

Coming Dates

National Council of Teachers of English - Milwaukee	Nov.	21-25
Public Debate - Univ. of Wis. and Univ. of Minn. on the college question.		
8:00 P. M. Bascom Hall	Dec.	7
State Drama Contest - Madison	Dec.	9
Speech Ass'n of America. N. Y.	Dec.	27-30
Public Debate - Univ. of Wis. and Univ. of Ill. College Question		
8:00 P. M. Bascom Hall	Jan.	10
Mid Winter Music Clinic - Madison	Jan.	4, 5, 6
Eau Claire State Teachers College High School Debate Tournament.	Jan.	13
Public Debate - Univ. of Wis. and Univ. of Calif. to be announced	Jan.	29
Eau Claire State Teachers College Speech Meet	Feb.	16-17
State Debate Contest - Madison	Feb.	24
Freshman-Sophomore College Debates Milwaukee Extension Center	Feb.	24
State Speech Contest - Madison	April	14
Central States Speech Ass'n Milwaukee	April	20-21
Wisconsin Idea Theatre Conference Madison	April	21-22
Extension Center Forensic Tournament Green Bay	March	3
Delta Sigma Rho Tournament Madison	March	9-10
State Music Festival - Madison	May	12
State High School Band Clinic	July	1-22
Band Director's Clinic	July	9-13
State Orchestra and Chorus	July-23 Aug.	11

# NEWSLETTER of the WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

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. XXII

NOVEMBER, 1950

NO. 2

Latest Dates For Contests

	Drama	Debate	Speech
League Contests	Nov. 10		March 24
District Contests	Nov. 18	Feb. 3	April 7
Sectional Contests	Dec. 2	Feb. 10	
State Contests	Dec. 9	Feb. 24	April 14*

\*Note change of date from that previously announced

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

See back cover for additional dates of interest to speech and drama teachers.

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## Wisconsin High School Forensic Association

### WHSFA

Your Wisconsin High School Forensic Association is entering its 26th year of operation under its present name. 145 schools, listed in the back of the September News Letter as having been registered 25 years, are charter members.

The WHSFA is composed of over 400 member schools which participate in the association's activities. Its origin has been traced back as far as 1895, when it was known as the Wisconsin High School Lyceum Association. In 1925 a group of high-school principals met at the time of the State teachers' convention and elected a committee to revise the rules which were governing the Wisconsin High School Lyceum Association, and to draw up a constitution. A constitution and a new set of rules and regulations was adopted and the name of the association changed to its present one. The new association became affiliated with the Department of Debating and Public Discussion of the University of Wisconsin Extension Division. In 1948 the name of this department was changed to

Bureau of Information and Program Services.

If your school is not a member of WHSFA, why not join and take advantage of the services offered to member schools. Registration entitles you to enter contests and attend institutes sponsored by the association. Each year member schools receive without charge, one copy of Winning Orations, some new cuttings which have been prepared for use in our speech contests, and helpful articles pertaining to speech and drama. Schools participating in debate and drama receive additional free materials.

The annual dues are:

\$5.00 for schools with enrollment to 149

7.50 for schools with enrollment 150 to 349

10.00 for schools with enrollment 350 or more.

## Wisconsin High School Forensic Association

### DRAMA

#### Local Contests

District drama contests are now under way. For many of the drama coaches this has been a hectic season, coming as it does so soon after the beginning of the school year. Many are new teachers and have not been through the experience before. Many were not aware of the rule which states that plays to be entered in the drama contest should be registered at the State office on or before October 15, although the rules were printed in the September News Letter, and this rule in particular was on the cover of the Play list.

The latest dates for the various drama, debate, and speech contests are announced on the cover of this News Letter. These dates were announced previously in the May and September News Letters. If you are planning to enter a play, debate, or Spring speech contest, you are urged to let your district chairman know sufficiently in advance so that adequate contest arrangements can be made.

#### State Drama Contest

The State Drama Contest will be held Saturday, December 9, at Bascom Theatre, 272 Bascom Hall, on the University Campus. Schools receiving "A" ratings in the sectional contests will automatically be scheduled for the state contest. Directions will be mailed to these schools as soon as we receive the results of the sectional contests.

Whether or not your play cast is eligible to enter the state contest, everyone is welcome to attend the contest, observe the plays, and hear the comments of the judge. No admission is charged.

## Wisconsin High School Forensic Association

### Play List Evaluation

Each year drama coaches in Wisconsin high schools are given the opportunity to check our play list and make note of the plays which should be kept on the list and of those which should be taken off the list. Coaches are also asked to send in a list of titles which would make good additions to the present list.

The evaluation form for these purposes is enclosed. When you return it, a member of the staff of the Wisconsin Idea Theatre goes through it carefully and considers all suggestions. If a certain play has enough checks against it to warrant its withdrawal, it is crossed off the list. New plays suggested are read and studied carefully to make sure of their suitability. Not all of the plays on the list will be suitable for every high school. Local tastes and facilities vary, and it is up to the coach to decide upon the most suitable play for his particular situation.

After the list has been checked for suitability, a careful check is made with the publishers to be sure that the plays will be available, and to find out what the royalties are, if any. Many times a good play—which has been requested by several coaches—must be left off the list because we find that it is out of print.

#### Wisconsin Idea Theatre Conference

The sixth Annual Wisconsin Idea Theatre Conference will be held on April 21st and 22nd at the University of Wisconsin. The program events will feature a demonstration of an arena production; a demonstration of the use of dance in theatre; and, on Saturday evening, April 21st, a production of "Anne of a Thousand Days" presented by the Milwaukee Players. For further information, write the Wisconsin Idea Theatre, 1327 University Avenue, Madison 5, Wisconsin.

## Wisconsin High School Forensic Association

### DEBATE

The Northwestern Reviewing Stand discussion of the debate question featured Paul Douglas, Senator from Illinois; Alfred P. Haake, Economic Consultant to General Motors; Maynard Krueger, Associate Professor of Economics, University of Chicago; and H. W. Prentiss Jr., former president of the National Association of Manufacturers and President of the Armstrong Cork Company. James H. McBurney, Dean of the School of Speech of Northwestern University, was the moderator. Transcripts of this broadcast may be secured from the Reviewing Stand, Northwestern University, Evanston, Illinois, for 10 cents each.

### Sources for Debate Materials

The WHSFA has furnished free to each school enrolled in debate one copy each of Volume I and II of the current debate handbook. Additional copies may be purchased for 85¢ each.

Debate handbooks on the high-school question usually are prepared by Professor Hugo Hellman, of the Speech Department, Marquette University, Milwaukee, and by J. Weston Walch, Publisher, Box 66, Pearl Street Station, Portland, Maine.

Loan packages of materials on the debate subject other than materials available from the WHSFA and NUEA Committee on Debate Materials may be obtained from the Bureau of Information and Program Services.

The Milwaukee Association of Commerce has asked us to call to the attention of debate coaches the following materials available from the Chamber of Commerce of the United States, Washington, D. C. The Welfare State and the State of Human Welfare. 50¢. Socialism in America. Booklet, 50 ¢. Economic Intelligence, monthly periodical, 12 issues \$1.00.

## Wisconsin High School Forensic Association

### Definition of "Welfare State"

As indicated in item 13 of the minutes of the Annual meeting of the Association held November 3, the Chairman was directed to appoint a committee of advisors to decide on what, if anything, should be done to clarify the meaning of the term "welfare state". The report of this committee is as follows:

According to traditional debate procedure, the affirmative team has the privilege and duty of defining the terms in the proposition. The negative team has the right to insist that the affirmative definition be reasonable. This practice is so well established that it has become a "rule of the game". Consequently, the Committee believes it would be unwise to propose an official definition of "the welfare state" or any other term in the question, which every team would be compelled to adopt in every debate throughout the season. On the other hand, the Committee is aware that some common understanding of the debate proposition is desirable, lest the debaters spend their time quibbling over terms instead of debating major issues.

Therefore, the Committee offers the following interpretations of the resolution. These interpretations are not to be regarded as an official definition. They are simply suggestions which debating teams may consider as they work out their own definitions.

- I. This is a question of beliefs, values, theories, philosophies. It is a discussion of two points of view concerning the nature, purpose, and function of government as related to social and economic problems.

(Continued on page 7)

## Wisconsin High School Forensic Association

### Wisconsin-Marquette Debate Transcript

Transcripts of the debate on the welfare state, which was held at the meeting of the Wisconsin Association of Teachers of Speech, during Teachers' Convention, between debaters of the University of Wisconsin and Marquette University, are available from the WHSFA. Single copies free, additional copies 10 cents each.

### NFL Definition of "Welfare State"

The Wisconsin National Forensic League has adopted the following definition of "welfare state."

"Welfare State is a government that assumes increasing responsibility for the social and economic welfare of its citizens."

This definition is not binding on WHSFA member schools but may be used if mutually agreed upon by the affirmative and negative sides.

### Wanted: Debate Subject for 1951-52

All schools which checked debate on their enrollment cards will shortly receive a double post card asking for suggestions for next year's debate question. Please respond. If you do not get a card, and have some good ideas send them in anyway.

### Planning Student Activities in the High School

A helpful 93 page mimeographed bulletin, written by Gordon Klopf, Student Activities Advisor at the University of Wisconsin. A gold mine of information on student organization. Includes bibliography, as well as list of appropriate 16 mm sound films. 25¢ per copy. Order from Bureau of Information & Program Services.

## Wisconsin High School Forensic Association

### Definition of "Welfare State"

(Continued from page 5)

II. The fundamental issue is that which currently divides the Conservative-Republican position from the Liberal-Democratic position. The "welfare state" is substantially equivalent to the social and economic philosophy of the New Deal and the Fair Deal as manifested in proposals for compulsory health insurance, expansion of Social Security, federal housing, economic subsidies, guaranteed income, full employment, and so forth. It is not necessarily limited to such specific proposals but it is unquestionably concerned with the principles of government which lie behind them.

III. The question centers about the advantages and disadvantages of various alternatives, e. g.:

1. Promoting welfare vs. providing welfare.
2. Private initiative vs. Federal Government programs.
3. The "opportunity" state vs. the "security" state.
4. Regulated economy vs. planned economy.
5. Less government in business vs. more government in business.

Herman H. Brockhaus  
William E. Buys  
Frederick W. Haberman  
A. T. Weaver, Chairman

Wisconsin High School Forensic Association

How to Debate, a Textbook for Beginners

Summers, Whan and Rousse. How to Debate. 1950.  
H. W. Wilson Company, 950 University Avenue,  
New York 52, N. Y. \$2.75

Reviewed by Herman H. Brockhaus

The subtitle, A Textbook for Beginners, tells frankly for whom the book is intended. What's more, the writers make good their avowed intentions.

How to Debate is a book the beginner can understand. It consigns technical terms, so baffling to a novice, to the appendix; yet it presents the concepts of these terms in the main portion of the text, in non-technical language.

The authors provide the beginner with a background of information about debating and the reasoning process. Then through explanation and illustration they demonstrate how to study the subject, plan the case, prepare the speeches, prepare rebuttal, and present the debate.

Rebuttal, a part of debating which is especially difficult for most beginners, is explained in considerable detail. In terms of space allotted to each topic in the text, rebuttal is given the lion's share.

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You may get some ideas on the debate subject from the film "Two Views on Socialism" 15 min. \$2.50  
Order from the Bureau of Visual Instruction,

1312 West Johnson  
Madison, Wis.

Wisconsin High School Forensic Association

Minutes of 24th Annual Meeting of WHSFA  
Pfister Hotel, Milwaukee, Nov. 3, 1950

1. The meeting was called to order by Chairman A. C. Jones, at 4:10 P. M. with fifty persons present, including six members of the Board of Control.
2. The reading of the minutes of the last Association meeting were dispensed with.
3. The Chairman reported the results of the election in which the following incumbents were re-elected:  
  
Eau Claire District — C. L. Dodge  
La Crosse District — K. A. Curran  
River Falls District — D. K. Lien  
Southern Section — A. J. Kriewald
4. The Chairman reported that we finished our twenty-fifth year under our present name last June, with 145 of the original schools still with us. These schools were charter members back in 1925-26, when the Wisconsin High School Forensic Association developed out of the old High School Lyceum Association, which originated in 1895.
5. The Chairman called attention to the rule changes for this year, indicated by italics in the September News Letter. He also urged the reading of the statement of the Aims and Purposes of the Association and the Definitions of Contests as found in the September News Letter.
6. The Chairman announced that the Board of Control decided to poll all member schools for suggestions for improving the one-act play list for next year, and asked the cooperation of all drama coaches in this project. (See enclosure).



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7. The Chairman announced that the first step in choosing next year's debate topic will be made within a few weeks, when all schools which have checked debate on the registration cards this fall will receive a ballot on which to make suggestions to the NDEA Committee on Debate Materials and Inter-State Cooperation.
8. The Chairman asked that any suggestions for next year's four-minute speech topic be sent to either of the following:

Mr. E. J. Hill, South Wayne

Mr. A. J. Kriewald, Platteville

9. The Chairman asked that any suggestions for improving the materials used in our extemporaneous reading contest be sent to D. K. Lien, Amery.
10. Some discussion followed concerning the advisability of continuing our extemporaneous reading contest as it is now being conducted—that is with provision for introductory comments. Mr. Walter R. Smith, of Port Washington, moved that the Chairman appoint a committee to evaluate our extemporaneous reading contests and to publish its findings in the February News Letter; that a referendum be held in the Spring of 1951, as to whether or not the present experiment should be continued. Such decision shall be incorporated into the rule changes to be made by the Board in their Spring 1952 meeting. This motion was seconded and carried.
11. The Chairman announced that the Board of Control had gone on record as disapproving the Fisher Report, and had asked the Wisconsin Education Association Committee on Resolutions to present a resolution taking the same stand to the Legislative Assembly. This was done and the resolution was unanimously passed by the Assembly. (Complete text of the resolution appears on p 12 of this News Letter.)

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12. The Chairman announced that because of the meeting of the Central States Speech Association in Milwaukee, on April 20-21, our Spring Speech Contest in Madison would be changed to April 14.
13. Representatives from several schools spoke of the difficulties in trying to define "welfare state." After considerable discussion, Walter R. Smith, of Port Washington, moved that the Chairman appoint a committee of advisors to decide what shall be done on the matter of further definition of terms for the debate subject. This was seconded and carried. The report of this committee is found on page .
14. The Secretary-Treasurer announced that mimeographed transcripts of the debate between Wisconsin and Marquette, given in the sectional meeting of the Wisconsin Association of Teachers of Speech, would be available from the State office. Single copies free, additional copies 10 cents each.
15. Representatives from schools in northern Wisconsin, spoke of the travel difficulties encountered in attending events conducted by the Association. After considerable discussion, a motion was passed, to inform the Chairman of the Oshkosh District that it was the feeling of those attending, that two district speech contests be held this coming spring in the Oshkosh district. One in the northern part, and one in the southern; and further, that the Board begin a study of possible redistricting of the state to facilitate participation of all member schools.
16. The Chairman expressed the appreciation of the Association for the services of our advisors in speech and drama, the University, and the State Teachers Colleges.
17. There being no further business, the meeting was adjourned at 5:25 P. M.

Wisconsin High School Forensic Association

Resolution on the Fisher Report  
Approved by the Representative Assembly  
Of the Wisconsin Education Association  
On November 2, 1950

Resolution

The WEA hereby disapproves the part of the Fisher Report to the Commission on Secondary Education of the North Central Association entitled, Recommendations of the Contest Committee of the North Central Association. This report would seek to discourage and possibly discontinue all inter-scholastic competition in art, music, and forensics in the North Central Association member schools.

We believe the report fails to take cognizance of the revised and improved programs of competition in art, music, and forensics which have been in effect for many years in Wisconsin schools. We believe that the acceptance of the Fisher Report would destroy the effective work done by such state-wide organizations as the Wisconsin High School Forensic Association and the Wisconsin School Music Association.

We further request that the Executive Secretary of this Association send a copy of this resolution to the Chairman of the Commission on Secondary Education of the North Central Association, and to Mr. R. F. Lewis, of the Wisconsin Committee of the North Central Association.

Wisconsin High School Forensic Association

Summary of the Survey on Oratory  
Covering Twenty-Eight Schools  
From Thesis of Walter R. Smith

1. Do you believe that the conversational mode of delivery of F. D. R. or the dramatic intensity of Bryan or Clarence Darrow, or the forceful argumentative type (La Follette, Sr.) of delivery should predominate in oratory or the four-minute speech?

Conversational	<u>17 schools</u>
Dramatic	<u>2 Schools</u>
Forceful	<u>4 schools</u>
2. Do you believe that the delivery should use all three types in various portions of the speech, or should it be all of one type, and which is that?

All three	<u>19 schools</u>
Conversational	<u>3 schools</u>
Forceful	<u>3 schools</u>
3. Do you believe the appeal of an original oration or four-minute speech should be persuasive and psychological in the main or logical and based on the evidence?

Persuasive	<u>11 schools</u>
Logical	<u>9 schools</u>
Both	<u>4 schools</u>
4. Have your most successful four-minute speeches been reports, appeals for action or change in policy, or straight argumentative speeches.

Reports	<u>3 schools</u>
Appeals	<u>19 schools</u>
Argumentative	<u>3 schools</u>
5. In your contest speeches, do the students plan their bodily action (gestures) ahead of time or is it spontaneous?

Preplanned	<u>8 schools</u>
Spontaneous	<u>17 schools</u>



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6. In speaking delivery, do you encourage your students to turn the head slightly from side to side for audience-eye contact, or do you encourage sustained eye contact with one portion of the audience at a time for a paragraph or more?  
 Head movement 17 schools  
 Eye-contact 9 schools
7. Do you emphasize friendly appeal, smiling charm and informal posture in your oratory coaching, or a serious, sincere, forceful approach, or a combination of the two?  
 Friendly Informality 1 school  
 Serious Forcefulness 6 schools  
 Combination 20 schools
8. Do you favor adult social science subjects and controversial questions for your original oratory and four-minute speech topics, or subjects closer to the student level such as proselyting in athletics or topics such as "Should I Choose Teaching as a Career?"  
 Adult topics 16 schools  
 Student topics 8 schools  
 Both 3 schools
9. What is the source of most of your oratorical  
 State Ass'n 16 Schools (declamations.  
 Edna Means Co. 2 schools Vital Speeches 1 school  
 Wetmore Co. 5 schools Magazines 4 schools  
 Own Cuttings 17 schools Winning Orat. 2 schools
10. Do you ever use historic classic orations such as Patrick Henry's famous speech for oratory?  
 Yes 5 schools  
 No 23 schools
11. In the student's writing of the original oration or the four-minute speech, do you correct the script and make helpful suggestions?  
 Yes 27 schools  
 No 1 school

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12. Do you feel that girls are at an advantage or disadvantage in oratory contests?  
 Advantage 12 schools  
 Disadvantage 12 schools
13. Which qualities do you look for in your orators.  
 Excellent pitch quality  
 and flexibility of voice 15 schools  
 Good enunciation 9 schools  
 Impressive appearance 5 schools  
 Intelligence 12 schools  
 Graceful bodily action 9 schools  
 Sincerity 21 schools  
 Friendly charm 3 schools  
 Good rate and inflection 11 schools  
 Sense of timing 1 school
14. Do you feel that the standards for judging the four-minute speech should be the same as that of the original oration, other than the time element?  
 Yes 18 schools  
 No 8 schools
15. What changes would you recommend for the oratory, original oratory, or four-minute speech contests?  
 No change 14 schools  
 Other comments - Small contest rooms  
Separate contests for girls  
more emphasis on composition  
and dramatic appeal.
16. What changes would you recommend in the judging or criteria for judging in oratory, or the four-minute speech contests?  
 No change 19 schools  
 Other comments - Set up definite judging  
criteria  
More emphasis on originality

## Wisconsin High School Forensic Association

17. Do you encourage the use of:

Word pictures	<u>15 schools</u>
Parallel structure	<u>9 schools</u>
Dramatic climax	<u>20 schools</u>
Narrative	<u>11 schools</u>
Statistics	<u>7 schools</u>
Quotations of authority	<u>13 schools</u>

18. About how many times do you listen to each speaker in the coaching process?

Fifty	<u>1 school</u>
Twenty-Five	<u>8 schools</u>
Fifteen	<u>9 schools</u>
Ten	<u>8 schools</u>
Five	<u>1 school</u>

19. Do you feel that the American Legion Original oratory contests on the Constitution with its limited subject and twelve minute time limit has helped or hindered oratory in your school?

Helped	<u>10 schools</u>
Hindered	<u>3 schools</u>
Neither	<u>2 schools</u>
not participating	<u>13 schools</u>

20. Do you believe that the oration should affect the audience with emotional empathy, that is, it should quicken the pulse and thrill the listener, or should it be a straight-forward logical speech with the attempt to convince the listener based on evidence only?

Emotional empathy	<u>14 schools</u>
Logical	<u>6 schools</u>
Both	<u>8 schools</u>

21. Do you believe that in Original Oratory and Four-minute Speech contests we need to place more emphasis on composition as a basis for judging to avoid the wild harangues and many cliches we frequently hear now?

Yes	<u>28 schools</u>
No	<u>None</u>

## Wisconsin High School Forensic Association

### Election Results

We are happy to announce the "re-election" of the following members of the Board of Control:

Eau Claire District C. L. Dodge

La Crosse District K. A. Curran

River Falls District D. K. Lion

Southern Section A. J. Kriewald

### Visual Aids Aid the Speech Program

This catalog of 63 educational films (annotated) related to the field of speech was prepared by Professor Herman H. Brockhaus, Chairman of the Department of Speech and Dramatics of the University Extension Division, and the Bureau of Visual Instruction. It may be secured without charge from either source.

### Forty Four-Minute Cuttings from Wisconsin History

Stories of life in early Wisconsin, useful as speech training material or for social studies. Price, 1 copy for 50 cents, or three copies for \$1.00. Order from Bureau of Information and Program Services.