. Skalbeck

## COLUMBUS — SOUTHERN SECTION — SECOND PLACE

"Finger of God" by Percival Wilde

## CAST OF CHARACTERS:

Strickland	Mac Cloutier
Benson, his valet	Arthur Duffy
A Girl	Ferne Smith

Director: Phyllis Luchsinger

## SCANDANAVIA — CENTRAL SECTION — THIRD PLACE

"Wheat Fire" by Hermine Duthie

## CAST OF CHARACTERS:

Ursula Wade—the wife	Ruth Stevens
Martin Wade—the husband	Roger Olson
Anna Olson—the maid	Madelyn Lee
The man	Eugene Gertsch

Director: Ruth Kussman

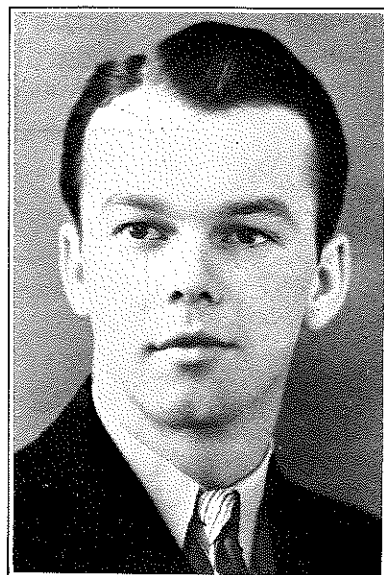
## STATE CHAMPIONS — 1937

## HUMOROUS DECLAMATION



MARY MARGARET ADAMS  
Wauwatosa, Milwaukee District

## NON-HUMOROUS DECLAMATION



GEORGE BARNES  
Superior (Central), Superior District

## STATE CONTESTS — 1937

## Humorous Declamation—May 6, 8:00 p.m., Assembly Chamber, State Capitol

Contestant	Selection	High School	District
Donald Robinson	Brother Take a Bow	Montello	Stevens Point
Harry McIntyre	David Garrick	Neillsville	Eau Claire
Mary Margaret Adams	Weenies on Wednesday	Wauwatosa	Milwaukee
Betty Larson	Brother Take a Bow	Winneconne	Oshkosh
Jean Barnes	Who's Afraid of the Big Bad Giant	Bangor	La Crosse
Audrey Nelson	The Thank You Program	Woodville	River Falls
Madelon Coogan	Tipping Off Teacher	Watertown	Whitewater
Lorraine Lewig	Brothers in Love	Wauzeka	Platteville
Georgia Hopkins	Successful Season	Cumberland	Superior

JUDGES: Gertrude Johnson and C. Lowell Lees, Department of Speech,  
University of Wisconsin; Ray E. Holcombe, West High School, Madison.

## Non-Humorous Declamation—May 6, 8:00 p. m., Senate Chamber, State Capitol

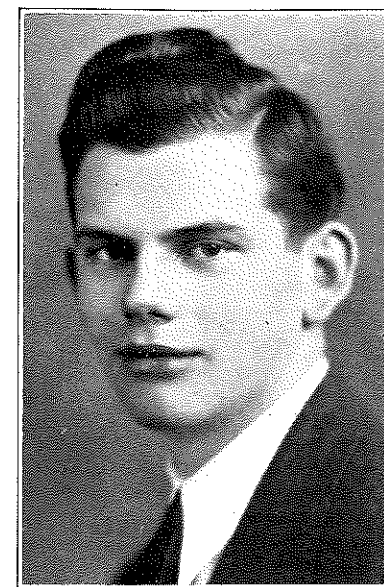
Jane Addison	The Valiant	Deerfield	Whitewater
Edwin Armstrong	Mirror Scene from L'Aiglon	Wauwatosa	Milwaukee
Phyllis Peterson	Nearer My God To Thee	Oconto Falls	Oshkosh
Marcelite Lemke	The Flight of the Herons	Muscoda	Platteville
William Harris	The Short Cut	River Falls	River Falls
Eileen Rose	The Valiant	Stevens Point	Stevens Point
Neola Lee	Sky Fodder	Cashton	La Crosse
George Barnes	Emperor Jones	Superior (Central)	Superior
Hazel Mandy	Humoresque	Ladysmith	Eau Claire

JUDGES: A. T. Weaver, Sylvester R. Toussaint, and Virgil A. Anderson,  
Department of Speech, University of Wisconsin.

## STATE CHAMPIONS — 1937

## ORATION

## EXTEMPORANEOUS READING

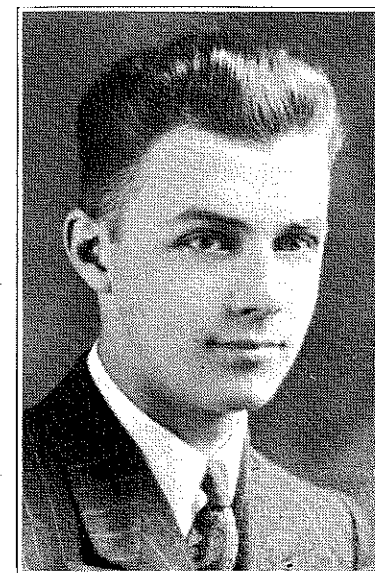


ALBERT McKENNA  
Beloit, Whitewater District



ELAINE HEIM  
Milwaukee (Washington H. S.)  
Milwaukee District

## EXTEMPORANEOUS SPEAKING



HAROLD DITMANSON  
Ladysmith, Eau Claire District

## STATE CONTESTS — 1937

## Extemporaneous Reading—May 6, 11:00 a. m., Agricultural Hall Auditorium

Contestant	Selection	High School	District
Kathryn Frederick	Phelps—The Great American Game	Sparta	La Crosse
Rebecca Plummer	Morley—Ingo	Platteville	Platteville
Arleen Clewis	Morley—Doors	Winneconne	Oshkosh
Elaine Heim	Crothers—Literary Tastes of Milwaukee My Great Grandmother	(Washington)	Milwaukee
Dorothy Benson	Benson—Games	Clear Lake	River Falls
Dorothy McCormick	Staples—The Smell of a Brush Fire	Tomahawk	Stevens Point
Otto Olson	Colby—The People Next Door	Cumberland	Superior
Elaine Butler	Belloc—On Song	Eau Claire	Eau Claire
Mariam Hansen	Warner—Surprising the Family	Madison (Wis. H. S.)	Whitewater

JUDGES: Harriett Grim, Department of Speech, University of Wisconsin; Ainslie Harris, Madison; and V. A. Utzinger, Carroll College, Waukesha.

## Oration—May 6, 9:00 a. m., Agricultural Hall Auditorium

Wilson Crandall	Willard Wilson	Ladysmith	Eau Claire
Duane Nedry	Hands	Dorchester	Stevens Point
Warner Gebhardt	The Death Penalty	Menomonie (Dunn Co. School of Agric.)	River Falls
Lawrence Janssen	Enough of This	Tomah	La Crosse
Bernal Coy	Youth Aflame	West Lima	Platteville
Mary Burns	What Price Peace	Kenosha	Milwaukee
Raymond Roidt	Endless War	Two Rivers	Oshkosh
Albert McKenna	Freedom of the Press	Beloit	Whitewater
Jack Morris	The Constitution	Washburn	Superior

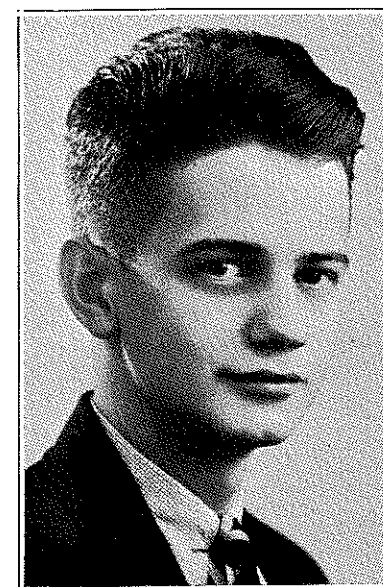
JUDGES: T. Earle Johnson and Forrest H. Rose, Department of Speech, University of Wisconsin; Rexford S. Mitchell, Lawrence College, Appleton.

Extemporaneous Speaking—May 6, 2:30 p. m., Assembly Chamber,  
State Capitol

Gordon Jackman	John L. Lewis	River Falls	River Falls
Victor Wrigley	General Motor Strike	Merrill	Stevens Point
Boone Miller	British Empire in 1937	Clintonville	Oshkosh
Malcolm Brunner	Sit Down Strikes	Prairie du Chien	Platteville
Harold Ditmanson	Cost of Crime	Ladysmith	Eau Claire
Robert Carman	Foreign Powers in Spain	Elkhorn	Whitewater
Kenneth Nelson	League of Nations in Spring of 1937	Superior (East)	Superior
Robert Mueller	Civil War in Spain in Spring of 1937	Tomah	La Crosse
Harold Steinke	Neutrality Legislation in U. S. in Spring of 1937	Plymouth	Milwaukee

JUDGES: H. L. Ewbank, Department of Speech, University of Wisconsin; Rexford S. Mitchell, Lawrence College, Appleton; V. A. Utzinger, Carroll College, Waukesha.

## FUTURE FARMERS OF AMERICA



JACK GUNNING  
Oshkosh Chapter

Contestant	Selection	F. F. A. Chapter	Section
Herschel Rogers	Our Changing Agriculture	Barron	I
Joseph Mason	Rural Health Conservation	Sparta	II
Darrell Mitchell	The Farmer—A Business Man	Gays Mills	III
Jack Gunning	First in Agriculture	Oshkosh	IV
David Schuster	The Farmer's Standard of Living	Oregon	V

JUDGES: Frank V. Powell, High School Supervisor, State Department of Public Instruction; Prof. A. W. Hopkins, Department of Agricultural Journalism, College of Agriculture; Bronte Leicht, Assistant Editor, Agricultural Publicity, State Department of Agriculture and Markets.

The public speaking contest of Future Farmers of America is organized for the purpose of giving farm boys training for leadership among farmers in their home communities. Each boy taking part in the contest is required to deliver a talk on some agricultural subject. He is given ten minutes to deliver the talk and then is asked questions by the judges for five minutes. This arrangement requires a thorough knowledge of the subject as well as the ability to talk.

Jack Gunning of Oshkosh holds the Wisconsin Farmer Degree which is the highest degree which can be given by the Wisconsin Association of Future Farmers of America. He was president of his class in high school, F. F. A. reporter, a member of the O'Neil Honor Society for two consecutive years, and last fall was elected vice-president for his section of the Wisconsin Association of F. F. A.

Since winning the state F. F. A. public speaking contest, he represented the state in the regional contest held at Ames, Iowa, in June where he competed with winners from the other eleven north central states. He was unanimously declared winner of this contest and will therefore represent the region at the national contest which will be held in connection with the 10th National Meeting of Future Farmers of America at Kansas City in October.



## CONSTITUTION

### Article I—Name.

This organization shall be known as the Wisconsin High School Forensic Association.

### Article II—Purpose.

The purpose of this organization of Wisconsin High Schools is to promote high school forensics, to stimulate an interest in the various forms of public speaking and debating, and by means of rules and regulations to raise and standardize the forensic work of the state.

### Article III—Membership.

Any Wisconsin public high school may become a member by making written application to the Secretary of the Board of Control and by paying the annual dues. The annual membership dues shall be three dollars for all schools whose enrollment the previous year is less than 150; five dollars for all schools whose enrollment the preceding year is more than 150. The dues are to be accompanied by a statement signed by the principal giving the total enrollment found in the last annual report of the State Superintendent of Public Instruction.

### Article IV—Administration.

#### Section 1. Officers.

(a) The Board of Control shall consist of the nine members, one from each of the nine districts into which the state is divided for administration purposes.

(b) By September 15, the secretary shall send ballots to each member school in the district in which the term of a member of the board expires. Each principal shall place on the ballot the name of his nominee for the member of the board for that district. Such ballots shall be returned to the secretary by October first.

The names of the two principals or superintendents receiving the highest number of votes in the primary ballot shall be declared the nominees for that district.

In case of a tie for second place on the primary ballots, names so tied shall be submitted, together with the name receiving first place.

The secretary shall prepare ballots and mail to the member schools in the district before October tenth. All ballots must be returned to the secretary by October twentieth.

In case of a tie in the election, the chairman of the board shall appoint a disinterested person who shall determine the election by lot.

If any one nominee for district chairman shall receive a majority of all votes cast at the primary election, such nominee shall be declared elected by the secretary.

(c) Term of office of the members of the board shall be three years. Members from Superior, Stevens Point, and Milwaukee shall be elected in 1928 to serve until November first, 1931; members from Eau Claire, Oshkosh, and Whitewater to serve until November first, 1930; and members from La Crosse, River Falls, and Platteville to serve until November first, 1929. Thereafter each member shall be elected for three years.

(d) Each member school of the Wisconsin High School Forensic Association shall be entitled to one vote for a board member and shall also have one vote on any question submitted for a referendum.

(e) In case of a vacancy in any district, the remaining members of the board shall appoint a representative from that district who will serve until the next annual election when the vacancy must be filled by election for the balance of the term.

(f) Leaving the profession or moving from the district shall create a vacancy.

(g) Five members shall constitute a quorum.

(h) The board shall organize and elect its president and divide itself into appropriate committees such as Contest, Debate, etc.

(i) The Director of the Department of Debating and Public Discussion of the University Extension Division of the U. of W., shall be the Secretary of the Board of Control.

(j) The office of chairman of any district shall be declared vacated when the incumbent of that office absents himself from two consecutive board meetings without a reason acceptable to the majority of the board. Such a vacancy shall be filled by Board appointment, and the chairman so appointed shall serve until the next regular election. The incumbent thus removed shall be ineligible for re-election.

#### Section 2. Districts.

The following shall be the districts:

(a) River Falls District: Polk, Barron, Pierce, Burnett, Washburn, St. Croix, and Dunn counties.

(b) Eau Claire District: Sawyer, Rusk, Chippewa, Taylor, Eau Claire, Clark, and Pepin counties.

(c) Stevens Point District: Lincoln, Marathon, Wood, Portage, Adams, Marquette, Waupaca, and Waushara counties.

(d) Oshkosh District: Forest, Florence, Langlade, Oconto, Marinette, Shawano, Door, Kewaunee, Outagamie, Brown, Winnebago, Calumet, Green Lake, and Fond du Lac counties.

(e) Platteville District: Crawford, Richland, Grant, Iowa, La Fayette, and Green counties.

(f) Whitewater District: Sauk, Columbia, Dodge, Dane, Jefferson, Rock, and Walworth counties.

(g) Milwaukee District: Sheboygan, Washington, Ozaukee, Waukesha, Milwaukee, Racine, Kenosha, and Manitowoc counties.

(h) Superior District: Douglas, Bayfield, Ashland, Iron, Vilas, Oneida, and Price counties.

(i) La Crosse District: La Crosse, Vernon, Monroe, Jackson, Trempealeau, Juneau, and Buffalo counties.

#### Section 3. Transfer from one district to another.

Any school desiring to change from one district to another shall make application to the members of the Board of Control concerned.

#### Section 4. Duties of the Board of Control.

The Board of Control shall have the following powers and duties:

(a) It shall have general control over all forensic contests of the schools in this association.

(b) It shall have exclusive control of all annual state speaking contests and of all final debates.

(c) It shall give interpretations of the rules of the Wisconsin High School Forensic Association.

(d) The Board of Control shall decide on all protests and disputes brought before it with reference to qualifications and credentials of contestants or debaters.

(e) The duties and salary of the Secretary shall be determined by the Board of Control.

(f) The Board of Control shall determine the place of the state contest, a central location being given preference.

#### Section 5. Amendments.

All amendments, either to the articles or to the rules, must be submitted to a referendum, the results of which must be determined within thirty days after the question has been submitted to a vote. Before becoming effective it must be ratified at the next annual meeting. If not so ratified, it shall be referred to a second referendum and if favored by a majority of those voting, it becomes effective.

## Article V—League Rules.

1. Any three or more schools may form a League or any two schools having a combined enrollment of 800 or more pupils. It is urgent that wherever possible at least four schools shall unite to form a new League.

2. All League contests shall be held not later than the second Friday in April, and the Secretary of the League shall immediately send the names of the winner of each contest to the member of the Board of Control of that District.

3. The Officers of each league shall be a Chairman and a Secretary-Treasurer.

## Article VI—District Rules.

1. The members of the Board of Control in each District shall be directly responsible for the work of that District.

2. Each member of the Board of Control shall organize an Executive Committee for his District. This committee to be made up of one Representative from the State Teachers' College, one high school principal, and two coaches or teachers of Public Speaking.

3. The Annual District Contest shall be held at the discretion of the Board Members and Executive Committee, not later than the second Friday in May or May 10th.

4. Executive Committee shall have power to revise the organization of the various leagues and to organize new leagues.

## Article VII—General Rules.

1. The contest features shall be oration, declamation, extemporaneous speaking, extemporaneous reading, debates, and dramatics. The declamation contest shall be of two types—humorous and non-humorous. Members of the Wisconsin High School Forensic Association may participate in any speech contest conducted and managed by members of the educational profession, but permission to participate in other speech contests must be obtained from the Board. (This does not affect the rule prohibiting contests with non-member eligible schools.)

2. To represent a school in any contest a pupil must be under twenty years of age, must be in the 9th, 10th, 11th, or 12th grade and not beyond the 8th semester of high school, must be a bona-fide pupil in regular attendance, taking not less than twenty hours of work per week from the first fifteen school days of the semester in which any contest takes place. Each contestant must have for the current semester an average standing for all his work equal at least to the passing mark of his school with not more than one standing below the passing mark, irrespective of the number of credits carried and must have met the same requirements the preceding semester, which means he must have earned at least three credits during the preceding semester. No student shall represent his school in a league, sub-district, district, or state contest in a single year in more than one of the following speech activities: Extemporaneous Speaking, Extemporaneous Reading, Humorous Declamation, Non-Humorous Declamation, Oration. \*Any regular student of the High School for the Blind at Janesville is eligible to participate, providing he has had for the previous semester and has for the current semester, an average standing for all his work equal at least to the passing mark of the school with not more than one standing below the passing mark.

\* The referendum vote was unanimous; hence we infer that this will be finally approved at the annual meeting, November, 1937.

3. Oratorical, declamatory, extemporaneous speaking, and extemporaneous reading contests shall be judged by one or more judges. By agreement of the majority of the participating schools, the coaches shall act as judges at these contests; no coach shall judge his own contestants. All markings shall be on the scale of one hundred per cent. No grade shall be lower than seventy, and no judge shall mark any two contestants alike. Each judge shall rank the contestants 1, 2, 3, etc., according to the percentages given each speaker. At the close of the contest, the presiding officer shall appoint some one person to collect the ballots of the judges. The ballots shall be opened in the presence of the coaches or principals of the schools represented. The contestant ranked first by a majority of the judges shall be awarded first honor. If no contestant is thus ranked first, the contestant, the sum of whose ranks is least, shall be awarded first honor. The first honor having been awarded, the grades of the remaining contestants shall again be ranked 1, 2, 3, etc., and the second honor determined in the same manner as the first, and so on. In case of a tie, the contestant whose sum of the percentages is the highest shall receive first. In case any two shall have the same sum of percentages, that one, the sum of the squares of whose percentage is the greater, shall be awarded the honor.

4. Orations may be original or selected, but contestants are urged to speak on present day topics. (The use of such selections as the Wandering Jew and the New South are discouraged.)

5. Declamations are to be selected which have a sane and human appeal. (The overly dramatic should be avoided.)

6. Topics for extemporaneous speaking shall be taken from the February, March, and April issues of American Review of Reviews and World's Work, Literary Digest, and Current History. The Secretary shall select twenty to thirty topics and write one topic on a card. One hour before the contest, the pupil may draw five cards, choose a topic, and return four cards before the next contestant chooses. He then must prepare without aid or material, a four-minute speech on the topic chosen.

7. Extemporaneous Reading Contests shall be conducted on a similar plan to Extemporaneous Speaking, except that from a suggested list of about twenty books, the Secretary shall prepare selections of about six minutes each, writing one title on a card. Each contestant shall draw two cards, choose a selection, and return one card before the next contestant draws.

8. It shall be the duty of the chairman to appoint official time keepers who shall stop the orators and declaimers at the end of twelve minutes. Being stopped shall in no way affect the contestants' chances of being given first place. The Extemporaneous Readers shall be stopped at the end of six minutes.

9. Any coach for any contestant must be a bona-fide teacher of the school and regularly employed.

10. All member schools shall confine their contests to members of the Association.

## Article VIII—Debate Rules.

1. The State Board of Control shall divide the state in three sections for the purpose of Debate work. A Northern Section, a Central Section, and a Southern Section.

2. The members of the Board of Control shall be divided by the State Board of Control into three special executive committees, one committee for each debate section.

3. The schools of each section shall be grouped into triangles as far as possible. Each school shall hold two debates, win or lose, on the point system. By point system, the nine schools ranking highest in each section shall be selected and shall be grouped into three triangles. The winner of each triangle shall participate in the final sectional debate. The winner of each sectional debate shall represent the section in the state debate.

All debates shall be judged by one or three judges. In a triangular debate the number of judges shall be decided by the majority vote of the schools debating in the triangle. In a dual debate, if the schools disagree on the number of judges, the chairman of the district shall decide. By point system, the win-

ner shall be determined. In case of three judges each judge's decision shall count one point. The winning team shall be given one extra point for winning. A three to nothing decision shall count four points for the winner. A two to one decision shall count three points for the winner. In case of a single judge, the decision shall count four points for the winner. In case of a tie on points, the sum of the percentages shall determine the winner. In case of a tie on the sum of the percentages, the sum of the squares of the percentages shall determine the winner.

4. The question for debate shall be chosen by the Board of Control and shall be announced by August 15.

5. Each debate team shall consist of three speakers and an alternate. The constructive speeches shall be limited to ten minutes. The rebuttal speeches to three minutes each except the closing speaker of each rebuttal who shall be allowed five minutes.

(For further information regarding debate see Rules adopted by the Board.)

## RULES AND RECOMMENDATIONS

### Supplementary to the Rules Found in the Constitution.

#### THE EXTEMPORANEOUS READING CONTEST

Note: The following plan will be used by the schools of Wisconsin. The plan was unanimously adopted at a regular meeting of the Wisconsin High School Forensic Board on February 12, 1927, revised, 1936. Any inquiries regarding this contest should be directed to your district chairman.

#### GENERAL EXPLANATION

##### Object of Extemporaneous Reading:

To present interestingly to an audience any material one may chance to have read, be it minutes of a meeting, a letter, a joke, a description, a play, a song.

Method: The following outline contains a brief, condensed syllabus of most of the principal types of literature. Some have been purposely omitted because of apparent lack of relative value. Some overlapping types have been grouped under one heading.

An effort has been made to select a typical example of each classification. Perhaps the best have not been selected, but the ability to procure them has been considered. Emphasis should be laid upon the searching for and classifying of selections by the contestant for practice material. It is advised that each contestant have several selections under each division for practice purposes. Material should be gathered from all sources. A few simple folders will simplify the classification of material.

The contestant should practice orally in a private room. This necessitates the providing of separate practice rooms at all contests, local, league, district, and state. This should be demanded by faculty representatives.

The contest has not always been popular with contestants. Perhaps this has been caused by the passive attention of the audience. It is only natural that the audience should want to get a single impression from the reading, just as in the 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. If you grant the foregoing, you will understand why didactic material was omitted.

Under the old method if there were four contestants in an extemporaneous reading contest and one read a lyric, another a ballad, the third a description, and the fourth a eulogy, the judges were in the same position as they would be were they to try to decide the best athlete from a shot-putter, a discus thrower, a high-jumper, and a parallel bar performer. To make the contests fair to the contestants the following plan will be followed this year:

## CONTEST PROCEDURE

1. All contestants of course come to the contest especially prepared to read the type of literature announced for the current year. (Revision of 1936).

2. The chairman in charge of that particular contest will have prepared a sufficiently large number of selections in the type of literature announced. It might be scenes from dramatic plays or informal letters, but whatever be selected, all should be the same type. In this way, all contestants compete on the same basis. The selections may be new to all before the contest.

3. The selection submitted to the contestant should

a. Have an appeal to the audience.

b. Be such as can be read in its entirety in the allotted time.

4. The preliminary preparation for the extemporaneous reading contest should be such that the type of literature announced should be emphasized. In other words, the contest should be the motivation of a study project.

5. The contestant at a contest is to have a choice between two selections drawn by lot as prescribed by the rules.

## THE OUTLINE

### I. Poetry.

#### A. Narrative (poetry that tells a story).

##### 1. Ballad.

Ex. Horatius at the Bridge.

P. 377, Choice Readings by Cumnock.

A. C. McClurg & Co.

##### 2. Tale.

Ex. Tales of a Wayside Inn (some one of them). P. 630, Three Centuries of American Prose and Poetry by Newcomer, Andrews, and Hall.

Scott, Foresman and Company.

##### 3. Idyl.

Ex. Idylls of the King (some one of them). P. 567, Twelve Centuries of English Prose and Poetry by Newcomer and Andrews.

Scott, Foresman and Company.

#### B. Lyrical (short poem, subjective, turns upon some single thought, feeling, or situation. Intended originally to be sung.)

##### 1. Elegy.

Ex. Annabel Lee—Poe.

P. 321, Three Centuries.

##### 2. Song.

Ex. Come into the Garden, Maud—Tennyson.

P. 588, Twelve Centuries, etc.

##### 3. Simple Lyric.

Ex. Recessional—Kipling.

P. 302, Choice Readings — In Flanders Fields — McCrae (found in several volumes or periodicals).

#### C. Dramatic (composed primarily to be acted).

##### 1. Scenes from poetic plays.

Ex. Balcony scene from Romeo and Juliet.

P. 278, Choice Readings, etc.

##### 2. Dramatic monologues (an audience is implied).

Ex. My Last Duchess—Browning.

P. 600, Twelve Centuries, etc.

### II. Prose.

#### A. Narrative.

##### 1. Short Story.

Ex. A Pair of Shoes, by Hagedorn.

P. 468, Choice Readings, etc.

##### 2. Extracts from stories and novels.

Ex. "Rip's Awakening," from Rip Van Winkle.

P. 208, Three Centuries, etc.



- B. Descriptive (passages and cuttings from stories, novels, writings, etc.)  
Ex. "Tellson's Bank," from A Tale of Two Cities—Dickens.
- C. Dramatic.
  - 1. Scenes from prose dramas, two or more characters speaking.  
Ex. "School for Scandal"—Act. II, Scene 1.  
P. 200, Choice Readings, etc.
  - 2. Monologues.  
Ex. Monologue Between a Lady Shopper and a Salesman, by Carolyn Wells. (See material supplied by Forensic Association for Declamation 1927).
- D. Essays, formal and informal.  
Ex. The Origin of Roast Pig—Lamb.  
P. 506, Twelve Centuries, etc.
- E. Letters, formal and informal.  
Ex. Letters of Walter Hines Page.  
Doubleday, Page & Co.  
Roosevelt's Letter to His Children.  
Scribner's.
- F. Speeches, entertaining and serious.  
Ex. Any of speeches in "Democracy Today."  
Scott, Foresman and Company.

And finally:  
Remember that this is extemporaneous reading. Therefore, "learn to read by reading."

#### DRAMATIC CONTEST

##### Selection of Plays.

Any approved one-act play of not more than forty minutes' duration may be selected, but the same play may not be entered in the contest by two schools in the same district. If the play selected is not on the approved list, the play must be sent to the secretary, who will submit such play to a play technician for decision. The secretary shall report such findings to the school that submitted the play. The right to present any given plays shall rest with the group making the first registration for that play with the district chairman. The registration shall then be mailed to the secretary of the Forensic Association. Upon request, suggestive lists of plays will be sent by the secretary to member schools.

##### Judges.

The decision in the preliminary contests shall be made by one, three, or five judges. The number of judges shall be decided by the majority vote of the schools contesting. In a dual contest, if the schools disagree on the number of judges, the chairman of the district shall decide.

Each and every one of these judges must be agreed upon by the participating schools, prior to the production of the plays. Every judge should have, at least, some technical knowledge of play production. A copy of the particulars to be considered in rendering a decision must be placed in the hands of each judge by the business manager before the contest starts.

In rendering their decision the judges should attach the greatest importance to the acting, which includes both diction and pantomime; next, they should consider the stage-craft, which includes stage-setting, lighting, costuming, and properties; and lastly, the choice of the play. As an aid in rating, the following are suggested: acting, 85%; Choice of Play, 5%; Stage Craft (including Stage Setting, Costuming, Properties, Lighting), 10%.

All markings shall be on the scale of one hundred per cent. No grade shall be lower than seventy, and no judge shall mark any two contestants alike. Each judge shall rank the contestants 1, 2, 3, etc., according to the percentages given each speaker. At the close of the contest, the presiding officer shall appoint some one person to collect the ballots of the judges. The ballots shall be opened in the presence of the coaches or principals of the schools represented. The contestant ranked first by a majority of the judges shall be awarded first honor. If no contestant is thus ranked first, the contestant, the sum of whose ranks is least, shall be awarded first honor. The first honor having been awarded, the grades of the remaining contestants shall again be ranked

1, 2, 3, etc., and the second honor determined in the same manner as the first, and so on. In case of a tie, the contestant whose sum of the percentages is the highest shall receive first. In case any two shall have the same percentages, that one, the sum of the squares of whose percentage is the greater, shall be awarded the honor.

The judges for the final contest shall be selected by the State Board of the Wisconsin High School Forensic Association.

##### Business Manager.

The principal of the school at which the contest is held shall be the business manager of the contest. It shall be the duty of the business manager to make all necessary arrangements, engage the hall, advertise the performance, and manage the ticket sales. He shall confer with the principals of the competing schools in making such arrangements. He shall also place instructions and ballot forms in the hands of the judges before the contest begins. He shall have charge of all money collected, settle all legitimate expenses, and divide the net proceeds. He shall then make a complete report and send it with the signed ballots to the league chairman, to the district chairman, or to the secretary of the Forensic Association.

##### Scenery.

For all sectional and state contests, and as far as possible for all contests, schools shall use a neutral toned cycloramic curtain. When desired, a school may provide its own lighting effects and its own plastic pieces (that is, doors, windows, fire-places, trees, rocks) which may be inserted in the cycloramic background or used with it. Suggestions for making a cycloramic curtain will be sent by the secretary, on request, to all member schools.

##### Expenses.

Each school shall be responsible for its own production and for the traveling expenses incident to its participation in the contest. The net profits of the preliminary contests shall be equally divided among the participating groups. In the final state contest each school is required to pay its own expenses. In case of a deficit in league, district, and sectional contests the hostess school shall be responsible for the deficit.

Legitimate expenses for the contest shall be hall rental, management expenses, judges' expenses, advertising, and publicity. Whenever possible, no expense for hall rental shall be incurred. There shall be no charge for school auditoriums.

It is recommended that the school at which the contest is held entertain the visiting players.

The school at which the tournament is held shall be notified at least five days before the date of production as to heavy properties needed (that is, tables, chairs, davenport, stoves, etc.) Each school shall furnish its own hand properties.

##### Contests.

The chairman of each district shall group the schools of the district for the first preliminaries in the dramatic contest. He shall plan for all necessary succeeding contests until all but one contesting group in each district is eliminated. The sectional and state contests shall be conducted in the same manner as other contests.

##### Awards.

Awards in the state dramatic contest shall be the same as in the debate contest, and shall include the award of medal or medals to one or two stage hands, as recommended by the director of the play.

DRAMATIC CONTEST—INSTRUCTIONS FOR BUSINESS MANAGERS

- 1. Supervise the advertising and publicity for the contest.
- 2. Provide tickets for admission of spectators, promote their sales, and take charge of the door before and during the performance.
- 3. Arrange for the proper entertainment of judges and visiting contestants.
- 4. Distribute judges in separated seats that give a good view of the stage and place in the hands of each the program and a sheet of instructions and ballot before the contest begins.
- 5. Collect the secret signed ballots at the close of the contest, publicly open them, and announce the result of the decision.
- 6. Fill out this formal agreement and report and forward at once, together with the ballots, to the district chairman, sectional chairman, or secretary of the Association.

Expenses.

Each school shall be responsible for its own production and for the traveling expenses incident to its participation in the contest. The net profits of the preliminary contests shall be equally divided among the participating groups. In the final state contest each school is required to pay its own expenses. In case of a deficit in league, district, and sectional contests the hostess school shall be responsible for the deficit.

Legitimate expenses for the contest shall be hall rental, management expenses, judges' expenses, advertising, and publicity. Whenever possible, no expense for hall rental shall be incurred. There shall be no charge for school auditoriums.

It is recommended that the school at which the contest is held entertain the visiting players and do all in their power to make the visiting groups feel welcome. They have had the expense of traveling which the local group does not have, therefore the expenses of the participating groups should be equalized by having members of local groups provide entertainment for the visiting players, their directors, and stage help.

The school at which the tournament is held shall be notified at least five days before the date of production as to heavy properties needed (that is, tables, chairs, davenport, stoves, etc.) Each school shall furnish its own hand properties.

DRAMATIC CONTEST—JUDGE'S OFFICIAL BALLOT\*

As an aid in rating to be considered by the judges in rendering a decision:

- 1. Choice of Play ..... 5%
- 2. Acting ..... 85%
  - (a) Pantomime
  - (b) Diction
- 3. Stagecraft ..... 10%
  - (a) Stage-settings
  - (b) Costuming
  - (c) Properties
  - (d) Lighting

Secret Ballot

The decision shall be rendered in terms of place and per cent for each group.

First Place ..... per cent  
Second Place ..... per cent  
Third Place ..... per cent

(Signed)

Name ..... , Judge

Address ..... (Street) ..... (City)

Telephone Number .....

\* To be placed in the hands of each judge by the Business Manager prior to the presentation of the plays and collected by him at the close, when he will publicly open and announce the result of the decision and then will immediately mail the signed ballots, together with the complete report, to the district chairman, sectional chairman, or secretary of the Association.

Directions to Judges

The decision in the preliminary contests shall be made by one, three, or five judges. The number of judges shall be decided by the majority vote of the schools contesting. In a dual contest, if schools disagree on the number of judges, the chairman of the district shall decide.

Each and every one of these judges must be agreed upon by the participating schools, prior to the production of the plays. Every judge shall have, at least, some technical knowledge of play production. A copy of the particulars to be considered in rendering a decision must be placed in the hands of each judge by the business manager before the contest starts.

In rendering their decision the judges should attach the greatest importance to the acting, which includes both diction and pantomime; next, they should consider the stage-craft, which includes stage-setting, lighting, costuming, and properties; and lastly, the choice of the play. As an aid in rating, the following are suggested: acting, 85%; stage-craft, 10%; choice of play, 5%.

All markings shall be on the scale of one hundred per cent. No grade shall be lower than seventy and no judge shall mark any two contestants alike. Each judge shall rank the contestants 1, 2, 3, etc., according to the percentages given each speaker. At the close of the contest, the presiding officer shall appoint some one person to collect the ballots of the judges. The ballots shall be opened in the presence of the coaches or principals of the schools represented. The contestant ranked first by a majority of the judges shall be awarded first honor. If no contestant is thus ranked first, the contestant, the sum of whose ranks is least, shall be awarded first honor. The first honor having been awarded, the grades of the remaining contestants shall again be ranked 1, 2, 3, etc., and the second honor determined in the same manner as the first, and so on. In case of a tie, the contestant whose sum of the percentages is the highest shall receive first. In case any two shall have the same percentages, that one, the sum of the squares of whose percentage is the greater shall be awarded the honor.



REPORT OF LEAGUE CONTEST

(Use a separate blank for each of the events.)

Report of the..... event of contest held at..... on.....

Contestant	School	Selection	Judges				Rank	Grade	Rank	Grade	Rank	Grade	Rank	Grade	Final
			1.	2.	3.	4.									
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															

(The chairman of the League will mail this report to the district chairman promptly after the League contest.)

League Chairman

JUDGE'S OFFICIAL BALLOT—DEBATING

Question: .....

On the basis of the points on the reverse side of this card, it is my decision that the better debating was done by

(The Aff. or Neg.) ..... team.

Percentage Grades ( Affirmative .....  
( Negative .....

(Signed) ..... Judge.

Debate Between: ..... High School, Affirmative

..... High School, Negative

At: .....

(This ballot is to be mailed immediately to the chairman of your district.)

DIRECTIONS TO JUDGES

All debates shall be judged by one or three judges. By point system, the winner shall be determined. In case of three judges each judge's decision shall count one point. The winning team shall be given one extra point for winning. A three to nothing decision shall count four points for the winner. A two to one decision shall count three points for the winner. In case of a single judge, the decision shall count four points for the winner. In case of a tie on points, the sum of the percentages shall determine the winner. In case of a tie on the sum of the percentages, the sum of the squares of the percentages shall determine the winner.

Without consultation, vote "Affirmative" or "Negative" as the case may be, basing your vote on the debating ability revealed by the two teams: 1. As revealed in their grasp of the vital issues of the question including research, analysis and the use of evidence; 2. As revealed in the refutation of the arguments of their opponents; and 3. As revealed in the effectiveness of presentation. No definite percentage grade shall be given each of these phases of the work. They shall simply be vital elements to be considered in forming an estimate of the relative ability of the two teams. Give the winning team one percentage grade of 100% and the other team one percentage grade between 80 and 100%, which shall be your estimate of the comparative ability of the two teams.

We hereby agree to accept the services of .....

....., as judges for this Contest.

Signed: ....., representing ..... School

Signed: ....., representing ..... School

## JUDGE'S OFFICIAL REPORT—SPEECH CONTESTS

Name of Event.....

Date..... Place.....

No.	Contestant	Title of Selection	Grade	Rank
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

(Signed)..... Judge

(The event, the names of the contestants, and the title of selections should be filled in before the contest by the presiding officer. Use a separate blank for each of the events.)

## DIRECTIONS TO JUDGES

Oratorical, declamatory, extemporaneous speaking, and extemporaneous reading contests shall be judged by one or more judges. By agreement of the majority of the participating schools, the coaches shall act as judges at these contests; no coach shall judge his own contestants. All markings shall be on the scale of one hundred per cent. No grade shall be lower than seventy, and no judge shall mark any two contestants alike. Each judge shall rank the contestants 1, 2, 3, etc., according to the percentages given each speaker. At the close of the contest, the presiding officer shall appoint some one person to collect the ballots of the judges. The ballots shall be opened in the presence of the coaches or principals of the schools represented. The contestant ranked first by a majority of the judges shall be awarded first honor. If no contestant is thus ranked first, the contestant, the sum of whose ranks is least, shall be awarded first honor. The first honor having been awarded, the grades of the remaining contestants shall again be ranked 1, 2, 3, etc., and the second honor determined in the same manner as the first, and so on. In case of a tie, the contestant whose sum of the percentages is the highest shall receive first. In case any two shall have the same sum of percentages, that one, the sum of the squares of whose percentage is the greater, shall be awarded the honor.

We hereby agree to accept the services of ....., as judges of this contest.

Signed ....., representing ..... School  
 ....., representing ..... School

**Coaching.** Must be done by regularly employed teachers.

**Number of Contestants.** Number of contestants from each school and league may be decided by the league and district.

**Awards.**

1. A trophy cup shall be awarded to the school ranking highest in the state contests in debate and in dramatics.

2. Banners shall be awarded the schools winning the sectional debates and dramatic contest and to district winners in other contests.

3. Medals—gold, silver, and bronze—shall be awarded the individuals (including alternates) participating in the state debate and dramatic contests according to the rank of the team or cast; in other contests to those individuals ranking first, second, and third respectively.

4. Certificate of Merit is presented to every student participating in W. H. S. F. A. inter-school contests. Each certificate is signed by the Chairman of the Board, the Secretary, and the Principal of the School. Lists of names of students eligible must be sent to the Secretary, indicating the contest in which each student participated.

5. Ribbons. By motion of the Board, blue, red, and white ribbons, supplied by the Board, shall be awarded to participants ranking first, second, and third in the district contests other than in debate and dramatics.

**Timekeepers.** Timekeepers shall be used at all contests, and the contestants shall be stopped as prescribed in the constitution.

**Ballots and Other Blanks.** May be reproduced by the members or may be secured from the secretary. Form of ballots as printed in the News Letter, must be used in all contests.

**Choice of District.** Any member may choose the district for contests if on the borderline, but it must remain in the same district for all contests for that year. No change can be made without the consent of the chairmen involved.

**Participation in Contest.** In any contest, if the contestant winning first place does not wish to enter the next round, the contestant winning second place shall be eligible to represent said school, league, district or section as the case may be; if the second does not wish to compete the contestant ranking third shall be eligible, providing, however, that there is sufficient time between the refusal and the next contest for re-scheduling.

**Division of State.**

Northern—River Falls, Eau Claire, and Superior.

Executive Committee—The three chairmen from these districts.

Central—La Crosse, Stevens Point, and Oshkosh.

Executive Committee—The three chairmen from these districts.

Southern—Whitewater, Platteville, and Milwaukee.

Executive Committee—The three chairmen from these districts.

**Alternates.** The Board recommends that alternates be permitted to sit on the platform and be awarded honors with the other debaters.

**Debate Participation.** No member of debate team can serve on both sides.

**Expenses.** Prorate the railroad expenses involved in debating among schools in group.

**Practice Debates with Non-Member Schools.** By motion at the annual meeting, November, 1929, non-member schools shall be interpreted to mean only those schools that are eligible to membership, but do not join the Association. This action affords an opportunity for member schools to debate or have dramatic or other contests with ineligible schools such as academies and sectarian high schools.

**Scouting.** Scouting in debate is prohibited under penalty of expulsion of the offending school for the remainder of the debate season.

The term "scouting" shall be construed to mean the act, on the part of any school or individual, of getting, directly or indirectly from an actual debate, any information relative to material or presentation of material by an opposing team.



**Prohibited.** Selections and plays used in three previous state contests are prohibited.

**Judges.** The principals of the schools represented shall mutually agree on the judge or judges for all debates except the state debate, for which judges shall be selected by the state board.

**Agreement Clause** must be placed on all ballots, certifying to agreement to judges and must be signed by representatives for contesting teams before program begins.

**Instruction to Judges** as printed on the ballots must be given to the judges with the ballot.

**Suggestions for Judges.** The Board recommends that members of the faculty of the university and of colleges, principals, superintendents, and teachers qualified be asked to act as judges without compensation, except expenses, for at least the first two rounds of debates. The district chairmen will supply lists of judges.

**Ranking and Re-Ranking.** See February, 1931 News Letter for full explanation of ranking and re-ranking.

**Length of Selections.** Although all of the selections sent out by the Association are deemed within the time limit, there are individual differences in production which makes it essential for the coach to adjust the particular selection to the individual student. Slight cuttings can be made in practically all the selections to bring them within the time limit for a particular contestant.

**Use of Same Selection** more than one year by the same contestant in league, district, and state contests is prohibited.

**Ballots** should be sent to each judge in advance of the contest.

**Conference of Judges** is recommended to be called just before the contest for the purpose of explanation and discussion of the judging system.

**Extemporaneous Reading.** By action of the Board, the same type of literature shall be used in extemporaneous reading in all contests in one year.

Use of notes at **Extemporaneous Speaking** contests is prohibited.

**Extemporaneous Speaking Topics**—not necessarily titles—should be selected from February, March, and April issues of Current History, \*Literary Digest, and Review of Reviews.

**Extemporaneous Speaking.** By action of the Board, each contestant will be asked one or two questions by a judge on his speech.

**Prompting is prohibited** in all league, district, and state declamatory and oratorical contests. Any student prompted shall be disqualified.

All stage properties, including costumes, chairs, and handkerchiefs, are prohibited in declamatory, reading, and oratorical contests.

**Dramatic Contest.** Beginning in 1937-38, dramatic contests shall be completed before December 15.

\* The Literary Digest has combined with World's Work and Review of Reviews. By action of the Board, the American Observer will be substituted and a constitutional amendment will be submitted.

### THREE SPEECH PROBLEMS

By

Frank V. Powell, Supervisor of High Schools,

Department of Public Instruction.

Many school administrators find the work in speech a difficult element in the school curriculum to appraise and adjust. There are a number of reasons why this is the condition.

There is no difficulty in getting a general agreement on the value of speech both during school life and after. Its significance to both the individual and the social group is readily conceded. So much has been said on the value of proper speech that teachers are prone to devote most of their time to a study of the elements of good speech rather than to the ways in which the so much desired proper speech habits are acquired. It is the situation so frequently found in school work—the teacher devoting her time and attention to the product when she should be devoting it to the process. How to have teachers utilize the speech learning processes rather than to devote their time almost exclusively to speech analysis is a major difficulty to be overcome.

The crowded school program is another source of difficulty. All must admit that there are not enough hours in the day or days in the week or weeks in the years of school life to allow all the time to every worthy and valuable experience which the special advocates of that experience might desire. The realities of the school situation are such that school time must be prorated. School administrators are recognizing the necessity of creating five to ten core or channel experiences so that our boys and girls can receive a balanced school experience.

One core found in nearly all progressive school programs is language, including speech, literature, composition, and other related areas. If this present trend should become the common practice it would mean that we are unbalancing the program then, when four years of English and one of speech are given. The real friends of speech will recognize the realities of this situation and see that speech is really integrated with all the other language experiences.

A third difficulty arises from the fact that we are offering speech work as both curriculum and co-curriculum activities. Some advocate that all speech work be done as part of regular class room instruction. They maintain, since good speech habits and skills are so important in all stages of social living, that every teacher should assume it as a part of her teaching responsibility. They argue that the effort to modify the speech habits should be extended to all children and throughout all years of schooling. There are others who agree in spirit with the above view but who feel that much of the enthusiasm, spontaneity, and life-likeness of the co-curricular work will be lost if confined to the instruction of the class period.

How to secure and maintain proper correlation between the curriculum and the co-curriculum is one of the vital problems which faces those who are guiding the speech experiences of boys and girls. It would seem that for the present at least our efforts should not be directed at the elimination of either but should rather be directed towards improving both. It would seem wise to have the co-curricular speech activities an application of the work done in the classroom. We should not take contests too seriously (the community will see to that) whether our contestant wins or loses. Let's have speech for all.

The need for better speech work is obvious. This need is not found in any one year, but in all. If the need is to be met, then teachers must know and make use of the processes by which children develop better speech habits; they must utilize the innumerable opportunities found in the every day work of the class room for modifying the speech of their pupils; and they must strive to correlate the curriculum work with the co-curriculum work.

## EXTEMPORE SPEAKING

By

Professor Vernon A. Utzinger

Carroll College

How can Wisconsin high school students best fit themselves to meet any speech situation? This is the question which should interest every high school youth as he enters a new school year. In whatever occupation he will find himself later his success may depend directly upon his ability to meet all speech situations with poise and equanimity. To develop this ability I should like to recommend to him training in extempore speaking.

Many people have the idea that by extempore speaking is meant talking on a subject without previous warning and without preparation. This is commonly called impromptu speaking. The extempore speech is one which has been prepared but not memorized or written out and read. This is the kind of speech that is usually given in our public speaking classes. It gives the speaker an opportunity to gather and organize his material, to make an outline, and to deliver his speech in a spontaneous, free manner which helps to hold the interest and attention of his audience. It is this spontaneity which I wish to emphasize as the important factor of all public speaking and which is most easily attained in the extempore type. The extempore speech is less formal, more personal, less mechanical, and more conversational than either the memorized speech or the one which is read from a manuscript. It allows for all of the advantages of thorough preparation combined with the virtues of natural communicative delivery. One other merit of the extempore speech which is not usually mentioned is the opportunity it gives the speaker to inject into his talk new ideas gained under the inspiration of the audience. As the speaker delivers his talk, he may get an idea which he has not prepared but which he is free to present. Sometimes an idea proves to be very powerful and lends much originality to the talk.

What is the best way to prepare an extempore speech? Should it be written out word for word, or only outlined? Are notes permissible? Of course the answers to these questions depend upon circumstances, the person to give the speech, and the occasion. Perhaps I should add, the answers depend upon the attitude or opinion of the one giving the advice. However, I am certain about the fact that it is more important that the speech be **thoroughly prepared** than it is that the details of preparation be given much concern. **WHATEVER IS THE BEST WAY TO PREPARE TO MAKE THE MOST EFFECTIVE SPEECH SHOULD BE USED.** In my opinion, after the topic has been thought over for a day or two, the material for the speech should be gathered. Then the ideas should be organized and the speech outlined. The outline should consist of a skeleton of the speech written down in the form of a sentence or phrase outline. Complete sentences should be used to help recall the thoughts and ideas. Then the major points can be put on a small card, which can be held in the hand or laid on the table during delivery. In a very short speech (3 to 5 minutes) notes should not be necessary except when exact factual material or quotations are required. **All notes are prohibited in the contests of the Wisconsin High School Forensic Association.** Notes will, however, lend confidence to the beginning speaker. Part of the training it seems to me should come from learning how to use notes properly. As one becomes more accustomed to speaking in public, he depends less and less upon his notes. After all, the danger of forgetting in an extempore speech situation is remote. It is fatal for one to forget a memorized speech, but when he is speaking from an outline and forgets one point he may pass on to the next or make some related comment without going into a mental panic. This leads me to point out one danger of the extempore speech which is ever present. That danger is **RAMBLING.** The speaker who keeps adding to each thought, who does not adhere to his outline closely, who "pads" his speech is in danger of talking too long and boring his audience. This is not so likely to happen with a beginning speaker, but it is a common fault with experienced speakers. One of

the advantages of a speech read from a manuscript is that the audience can see the speaker pass from one page to the next and thus know definitely when to anticipate the end. Not so with an extemporaneous speech. The extempore speaker must, therefore, guard against wandering from his prepared material by thorough preparation; he must realize that listeners have limits to their attention.

I hope that I have stimulated more interest in the extempore speech and that I have emphasized sufficiently the need for this type of training. Every student who expects to be able to stand on his feet before an audience and express his ideas in a clear, forceful manner should take every chance possible for such training.

## PROBLEM PROJECTS IN ACTING

By

Ethel Rockwell, Chief,

Bureau of Dramatic Activities

Extension Division, University of Wisconsin

Those schools which plan to participate in a drama conference when the Speech Institutes are held in the different sections of the state are asked to consider the preparation of a short dramatic sketch for practice work and criticism at the Institute so that students and directors may receive the same critical analysis and helpful suggestions as are accorded in debate and other forensic activities.

A new book has recently been published that will lend itself admirably for such dramatic presentations. It is entitled **Problem Projects in Acting** and was prepared by Katharine Kester, Instructor in Drama, Pasadena Junior College, California. It is published by Samuel French at \$1.50. Miss Kester has made short 2 to 15 minute selections to illustrate the following problems: to express emotion and to convey ideas by means of body activity; to develop beauty of voice quality; to speak distinctly; to project the tone; to build a scene to a climax; to portray a character in contrast with another character; to invent interesting stage business.

The projects presented are excellent material for aiding a student in perfecting his acting technique. The book will make a valuable addition to all high school libraries and will serve as an excellent textbook for the state institutes and for all dramatic clubs.

All schools wishing to participate in this special project should prepare any one of the selections and bring the participating students to the Institute.

## SELECTIONS AND PLAYS PROHIBITED IN 1938 CONTESTS

## Declamations

Before the Banquet  
Beyond the Last Mile  
Bless Their Hearts  
Boor, The  
Brothers in Love  
Brother Take a Bow  
Can't I, Ma?  
Cassandra  
China Blue Eyes  
David Garrick  
Dedication of the Croutville Gas Station  
Dust of the Road  
Elizabeth The Queen  
Emperor Jones  
Exit the Big Bad Wolf  
Eyes  
Flight of the Herons, The  
Forgotten Witness, The  
Highwayman, The  
Home Talent Rehearsal  
Home Work  
Household Guardian, The  
Humoresque  
Ile  
Janice Wants a Watch  
Jazz and Minuet  
Just One Big Happy Family  
Kingdom of God  
Little Brother Vin  
Littlest Rebel  
Mirror Scene from L'Aiglon  
Mississippi Magic  
Monkey's Paw, The  
Nearer My God to Thee  
Open Wider, Please  
Patroness, The  
Patsy  
Pink and Patches  
Sarah Moonlight  
Shell of Self  
Short Cut, The  
Sky Fodder  
Successful Season  
Thank You Program, The  
Tipping Off Teacher

## Declamations (Cont.)

Twelve Pound Look, The  
Valiant, The  
Waltz, The  
Weenies on Wednesday  
Whither Thou Goest  
Who's Afraid of the Big Bad Giant

## Orations

Constitution, The  
Death Penalty  
Disciplined Democracy  
Disparity of the American System  
Endless War  
Enough of This  
Fool's Gold  
Freedom of the Press  
Great Swindle, The  
Hands  
Homeless America  
King is Dead—Long Live the King  
Let Us Have Our Dreams  
Munitions Maker: An International Racketeer  
National Recovery of Character  
Poorly Rich America  
Profit in Loss  
Pseudo Patriotism  
Ropes  
They That Take the Sword  
This Time We Mean It  
Valley of Bones  
What Price Peace  
Willard Wilson  
Youth Aflame  
Youth Speaks

## Plays

Finger of God—Percival Wilde  
Ile—Eugene O'Neill  
Joint Owners in Spain—Alice Brown  
Knave of Hearts—Louise Saunders  
Marriages Are Made in Heaven and Elsewhere—Graham Price  
Short Cut, The—Percival Wilde  
Undercurrent—Fay Ehlert  
Weak Spot, The—George Kelly  
Wheat Fire—Hermine Duthie

(The use of the same selection or play for more than one year by the same contestant in league, district, sectional, and state contests is prohibited by ruling of the board, March, 1926.)

## MEMBERSHIP OF THE ASSOCIATION—1936-37

(A special effort was made to check up and to give as accurate a list as possible. This list has been compiled in accordance with readjustment of districts. Any error should be reported promptly to the secretary.)

School	District	No. Years Registered
Abbotsford	Stevens Point	9
Adams-Friendship (P. O. Adams)	Stevens Point	12
Albany	Platteville	10
Algoma	Oshkosh	12
Alma	La Crosse	12
Alma Center	La Crosse	10
Altoona	Eau Claire	6
Amery	River Falls	12
Antigo	Stevens Point	12
Arcadia	La Crosse	12
Arena	Whitewater	12
Argonne	Oshkosh	12
Argyle	Platteville	10
Arkansaw	Eau Claire	12
Athens	Stevens Point	11
Auburndale	Stevens Point	12
Augusta	Eau Claire	12
Avoca	Platteville	3
Bagley	Platteville	4
Baldwin	River Falls	12
Balsam Lake	River Falls	8
Bangor	La Crosse	12
Baraboo	Whitewater	10
Barron	Eau Claire	12
Bear Creek	Oshkosh	7
Beaver Dam	Milwaukee	12
Belmont	Platteville	8
Beloit	Whitewater	12
Benton	Platteville	12
Berlin	Oshkosh	12
Birchwood	Superior	9
Birnamwood	Stevens Point	8
Black Earth	Whitewater	12
Blair	La Crosse	12
Blanchardville	Platteville	10
Bloomer	Eau Claire	12
Bloomington	Platteville	8
Blue River	Platteville	6
Boscobel	Platteville	12
Bowler	Stevens Point	2
Boyceville	River Falls	12
Boyd	Eau Claire	7
Brandon	Oshkosh	4
Brillion	Oshkosh	10
Brodhead	Whitewater	12
Bruce	Superior	12
Butternut	Superior	7
Cable	Superior	12
Cadott	Eau Claire	12
Cambria	Whitewater	12
Cambridge	Whitewater	12
Campbellsport	Oshkosh	10
Camp Douglas	La Crosse	11
Casco	Oshkosh	11
Cashton	La Crosse	12
Cassville	Platteville	5

School	District	No. Years Registered
Cazenovia	Whitewater	9
Cecil (State Graded)	Oshkosh	1
Cedarburg	Milwaukee	12
Centuria	River Falls	9
Chetek	Eau Claire	12
Chilton	Milwaukee	10
Chippewa Falls (Senior)	Eau Claire	12
Clayton	River Falls	12
Clear Lake	River Falls	12
Clinton	Whitewater	12
Clintonville	Oshkosh	11
Cochrane	La Crosse	12
Colby	Stevens Point	12
Coleman	Oshkosh	12
Colfax	Eau Claire	12
Coloma	Stevens Point	7
Columbus	Milwaukee	12
Cornell	Eau Claire	11
Crandon	Oshkosh	10
Crivitz	Oshkosh	12
Cuba City	Platteville	12
Cudahy	Milwaukee	12
Cumberland	Superior	12
Darien	Whitewater	9
Darlington	Platteville	12
Deerfield	Whitewater	12
De Forest	Whitewater	1
Delavan	Whitewater	12
Denmark	Oshkosh	6
De Pere	Oshkosh	12
Dodgeville	Platteville	12
Dorchester	Stevens Point	7
Downing	River Falls	12
Draper	Superior	8
Drummond	Superior	12
Durand	Eau Claire	12
Eagle River	Oshkosh	12
Eau Claire	Eau Claire	12
Edgar	Stevens Point	11
Edgerton	Whitewater	12
Elkhart Lake	Milwaukee	11
Elkhorn	Whitewater	12
Elk Mound	Eau Claire	12
Ellsworth	River Falls	12
Elmwood	River Falls	6
Elroy	La Crosse	12
Endeavor (State Graded)	Stevens Point	6
Evansville	Whitewater	12
Fairchild	Eau Claire	12
Fall Creek	Eau Claire	3
Fall River	Whitewater	11
Fennimore	Platteville	10
Florence	Oshkosh	5
Fort Akinson	Whitewater	12
Fountain City	La Crosse	12
Fox Lake	Whitewater	11
Frederic	River Falls	9
Freedom (P. O. Kaukauna, R. 1)	Oshkosh	6
Galesville	La Crosse	11
Gays Mills	Platteville	12
Gillett	Oshkosh	12
Gilman	Eau Claire	7

School	District	No. Years Registered
Gilmantown	Eau Claire	12
Glenwood City	River Falls	12
Glidden	Superior	12
Goodman	Oshkosh	12
Gordon	Superior	2
Grafton	Milwaukee	11
Granton	Stevens Point	12
Grantsburg	River Falls	12
Green Bay (East)	Oshkosh	4
Green Lake	Oshkosh	9
Greenwood	Stevens Point	12
Hammond	River Falls	12
Hancock	Stevens Point	7
Hartford	Milwaukee	12
Hartland	Whitewater	7
Hayward	Superior	12
Hazel Green	Platteville	7
Hilbert	Oshkosh	10
Hiles	Oshkosh	2
Hillsboro	La Crosse	12
Hixton	La Crosse	11
Holcombe	Eau Claire	12
Hollandale	Platteville	12
Holmen	La Crosse	10
Horicon	Milwaukee	12
Hortonville	Oshkosh	6
Hudson	River Falls	12
Humbird	Eau Claire	12
Hurley	Superior	11
Hustisford	Whitewater	9
Independence	La Crosse	11
Ingram	Superior	5
Iron Belt	Superior	6
Ithaca (P. O. Richland Center)	Platteville	7
Janesville (School for Blind)	Whitewater	4
Jefferson	Whitewater	12
Juda	Platteville	8
Junction City (State Graded)	Stevens Point	2
Juneau	Whitewater	12
Kaukauna	Oshkosh	12
Kendall	La Crosse	12
Kenosha (Senior)	Milwaukee	12
Kewaskum	Oshkosh	10
Kewaunee	Oshkosh	12
Kiel	Milwaukee	12
Kimberly	Oshkosh	9
Kohler	Milwaukee	11
Ladysmith	Eau Claire	12
La Farge	Platteville	11
Lake Geneva	Whitewater	8
Lancaster	Platteville	12
Laona	Oshkosh	12
Lena	Oshkosh	12
Lodi	Whitewater	12
Lomira	Oshkosh	9
Lone Rock	Platteville	5
Loyal	Stevens Point	12
Luck	River Falls	12
Luxemburg	Oshkosh	12
Madison (East)	Whitewater	7
Madison (Wisconsin H. S.)	Whitewater	9
Maiden Rock	River Falls	8

School	District	No. Years Registered
Manawa	Stevens Point	12
Marathon	Stevens Point	10
Marquette (Co. Agricul. School)	Oshkosh	11
Marion	Stevens Point	10
Markesan	Oshkosh	6
Marshall	Whitewater	7
Marshfield	Stevens Point	12
Mattoon	Stevens Point	7
Mauston	La Crosse	12
Mayville	Milwaukee	12
Mazomanie	Whitewater	11
Medford	Stevens Point	12
Mellen	Superior	11
Melrose	La Crosse	12
Menasha	Oshkosh	12
Menomonee Falls	Milwaukee	12
Menomonie	Eau Claire	12
Menomonie (Dunn Co. School of Agriculture)	River Falls	12
Merrill	Stevens Point	12
Merrillan	Eau Claire	12
Middleton	Whitewater	11
Milladore (State Graded)	Stevens Point	5
Milltown	River Falls	12
Milton	Whitewater	12
Milwaukee (Bay View)	Milwaukee	8
Milwaukee (Custer)	Milwaukee	12
Milwaukee (North Division)	Milwaukee	10
Milwaukee (Riverside)	Milwaukee	6
Milwaukee (Washington)	Milwaukee	12
Mindoro	La Crosse	10
Mineral Point	Platteville	12
Minocqua	Superior	11
Minong	Superior	7
Mishicot	Oshkosh	3
Mondovi	Eau Claire	11
Monroe	Whitewater	12
Montello	Stevens Point	11
Monticello	Platteville	7
Mosinee	Stevens Point	12
Mountain	Oshkosh	10
Mount Hope	Platteville	3
Mount Horeb	Platteville	11
Mukwonago (Norris Farm School)	Whitewater	3
Muscoda	Platteville	10
Necedah	La Crosse	10
Neenah	Oshkosh	10
Neillsville	Eau Claire	11
Nekoosa	Stevens Point	12
Nelson	Eau Claire	9
Neshkoro	Stevens Point	7
New Auburn	Eau Claire	12
New Diggings	Platteville	8
New Glarus	Platteville	12
New Holstein	Milwaukee	12
New Lisbon	La Crosse	12
New London	Oshkosh	11
New Richmond	River Falls	12
Niagara	Oshkosh	8
North Fond du Lac	Oshkosh	12
Norwalk	La Crosse	11
Oakfield	Oshkosh	9

School	District	No. Years Registered
Oconomowoc	Milwaukee	7
Oconto	Oshkosh	12
Oconto Falls	Oshkosh	12
Onalaska	La Crosse	12
Ondossagon (P. O. Ashland, R. 3)	Superior	12
Ontario	La Crosse	12
Oostburg	Milwaukee	9
Oregon	Whitewater	12
Osceola	River Falls	12
Osseo	Eau Claire	12
Owen	Eau Claire	12
Oxford	Stevens Point	11
Palmyra	Whitewater	12
Pardeeville	Whitewater	8
Park Falls	Superior	12
Patch Grove	Platteville	9
Pepin	Eau Claire	12
Peshigo	Oshkosh	10
Pewaukee	Milwaukee	2
Phillips	Superior	12
Pittsville	Stevens Point	12
Plainfield	Stevens Point	12
Platteville	Platteville	9
Plum City	River Falls	3
Plymouth	Milwaukee	12
Portage	Milwaukee	11
Port Edwards	Stevens Point	6
Port Washington	Milwaukee	12
Potosi	Platteville	12
Poynette	Whitewater	10
Prairie du Chien	Platteville	12
Prairie du Sac	Whitewater	12
Prentice	Superior	12
Prescott	River Falls	11
Princeton	Oshkosh	12
Pulaski	Oshkosh	8
Racine (Wm. Horlick)	Milwaukee	2
Randolph	Whitewater	11
Random Lake	Milwaukee	12
Readstown (State Graded)	Platteville	5
Redgranite	Stevens Point	11
Reedsburg	Whitewater	12
Reedsville	Oshkosh	9
Reeseville	Whitewater	12
Rhineland	Stevens Point	10
Rib Lake	Stevens Point	12
Rice Lake	Eau Claire	12
Richland Center	Platteville	12
Rio	Whitewater	11
Ripon	Oshkosh	12
River Falls	River Falls	12
Roberts	River Falls	12
Rochester (Racine Co. Agricul. School)	Whitewater	3
Rosendale	Oshkosh	10
Rosholt	Stevens Point	6
St. Croix Falls	River Falls	12
Sauk City	Whitewater	12
Scandinavia	Stevens Point	4
Seneca	Platteville	10
Sevastopol (Consolidated) (R. 2, Sturgeon Bay)	Oshkosh	7



School	District	No. Years Registered
Sextonville	Platteville	6
Seymour	Oshkosh	12
Shawano	Oshkosh	12
Sheboygan	Milwaukee	10
Sheboygan Falls	Milwaukee	12
Shell Lake	Superior	12
Shiocton	Oshkosh	11
Shullsburg	Platteville	12
Slinger	Oshkosh	9
Soldiers Grove	Platteville	12
Somerset	River Falls	11
South Milwaukee	Milwaukee	11
South Wayne	Platteville	3
Sparta	La Crosse	12
Spencer	Stevens Point	12
Spooner	Superior	12
Spring Green	Whitewater	10
Spring Valley	River Falls	12
Stanley	Eau Claire	12
Stevens Point	Stevens Point	12
Stockbridge	Oshkosh	7
Stoughton	Whitewater	12
Stratford	Stevens Point	8
Sun Prairie	Whitewater	12
Superior (Central)	Superior	12
Superior (East)	Superior	11
Suring	Oshkosh	11
Taylor	La Crosse	11
Thorp	Eau Claire	12
Tigerton	Stevens Point	8
Tomah	La Crosse	12
Tomahawk	Stevens Point	12
Tony	Superior	12
Trempealeau	La Crosse	6
Tripoli	Superior	12
Turtle Lake	River Falls	7
Two Rivers	Oshkosh	10
Union Grove	Whitewater	3
Unity	Stevens Point	12
Valders	Oshkosh	11
Valley (State Graded)	La Crosse	4
Verona	Whitewater	12
Viola	Platteville	12
Viroqua	La Crosse	12
Wabeno	Oshkosh	12
Waldo	Milwaukee	12
Walworth	Whitewater	4
Washburn	Superior	12
Watertown	Whitewater	11
Waukesha	Milwaukee	10
Waunakee	Whitewater	12
Waupaca	Stevens Point	12
Waupun	Oshkosh	12
Wausau (Senior)	Stevens Point	12
Wausaukee	Oshkosh	12
Wautoma	Stevens Point	12
Wauwatosa (Senior)	Milwaukee	12
Wauzeka	Platteville	12
Webster	River Falls	3
West Allis	Milwaukee	12
West Bend	Milwaukee	12
Westboro	Stevens Point	12

School	District	No. Years Registered
Westby	La Crosse	12
West De Pere	Oshkosh	12
Westfield	Stevens Point	12
West Lima	Platteville	6
West Milwaukee	Milwaukee	9
West Salem	La Crosse	12
Weyauwega	Stevens Point	10
Whitehall	La Crosse	11
White Lake	Oshkosh	9
Whitewater	Whitewater	12
Whitewater (College H. S.)	Whitewater	12
Wild Rose	Stevens Point	12
Wilson (State Graded)	River Falls	4
Wilton	La Crosse	12
Winneconne	Oshkosh	7
Winter	Superior	9
Wisconsin Dells	Whitewater	3
Wisconsin Rapids	Stevens Point	12
Wisconsin Rapids (Wood Co. School of Agriculture)	Stevens Point	11
Wittenberg	Stevens Point	12
Wonewoc	La Crosse	11
Woodville	River Falls	11
Wrightstown	Oshkosh	11

## MEMBERSHIP

In 1925-26.....	286 schools	In 1931-32.....	382 schools
1926-27.....	304 schools	1932-33.....	363 schools
1927-28.....	312 schools	1933-34.....	379 schools
1928-29.....	338 schools	1934-35.....	394 schools
1929-30.....	358 schools	1935-36.....	390 schools
1930-31.....	375 schools	1936-37.....	384 schools

Every county in the state has representation in the membership of the Wisconsin High School Forensic Association. Although the financial strain has had its effect on the curriculum in many of our high schools, in only two preceding years has the membership exceeded 384, that of the last year. In 1934-35, with the debate on Federal Aid for Education, the highest membership, 394, was reached.

This year's question—**Unicameral Legislature**—is one of such importance from the point of view of citizenship training that it is anticipated that the goal of 400 will be attained. This question will afford an unusual opportunity for the study of legislative methods. Since legislation is the means of expressing the will of the citizenry in a representative government, to understand legislative organization and procedure is essential to effective citizenship.

The judge's privilege to ask the extemporaneous speaker questions has increased the educational value of the extemporaneous speaking contests.

Four Speech Institutes are contemplated. At these Institutes the students participate in intensive class instruction under the direction of a trained leader in the various fields of speech. Such gatherings are also proving a real factor in the development of a friendly, helpful school spirit.

Will your county be the first to reach 100% membership? Study the membership list, pp. 31-37. Invite a non-member school to join the Association, to participate with your school in the various activities. The Association needs every public high school in the state if the greatest possible benefits are to be gained from the activities of the Association.

## INDEX TO NEWS LETTERS

Vol. I, Sept., 1929—Vol. VIII, April, 1937

- Anderson, Dean C. J.  
Message. 7:1, Feb. 1936.
- Aurner, R. R.  
Triple Essentials of Effective Speech.  
7:5-6, Feb. 1936.
- Awards  
A System of Awards for the Small  
High School. Hamburg, John H.  
6:3, Nov. 1934.
- Baker, Everett  
Greetings from Wisconsin Players.  
4:2-3, Feb. 1933.
- Balzer, George J.  
Message. 1:1, Sept. 1929.  
Message. 5:2, Sept. 1933.  
Message. 6:3, Sept. 1934.
- Bodden, Isabelle  
Original Playwriting at Riverside.  
6:6, Nov. 1934.
- Borchers, Gladys L.  
Aims and Accomplishments of the  
Committee for the Advancement of  
Speech Education in Secondary  
Schools. 5:2, Feb. 1934.  
Ethics in Debate. 4:3, Feb. 1933.  
Impressions on State Contests.  
2:3, April, 1931.  
Judging the Declamatory Contests.  
5:2, April, 1934.  
Preparing for Reading and Declama-  
tory Contests. 5:2-3, Nov. 1933.  
Selection, Preparation and Judging  
of Declamatory Contests.  
2:2-3, Nov. 1930.  
Sources for Declamations. 7:4-5,  
Nov. 1935.  
Suggestions for Judging Declamatory  
Contests. 1:3-4, April, 1930.
- Bray, Frank C.  
Message. 7:2, Sept. 1935.
- Callahan, State Supt.  
Message. 5:1, Nov. 1933.
- Christensen, Dean Chris L.  
Public Discussion and Leadership.  
6:5-6, Sept. 1934.  
Value of Training for Public Dis-  
cussion. 5:7, Sept. 1933.
- Conference—District.  
Platteville District Conference.  
5:6, Sept. 1933.
- Critic Judge in Debate  
See Debate
- Darrah, Helen  
Practice Debates. 5:3, Feb. 1934.
- Debate  
Antigo High School Junior-Senior De-  
bate. Harris, Bernice. 8:4-5, Feb.  
1937.
- Critic Judge. Holcomb, Martin J.  
Standards Used by Critic Judges.  
3:1-2, Nov. 1931.
- Debate. Gordon, Frank M. 8:1,  
Nov. 1936.
- Debating and Advertising Research.  
Parlin, Charles Coolidge. 8:1,  
Sept. 1936.
- Debating as Training for Later Life.  
Windesheim, Karl. 4:2, April, 1933.
- Debating for All. Merriman, Curtis.  
6:2, April, 1935.
- Debating Plan at the Wausau High  
School. Yaworski, Nicholas M.  
2:6, Nov. 1930.
- Ethics in Debate. Borchers, Gladys  
L. 4:3, Feb. 1933.
- Fourteen Points of Debate Technique  
Ewbank, H. L. 4:2, Nov. 1932.
- High Lights of the Madison Debate  
Tournament and Conference. Park,  
Elizabeth. 8:6, Feb. 1937.
- Impressions on State Debate. Nel-  
son, Justice George B. 7:4, April,  
1936.
- Letter to State Debaters. Weaver,  
A. T. 7:3, April, 1936.
- New Elimination Plan Favored.  
6:3-4, Feb. 1935.
- New Richmond Debate Tournament.  
Finley, Gale E. 8:5-6, Feb. 1937.
- Non-Decision Debate League. Tipler,  
P. A. 4:5, Sept. 1932.
- Non-Decision Debates. Mason, H. C.  
3:6, 7, Sept. 1931.
- Our State Debate. Weaver, Andrew T.  
1:1, April, 1930.
- Outcomes of School Debating. Sor-  
renson, Fred S. 3:2, April, 1932.
- Preparing the Debate. Ewbank, H.  
L. 1:2-3, Sept. 1929.
- Quality of High School Debating.  
The. Weaver, A. T. 6:6, Sept. 1934.
- Some Values in Debating. Weaver,  
A. T. 2:5-6, Sept. 1930.
- Value of Debate Training. Kalten-  
born, H. V. 8:4, Sept. 1936.
- Webster Debating Society, Marinette.  
Neverman, Don. 8:4, Nov. 1936.
- What the Coaches Say. Dewey, Ken-  
neth A., Gunderson, Sherman, Ma-  
thison, H. W. 8:3-4, April, 1937.
- Debate—State  
2:8, Sept. 1930  
2:9, Sept. 1930  
3:8, Sept. 1931  
4:7, Sept. 1932  
5:10, Sept. 1933  
6:7, Sept. 1934  
7:4, Sept. 1935  
8:5, Sept. 1936
- Declamations  
Sources for Declamations. Borchers,  
Gladys L. 7:4-5, Nov. 1935.
- Declamatory Contests  
Judging the Declamatory Contest.  
Borchers, Gladys L. 5:2, April, 1934.
- Preparing for Reading and Declama-  
tory Contests. Borchers, Gladys L.  
5:2-3, Nov. 1933.
- Selection, Preparation and Judging  
of Declamatory Contests. Borch-  
ers, Gladys L. 2:2-3, Nov. 1930.
- Suggestions for Judging. Borchers,  
Gladys L. 1:3-4, April, 1930.
- DePew, Chauncey M.  
Quotation. 8:1, Feb. 1937.
- Dewey, Kenneth A. What the Coaches  
Say—Debate. 8:3, April, 1937.
- Dixon, Mrs. R. H.  
Greetings. 5:8, Sept. 1933.
- Dorr, C. H.  
Madison Speech Institute Big Suc-  
cess. 7:3, Feb. 1936.
- Madison Speech Institute. 8:3-4,  
Feb. 1937.
- Dramatics  
Dramatic Activities in Life. Kaump,  
Ethel A. 6:4, April, 1935.
- Dramatic Contest—1933. Rockwell,  
Ethel. 4:2, April, 1933.
- Education Vitalized Through Dramat-  
ics. Little, Kenneth. 6:3-4, April,  
1935.
- Few New Plays—List. Rockwell,  
Ethel. 3:2-3, Nov. 1931.

- Few Plays Suitable for High School  
Contests—List. Rockwell, Ethel.  
6:6-8, Nov. 1934.
- Impressions on Contest. Holcombe,  
Ray E. 3:2, April, 1932.
- Impressions on Contest. Kentzler,  
Ruth. 7:4, April, 1936.
- Impressions on Contest. Phipps,  
Charles R. 7:4, April, 1936.
- Impressions on Contest. Rockwell,  
Ethel T. 2:3, April, 1931.
- Impressions on Contest. Wise, C. M.  
2:3, April, 1931.
- Original Play Writing. Rockwell,  
Ethel. 6:5, Nov. 1934.
- Original Play Writing at Riverside.  
Bodden, Isabelle. 6:6, Nov. 1934.
- Play Writing in High Schools. Rock-  
well, Ethel. 7:10, Sept. 1935.
- Some New Plays. Rockwell, Ethel.  
4:3-4, Nov. 1932.
- Suggestions on Producing a Play.  
Rockwell, Ethel. 1:3-8, Nov. 1929.
- What the Coaches Say. Kussman,  
Ruth, Luchsinger, Phyllis, Skal-  
beck, O. M. 8:4-5, April, 1937.
- Dramatics—State  
2:11-12, Sept. 1930.  
3:9-10, Sept. 1931.  
4:8-9, Sept. 1932.  
5:11-12, Sept. 1933.  
6:8, Sept. 1934.  
7:5, Sept. 1935.  
8:6, Sept. 1936.
- Duggar, George  
Message. 7:2, Feb. 1936.  
Message. 7:2, April, 1936.
- Ela, Walter  
Greetings from University Forensic  
Board. 1:1, April, 1930.
- Essay  
What Is An Essay? Weaver, A. T.  
8:5-6, Nov. 1936.
- Ewbank, H. L.  
Basis for Judging Oratory and Ex-  
temporaneous Speaking. 5:3, April,  
1934.
- Fourteen Points in Debate Technique.  
4:2, Nov. 1932.
- Impressions on State Contests. 2:3,  
April, 1931.
- Oratorical and Extemporaneous  
Speaking Contests. 1:2-5, Feb. 1930.
- Preparing the Debate. 1:2-3, Sept.  
1929.
- Extemporaneous Non-Decision Debates.  
See Non-Decision Debates.
- Extemporaneous Reading  
See Reading Contests.
- Extemporaneous Speaking  
Basis for Judging Oratory and Ex-  
temporaneous Speaking. Ewbank,  
H. L. 5:3, April, 1934.
- Oratorical and Extemporaneous  
Speaking Contests. Ewbank, H. L.  
1:2-5, Feb. 1930.
- Extra-Curricular Activities  
Suggestive List of Books. 3:4-7,  
Feb. 1932.
- Finley, Gale E.  
New Richmond Debate Tournament.  
8:5-6, Feb. 1937.
- Fischer, M. A.  
Message. 8:2, Sept. 1936.
- Fowler, C. A., Justice, Supreme Court  
Impressions on State Contests.  
2:2, April, 1931.
- Frank, Glenn  
Appreciation. 3:1, April, 1932.  
Quotation from. 4:1, Sept. 1932.  
Quotation from. 2:1, Sept. 1930.
- Gillen, Charles F.  
Poetry Festival. 6:4, April, 1935.
- Gordon, Frank M.  
Debating. 8:1, Nov. 1936.
- Greetings  
See Impressions
- Growth of Association  
See History
- Gunderson, Sherman  
What the Coaches Say—Debate.  
8:3, April, 1937.
- Hamburg, John H.  
A System of Awards for the Small  
High School. 6:8, Nov. 1934.
- Harris, Bernice  
Antigo High School Junior-Senior  
Debate. The. 8:4-5, Feb. 1937.
- Heinsohn, L.  
Amery Speech Institute. 7:1, Nov.  
1935.
- History of Association  
2:3, Sept. 1930  
3:2, Sept. 1931  
4:3, Sept. 1932  
5:2, Sept. 1933  
6:3, Sept. 1934  
7:2, Sept. 1935  
8:2, Sept. 1936
- Holcomb, Martin J.  
Standards Used by Critic Judges.  
(Debate) 3:1-2, Nov. 1931.
- Holcombe, Ray E.  
Message on Dramatic Contests.  
3:2, April, 1932.
- Holt, F. O.  
Message. 5:1, Nov. 1933.  
Message. 8:4, Nov. 1936.
- Huber, Henry A., Lieutenant-Governor  
Impressions on State Contests.  
2:2, April, 1931.
- Impressions and Greetings  
Anderson, Dean C. J. 7:1, Feb. 1936.
- Baker, Everett. 4:2-3, Feb. 1933.
- Balzer, George J. 1:1-2, Sept. 1929.
- Balzer, George J. 5:2, Sept. 1933.
- Balzer, George J. 6:3, Sept. 1934.
- Borchers, Gladys. 2:3, April, 1931.
- Bray, Frank C. 7:2, Sept. 1935.
- Callahan, State Supt. 5:1, Nov. 1933.
- Dixon, Mrs. R. H. 5:8, Sept. 1933.
- Duggar, George. 7:2, Feb. 1936.
- Duggar, George. 7:2, April, 1936.
- Ela, Walter. 1:1, April, 1930.
- Ewbank, H. L. 2:3, April, 1931.
- Fischer, M. A. 8:2, Sept. 1936.
- Fowler, C. A., Justice, Supreme Court  
2:2, April, 1931.
- Frank, Glenn. 2:1, Sept. 1930.
- Frank, Glenn. 4:1, Sept. 1932.
- Frank, Glenn. 3:1, April, 1932.
- Holcombe, Ray E. 3:2, April, 1932.
- Holt, F. O. 5:1, Nov. 1933.
- Holt, F. O. 8:4, Nov. 1936.
- Huber, Henry, Lieutenant-Governor  
2:2, April, 1931.
- Kammholz, Ted. 2:1, Feb. 1931.
- LaFollette, Philip. 7:1, Sept. 1935.
- Perry, Charles B. Speaker of Assem-  
bly. 2:2, April, 1931.
- Plenzke, O. H. 5:1, Sept. 1933.
- Plenzke, O. H. 6:1, Sept. 1934.
- Reel, Frederick. 8:2, Feb. 1937.
- Reel, Frederick. 8:2, April, 1937.
- Rockwell, Ethel T. 2:3, April, 1931.
- Schneider, Howard. 5:1, Feb. 1934.
- Steinman, Samuel. 3:2, Feb. 1932.
- Tietelbaum, Aaron. Greetings from  
University Forensic Board. 3:2,  
Feb. 1932.
- Weaver, Andrew T. 1:1-2, Sept. 1929;  
2:2, April, 1931; 3:1, Sept. 1931; 4:3,  
Sept. 1932.
- Werner, Joseph. 4:2, Feb. 1933.
- Wilkie, Edwin. 6:2, Feb. 1935.
- Wilkie, Edwin. 6:2, April, 1935.
- Wise, C. M. 2:3, April, 1931.

- Institute—Speech  
4:1, Nov. 1932; 6:1-2, Nov. 1934; 7:1, Nov. 1935; 8:2, Nov. 1936.
- Amery—Merrill, H. S. and Heinsohn, L. 7:1, Nov. 1935.
- Antigo—Luther, J. F. 8:3, Feb. 1937.
- Chippewa Falls—Lyon, Howard M. 6:2-3, Feb. 1935.
- Eau Claire—Mathison, H. W. 5:2, Nov. 1933.
- Madison Speech Institute Big Success. Dorr, C. H. 7:3, Feb. 1936.
- Madison Institute. Dorr, C. H. 8:3, Feb. 1937.
- Mellen—Van Heuklom, George. 7:2-3, Feb. 1936.
- Shawano—Olson, Donald. 7:2, Feb. 1936.
- Shawano—Reetz, O. A. 8:3, Feb. 1937.
- Stevens Point—Kraus, Joseph F. 6:3, Feb. 1935.
- Wisconsin Rapids—Ritchay, A. A. 4:1, Feb. 1933.
- Johnson, Gertrude E.  
"Come Read To Me A Poem". 7:2-3, Nov. 1935.
- Extemporaneous Reading Contests.  
2:2-3, Feb. 1931.
- Extemporaneous Reading Contests:  
Judging Them. 6:3-4, Nov. 1934.
- Joint Resolution of Wisconsin Legislature. See Wisconsin Legislature.
- Judging  
Basis for Judging Oratory and Extemporaneous Speaking. Ewbank, H. L. 5:3, April, 1934.
- Critic Judge. See Debate.
- Judging the Declamatory Contests.  
Borchers, Gladys L. 5:2, April, 1934.
- Ranking and Re-Ranking (see also)  
Selection, Preparation and Judging of Declamatory Contests. Borchers, Gladys L. 2:2-3, Nov. 1930.
- Suggestions for Judging Declamatory Contests. Borchers, Gladys L. 1:3-4, April, 1930.
- Kaltenborn, H. V.  
Value of Debate Training. 8:4, Sept. 1936.
- Kammholz, Ted  
Greetings from University Forensic Board. 2:1, Feb. 1931.
- Kaump, Ethel A.  
Dramatic Activities in Life. 6:4, April, 1935.
- Kentzler, Ruth  
Impressions on State Dramatic Contest. 7:4, April, 1936.
- Kraus, Joseph F.  
Speech Institute—Stevens Point. 6:3, Feb. 1935.
- Kussman, Ruth  
What the Coaches Say—Dramatics. 8:4, April, 1937.
- LaFollette, Philip F.  
Message. 7:1, Sept. 1935.
- Little, Kenneth  
Education Vitalized Through Dramatics. 6:3, 3, April, 1935.
- Luchsinger, Phyllis  
What the Coaches Say—Dramatics. 8:4, April, 1937.
- Luther, J. F.  
Speech Institute—Antigo. 8:3, Feb. 1937.
- Lyon, Howard M.  
Speech Institute—Chippewa Falls. 6:2-3, Feb. 1935.
- Maps  
Indicating boundaries of districts and location of member schools.  
2:4, Sept. 1930.
- Mathison, H. W.  
Speech Institute—Eau Claire. 5:2, Nov. 1933.
- What the Coaches Say—Debate. 8:3-4, April, 1937.
- Maule, Howard W.  
The System of Ranks and Re-Ranks in Our Forensic Contests. 2:2-6, Feb. 1931.
- McCaul, Alice  
Practice Debates. 5:3, Feb. 1934.
- Membership of Association  
2:33-38, Sept. 1930.
- Merriman, Curtis  
Debating for All. 6:2, April, 1935.
- Nelson, Justice George B.  
Impressions on State Debate. 7:4, April, 1936.
- Neverman, Don  
Webster Debating Society, Marinette. 8:4, Nov. 1936.
- Non-Decision Debates  
See Debate.
- Olson, Donald  
Speech Institute—Shawano. 7:2, Feb. 1936.
- Oratory  
Basis for Judging Oratory and Extemporaneous Speaking. Ewbank, H. L. 5:3, April, 1934.
- Oratorical and Extemporaneous Speaking Contests. Ewbank, H. L. 1:2-5, Feb. 1930.
- Park, Elizabeth  
High Lights of the Madison Debate Tournament and Conference. 8:6, Feb. 1937.
- Parlin, Charles Coolidge  
Debating and Advertising Research. 8:1, Sept. 1936.
- Perry, Charles B. Speaker of Assembly.  
Impressions on State Contests. 2:2, April, 1931.
- Perry, Margaret  
Speech and Dramatics — Shawano High School. 8:2-3, Nov. 1936.
- Phipps, Charles R.  
Impressions on State Dramatic Contest. 7:4, April, 1936.
- Plays  
See Dramatics.
- Plenzke, O. H.  
Message. 5:1, Sept. 1933.
- Poetry  
"Come Read To Me A Poem". Johnson, Gertrude E. 7:2-3, Nov. 1935.
- Poetry Festival. Gillen, Charles F. 6:4, April, 1935.

- Practice Debates  
Darrah, Helen. 5:3, Feb. 1934.
- McCaul, Alice. 5:3, Feb. 1934.
- Public Discussion  
Public Discussion and Leadership. Christensen, Dean Chris L. 6:5-6, Sept. 1934.
- Value of Training for Public Discussion. Christensen, Dean Chris L. 5:7, Sept. 1933.
- Ranking and Re-Ranking  
System of Ranks and Re-Ranks in Our Forensic Contests. Maule, Howard W. 2:3-6, Feb. 1931.
- Reading Contests  
Extemporaneous Reading Contests. Johnson, Gertrude E. 2:2-3, Feb. 1931.
- Extemporaneous Reading Contests:  
Judging Them. Johnson, Gertrude E. 6:3-4, Nov. 1934.
- Preparing for Reading and Declamatory Contests. Borchers, Gladys L. 5:2-3, Nov. 1933.
- Reel, Frederick  
Message. 8:2, Feb. 1937.
- Reetz, O. A.  
Speech Institute—Shawano. 8:3, Feb. 1937.
- Ritchay, A. A.  
Speech Institute—Wisconsin Rapids. 4:1, Feb. 1933.
- Rittenhouse, Jessie B.  
Life Values of Speech Activities. 7:1, April, 1936.
- Rockwell, Ethel T.  
Dramatic Contest—1933. 4:2, April, 1933.
- Few New Plays for High Schools Suitable for Contests. 3:2-3, Nov. 1931; 6:6-8, Nov. 1934.
- Impressions on State Dramatic Contests. 2:3, April, 1931.
- Original Play Writing. 6:5, Nov. 1934.
- Play Writing in High Schools. 7:10, Sept. 1935.
- Some New Plays. 4:3-4, Nov. 1932.
- Suggestions on Producing a Play. 1:3-8, Nov. 1929.
- Schneider, Howard  
Greetings. 5:1, Feb. 1934.
- Skalbeck, O. M.  
What the Coaches Say—Dramatics. 8:4-5, April, 1937.
- Sorenson, Fred S.  
Outcome of School Debating. 3:3, April, 1932.
- Speech  
Life Values of Speech Activities. Rittenhouse, Jessie B. 7:1, April, 1936.
- Triple Essentials of Effective Speech. Aurner, R. R. 7:5-6, Feb. 1936.
- Speech Aids  
List of Publications on Various Phases of Speech. 2:4-5, Nov. 1930.
- Speech and Dramatics  
Shawano High School. Perry, Margaret. 8:2-3, Nov. 1936.
- State Contests  
2:13 and 15, Sept. 1930.
- 2:14 and 16, Sept. 1930.
- 3:11-12, Sept. 1931.
- 4:10-11, Sept. 1932.
- 5:13-14, Sept. 1933.
- 6:9-11, Sept. 1934.
- 7:6-8, Sept. 1935.
- 8:7-9, Sept. 1936.
- Steinman, Samuel  
Greetings from the Wisconsin Players. 3:2, Feb. 1932.
- Tietelbaum, A.  
Greetings from the University Forensic Board. 3:2, Feb. 1932.
- Tipler, P. A.  
Non-Decision Debate Leagues. 4:5-6, Sept. 1932.
- Treasurer's Reports  
2:7, Sept. 1930.
- 3:5, Sept. 1931.
- 4:5, Sept. 1932.
- 5:6, Sept. 1933.
- 6:2, Nov. 1934.
- 7:6, Nov. 1935.
- 8:2, Nov. 1936.
- University Forensic Board  
See Duggar, George.
- See Ela, Walter.
- See Kammholz, Ted.
- See Reel, Frederick.
- See Schneider, Howard.
- See Tietelbaum, Aaron.
- See Werner, Joseph.
- See Wilkie, Edwin.
- Van Heuklom, George  
Speech Institute—Mellen. 7:2-3, Feb. 1936.
- Weaver, A. T.  
Big Top or the Side Show, The. 5:9, Sept. 1933.
- Impressions on State Contests. 2:2-3, April, 1931.
- Impressions on State Contests. 3:2, Sept. 1931.
- Letter to State Debaters. 7:3, April, 1936.
- Message. 4:3, Sept. 1932.
- Our State Debate. 1:2, April, 1930.
- Quality of High School Debating, The. 6:8, Sept. 1934.
- Some Values in Debating. 2:5-6, Sept. 1930.
- What Is An Essay? 8:5-6, Nov. 1936.
- Werner, Joseph  
Greetings. 4:2, Feb. 1933.
- Wilkie, Edwin  
Message. 6:2, Feb. 1935.
- Message. 6:2, April, 1935.
- Windesheim, Karl  
Debating as Training for Later Life. 4:2, April, 1933.
- Wisconsin Legislature  
Joint Resolution relating to final contests of the Wisconsin High School Forensic Association. 3:3, Sept. 1931; 5:5, Sept. 1933.
- Resolution of the Assembly Congratulating Debate Team of Clintonville. 5:4, Sept. 1933.
- Wisconsin Players  
See Baker, Everett.
- See Steinman, Samuel.
- Wise, C. M.  
Impressions on State Dramatic Contest. 2:3, April, 1931.
- Yaworski, Nicholas M.  
Debating Plan at the Wausau High School. 2:6, Nov. 1930.

## NEWS ITEMS

**Constitution and Rules.** A special effort has been made to bring together in this issue all revisions to the constitution and rules. Read carefully. The secretary would appreciate information on any omissions or errors.

**Extemporaneous Speaking Contest.** One of the formerly required sources for topics, the Literary Digest, has combined with the Review of Reviews and is now the Digest. By vote of the Board, the American Observer has been substituted for the Literary Digest. The February, March, and April issues of the American Observer, Current History, and the Digest will be the sources for topic for this year's extemporaneous speaking contest. Write to the secretary for information on special rates to schools.

**News Letters.** two copies of each issue as published, are mailed to each member school. One copy should be placed in a permanent file, kept either in the office of the principal or in the high school library. The other copy should be available to teachers. If the News Letters have not been so filed, a new cover and as many issues of the News Letter as are now available will be sent to any member school upon the receipt of 25c.

**Registration by December 15 for all contests.** Registration card and Information Blank enclosed. Read carefully the Registration card. Fill in card as requested and return with Information Blank and check (made payable to O. H. Plenzke, Treasurer) to the secretary.

**Annual Meeting** is scheduled for November 5, 4:15 p. m. in the South Red Room, Pfister Hotel, Milwaukee. All teachers of speech, principals, superintendents, and others interested in speech activities are urged to attend. Important reports will be submitted, and constitutional amendments considered. Send to the Secretary, or to your District Chairman, any matters for consideration at the Board Meeting to be held Wednesday, November 3.

**Speech Section at W. E. A. Annual Meeting in Milwaukee.** Plan to attend the speech sectional meetings at the Wisconsin Education Association convention. A special effort has been made to arrange a program of interest to all teachers of Speech and oral English. Tentative program enclosed. A debate on the Unicameral Legislature is scheduled between the University of Wisconsin and the University of Marquette.

**Debate Question.** This year's question is especially timely, and of real citizenship value. The Wisconsin legislature for several sessions has considered the Unicameral Legislature. Your high school debates will prove an important factor in the molding of an intelligent public opinion on this question. Contact your senator and your assemblyman.

Two copies of the **Debate Handbook** and one set of the **Supplement** (seven separate sections) will be supplied gratis by the Association to all member schools upon the receipt, by the Secretary, of the registration fee and the information that the school plans to debate. Resolved: That the several states should adopt a unicameral system of legislation. Additional copies of the Debate Handbook and Supplement, Reference Shelf, Congressional Digest, Editorial Research Report, Buehler's Debater's Help Book, Texas Debate Handbook, and probably some other references will be purchased in quantity and supplied at minimum cost. Information will be furnished from time to time on this supplementary material. A list of books available from the Traveling Library will also be supplied. Consult your public library, if you have one, before requesting books from the Traveling Library. Since there will be little material available for general distribution, the Department will mimeograph at a minimum cost, several of the best articles not easily available. Lists will be supplied from time to time.

**Loan Package Libraries** of reference material supplementing the local library facilities will be sent to those schools returning the Report Blank signed by the coach. Requests with such reports will be filed in order of receipt. The Department will not be able to secure a sufficient number of copies of all material for a uniform loan period. In justice to all schools, additional material will be sent to those schools that return material at the expiration of the loan period as indicated. Because of the cut in the budget

of the Department, **overdue notices will not be sent.** The date due will be indicated on a printed slip on each pamphlet. A fine of 2c per day will be charged for each day overdue. No additional loan material will be sent to any school whose record is not clear. Any school deprived of the use of loan material for the past two successive years because of delinquencies will again be eligible to the loan package library upon receipt, by the Department of Debating and Public Discussion, of the report blank for this year signed by the coach.

**Debating Bulletin.** Because of the crowded condition at the Department, "Principles of Effective Debating and How to Judge a Debate" and "Debating Societies, Organization and Procedure" are available to Wisconsin residents at 50% of the list price, at 18c and 13c respectively, with an added discount of 10% on purchases of six or more copies.

**Selections.** Copies of orations and readings will be supplied in the early fall. Those selections given at State Contests of 1935-37 are prohibited. See list in this issue of News Letter, p. 30.

**Every-Student Participation**—the goal in one or more of the speech activities sponsored by the Association. In order that a report may be available for the annual meeting, will you return promptly the Student-Participation Blank enclosed?

**Readjustment of Membership.** The special committee studied seriously the membership in the various districts and has made some adjustment. Check up in membership list, pp. 31-37, your district. Report immediately to the Secretary if not satisfactory.

**Dramatics.** Read carefully Miss Rockwell's plan for student participation at the Institutes. Start early. State dramatic contest will be scheduled before December 15, according to motion carried at annual meeting last year. Be sure to report to the secretary your choice of a play for regular forensic schedule.

**Combination Membership in National Association of Teachers of Speech and in the Central States Speech Association** is announced at \$3.50, payable to the Executive Secretary, Loren D. Reid, University of Missouri, Columbia, Missouri. If membership in N. A. T. S. has already been paid, it will be extended one year from its present expiration date. All members in good standing will be admitted to all conferences and conventions of C.S.S.A. without payment of registration fee. 1938 C. S. S. A. meeting is scheduled for Columbia, April 1 and 2, 1938. Make your plans to attend. Such meetings are especially helpful, as well as inspirational.

**Speech at University of Wisconsin the coming season.** Twenty events for 1937-38 forensic calendar have recently been approved, according to Byron Johnson, the newly elected Forensic Board president.

**George Barnes,** winning contestant in the State Forensic meet, appeared on the regular Superior Public School broadcast over WEBC. His selection was a cutting from "Emperor Jones" by Eugene O'Neill.

**Speech Institutes.** Only two of the four Speech Institutes contemplated are definitely scheduled—Shawano in November and Madison in December. A special effort will be made to determine the place and dates of one in the Northwest and one in the West. Spooner and Sparta seem to lead in interest, although neither has yet received the minimum vote of twenty. Please write to the secretary immediately if your school will plan to send a delegation to an Institute at either Spooner or Sparta if scheduled the latter part of October.

**Honor to Forensic Students.** Gordon Dupee, former student of Oconomowoc, has had a very credible record at the University of Wisconsin in the field of speech. He received the recognition "W" last year. Philip Desch, a contestant from Wisconsin High School in 1936, has just received the \$300 scholarship award from the Wisconsin Elks Association for his essay on "The Constitution." Allan Michie of Menasha who was the state winner in the extemporaneous speaking contest in 1932 has just accepted a position on the staff of the Time News magazine, New York. He is writing for the foreign section of the magazine. Several of his articles have appeared in recent issues. Congratulations Allan!