

### Coming Dates

Inter-Center Forensic Tournament  
 Green Bay ----- March 4-5  
 Delta Sigma Rho Speech Tournament  
 University of Wisconsin, Madison ---- March 11-12  
 Spring Meeting of Board of Control  
 Memorial Union, Univ. of Wis. Madison March 17  
 Central States Speech Ass'n Convention  
 Hotel Jefferson, St. Louis, Mo. ---- April 1 - 2  
 Choral Speaking Festival  
 Mount Mary College, Milwaukee ----- April 2  
 Governor's Conf. on Children & Youth  
 Madison ----- April 14-15  
 WHSFA State Speech Contest  
 Univ. of Wis. Madison ----- April 16  
 Wisconsin Idea Theatre Conference  
 Univ. of Wis., Madison ----- June 4 - 5  
 Wisconsin Idea Theatre Poetry Festival  
 Univ. of Wis. Madison ----- June 5  
 Institute on Radio and Television  
 Univ. of Wis. Madison ----- July 8  
 Institute on Drama and Theatre  
 Univ. of Wis. Madison ----- July 22  
 Institute on Speech Correction & Audio-  
 logy, Univ. of Wis. Madison ----- Aug. 5

### Certificates of Merit

A post card for ordering Certificates of Merit earned by students in inter-school competition will be sent with this News Letter.

Route to  
 Drama Coach \_\_\_\_\_  
 Debate Coach \_\_\_\_\_  
 Speech Coach \_\_\_\_\_

## WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWSLETTER

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

AFFILIATED WITH  
 BUREAU OF INFORMATION AND PROGRAM SERVICES  
 UNIVERSITY OF WISCONSIN EXTENSION DIVISION  
 1327 University Avenue, Madison 5, Wis.  
 Phone: Dial 5-3311, Ext. 4233

VOL. XXVI

MADISON, WISCONSIN, FEBRUARY 1955

NO. 3

### Latest Dates for Contests

#### Speech

League Contests ----- March 19  
 District Contests ----- April 2  
 State Contest ----- April 16

Please try to avoid scheduling school programs on dates that will conflict with those given above.

See the back cover of this News Letter for other dates of interest to speech coaches.

Last Call for dues! You will not receive the free declamations or Winning Orations until dues are paid.

### BOARD OF CONTROL

#### Northern Section

BARRY E. ROBINSON  
 Eau Claire

Eau Claire District  
 WILLARD SWANSON  
 Rice Lake

River Falls District  
 F. M. ROBEY  
 Clayton

Superior District  
 H. F. CONNORS  
 Hurley

#### Central Section

E. C. MARQUARDT  
 Wausau

La Crosse District  
 K. A. CURRAN  
 Cashton

Oshkosh District  
 A. F. CHRIST  
 New London

Stevens Point District  
 A. D. WICKLUND  
 Nekoosa

#### Southern Section

NEIL D. GREENE  
 Muscoda

Milwaukee District  
 N. E. COLBY  
 West Bend

Platteville District  
 M. V. CAMPBELL  
 Muscoda

Whitewater District  
 J. A. BYRGE  
 Whitewater

H. F. CONNORS, *Chairman*  
 Hurley  
 ROBERT H. SCHACHT, *Sec'y-Treas.*  
 University Extension Division  
 RODERICK MCPHEE, *Ass't Sec'y-Treas.*  
 University Extension Division

PROFESSOR A. T. WEAVER  
 Advisor in Speech  
 University of Wis.  
 PROFESSOR ROBERT E. GARD  
 Advisor in Dramatics  
 University of Wis.

## Contents

Results of Debate Poll-----	3
State Drama Contest -----	4
Wisconsin High Wins Discussion Contest ---	5
Report of Preliminary Discussion Contest--	6
State Debate Tournament -----	7
Report on SAA-NUE1 Conference -----	8
Reactions to SAA Convention -----	11
Survey on Financing WHSFA Activities ----	13
Central States Convention -----	16
Three Speech Institutes -----	17
Experiment in Judging Extemp Reading-----	18
Coming Events -----	20

## One Act Play List 1955

The one-act play list for next year will be mailed out to all member schools with the May News Letter. It is being sent in May so that coaches may read plays during the summer months when there is not such a demand for examination copies and you will find more of them available to you.

Professor Gard, of the Wisconsin Idea Theatre is again compiling the list.

## Wisconsin High School Forensic Association

### Next Year's Problem Area: Educational Opportunities

Wisconsin coaches and members and affiliates of the NUEA Committee agreed that the problem area for 1955-56 should be How should educational opportunities be increased for the youth of the United States?

A record vote by the Wisconsin schools gave the educational topic 25 firsts, labor-management 17 firsts, and natural resources 8 firsts. 50 of the 72 eligible schools participated in the referendum. The Board of Control has limited participation in debate referenda to those schools which participated in contest debating during the previous year.

Wisconsin's vote was forwarded on to be compiled in the national referendum which closed February 10. Here again the voting was heavy but one-sided. Of the 40 leagues eligible to vote, 34 responded. Education received 25 firsts, labor-management 7, and natural resources 2.

The discussion topics are:

- 1 How can we increase educational opportunities beyond high school?
- 2 How should the local state and federal governments divide responsibility for education?
- 3 How can extra-curricular activities best contribute to the educational problem?

The debate propositions are:

- 1 Resolved: That governmental subsidies should be granted according to need to high school graduates who qualify for additional training.
- 2 Resolved: That the educational privileges granted to veterans of the Korean war be accorded to all qualified American youth.
- 3 Resolved: That the federal government should guarantee higher education to qualified high school graduates through grants to colleges and Universities.

## Wisconsin High School Forensic Association

### State Drama Contest

An audience which at times was more than two-hundred persons watched the State Drama Contest which was held December 10-11 in Bascom Theatre at the University of Wisconsin. Those who attended witnessed a contest which set an all-time high in the number of "A's" awarded, with seven schools achieving that rating. The contests held in 1949-50 and 1950-51 had seen six "A's" awarded, which up to this year had been the most "A's" in the state finals. Seven schools received "B" ratings, and two schools were given "C" ratings.

The schools and plays which received "A" awards were: Fond du Lac (Romance of the Willow Pattern), Foyette (Minor Miracle), Milwaukee Marquette (The Rising of the Moon), La Crosse Aquinas (The Doctor in Spite of Himself), Ripon (Hello Out There), Milwaukee Mercy (Fog), and Hurley with (Antic Spring).

"B" ratings in the contest were received by Richland Center, Shiocton, Soldiers Grove, Ashland DePadua, Merrill, Eau Claire Regis, and Lake Geneva.

"C" ratings in the contest were received by Park Falls and Superior Cathedral.

The three judges were:

Mr. Sherwin Abrams, Janesville Community Theatre  
Mr. Pacey Beers, Wisconsin State College, Superior  
Prof. Frederick Buerki, University of Wisconsin

### Lost--One Class Ring

At the State Drama Contest a girl's class ring was lost by Diane Hanson, 172 Church Street, Richland Center. The ring had a ruby stone and a gold frame, with initials R. C. and D. H. Anyone knowing anything about the ring please write her.

## WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

### Wisconsin High Wins Discussion Contest

Wisconsin High School of Madison, which finished second in last year's discussion contest, was awarded top honors in this year's tournament. The Wisconsin High group was coached by Robert Skouge and consisted of:

Judy Lemon, Suzanne Fries, Rowena Green,  
William Jueds, and Dick Reznichuk.

Each of the fifteen schools entered in the contest tape-recorded a twenty-minute discussion on the topic

"What Should be the United States  
Trade Policy Toward Communist-Bloc  
Nations?"

The tapes were then judged as group discussion efforts.

Second place in the finals went to Campion of Prairie du Chien; third place to Merrill High School; and the defending champions, Whitefish Bay, received fourth place.

The judges were:

W. L. Brembeck, Univ. of Wis. Speech Dept.  
F. W. Haberman, Chairman, Univ. of Wis.  
Speech Dept.  
R. K. Huitt, Univ. of Wis. Political Science  
Dept.

Wisconsin High School Forensic Association

Report of Preliminary Discussion Contests  
(Numbers indicate ranking)

Section I. Judge, Sherman Gunderson, WSC, Oshkosh	
Janesville	1
Wisconsin High	2
Marinette	3
Stoughton	4
Section II. Judge, Marion Hawkins, WSC River Falls	
Barron	1
Racine Horlick	2
Winneconne	3
Section III. Judge, O. Gayle Manion, WSC Superior	
Amery	1
Campion	2
Lake Geneva	3
Orfordville	4
Section IV. Judge, T. J. McLaughlin, UWFD-Milw.	
Merrill	1
Whitefish Bay	2
Chippewa Falls	3
Middleton	4

Report of Semi-Finals

Section I. Judge, Grace Walsh, WSC Eau Claire	
Merrill	1
Wisconsin High	2
Amery	3
Racine Horlick	4
Section II. Judge, H. H. Brockhaus, Univ. of Wis.	
Campion	1
Whitefish Bay	2
Janesville	3
Barron	4

Wisconsin High School Forensic Association

Three Schools Tie for First Place  
At State Debate Contest

Eau Claire Senior, Wausau and West Bend tied for the State Debate Championship with identical records of 7 wins and 1 loss. The winning debaters from Eau Claire were Leslie Wiberg, Rick Chilgren, Maxine Brandt and Lonny Winrich, coached by Barry Robinson. Representing Wausau were Henry Timm, Kenneth Campbell, Irene Schlei and Richard Braun, coached by E. C. Marquardt. The West Bend team was composed of Charles Geiger, Gordon Grissemer, Sonia Bernhardt, and Joe Zenk, coached by Bruce Bertram.

Second place was awarded to Chippewa Falls Senior coached by Dana Kurfman, with a record of 6 wins and 2 losses.

Third place was shared by debaters from Kenosha, Two Rivers and Wisconsin High of Madison with identical records of 5 wins and 3 losses.

Other schools with their wins and losses:

	<u>wins</u>	<u>Losses</u>
New Richmond	4	4
Port Washington	3	5
Amery	2	6
Appleton	2	6
Janesville	2	6
Rhineland	2	6
Sheboygan Central	2	6
Waupun	1	7

Wisconsin High School Debate Association

Report to the Membership  
on the  
SAA--NUEA Conference

E. C. Marquardt, Official Wisconsin Delegate

How is the national high school debate question selected? Is the NUEA Committee fair and competent? What part do high school debate coaches play in the proceedings?

These were some of the questions that ran through my mind as I headed towards Chicago on December 27 to attend the combined meeting of the Speech Association of America and the NUEA Committee on Discussion and Debate Materials. I had been appointed by the Board of Control to represent the WHSFA on the Advisory Council to the NUEA Committee. I was one of a total of approximately 35 delegates who represented various state leagues affiliated with the NUEA Committee.

The first business to come before us was to determine the official questions for the remainder of the '54-'55 season. An informal poll was taken to see which of the three questions had been used the most so far. It was discovered that the question that Wisconsin debate coaches had selected last October had been the one used most frequently. The informal poll was followed by a formal vote and the question selected was:

Resolved: That the federal government should initiate a policy of free trade among nations friendly to the United States.

The council also recommended as the official discussion topic:

"What should be the foreign trade policy of the United States?"

Wisconsin High School Forensic Association

The group then discussed the issue of having three debate questions within a problem area or going back to the old system of having one single question. Since Wisconsin coaches had voted several times in favor of the one question, I made a plea for going back to the old system. It was also pointed out that the National Forensic League Chapters, which represent the best cross section of debate schools in the nation, had voted by a two to one margin in favor of the single proposition. The representatives, however, after much discussion, voted to retain the three question system by a vote of 20 to 4.

As I listened to the discussion I was impressed by the sincerity, ability, and sportsmanship of the representatives of the various state leagues. It seemed to me, however, that not all of the leagues provide the same opportunities to discover the views of the principals and debate coaches within their respective states as do we here in Wisconsin.

Our Secretary-Treasurer, Bob Schacht, serves as chairman of the NUEA Committee and presides at most of the sessions. He did an outstanding job in the difficult task of directing the discussions and proceedings leading to the selection of new debate and discussion questions. After discussing all suggestions, five areas were selected for further consideration. These were:

Education, national resources, labor, agriculture, and special problems of youth.

Sub-committees were appointed and charged with wording three discussion questions and three debate propositions in each area. Your representative was chairman of the committee on "Special Problems of Youth." Our sub-committee met Wednesday morning.

At the open meeting Wednesday afternoon, after each committee gave its report and recommendations, the merits of each of the areas were discussed with five minutes allowed for each topic. The delegates finally chose three areas:

Educational opportunities, national resources, and labor problems.

A five member wording committee was asked to frame topics and questions in these areas. At the open meeting on Thursday, the wording committee reported and invited all to express their views. The discussion was fair and democratic. The final wording, however, is the decision of the five-man wording committee.

The questions asked at the beginning of this article were answered for me as a result of having been the official delegate of the WHSFA. I learned how the discussion and debate topics are selected. I discovered that the NDEA Committee on Discussion and Debate Materials is composed of a highly competent group of hard working men. It seemed to me, however, that high school principals and debate coaches play too little part in the proceedings.

It would be a fine thing for many high school debate coaches to be able to actively participate in the national proceedings which determine to a large degree how their "debate life" is to be governed.

This debate coach is grateful to the board of the WHSFA for having had the opportunity of being its delegate.

Reactions to SAA Convention

From Mrs. Gladys Johnson, Winneconne Community Schools

"It is too often true that high school students fail to take advantage of the opportunities to learn public speaking, because they cannot foresee their needs of the future.

"Mr. Joseph Anderson, President of the Winneconne School Board, who has recently been elected to represent the second Winnebago District in the Wisconsin legislature said,

'I certainly would like to get it across to the students that they should avail themselves of every opportunity offered in high school to take part in various speaking situations, for who knows where their lives might lead them. Maybe they, too, will be elected to the legislature and have to make speeches.'

"Those are the words of a man, who, even though past middle age, realized his lack of training in public speaking and enrolled in a night class for a Dale Carnegie course. He states that the opportunities were offered to the members of his high school but he did not avail himself of them. Now, at considerable expense to him personally, and at a time when learning is more difficult for him than during his youth, he feels the necessity for learning to 'speak intelligently before an audience.'

"In an effort to help the speech teachers of the Winneconne Community Schools increase their abilities in this field, he convinced the School Board to send three of us to the Speech Convention where we received considerable help and worth-while suggestions."

Wisconsin High School Forensic Association

From Phyllis Ransom, Stoughton High School

"If I had to choose five adjectives to describe the National Speech Convention in Chicago, I'd choose scintillating, informative, verbose, stimulating, and provocative. Certainly the great variety of meetings accommodated a wide variety of interests. The discussion of the financial problems of forensics across the nation gave me a greater appreciation of the support given our high school program. I enjoyed the opportunity to examine the new books and other speech materials available. Renewing acquaintances with others in the nation interested in speech was a pleasure. All in all it was a fine convention."

From Mildred H. Thompson, Albany High School

"As a teacher in a small high school I considered the conference an opportunity for enrichment. It was a gratifying experience to talk with teachers in other parts of the country who have the same problems as we have in a high school forensic program. Ideas were generously shared and I came home refreshed and encouraged."

From Mrs. Georgia Mueller, Antigo Senior High School

"I have always been proud to be a member of the Speech Association of America. Today, after attending the 1954 Speech Conference I am even more convinced that my chosen work as a high school teacher is one of the greatest in the educational field. Since I am especially interested in interpretation and theatre, I attended the sectional meeting in these fields. Leaders from all over the United States made important contributions. I had an opportunity to listen to authorities, to participate in discussion, to watch demonstration classes, and to visit with my colleagues from all over the country."

Wisconsin High School Forensic Association

Financing of WHSFA Activities  
(Report on Survey)

"How do other schools finance their speech activities?" This problem came up at the November meeting of the Board of Control, and the members decided to try to find the answer. A questionnaire was prepared and sent out to all member schools with the November News Letter. 163 replies have been received, giving us a good random sample of the schools in the state.

Respondents were instructed to reply only in terms of the activities sponsored by the WHSFA. The responses are tabulated on the following pages. Tables I, II, and III indicate the amount of money spent on each activity, while Table IV indicates the source or sources of the funds. In Tables I, II, and III the "range of expenditure" indicates the smallest and largest amounts reported for that activity. The "mean" is a simple average, and the median is the middle number in a list arranged from smallest to largest.

It is rather difficult to draw any profound conclusions from a study of this nature. The most obvious finding is that the primary source of financial support for speech activities is the Board of Education. However, the value of this study lies not in searching for conclusions at the state office, rather, it is in affording you the opportunity to compare your fiscal policies with those suggested by this data.

Wisconsin High School Forensic Association

Table I  
Debate

Size of School	No. of Replies	Range of Expenditures	Mean	Median
149 or less	3	\$30.00	\$98.23	\$71.07
150-349	14	5.00	250.00	81.70
350 or more	21	36.00	1000.00	231.55
Totals	38	\$ 5.00	\$1000.00	\$163.66

Table II  
Drama

Size of School	No. of Replies	Range of Expenditures	Mean	Median
149 or less	18	\$7.50	\$160.00	\$64.06
150-349	29	5.00	225.00	68.79
350 or more	15	25.00	150.00	52.42
Totals	62	\$5.00	\$225.00	\$63.05

Table III  
Speech

Size of School	No. of Replies	Range of Expenditures	Mean	Median
149 or less	51	\$12.00	\$225.00	\$51.25
150 - 349	55	10.00	250.00	77.45
350 or more	34	15.00	300.00	121.22
Totals	140	\$10.00	\$300.00	\$78.55

Wisconsin High School Forensic Association

Table IV

Source of the Funds

Source	%	Drama (74 Replies)	Debate (40 replies)	Speech (159 repl)
Board of Education	100	29	29	85
	75	4	0	20
	50	6	3	9
	25	4	2	6
	0	31	6	39
Activity Fund	100	13	6	29
	75	1	2	6
	50	4	0	6
	25	4	1	7
	0	52	31	111
Funds Earned By Students	100	1	0	0
	75	0	0	2
	50	2	2	3
	25	4	1	6
	0	67	37	148
Admissions	100	9	1	5
	75	5	0	0
	50	8	0	4
	25	5	0	10
	0	47	39	140



Central States Convention

Every teacher of speech will find meetings of interest on the program of the annual convention of the Central States Speech Association on April 1 and 2, 1955, at the Hotel Jefferson in St. Louis. Plans have been completed for an expanded program which has been carefully arranged to avoid schedule conflicts between sectional meetings relating to any one area or subject.

Because the CSSA officers believe that a regional meeting offers certain opportunities not always found at the larger national meetings, special attention has been given to panel discussions and symposia dealing with professional problems of the classroom teacher at all levels--not only college, but secondary and elementary as well.

Areas represented in the CSSA Convention program include: Communication; Elementary School Speech Programs; Forensics; Interpretation; Ministerial Training Programs; Public Address; Radio; Secondary School Speech Programs; Speech and Hearing; Television; and Theatre.

Among the Wisconsin teachers who will be on the program are Mary Jane Ryan of Washington High School, Milwaukee. Robert Skouge of Wisconsin High School, Madison, Rod McPhee of the WHSFA, w. L. Brembeck and John Dietrich of the University of Wisconsin Speech Department.

Extemporaneous Speaking

Each school is responsible for securing its own magazines from which topics for extemp speaking will be selected. See p. 6 of the September News Letter for rates and addresses. Each school should subscribe to at least two of these magazines.

Three Speech Institutes  
Announced for Summer Session

The Department of Speech is sponsoring three institutes during the summer session. On July 8 an institute in radio and television is to be held. Professor Warren Guthrie, Chairman of the Speech Department at Western Reserve University, Cleveland, Ohio, and a news telecaster, will be the guest speaker. On July 22 an institute in drama and theatre will be conducted. The speaker is to be Professor F. Theodore Cloak, Director of Lawrence College Theatre, Appleton, Wisconsin. On August 5 an institute in speech correction and audiology will be held. Professor Jon Eisenson, Director of the speech clinic at Queens College, New York will be the speaker.

These institutes will be of interest to general speech students as well as to speech teachers and therapists. The programs are designed to give information which will increase understanding and appreciation of the three areas of speech represented, and also provide instruction which will contribute to greater teaching effectiveness in these areas.

For further information address

Professor Herman H. Brockhaus  
Department of Speech  
University of Wisconsin  
Madison 6, Wis.

## Wisconsin High School Forensic Association

### An Experiment in Judging Extemporaneous Reading

Speech coaches are perennially interested in the problems of judging and many of them have asked that we consider some of those problems at our speech institutes. As a result the following experiment was devised by Dr. Wynett Barnett and Mr. Rod McPhee and conducted with the cooperation of everyone attending the institute held at Whitewater, January 13, 1955.

Three students, Katherine Korth of Lake Mills, Martha Bromley of Whitewater College High, and Fred Christians of Johnson Creek, gave extemporaneous readings in the auditorium before the entire institute audience. These readers were judged by three groups of judges: (1) Three official judges, Mrs. Julia Mailer and Dr. H. H. Brockhaus of the University of Wisconsin, and Dr. Jack Vrieze of WSC, Whitewater; (2) the 24 high school coaches present, and (3) the 326 students present.

The table below reveals how the ratings varied on the different speakers. They show that while there was generally considerable agreement on ratings, there were some large differences of opinion. This was especially noticeable for speaker three.

Table

Ratings by	Speaker 1			Speaker 2			Speaker 3		
	A	B	C	A	B	C	A	B	C
3 Judges		3			1	2	1	1	1
24 Coaches	15	9			8	16	1	15	8
326 Students	219	106	1	1	65	260	45	196	85

What factors might cause these different ratings? The three official judges and Mr. McPhee had a panel discussion based on this experiment and suggested several items. One was that the background of the

## Wisconsin High School Forensic Association

judge made a difference; that is a judge whose major interest is public speaking naturally has a somewhat different approach than a drama teacher, no matter how objective each tries to be. An interesting point came up concerning speaker 3, who read a selection about a hunter in Africa. The judge who awarded this speaker an A had forgotten, but remembered during the panel discussion, that the night before he had been reading a book about big-game hunting, which subconsciously increased his interest in the selection. The panel members agreed that while it is desirable to attempt to be as objective as possible in judging a speech, in the final analysis each speech must be considered as an artistic whole, and the judgement of any art must of necessity be ultimately subjective. Coaches should help their students realize this, and avoid over-emphasis of ratings.

Other points raised by the panel included discussion of the fact that in most contests it is the "A" winners who ask for comments from the judges, while the B and C winners, who need the most help, usually disappear after the ratings are announced. Students were also urged to spend more time at the contests listening to speakers from other schools, rather than running around in groups to hear only speakers from their own school.

The panel members recommended that those responsible for arranging the contests make sure that time is allowed for oral comments by the judge. No person can possibly do an effective job of judging when he is asked to hear 30 or 40 speakers in a row, eat a hurried meal, and then hear another 10 or 15 speakers. If the judge is considered not as a person who is there to "pick winners," but as a speech teacher whose main task is to assist the student, then the educational function of the contest will be realized.