

Coming Speech Events in Wisconsin

Eau Claire College Speech Meet - - - - -	
Wisconsin State College, Eau Claire - -	Feb 14-16
Inter-Center Forensic Tourney - - - - -	
Racine Extension Center - - - - -	Feb 22-23
State Debate Tournament - - - - -	
Bascom Hall, Madison, Wisconsin - - -	Mar 1--2
"Ethan Frome" Lawrence College - - - - -	
Appleton - - - - -	Feb 28--Mar 2- Mar 7--9
"Candida" Ripon College - - - - -	
Ripon - - - - -	Mar 1--2
"Carousel" Wisconsin State College - - -	
Whitewater - - - - -	Mar 3--6
"Beyond the Horizon" University of Wisconsin	
Milwaukee - - - - -	Mar 6--9
Delta Sigma Rho Speech Tournament - - - - -	
University of Wisconsin, Madison - - -	Mar 8--9
"The Plough and The Stars" Wisconsin Players	
Madison - - - - -	Mar 12-16
Sixth International Debate-British Team vs	
Wisconsin State College, Eau Claire - -	Mar -20
"Sabrina Fair" Wisconsin State College - -	
Eau Claire - - - - -	Mar 21-26
"The Rainmaker" Wisconsin State College	
Superior - - - - -	Mar 27-30
Exhibition of Theatre Memorabilia - - - - -	
Wisconsin State College, Whitewater -	April 7--8
"Morning's at Seven" Wisconsin Players -	
Madison - - - - -	April 9-13
Three "One-Acts" Wisconsin College - - -	
Stevens Point - - - - -	April 10-11
Choral Speaking Festival, Mount Mary College	
Milwaukee - - - - -	April -13
"Family Reunion" Alverno College - - - -	
Milwaukee - - - - -	April 13-14
"Fuente Ovejuna" (Arena Style) - - - - -	
Lawrence College, Appleton, - - - - -	April 25-27
- - - - -	May 2-4

Wisconsin High School Forensic  
Association News Letter

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

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

AFFILIATED WITH

BUREAU OF INFORMATION AND PROGRAM SERVICES  
UNIVERSITY OF WISCONSIN EXTENSION DIVISION

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NO. 3

Latest Dates for Speech Contests

League - - - - -	March 16
District - - - - -	March 30
Sectional - - - - -	
State - - - - -	April 13
Alexander Hamilton Extemp Speaking Contest - - - - -	April 27

Please try to avoid scheduling school activities which conflict with the above dates.

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Wisconsin High School Forensic Association

State Drama Contest

Three one-act plays were awarded "A's", the highest honor in the state, at the state contest held on Saturday, December 15, 1956 in Bascom Theatre. Ken Curran, Chairman of the Board of Control, presented medals to all participants, and plaques to the "A" winners; New-London, Eau Claire Regis, and Medford.

The three-judge panel consisted of:

Kirk Denmark, Beloit College  
Robert Hethmon, University of Wisconsin  
Julia Mailer, Play Librarian, University  
of Wisconsin Extension Division

The complete report is as follows:

School

	<u>Denmark</u>	<u>Hethmon</u>	<u>Mailer</u>	<u>Average</u>
Eau Claire Regis	A	A	A	A
New London	A	A	A	A
Medford	A	A	B	A
Seneca	B	B	A	B
West Bend	A	C	B	B
Green Lake	B	C	B	B
West Salem	B	C	B	B
Wilmot	C	B	B	B
Prairie du Sac	C	C	A	B
Ashland De Padua	B	C	C	C
Superior Cathedral	B	C	C	C
Cornell	C	C	C	C
Walworth	C	C	C	C

TABLE OF CONTENTS

State Drama Contest Results - - - - - 3  
Merrill Repeats as Discussion Champion - - - - - 4  
Latest "Info" on Hamilton Contest - - - - - 6  
Two Invitations - - - - - 9  
UW Summer Speech Program - - - - - 10  
Thoughts on Interpretative Reading - - - - - 11  
Champions of 25 Years Ago - - - - - 15  
In Memoriam - - - - - 19  
Coming Speech Events in Wisconsin - - - - - 20

Administrators

Are you routing your coach's copy to ALL of the teachers who have forensic responsibilities in your school? Many of their inquiries to this office can be eliminated if you will follow through on this request for us. Thank you.

Certificates of Merit

A post card is enclosed with this Newsletter on which you may order certificates of merit for your students that have participated in one or more inter-school contests.

Wisconsin High School Forensic Association

Merrill Repeats as Discussion Champion

What should be the policy of the federal government in regard to agriculture?

Merrill High School, having distinguished itself in two previous efforts in the state tape-recorded panel discussion contest by winning 3rd place in 1954 and 1st place in 1955, added another laurel by repeating as state champion in 1956. The group was coached by Miss Hannah Haroldson (see page 19), and none of the panelists participated in last year's contest. Dick Taylor moderated the panel which consisted of Roy Knispel, John Michler, Tom Vaughn, and Bill O'Laughlin.

Wisconsin High, recipient of either first or second place honors since the contest began in 1953, repeated last year's performance by winning 2nd place. The moderator was Judy Lemon. Panelists were: Robert Leniz, Mary Prince, Dave Strobel, and Perry Schultz. Miss Alice Rhode coached the group.

Wisconsin Dells, coached by Richard T. Lucke, took 3rd place. Bill Lawhorn, Dick Kelly, and Bob Millard made up the panel which Bud Wilcox moderated.

Judges for the final contest were:

Dr. Herman Brockhaus and Charles A. White of the University of Wisconsin Speech Dept.  
Mr. William Knox, Editor of Hoard's Dairyman.

Panelists from Merrill received gold medals and the school was awarded a plaque. The winning tape was broadcast over the state radio network on New Year's Day at 4:30 P. M. A copy of the tape may be borrowed from this office by any school requesting it.

Wisconsin High School Forensic Association

Sixteen schools were originally entered in the contest, but the closing of some schools, caused by winter storms and deer hunting, cut the number of entrants to 11. They were divided by lot into three preliminary contests, with the following results:

Section I

Judge, James Cleary, University of Wisconsin

	<u>Rank</u>
Madison Wisconsin High School - - -	1
Ellsworth - - - - -	2
Greenwood - - - - -	3
Medford - - - - -	4

Section II

Judge, Hugo Hellman, Marquette University

	<u>Rank</u>
Merrill - - - - -	1
Monona Grove - - - - -	2
Chippewa Falls - - - - -	3
Marinette - - - - -	4

Section III

Judge, Allan Frank, University of Wisconsin

	<u>Rank</u>
Wisconsin Dells - - - - -	1
Mindoro - - - - -	2
Wauwatosa - - - - -	3

Finals

Brockhaus   Knox   White   Rank

Merrill - - - - -	1	- - - 2	- - - 1	- - - First
Wisconsin High - - - - -	2	- - - 1	- - - 2	- - - Second
Wisconsin Dells - - - - -	3	- - - 3	- - - 3	- - - Third

Wisconsin High School Forensic Association

Latest Information on Hamilton Contest.

High school students wondering which of the eight speech events to enter this year might consider seriously the extemporaneous speaking contest. Those young men and women who emerge from the state contest with an "A" in this event will be eligible to enter the Alexander Hamilton Speech Contest to be held in Madison, April 27, 1957.

It is the purpose of this contest to select one person (and three alternates) to represent Wisconsin at the American Students Constitutional Convention, to be held in Philadelphia's Independence Hall next June. This Convention will be made up of 55 delegates, as was the Philadelphia Constitutional Convention in 1787. It will be, in effect, a mock constitutional convention. On the basis of the quality of the student delegates' participation in this event as determined by competent observers, and the students' knowledge of the Constitution and of Hamilton as determined by objective written examinations, thirteen outstanding students will be selected. The four highest ranking students will be featured on a nation-wide television program.

Scholarships of significant amounts will be given to each state winner, additional awards to the thirteen outstanding participants at the Philadelphia Convention, and additional scholarships to the top four finalists. The amounts will be announced as soon as possible, but it is the hope of the Committee that state winners will receive \$1,000 and all expenses to the Philadelphia Convention, the thirteen national "semi-finalists" an additional \$2,000 and the four "finalists" an additional \$1,000. In all cases, a like amount is planned to be given to the institution attended by the scholarship winners. NOTE: THESE AMOUNTS ARE STILL UNOFFICIAL. REPEAT: UNOFFICIAL.

(Cont'd.)

Wisconsin High School Forensic Association

How to Prepare

How might a student who is "out for extemp speaking" increase his chances to win the state scholarship and make a good showing in the national?

Keep foremost in mind the purpose of the contest. This is the bi-centennial anniversary of Alexander Hamilton. The United States Congress has set up a distinguished Committee to promote the observance of the occasion. This Committee believes that one of the things for which Hamilton should be remembered is the way in which he used informed and reasoned eloquence in the determination of public policy and the conduct of public events. The Committee believes that this use of speech for the good of the people--pro bono publico--should be encouraged and rewarded. It hopes that the incentive of contests, awards, and the Philadelphia Convention will encourage many high school students to develop a better appreciation of the American Constitution, the form of government it set up, and Hamilton's influence during this period; to become better informed on contemporary affairs; and to use his knowledge and understanding, through the spoken word, to promote clarification of and solutions to public problems of today.

Any preparation for this contest should, therefore, include a study of the life and times of Alexander Hamilton. To this end, winners of the state extemp speaking contest will be given a copy of The Basic Ideas of Alexander Hamilton by Richard Morris, and Alexander Hamilton: Selections Representing His Life, His Thought, and His Style, edited by Bower Aly, which should prove helpful in preparing for both the state contest and the national convention. Preparation should include a thorough understanding of the American Constitution. To this end, winners of the state extemp speaking contest will be given a copy of The Constitution of the United States, by Norton.

(Cont'd)

## Wisconsin High School Forensic Association

Your social studies teacher and librarian can help you become increasingly familiar with the great issues before the Constitutional Convention, the various ratifying conventions, and early Congresses, and the positions taken by Alexander Hamilton as he helped formulate basic policies of government. Some of those issues are before us yet today, and the extemp speaking topics to be used in the Hamilton Contest will represent most of those old issues in modern form. To prepare for this part of the contest, do the best possible job of preparing for the extemp speaking contest that you can, with emphasis upon political and economic problems.

NOTE: PLEASE READ PAGES 9-11 OF THE SEPTEMBER NEWSLETTER FOR ADDITIONAL ANNOUNCEMENTS.

### Extemporaneous Reading

Narrative poetry of recognized literary value will again be used for the extemporaneous reading contests. The WHSFA has a collection of seven poetry books for sale for \$3.00. Many schools have already ordered these books.

In any anthology you will find lyrical poems, sonnets, and many other forms of literature as well as narrative poems. It will, therefore, be necessary for you to search for the narrative poems. See page 13 of AIMS, PURPOSES, AND DEFINITIONS OF SPEECH, DRAMA, AND DEBATE CONTESTS for further information and suggestions.

### Extemporaneous Speaking

Each school is responsible for securing its own magazines from which topics for extemp speaking will be selected. See page 7 of the September Newsletter for subscription rates and addresses of publishers. Each school should subscribe to at least two of these magazines.

## Wisconsin High School Forensic Association

### You Are Invited To a Tournament of Champions

Yes, whether or not your school is among the finalists in the State Debate Contest, you are invited to come to Madison on March 1 and 2 and listen to the top teams in the state compete for the championship.

In fact, even if debate is not an activity in your school, a speech class or other interested students would find this a worth-while learning experience. Possibly it could provide the incentive for forming a debate team in your school next year. Why not join us at Bascom Hall? Headquarters are in Room 165.

#### Schedule:

Round I	3:15 P. M.	March 1
Round II	4:30 P. M.	
Round III	9:00 A. M.	March 2
Round IV	10:15 A. M.	
Presentation of Awards at 11:45 A. M.		

### You Are Invited To A Choral Speaking Festival

Mount Mary College cordially invites all teachers of high school and grade school classes to present their verse speaking choirs at the Mount Mary Theatre, (2900 Menomonee River Parkway) Saturday, April 13.

This festival is a workshop, not a contest. Its purpose is to bring to light the good work that is being done in choral speaking and to help this work through demonstration and constructive criticism.

Dr. Wallace Bacon, Chairman of the Interpretation Department, School of Speech, Northwestern University, will act as critic. For further information write to Agnes Curren Hamm, Chairman of the Festival.

Wisconsin High School Forensic Association

UW Speech Department's 1957 Summer Program

Plans have been announced in Madison for the University of Wisconsin Speech Department's 1957 Summer Session program. Professor F. W. Haberman, Chairman, noted that the program is designed for undergraduates whether majors in speech or some other subject, for graduate students, for directors of speech activities, and for teachers and others who wish to improve their personal ability in communication.

The department will sponsor four major Wisconsin Players productions in the air-conditioned Union Theatre. In the Play Circle, student-directed plays will be produced. In both theatres, students are invited to participate in acting, staging, lighting, costuming, and makeup.

This year's Speech Institute will concentrate on the areas of speech correction and public address. The former will deal with recognizing and handling common speech defects found in normal school children, and the latter with techniques of persuasion in contemporary speaking.

Laboratory sessions of summer television courses will be conducted in the studios of WHA-TV, with opportunities for qualified students to gain on-the-air experience in both TV and radio. All students are eligible to participate in Wisconsin Players' live dramatic telecasts.

The department and the Wisconsin Bureau for Handicapped Children, in cooperation with University Hospitals and the School of Education, will sponsor five residential clinics for speech-handicapped children. Clinics will be conducted in the areas of cleft palate, aphasia, cerebral palsy, stuttering, and hearing.

Wisconsin High School Forensic Association

Some Thoughts on Interpretative Reading

By

Mrs. Julia Mailer, Theatre Librarian  
Bureau of Information and Program Services

With the addition of interpretative reading to our WHSFA contest, many new problems seem to have arisen for readers and coaches. It is very difficult to answer these questions in one short article, but we shall make a beginning at least.

For the basic goals of interpretation, we refer you to the reprint called Oral Interpretation at Speech Festivals by Edna Gilbert, which accompanied your November Newsletter. It should answer many questions for you.

Recently, I was on a panel at Whitewater State College, and later at La Crosse. The panel members in both instances were people who had judged interpretative reading and declamations in the WHSFA contests. Questions had been sent in by speech coaches and we were asked to discuss them--and to clarify the positions we took as judges. Many interesting points were brought out. Let's look at some of these questions and their answers which I shall try to sum up from memory.

What Do You Look For?

One judge was quick to answer that one. He said he looked for integrity and honesty in the reader. He wanted a student to react thoughtfully and imaginatively to the printed page and not to put on a show. He was sure that the results of studying and thinking about what the author meant would shine through a student's physical being, and lack of thoughtful study would result in mechanical stereotyped reading and gesture. Another judge spoke of typed reading and gesture. Another judge spoke of totality of action; that is, the

reader must show the same emotional reactions through the voice, the face, the gestures, the bodily position at any one time. This will, of necessity, follow in natural sequence if the reader is thinking clearly and using creative imagination as he studies the material he is reading. The mind will stimulate the voice, the face, and the body if the reader will allow it to. If he tries to superimpose little tricks, or if speech mannerisms which have nothing to do with the content of the selection creep in, we know that the reader is not wholly applying himself to the story or the philosophy on the page. Instead, he is "coming out of himself" to objectively look at himself and say, "My, I'm not making much of an impression on my audience. I'd better move forward, or smile or gesture." This, the keen judge will catch immediately. We call it unmotivated action. It is an action which is applied consciously from the outside.

#### Where Does Memorization Begin--and Stop?

The judges were agreed on this. The interpretative reader does not memorize--either consciously or unconsciously. Let that be stressed again and again. Why? Because the thoughtful reader will need to refer to the printed word or sequence of words many times to draw from these black and white symbols new ideas--new life. If the material is worthy of such study, the readers will find a never ending supply of inspiration in the stimulating word pictures, and the challenging ideas. Too, the book before the reader is the reminder that these words which the student is reading are not his own, but the authors. We should give the author at least the courtesy of going back to his page with our eyes to remind the audience that this is the source of inspiration. These are some of the external reasons for not memorizing. That does not mean, however, that the reader's eyes must become glued to the page.

(Cont'd)

He should practice taking in groups of words at one time, lifting his eyes from the page, saying the words and returning to the page for the next sequence of words or ideas. It should be a problem of seeing the word symbols, reacting to them, reading them for the listener, and coming back to the page. Discourage the student from deliberately attempting to memorize. This is a habit carried over from the declamatory contest and should be recognized as such. If the contestant looks at the page for the first line, then raises his eyes to the audience and doesn't return to the book for ten or twelve sentences, we know he has memorized. Is this a crime? Only insofar as it confuses the audience. Is this a memorized performance or is this a reading? Are these ideas, the ideas of the reader or do they come from the book he is holding? If they do, why doesn't he pay more attention to them? Most judges, I think, will agree that with good literature, the sensitive reader is never sure that he has drawn all of the ideas from the page that can be drawn, and that he must reassure himself and his audience. So he returns to the author and his ideas by physically returning through the movements of his eyes, to the printed page. Oddly enough, there seemed to be no problem or question about getting the student away from the printed page. But, let's not forget that problem either. If the student does cling too long to the book and never includes the audience in his glance, he must practice increasing his eye span and looking up from his book. This is more of a physical exercise and can be accomplished by practice.

#### What About Material?

The last question discussed was material selection and whether a judge should allow personal prejudices about a cutting to influence the final rating. Again the judges were in agreement that it is the speech techniques we are asked to judge and

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Wisconsin High School Forensic Association

not the material. But, and that is a very important word, selections which are cheaply sentimental, over-emotionalized in content, or badly written are bound to color the whole presentation, no matter how hard a judge tries to divorce himself from his reactions to the material. And the reader finding nothing of great inspiration in the lines, can not give a very inspired reading. From mediocre material a mediocre reading can be expected. How can a musician give an artistic performance when the musical score is poorly written, badly composed, and uninteresting?

These are random thoughts, culled from panel discussions, from my own experience and study and from teachers in the field of interpretation. Maybe it will help you clarify your own thoughts in this very rewarding area of interpretative reading.

One-Act Play List 1957

The one-act play list for next year will be mailed out to all member schools with the May Newsletter. 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 more of the plays are available for reading.

Professor Gard of the Wisconsin Idea Theatre is again compiling the 1956 list. If you have any suggestions for plays to be added to the list, please send them to us and we will forward them to Mr. Gard.

Wisconsin High School Forensic Association

A Look At The Champions of 25 Years Ago

IN DEBATE:

Setting: The State Capitol, March 31, 1932.  
Contest: Clintonville vs Kenosha for the State Championship  
Coaches: Clintonville - John Davison  
Kenosha - John Davies

Judges: Professors Weaver, Ewbank, and Borchers.

All things are NOT as they were then! In 1932 only one school from each section qualified for the state contest, and a single school was selected as best in the state. In addition, there were three speakers on both the affirmative and negative sides.

Winner: Clintonville - Keith Larson, Justin Schmiedeke, Vernon Van Boxel, Charles Cather, Dorothy Pinkowski, Dorothea Carter.

The Clintonville Winners Today

KEITH LARSON - Psychiatrist at Moose Lake, Minnesota, State Hospital. Keith reports that his debate and speech training have been especially helpful, (1) during his Mayo Clinic training, in making speeches before the staff and interviewing patients, (2) in speaking to community groups, and (3) in teaching classes to nurses and psychiatric aides. He urges debaters to: "Keep it up. It will help you adjust to life, your profession, and your community."

JUSTIN SCHMIEDEKE - Publisher of a weekly newspaper in Westfield, Wisconsin, strongly believes that his debate training has helped his ability to speak at local meetings and to organize his thinking logically, eliminating the superfluous; a great asset, he feels, in the newspaper business.

DOROTHEA CARTER - is now Mrs. Franklin Haven of Arcadia, California

(Con't)



Wisconsin High School Forensic Association

VERNON VAN BOXTEL - Branch Manager for Universal CIT Credit Corporation, New York, N. Y. Vernon relates that speech, particularly debate training has helped in his everyday business and social life more than any other single factor in his educational background. He credits debate with teaching him to think analytically. To today's debater he says, "You've made the right choice, now give it the right amount of study and attention."

CHARLES CATHER - Assistant to the Vice-President, Appleton Structural Steel Company. Mr. Cather refers to debate as "the geometry of living"; as an activity with "why" as its basis. He says, "Take two people with identical ability in any field and the one that can tell you WHY is the one that will advance and add new knowledge to the field." The value of such training is obvious to this man, whose work involves analyzing steel quotas, purchases, requirements and material control. He advises debaters, "You have the special privilege of working in a field which is going to prove the soundest part of your life because it will teach you how to make the best use of what you do know, how to look for what you do not know, and how to present your knowledge so others can know."

DOROTHY PINKOWSKI - now Mrs. Vern Hanson, of Neenah, Wisconsin. Dorothy reports that training in debate is largely responsible for her ease in conducting meetings, giving reports and presenting programs. This mother of two children, no doubt gets many such assignments, as she has been active in church work, girl scouts, clubs, PTA, and League of Women Voters. Because she feels that speech training is so helpful in every profession, she plans to encourage her children to become part of the debate squad when they enter high school.

(Cont'd.)

Wisconsin High School Forensic Association

IN SPRING SPEECH:

Setting: The State Capitol, May 6, 1932

Differences: As you will notice, the 1932 speech contest had just half of the events sponsored in 1957. In addition, only nine persons, the winners from each district, qualified to compete in each event.

Winners:

Extemp Speaking - Allan Michie, Menasha

Oratory - Howard Schmidt, Wauwatosa

Declamation - Avis Zentner, Wauwatosa

Extemp Reading - Mary Farrell, North Fond du Lac

. . . . And where did they go from here?

ALLAN MICHIE - Deputy European Director of Radio Free Europe. After graduating from Ripon College (and debating there), Allan took up journalism. First came a job with the Chicago Daily News. After serving as a war correspondent with Time, Life, and Fortune he worked as a roving correspondent in England for Reader's Digest and later for Colliers. He has done considerable free lance writing. In addition to such books as Retreat to Victory and Keep the Peace Through Air Power, he has edited a number of "first person" books including Their Finest Hour and Honor for All: Every Man To His Post.

HOWARD SCHMIDT - Administrative Advisor to the Controller of the State of California. A Law degree from the University of Wisconsin in 1939 marked the beginning of a varied and interesting career for Howard Schmidt. After a brief private law practice in Milwaukee and a four year stretch in the Navy, he enrolled in the University of California Graduate School to pursue a degree in Public Administration.

(Cont'd)

Wisconsin High School Forensic Association

SCHMIDT (Cont'd)

This pursuit seems to have keynoted a rapid climb to his present position. He has been Assistant to the City Manager of Berkely, California, Deputy City Attorney of Glendale, California, City Manager of Monterey Park, California, and Executive Secretary to U. S. Senator Kuchel of California.

AVIS ZENTNER - now Mrs. Frank Hoffman, Manitowoc, Wisconsin. Avis followed her declamation win in 1932 by becoming state champion in extemp reading in 1933 and in oratory in 1934; a record of excellence no one has equaled. Before settling down to marriage and the raising of four children, this University of Wisconsin speech major taught English and dramatics in Milwaukee and served as a Red Cross hospital recreation worker in Battle Creek, Michigan. She reports the ever-present value of her speech training in such jobs as President of the Manitowoc Council of Social Agencies and as chairman of radio and TV publicity for the Junior Service League.

MARY FARRELL - now Mrs. Carlton Boulay, Tucson, Arizona. Mary's speech training finds its main outlet in the role she and her husband play in the Christian Family Movement. Gathering four or five young couples into a discussion group, using "happier families" as their goal, they have spent many years moderating such groups. As a mother of nine children, one can appreciate the joy she has experienced enriching her own family life and that of many others.

T H A N K S!

The author is very grateful to the above persons for providing us with the information for this article, and to their friends, teachers, and school administrators who helped us locate them.

I N M E M O R I A M

The WHSFA shares the deep sense of loss felt by the many friends of Hannah Haroldson and Mabel Nelson. Their untimely deaths in late 1956 have taken two of the real enthusiasts of the cause of high school speech. Their ability, energy, and leadership will be greatly missed.

HANNAH HAROLDSON . . . MERRILL HIGH SCHOOL

Coach of debate and forensics at Merrill  
Chairman of the Northern Wisconsin District of the National Forensic League  
Former President of Wisconsin Valley Forensics Association

Miss Haroldson coached the winning panelists in the state discussion contest for the past two years. Last year her debaters won second place in the state. A resolution of the Wisconsin Valley Forensics Association pays her this tribute: "Hannah Haroldson was a dedicated teacher in the best sense of the term. Her debaters learned not only the techniques of debate, but were inspired by her example to compete with high honor and good citizenship."

MABEL NELSON . . . CHIPPEWA FALLS HIGH SCHOOL

Coach of forensics at Chippewa Falls  
Member of the Board of Control as Chairman of the Northern Section of WHSFA, '49-'52, '55-'56.

Through the years, students coached by Miss Nelson have been consistent "A" winners. Her main interests have been declamation and extemp reading. Last year six students representing Chippewa Falls in these areas entered the state finals. The WHSFA office will miss her assistance in recommending declamations to be prepared by this office.