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COACH'S COPY

WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION NEWS LETTER

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

Vol. XXIII MADISON, WISCONSIN, SEPTEMBER 1951 No. 1
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 5-3311 Ext. 4233

DEBATE QUESTION. *Resolved:* That all American citizens should be subject to conscription for essential service in time of war.

1951—CALENDAR—1952

Latest Dates for Contests	Drama	Debate	Speech
League	Nov. 9		March 22
District	Nov. 17	Feb. 2	April 5
Sectional	Dec. 1	Feb. 9	
State	Dec. 8	Feb. 23	April 19

Speech Institute Dates

Tomah High School	September 29
Ashland High School	October 6
Winneconne Community High School	October 13
Eau Claire State College	October 20
Wausau High School	October 27
Madison Bascom Hall	November 10

Board of Control Meeting

Schroeder Hotel, Milwaukee, Wednesday, October 31

Annual Meeting of the Association (Coaches and Principals please attend)

Pfister Hotel, Milwaukee, Friday, November 2, 4:00 to 5:00 P. M.

BOARD OF CONTROL

Northern Section	Central Section	Southern Section
MABEL NELSON Chippewa Falls	W. G. SCHMIDT Kaukauna	A. J. KRIEWALD Platteville
Eau Claire District C. L. DODGE Mondovi	La Crosse District K. A. CURRAN Cashton	Milwaukee District N. E. COLBY West Bend
River Falls District DARYL K. LIEN Amery	Oshkosh District H. H. HELBLE Appleton	Platteville District EVERETT J. HILL South Wayne
Superior District H. F. CONNORS Hurley	Stevens Point District A. MOLDENHAUER Mosinee	Whitewater District A. C. JONES Verona

A. C. JONES, *Chairman*
Verona

ROBERT H. SCHACHT, *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.

See Back Cover for Table of Contents

GREETINGS FROM THE SPEECH ADVISOR

As we stand together on the threshold of a new year, let us ask ourselves what we may expect to gain from the activities of the Wisconsin High School Forensic Association. What benefits should accrue to us as we produce plays and act in them, as we debate, and as we take part in the various other speech contests?

The answer to this question depends in large measure upon our purposes and attitudes. We should regard our participation as an integral element in a long-range plan of self-improvement in speech—not as an isolated procedure aimed at the momentary display of our superior talents. We should realize that it is important to *know* as well as to *do*, that *knowledge* and *proficiency* must mutually support one another if we are to make intelligent and continuing progress toward the goal of satisfactory speech habits. In meeting the vital and challenging experiences of this coming season of competition, we should seek to utilize them as means for appraising our own capacities accurately and developing a life-long program of education designed to raise our speech to its highest potential level of excellence. Contests are most valuable when they reveal to us our latent powers and motivate us to move forward and upward to the higher objectives which lie beyond them.

A. T. WEAVER, *Advisor in Speech, WHSFA*

INVITATION TO MEMBERSHIP

Every school in Wisconsin, which offers school work at the 9th, 10th, 11th, or 12th grade level, is eligible to join the association. The primary objective of the association is to provide training and experience in the various forms of speech. To attain these objectives the association conducts a three-fold program.

1. With the cooperation of a high school or state teachers college it offers in various parts of the state from four to six one-day speech institutes in which intensive instruction is offered directly to students and teachers. Last year more than 2200 students and teachers from 150 schools attended these institutes.
2. It provides the channels for inter-school contests in one-act plays, in debate, and in the individual speech activities of oratory, declamation, and extemporaneous reading and speaking.
3. It provides helps to teachers in the form of lists of plays, lists of books on the techniques of teaching speech, and sources of materials. Through specialists at the university it strives to answer the many questions rising in the conduct of speech training programs.

The association is managed by a board of control of twelve men—nine high school principals and three speech coaches,—under policies and rules prescribed by the board and by the member schools at the annual meeting. The secretary-treasurer is employed and paid by the University Extension Division, which also provides the necessary clerical help and office space.

For administrative purposes, the state is divided into nine districts, in each of which one member of the board of control serves as the district chairman. The nine districts are grouped into three sections, each under a sectional chairman who is also a member of the board of control.

The annual dues of the association are as follows:

- \$ 5.00 for schools with enrollment of 149 or less
- 7.50 for schools with enrollment of 150 to 349
- 10.00 for schools with enrollment of 350 or more

The annual dues are payable on or before December 15th each year. (In special cases the secretary-treasurer is authorized to accept dues after this date.) The membership year corresponds to the regular school year.

We hope that the activities offered by the association provide an educational program in which your school will participate this year. Address correspondence to Wisconsin High School Forensic Association, 1327 University Avenue, Madison 5, Wis.

SUGGESTIONS FOR DIRECTORS OF SCHOOL FORENSICS

To aid the beginning forensic coach—and to remind the experienced coach—the following suggestions are being offered.

Each member school has received with this News Letter a statement for dues and a registration card. The registration card should be filled in completely and returned *with* the check for dues. The statement for dues is sent to enable you to simplify your payment of dues. It can be presented to your Board of Education or Student Fund Treasurer. However, *if you do this, please send the filled out registration card with it so that the card and check for dues will come to this office together.*

Filling the card out completely enables us to know in which events the school will participate. Free material is sent *only* for the activities checked on the card. When our office receives the registration card from you, a duplicate is made for our files and the original card sent to the district chairman. In this way he knows which schools have paid dues. Those schools are put on his mailing list to receive letters and bulletins he sends out from time to time with information about contests.

When your dues are in you will automatically receive a packet of free materials. However, you may not receive it by return mail. The state office is deluged at this time and the processing of the packets will take a few weeks. Packets will be sent out in the order in which dues are received. They contain:

- Copies of new declamations prepared for the year.
- A copy of Winning Orations.
- Debate Handbooks (if you check debate on the registration card).
- Drama material (if you check drama on the registration card).
- Order blank for forensic materials.
- Lists of orations and declamations for sale by the association.

The September News Letter contains the complete rules and the constitution. See p. 7. Familiarize yourself with both.

For information about league and district contests write directly to your district chairman. For information about sectional contests write directly to your sectional chairman, and for information about state contests write the state office.

Note. See the cover of this News Letter for names of district and sectional chairmen.

YOUR ELDERS ENVY YOU

(An article for students)

By Professor Herman H. Brockhaus, Chairman, Department of Speech
University Extension Division

One day last week I stopped in the office of a friend. For many years he's held a very responsible administrative position in the University Extension Division.

As we chatted together, he asked about the public speaking classes for adults that I've been teaching out in the state. I commented on the increased interest older persons seem to have in speech training.

Half jokingly he remarked that perhaps *he* ought to sign up for one of my courses. Then in complete seriousness he said, "I wish I had had the training in speech that high school youngsters are getting today."

After a pause he went on to relate the following experience. "I'll never forget a service club program I attended not too long ago. After dinner the chairman announced a special program had been arranged for that day. A group of five students from the high school were to present a group discussion on a current problem.

"You should have heard those youngsters speak. Each one expressed his ideas clearly and concisely. No memorized speeches, mind you. They all spoke extemporaneously, and they all spoke well. What's more, they weren't afraid. They had all the confidence in the world.

"When the students had finished, the President of the Board of Education was introduced. He got up and gave a lengthy explanation about the speech program in the high school.

"He never should have spoken after those students. The contrast was too great.

"More than one man went away from that meeting wishing he could speak as well as those high school youngsters."

My friend isn't the only adult I've heard make envious remarks about your abilities and your opportunities to learn to speak effectively. During the past few years I've taught quite a number of speech classes in which the students are grown men and women. They take the course, not for school credit, but simply for the training and experience in speaking.

Some of the adults enrolled in these non-credit courses are college graduates, some have finished high school, some have only an eighth grade education, and a few have had even less schooling.

Among those who have been in my classes are housewives, nurses, stenographers, business executives, labor union officials, engineers, mechanics, doctors, lawyers, salesmen, truck drivers, government workers, forest rangers, game wardens, store managers, and even school teachers.

Regardless of their vocation and regardless of their education, all adults who enter the speech courses have a common desire. They want to improve their ability to speak.

These men and women make an unusual effort to get their speech training. They come to classes in the evening after a hard day's work in the office, in the shop, at home, or on the road. They get their speech education the hard way.

Because they didn't have a chance to receive as much speech instruction when they went to high school as you do now, they envy you. At the same time, they're happy that you have opportunities they missed, and they're proud of your ability to speak to others.

Some adults are able to receive instruction in speech through the company for which they work. The International Harvester Company, for example, offers such training to some of its employees.

Last April the education and training manager for International Harvester, Mr. E. H. Reed, spoke at a sectional meeting of the Central States Speech Association convention held in Milwaukee. He told us speech teachers that he has many conferences with International Harvester executives every month. In these conferences the wish he hears most frequently is, "If I could only express myself better before a group."

Even more significant than this wish is Mr. Reed's testimony that the business men who have the least difficulty talking to others are *those who were high school or college debaters*.

You high school students who are doing speech work, whether it be in class or in an outside activity, are making the most of a real opportunity. Men and women out of school wish they had your chance for instruction and experience in speaking. Furthermore, they wish they could speak as effectively as you do.

Yes, your elders envy you.

Part I

GENERAL RULES AND REGULATIONS

CONSTITUTION

Revision adopted November 7, 1947

Article I. Name

The name of this organization shall be the Wisconsin High School Forensic Association.

Article II. Purpose

The purposes of this organization shall be

- a. to promote forensic activities in the high schools of Wisconsin
- b. to stimulate an interest in dramatics, debate, and other forms of speech work
- c. to improve the quality of high school speech work
- d. to provide channels for interschool activity in forensics.

Article III. Membership

Section 1. Any public or private high school in Wisconsin may become a member by making written application to the secretary of the Board of Control and paying the annual dues.

Section 2. Any public high school in upper Michigan will be admitted to membership by making written application to the Secretary of the Board of Control and paying the annual dues, provided:

- a. its application is approved by a majority of the member schools in the district to which such school requests to be assigned.
- b. membership of such applicant be limited to affiliation to one state organization.
- c. the application has the approval of the Michigan High School Forensic Association Council.

Section 3. The annual dues shall be:

- \$ 5.00 for schools with enrollment to 149
- 7.50 for schools with enrollment of 150 to 349
- 10.00 for schools with enrollment of 350 or more

The membership year shall be from September 1 to August 31.

Article IV. Administration

Section 1. Officers

- a. The officers of the Association shall be the nine district chairmen and the three sectional chairmen. These twelve officers shall be the Board of Control of the Association.
- b. The officers of the Board of Control shall be a chairman and a secretary-treasurer.
- c. The chairman shall be elected annually by the Board of Control for a term of one year.

- d. The secretary-treasurer shall be the Director of the Bureau of Information and Program Services, of the Extension Division of the University of Wisconsin. The secretary-treasurer shall be the principal administrative officer of the Association.

Section 2. Board of Control

- a. The affairs of the association shall be administered by the Board of Control.
- b. The district chairmen shall be school administrators, elected by the member schools of their respective districts. Each district chairman shall be responsible for conducting forensic affairs of his district in accordance with association regulations. Each district chairman shall make reports of the district contests to the secretary-treasurer.
- c. Each district chairman shall organize for his district an executive committee, consisting of:
 - one representative from the State Teachers' College
 - one high school principal
 - two coaches or teachers of public speaking
- d. The three sectional chairmen shall be speech coaches elected by the member schools of their respective sections. Each sectional chairman shall be responsible for conducting forensic affairs of his section. Each sectional chairman shall report promptly, the results of his sectional contests to the secretary-treasurer.
- e. The term of office of the members of the Board shall be three years, or until a successor is elected. The term of office of members of the Board of Control shall begin on the date on which the election is completed.
- f. The office of chairman of any district or section shall be declared vacant when the incumbent of that office
 - (1) moves to another district or section
 - (2) leaves the profession, or
 - (3) absents himself from two consecutive board meetings without a reason acceptable to a majority of the Board.
- g. In case of a vacancy in district or sectional chairmanship the remaining members of the Board of Control shall appoint a chairman to serve until the next annual election.
- h. The duties of the Board of Control shall be to direct generally all the affairs of the Association and to enact the rules which shall govern the activities of the Association.
- i. The Board shall meet annually as soon as convenient after the annual election of district and sectional chairmen. Seven members of the Board shall constitute a quorum.
- j. Special meetings of the Board may be called by the chairman, or by the secretary-treasurer or must be called by the secretary-treasurer upon request of any five members of the Board of Control.

Section 3. Districts, Sections and Leagues

- a. For administrative purposes the state shall be divided into the sections and districts as follows:

<i>Northern Section</i>	<i>Central Section</i>	<i>Southern Section</i>
Eau Claire District	La Crosse District	Milwaukee District
River Falls District	Oshkosh District	Platteville District
Superior District	Stevens Pt. District	Whitewater District

- b. Any school may transfer from one district to another by securing written approval from the secretary-treasurer and from the chairmen of the two districts concerned.
- c. Any three or more schools within a district, or any two schools having a combined enrollment of 800 or more pupils, may form a league. Formations of leagues and arrangement of league activities must be approved by the district chairman.

Section 4. Elections

- a. Each member school shall be entitled to one vote for its district chairman, one vote for its sectional chairman, one vote on any question submitted for a referendum, and one vote on matters considered at the annual meeting.
- b. The election of district chairmen shall be conducted in the following manner:
 - (1) The primary election—on or before September 15, the secretary-treasurer shall mail a primary ballot to each member school in the districts in which a chairman is to be elected. Each member school may nominate one administrator for district chairman. Primary ballots shall be returned to the secretary on or before October 1. The two administrators who receive the highest number of votes shall be declared the nominees for that district. In case of a tie for second place on the primary ballot, all persons so tied shall be considered nominees. If any one nominee receives a majority of the primary votes cast in a district, such nominee shall be declared elected by the secretary-treasurer.
 - (2) Final Ballot—on or before October 10, the secretary-treasurer shall mail a final ballot to each member school in the districts in which a chairman is to be elected. The ballot shall list the nominees in alphabetical order. Final ballots shall be returned to the secretary-treasurer on or before October 20. The nominee receiving the highest number of votes on the final ballot shall be declared elected. In case of a tie, the chairman of the board shall appoint a disinterested person to determine the election by lot.
- c. The election of the sectional chairmen shall be conducted by the secretary-treasurer in a manner corresponding to the method of election of district chairmen.

Section 5. Annual Meeting

The Annual Meeting of the Association shall be held at the time and place of the Annual meeting of the Wisconsin Education Association.

Article V. Constitution and Standing Rules

Section 1. The articles governing the Association shall be the Constitution and the Standing Rules.

Section 2. Amendments

- a. Amendments to the Constitution may be *initiated* by the Board of Control at any regular or special meeting; by the secretary-treasurer upon petition from 25 member schools; or by a majority vote of the Association at its annual meeting.
- b. *Ratification of Amendments*—after being initiated as required above, a proposed amendment must be submitted to a referendum of all the member schools. Ballots must be returned within 30 days after being mailed by the secretary-treasurer. If approved by a majority of the schools voting in the referendum, the proposed amendment shall be submitted to the next annual meeting of the Association. If it then also receives a majority of the votes cast, it shall be declared ratified. If not ratified by the members voting at the annual meeting, it shall be submitted to a second referendum and if approved by a majority of the members voting, shall be declared ratified.

Section 3. Standing Rules

The Standing Rules may be changed or amended by a majority vote of the Board of Control at any regular or special meeting.

STANDING RULES

I. General Rules

1. Membership—the membership year of the association shall correspond with the school year. The annual dues shall be paid on or before December 15.
2. Student Eligibility
 - a. Any bona-fide pupil who is in regular attendance in the 9th, 10th, 11th, or 12th grade, and not beyond the 8th semester of high school, is eligible to compete in forensic association activities, provided that he or she
 - (1) has been taking not less than 20 hours of regular school work from the first 15 days of the semester in which the contest is scheduled, and
 - (2) has an average standing for all school work equal at least to a passing mark—with not more than one grade below passing, irrespective of the number of classes carried, and
 - (3) has earned at least three credits during the last semester in which he attended school.
 - b. Student eligibility blanks must be sent to the chairman one week prior to each league contest, or to the chairman of the first contest beyond the local contest.
3. Member schools may participate with non-member schools but such participation shall not be considered in the determination of eligibility for certificates of merit.
4. Dramatic, Debate, and speech coaches must be bona-fide teachers of the school, regularly employed by the school.

5. Judges and Judging

- a. Each contest shall be judged by one or more judges. By agreement of the majority of the participating schools, the coaches may act as judges at these contests. No coach shall judge his own contestants. The judge or judges shall grade play, and speakers A, B, or C, according to merit, possibly having several of the same grade or none of some grades. All those graded A shall be eligible to go on to the next contest. If several judges are used, the median of their ratings shall be the final grade.
 - b. The fee for judging shall be determined by the contest committee.
6. The order of contestants shall be determined by the committee, insofar as possible by the drawing of lots.
 7. The admission fee shall be determined by the contest committee.
 8. The registration fee shall be determined by the contest committee.
 9. The number and kind of awards at state contests shall be determined annually by the board of control.
 - a. All students who participate in one or more inter-school programs are eligible to receive the certificates of merit. The principal shall supply to the secretary-treasurer the names of those eligible upon forms available from the secretary-treasurer.
 - b. At the state contests or tournaments the following awards shall be given:

Dramatics

A rating—individual gold medals	school banner
B rating—individual silver medals	certificate of merit
C rating—individual bronze medals*	certificate of merit

Debate

1st place—individual gold medals	school banner
2nd place—individual silver medals	certificate of merit
3rd place—individual bronze medals	certificate of merit

Speech contest

- | | |
|------------------------------------|--|
| A rating—individual gold medals | |
| B rating—individual silver medals | |
| C rating—individual bronze medals* | |
- c. Non-participating alternates in debate will not receive medals.

10. The association shall sponsor the following activities:

- a. Dramatics—One-act play
- b. Debate
- c. Speech
 - Oration—original and non-original
 - Declamation—humorous and non-humorous
 - Extemporaneous Reading
 - Extemporaneous Speaking
 - Four-Minute Speech (*Any contemporary problem*)*

* Indicates changes in the rules this year.

11. No student shall represent his school in the same year in more than one event of the speech contest.
12. Participants awarded "A" in the speech contests (beginning with league) are eligible to proceed to the next contest; participants awarded "A" in the district contest are eligible to participate in the state contest.
13. The member schools of any league shall determine the maximum number of contestants which may enter a league contest from each school in each event.
14. Fees—the registration fees for state contests shall be as follows:

Drama	\$10.00 per school*
Debate	20.00 per school*
Speech	2.00 per contestant*

The fees for each state contest shall be paid to the secretary-treasurer when the registration for that contest is made.

II. Supplementary Rules for Dramatics

1. Plays to be used must be selected from the mimeographed list of APPROVED PLAYS 1951 (Yellow Cover), except that any school may enter a one-act play original to the students and faculty of that school which has been presented to the Adviser in Drama, Mr. Robert E. Gard, for his approval by October 1st, and for which final approval has been granted by October 15th.
2. The name of the play selected must be sent to the secretary-treasurer on or before October 15th. If the final choice of play has not then been determined, the names of those in preparation shall be submitted.
3. There is no rule which restricts the use of a given play to one school in each district.
4. Sectional contests in drama will be held.
5. Plays awarded A ratings in the state contest are prohibited for two years following such award. (See play list for those prohibited).
6. Each school shall be permitted to enter only one play in district or sectional contests.
7. Schools receiving A awards in district and sectional dramatic competition shall be given certificates of merit. These certificates are to be provided by the state association and delivered to district and sectional chairmen as required. The recipient schools shall be responsible for entering the specific data on the forms provided.

III. Supplementary Rules for Debate

1. The debate question for 1951-52 is: *Resolved, That all American citizens should be subject to conscription for essential service in time of war.**

* Indicate changes in the rules this year.

2. The National University Extension Association Debate Handbook shall be the official handbook of the association.
3. Each debate team shall consist of two persons—not necessarily the same two persons for all debates.
4. No debater shall participate on both sides in the same debate contest.
5. The order of debating shall be: for constructive speech—affirmative; negative; affirmative; negative; for rebuttal: negative; affirmative; negative; affirmative.
6. One alternate may sit at the table with a debate team, but may not participate in the speaking except in the case of illness of a debater.
7. Time
 - a. Constructive speeches shall not exceed ten minutes; rebuttal speeches shall not exceed five minutes.
 - b. There shall be an official timekeeper for each debate.
 - c. Time cards shall be used for all contest debates. The timekeeper shall be seated in full view of the debaters, facing them, and shall display time cards to indicate at one-minute intervals, the amount of time remaining for each debater. There shall also be a card to indicate when only one-half minute remains.
 - d. The timekeeper shall rise and remain standing at the full expiration of time for both constructive and rebuttal speeches. When the timekeeper rises, the debater shall complete only the sentence already begun. If he continues beyond that sentence, the judge shall stop him. Being stopped shall not in any way affect the ranking.
 - e. The affirmative team shall provide time cards for each debate.
8. Tournaments
 - a. District Tournament—each district may hold a debate tournament of three rounds in which all member schools are eligible to participate.
 - b. Sectional Tournament—each section shall hold a debate tournament of three rounds. On the basis of wins and losses, at least the three highest schools and all tied with them in each district tournament within the section shall be eligible to participate in the sectional tournament. Any school losing only two debates in the district tournament shall be eligible to participate in the sectional tournament.
 - c. State Tournament—there shall be a state tournament of three rounds. On the basis of wins and losses, at least the three highest schools and all tied with them in each sectional tournament shall be eligible to participate in the state tournament. Any school losing only two debates in the sectional tournament shall be eligible to participate in the state tournament. On the basis of wins and losses, the highest school and all tied with it in the state tournament shall be considered the state champions.
9. Each school may enter only one affirmative and one negative team in any league district, or sectional contest.

* Indicate changes in the rules this year.

10. The highest ranking schools in district and sectional debate competition shall be given certificates of merit. These certificates are to be provided by the state office and delivered to district and sectional chairmen as required. The recipient schools shall be responsible for entering the specific data on the forms provided.
11. Coaches are asked not to attend any of the three rounds of debate at the state contest.
12. The order of participation in district, sectional, and state debate contests shall be determined by the drawing of lots on the morning of the contest.
13. Judges at the state debate contests are asked to submit brief written comments for each debate on forms provided by the state office.

IV. Supplementary Rules for Declamation and Oration

1. There are no prohibited lists of declamations or of orations.
2. Declamations and orations shall not exceed ten minutes in length. The official timekeeper (or judge) shall stand and remain standing at the expiration of ten minutes and the participant shall only complete the sentence already begun. If he continues beyond that sentence, the judge shall stop him. Being stopped shall in no way affect the ranking.
3. A student may not use the same selection in more than one school year.
4. Declamations may be humorous or non-humorous. Separate contests shall be held for each.
5. Orations may be original (actually written by the student), or non-original. Separate contests shall be held for each. Original orations may not be used in the non-original oratory contest, nor non-original orations in the original oratory contest.
6. Properties such as costumes, chairs, kerchiefs, flags, etc., may not be used in presenting declamations or orations.

V. Supplementary Rules for Extemporaneous Speaking

1. Selections may not be less than five minutes in length, nor more than seven minutes. The official timekeeper shall use time cards to indicate the passage of each minute of time; he shall stand and remain standing at the end of seven minutes, and the participant shall only complete the sentence already begun. If the participant continues further, the judge shall stop him, but being stopped shall in no way affect the ranking. The timekeeper shall notify the judge, if the participant speaks less than five minutes.
2. The host school shall provide the time cards.
3. The periodicals from which topics (not titles) will be taken are the January, February, March, and April issues of *American Observer*, *Current History*, *Newsweek*, *Scholastic*, *United States News*, *United Nations World*, and the *New Republic*.*

* Neither the Traveling Library nor the Bureau of Information and Program Services can be expected to supply schools with these issues of these magazines. Schools are urged to subscribe directly to them. See rates on page 17.

4. For the state contest the secretary-treasurer shall select twenty to thirty topics (not titles) and write each such topic on a card. One hour before participation the pupil may draw five cards, choose a topic, and return four cards before the next contestant chooses. The same plan should be followed for all preliminary contests, substituting for secretary-treasurer, a person satisfactory to the participating schools.
5. Participants may bring to the preparation hour printed references, but no written or typed notes or outlines. In the presentation he may speak from notes prepared during the preparation hour. The host school shall provide uniform distinctive paper for participants to use in the preparation hour.
6. At the conclusion of each presentation, the judge shall ask one or more pertinent questions of each participant.

VI. Supplementary Rules for Extemporaneous Reading

1. The secretary-treasurer shall select, for the state contest, a number of short articles from *Reader's Digest*,* writing the title of each on a card. The participants, in order of participation, shall, 60 minutes before appearing before the judge, draw two cards, be shown the two articles, select one, and return the other within three minutes. The contestant shall make and time his own cutting, and, before the judge, comment on the context from which it is taken, and then read the cutting. The same plan should be followed for all preliminary contests, substituting for secretary-treasurer, a person satisfactory to the participating schools.
2. The delivery time for the introduction and reading shall be not more than five minutes. The official timekeeper shall stand at the end of five minutes and the contestant shall only complete the sentence already begun. Being stopped shall in no way affect the ranking.

VII. Supplementary Rules for Four-Minute Speech

1. The speech is to be written by the student on *any contemporary problem*.*
2. Speeches shall be limited to four minutes. The timekeeper (or judge) shall give warning at the end of three minutes by raising his hand; he shall stand and remain standing at the end of four minutes, and the participant shall only complete the sentence already begun. If he continues further, the judge shall stop him. Being stopped shall in no way affect the ranking.

* Indicate changes in the rules this year.

GENERAL INFORMATION

Calendar

The calendar for 1951-52, which was adopted by the Board of Control is announced on the front cover. It is hoped that all leagues, districts, and sections will cooperate with the association by planning their activities to fit in with this schedule. *Plan now* to avoid conflicts with other school and community events, such as proms, music festivals, and other special days.

Institutes

Plan now to attend the speech institute nearest you this fall and winter. The locations and dates are on the cover of this News Letter. At these institutes, instruction is offered in the various speech arts and there is ample opportunity for question and discussion of the problems arising in speech work. The institutes offer a fine opportunity to stimulate interest in forensic activities and to get ideas for carrying on a speech program.

Elections

In October, elections are held in districts and sections where terms of the Board members have expired. This fall elections will be held in the following districts:

	<i>Incumbent</i>
Oshkosh	H. H. Helble
Platteville	E. J. Hill
Whitewater	A. C. Jones
Stevens Point	Harry Bender
Central Section	W. G. Schmidt

Drama

The first contest each year is the one-act play contest. Schools entering *must* select plays from the list of APPROVED PLAYS 1951 (yellow cover), or note the alternative choice in Rule II, 1. Your choice of play must be registered with the secretary-treasurer by October 15.

Single copies of the plays on the Approved List 1951 may be borrowed, for examination purposes only, from the Bureau of Information and Program Services, 1327 University Avenue, Madison 5, Wis. Plays selected for use are to be secured by each school from the publisher. Addresses of the publishers are given on the play list.

Play Writing Contest

For the general encouragement and stimulation of playwriting in high schools of Wisconsin, The Wisconsin Idea Theatre of the University of Wisconsin, offers the following prize:

AWARD OF \$50.00

For the best one-act original play submitted by October 1, 1951, written by a high school student, a drama coach, or a group of high school students working with a coach. The winning play may be used as an entry in the 1951 play contest, as may other approved original one-act plays.

Script Advisory Service

The Wisconsin Idea Theatre is again offering a play script advisory service to members of the Wisconsin High School Forensic Association. The service is offered to encourage coaches to choose the best plays possible for their individual situations. Quite often the choice of play keeps the coach and cast from realizing their best efforts. To improve this situation, the staff of the Wisconsin Idea Theatre has offered its services for consultation on play selection. Send your choice of play as early in the fall as possible to the Secretary-Treasurer of the WHSFA. It will be relayed to the Wisconsin Idea Theatre. Those requesting the service earliest will doubtless receive the most help as staff time is limited.

Debate

The debate question is: *Resolved*, That all American citizens should be subject to conscription for essential service in time of war.

The question provides an excellent opportunity to correlate debate work with the social studies classes and to experiment in group discussion techniques.

The Debate Handbook of the National University Extension Association will be provided as the basic reference to all schools planning to enter debate. The Handbook and other materials provided by the association will be sent to those schools as the membership dues are received. Membership entitles schools to receive one copy of each volume of the handbook free. There will be additional free materials. The Bureau of Information and Program Services will again have loan material on the debate question at no cost other than return postage.

Speech

The speech program provides the opportunity for individual training in oratory, declamation, extemporaneous reading and speaking. Beginning with local contests, students are selected on the basis of excellence for participation in league, district and state contests. For these events many schools are finding that additional values are to be found in preparing or cutting selections for forensic contests. However, the association does provide a copy of "Winning Orations" and some new declamations to member schools.

Extemporaneous Speaking

When ordering magazines listed below please mention our WHSFA News Letter. Each school should subscribe to two or more of these magazines. The magazines listed below are merely suggestive. Topics chosen by contest chairmen will have appeared in at least two or three of these periodicals.

American Observer. Civic Education Service, 1733 K. Street, N. W. Washington 6, D. C. 60¢ a semester, or \$1.20 a school year in clubs of 5 or more. Single copy (or clubs of less than 5) 75¢ a semester; \$1.50 a school year; \$2 a calendar year. November 1 to May 23 incl.; \$1 in clubs of 5 or more. \$1.20 a single copy. January 31 to April 25 incl., 50¢ in clubs of 5 or more. 60¢ a single copy. Desk copy for teacher furnished with a club of five or more copies.

Current History, 108 Walnut St., Phila. 6, Pa. 50¢ per single copy; \$5 per year. Special bulk subscriptions of 10 or more copies to one address at 30¢ per month. Write for full particulars.

New Republic, 40 East 49th St., New York 17, N. Y. 20¢ per single copy; \$6.50 per year. Special bulk package rate of 10¢ per copy applies only when 10 or more copies are ordered for a specified number of weeks to be sent in one package to one address. For example, an order for 10 copies for 13 weeks amounts to 13 times \$1 or \$13. Flexible as to number of copies and number of weeks. Issue dated Monday is sent with special care to arrive in good condition and on time.

Newsweek, Educational Bureau—152 W. 42 st., New York 18, N. Y. Special school service includes greatly reduced bulk and student subscription rates plus five free services for use with *Newsweek*: "Platform", monthly discussion guide, "Map of the Month" and weekly, monthly and semester news tests. An opportunity to test *Newsweek* for two weeks at the bulk rate of 10¢ per copy (you need pay only for the subscriptions students buy) is available. Minimum order is 5 copies at the bulk rate; 10 semester or school year student subscriptions. For all rates and full particulars, request free booklet, "Keeping Pace with Today" from *Newsweek's* Educational Bureau.

Senior Scholastic, published by Scholastic Corporation, 351 Fourth Ave., New York 10, N. Y. Student Edition: 65¢ per semester; \$1.30 per school year. Teacher Ed., \$2 per year. Group orders accepted under trial subscription plan at these rates, and need not be paid in advance.

United States News & World Report, 24th and N Streets, N. W. Washington 7, D. C. \$5 per year, \$8 two years, \$10 three years. Special rate for classroom copies in quantities of ten or more sent to one address, 10¢ per copy. Individual subscriptions for a term of less than 12 months are prorated at the regular yearly subscription prices and the minimum subscription term is three months.

United Nations World, 319 East 44th St., New York 17, N. Y. Individual subscriptions: 35¢ per copy, \$4 per year, \$7 for two years and \$9 for three years. Special rates for group subscriptions or bulk copies available on request in cooperation with your special class projects or world affairs and United Nations activities.

A PROGRAM OF SPEECH EDUCATION*

Prepared by the Speech Association of America

Editor's Note: During the last year there has been a considerable amount of evaluation of speech purposes and programs. Much of this has been in reaction to the report of the Contest Committee of the Commission on Secondary Schools of the North Central Association. One of the most important results of this report is the substitute report, prepared by a committee of the Speech Association of America and adopted as recommendations of the North Central Association.

This report is a most significant statement of a comprehensive speech education program and we are happy to make it generally available through the pages of this News Letter. It deserves the serious study of all school administrators and speech teachers and coaches. We propose to discuss the eight recommendations in the staff meetings of the fall institutes and at the annual meeting of the association. We urge you to study them first and discuss the issues within your own staff.

PART ONE: POINT OF VIEW

I. Introduction

A speech teacher of ancient Rome once observed that God had distinguished man from all other creatures by no other means so powerfully as by the gift of speech. A modern novelist has declared that all life comes back to the question of our speech, the means by which we communicate with one another. If the observations of the ancient teacher and the modern novelist are sound—and most thoughtful persons agree that they are—then education for the effective use of speech is paramount for the individual and for his culture.

Speech education is determined by fundamental facts representing some of the contributions made by students of psychology, linguistics, sociology, political science, and communication, as well as by speech scientists. The basic facts are few; taken together they support a philosophy of speech education.

II. The Basic Facts of Speech

1. *Speech is learned, not inherited:* Speech becomes so much second nature that men sometimes regard it as a physical inheritance like eyes or hands or feet. But every member of the human race has to acquire his speech; he brings none of it with him. A significant part of this tremendous feat of learning is accomplished by most people before the age of six, i.e., before school age.

* In presenting this statement concerning speech education, the Speech Association of America is aware that in part the statement applies also to written communication. Taken as a whole, however, the statement stands for the special values that speech education can make to the personal and social development of youth in a democratic society whose vocational, professional, civic, and cultural values are realized in everyday communication through speaking and listening.

2. *Speech is complicated*: Considering the hindrances to the creation and communication of a single thought, human beings may marvel that they understand each other even as well as they do. One reason for the complexity of speech is that no single *organ* of speech exists. The eye sees, the ear hears. What organ speaks? Not the tongue, for all the poet's metaphor. Not the lungs alone, nor the larynx, nor the brain, though all are involved. Speech is a secondary function of many organs, each of which has a more pressing vital function: the throat is used in speaking, but its chief function is swallowing; the lungs supply the column of air for speaking, but only as an incident to maintaining the breath of life; the ear has an important function in speech, but its primary obligation is to hear. In a sense, the whole human body is involved in every act of speech.

Language behavior is virtually equivalent to thinking behavior. Although language may be of different kinds—such as the language of mathematics and of music—the language of words is universal. Accordingly, whatever improves the use of language improves the individual's ability to think. Education is always interested in the development of thinking. One way to develop thinking is to develop speech. Through planned experience in speaking comes growth in thought and speech.

3. *The act of speech is unified*: Whereas the human being has certain senses for inward impression—such as sight, taste, touch, smell, and hearing—he has, in an overwhelming number of life situations, the single means of speech for outward expression.

The human being is most human when using language. Unlike other animals, man can use speech to point to objects and events not immediately present to him and to others; he can talk and reason about his past and plan for his future, and for such purposes he has developed a grammar, a rhetoric, and a logic. Education is always deeply concerned with humanity and with personal adjustments peculiar and proper to the human being. In seeking to develop effective use of speech, education is meeting man on his most human level, for speech and thought are so interdependent that no one is likely ever to make a clear distinction between them. In the human and social sense the mind is made of language; and for nearly everyone the major language is the speech learned in childhood.

4. *The requirements of speech vary in differing cultures*: In the simple culture of rural America in 1850, personal anomalies of speech created relatively simple problems. The Illinois farmer in 1850, for example, probably did not require ten per cent as much speaking as most citizens of Chicago do today. If the farmer chanced to have an impediment in his speech, personal consequences might or might not have been unfortunate; but the social and vocational results were not highly significant. The geometric progression of complexities in modern life has magnified the importance of ready speech for every active member of our society and at the same time has placed heavy stresses upon the channels of communication. In a complex urban culture, the man who cannot speak well is often handicapped just as surely as the man who cannot hear well: often they are the same person. In a great city, a man who is ill in his speech may be just as unemployable as one who is deficient in vision.

Realizing all that is involved in the creation and communication of thought in our increasingly complex culture, responsible Americans should consider means of helping those persons whose physical basis for speech is inadequate but perhaps remediable. In an era when every man counts, effectual measures should be taken to redeem the speech handicapped.

III. Speech and the Citizen

What of the great body of people whose speech is acceptable? What do they require of speech, and what is required of them?

The stresses of the times and the need for easy communication are present for those of normal speech just as they are for the handicapped. The grouping of people in cities, the developments in the technology of communication, the impact of the moving picture, radio, and television on American culture, and the necessities of modern production merely suggest the ways in which speech problems have multiplied. The problems of communication have not merely increased in number: they have developed to unprecedented intensity. With the coming of radio and television language has entered into a new age: speech has been given a fourth dimension whose potential can hardly be estimated. Apparently more people must talk and more must listen today than ever before, not only because there are more people but also because they have more problems—and because they live closer together. In the union hall, in the board meeting, and in the council chamber; in consultation, in conference, and in negotiation; from the pulpit, from the platform, and from the radio and the television set talking goes on to one listener or a million. Arguments are developed, appeals are made, propaganda is insinuated into the minds and spirits of the people. How do they respond?

Communication makes possible group living; and speech, as the chief means of communication, is the universal instrument of social cooperation and coordination. From the most ordinary conversation to the most complex political discussion, speech is used more often and more widely than any other means of communication. The world of today is for most persons a speaking and listening world. It is a world, furthermore, that the great majority of youth must learn to live in without the privilege of higher education. Youth, then, must have mouths that speak and ears that hear. "Without speech I can exist," said the sage, "but I cannot live."

Speech appropriate to group living is characteristic of the individual who gets along well with others. Personality traits and attitudes seem to be most often revealed in speech, and significant development in speech is usually accompanied by significant gains in personality. Successful communication depends upon the understanding, respect, tolerance, and sympathy which speaker and hearer have for each other. Accordingly, certain attitudes should become intimately associated with speech and speaking situations. They are the attitudes of helpfulness, cooperation, tolerance, inquiry, concession, admission, self-reliance, honesty, and conviction. Although some of these may appear more sharply in one speaking experience than in another, they are the attitudinal bases of informal speech and group discussion, of dramatics and the oral interpretation of literature, and of public speaking and debate. In speaking, as in any other learning experiences, such attitudes should be rewarded and reenforced, and anti-social attitudes, such as belligerence and egotism, should go unrewarded.

In a free society, the welfare of all the citizens depends ultimately upon public opinion. If they do not have the ability to form wise judgments on the basis of information and arguments presented to them, then the wise and the unwise will suffer together the consequences of their mutual failure to present and to comprehend wise courses of action. That men should be able rightly to conceive policies, effectively to communicate them, and readily to understand them is a matter of first importance.

If we are not to be deluded by the fraud that government by decree is safer than government by discussion and debate, then all our people must be made increasingly able to participate effectively in public affairs—in the union, in the church, in the corporation, in the legislative assembly, and in the Congress. A citizenry able to differentiate between sound and fallacious reasoning, to distinguish between acceptable and shoddy evidence, to tell an honest speaker from a verbal swindler—this is the minimum essential for the survival of a free and responsible society in a chaotic world.

IV. Speech and the Leader

In *The American Commonwealth* Lord Bryce set forth the ideal that every citizen in a free country should be able to formulate his opinions on public policies and to defend those opinions with arguments. Bryce readily admitted that in practice perhaps not more than one voter in twenty is so ideally equipped. The nineteen lack the ability or the information to deal with the issues of the day; or they have become so engrossed with private affairs that they have no time for public business. But if the twentieth man has the time, the energy, and the ability to state the right propositions in the right way, the nineteen may be able to reach the right conclusions.

What is the usefulness of speech to the twentieth man, the leader in the enterprises of labor, industry, and government? The leader in any group not dependent immediately on force must employ the twin arts of discourse: discussion and debate. Discussion, chiefly a method of inquiry, is a way groups of people learn: it is a means of discovering alternatives. Debate, chiefly a method of advocacy, is a way groups of people develop alternatives. As experience demonstrates, when the arts of discourse are corrupted, when the channels of communication are clogged, men resort to violence as the final arbiter. Doubtless that is one reason why the founders of the American Republic set so many safeguards around the right to speak and the correlative right to listen. For the right to make inquiry (i.e., to discuss) and the right to advocate one's convictions (i.e., to debate) are firmly fixed in the Constitution of the United States. The right to be heard by a jury is even older than the Constitution. At the heart of true citizenship in any organization—social, economic, or political—lies the right and the obligation to utter in the most effective possible way what one believes to be true.

The twentieth man, the leader, must perforce accept the obligation with special care and purpose. Upon his ability to explain, to clarify, and to advocate his judgments rests the welfare of his group and, in the long run, of his nation and his culture.

V. Speech and the Schools

The functions of the arts of speech in a democracy have been set forth because their state is critical. A generation ago John Dewey declared the essential need of the day to be "the improvement of the methods and conditions of debate, discussion, and persuasion." The situation has not changed for the better. Systematic instruction in speech is one of the oldest and most significant of the tasks entrusted by the American people to the schools. Indeed the relation between the schools and instruction in discussion, debate, and persuasion is much older even than America. The earliest schools known to the Occident dealt with a problem essentially similar to the one current today: How can we make boys and girls more useful when they talk? The consequences of the neglect of speech education can be observed in the lack of social intelligence. Unless we heed Dewey's injunction to improve the methods and conditions of debate, discussion, and persuasion, we may find ourselves lacking the basis for a technological or any other culture. We have long lived without atomic science. Whether we can live with it in the dignity of freedom depends in large measure on our ability to solve our problems through the intelligent use of the spoken word.

Discussion and debate serve democracy, and in turn democracy preserves and fosters personal integrity that springs from freedom of speech. The interaction of discussion and freedom of speech preserves personal integrity—personal conviction. In our society any speaker is free to declare, in effect, "I am saying what I believe in the way that I think best for the good of all who hear me." In a tyrannical society, he *must* say, in effect, "I am saying what I am told to say in a way approved by the Dictator for his benefit." The difference between these two statements marks the difference between personal integrity and the lack of it. To encourage and preserve discussion and debate as we know them is to preserve freedom of speech. To preserve freedom of speech is to preserve integrity in all social relationships in which communication makes a difference.

PART TWO: SPEECH AND GENERAL EDUCATION IN THE SCHOOLS

In keeping with the values and goals of speech education expressed above, school programs should give all pupils opportunities to improve their speech through guided experience. The essential speech activities are part of a common learnings program. They are the universal means through which basic information is acquired and social adjustments made both in and beyond the school. Through them personal relationships are facilitated or hindered; through them individuals and groups seek understanding, decision, and action.

I. Tests of Speech and Hearing

1. Speaking: Since difficulties in voice and articulation impede communication and are sometimes associated with social maladjustment, every pupil should know whether his voice and articulation are adequate. If his speech does not meet minimum standards, he is entitled to counsel and aid.

Although judgments and informal tests can be made by any teacher of speech, diagnosis and training in remedial speech should be undertaken by or under the guidance of a qualified speech correctionist. In cooperation with medical and counseling services available in the school and community, the correctionist can undertake adequate diagnosis and prescribe proper therapy. The correctionist can often help pupils individually, and can sometimes aid other teachers to facilitate speech improvement in group situations. An increasing number of states have standards of certification for speech correction teachers. In addition, the American Speech and Hearing Association certifies the clinical competence of its members and carries on studies designed to improve the standards and education of speech clinicians.

2. Hearing: Since the ear guides the act of speaking, every student should know whether his hearing is normal; one who has a hearing loss damaging to the perception of his speech and that of others is entitled to appropriate help. Such diagnosis and help should require the cooperative services of medical and speech specialists. Simple hearing tests, such as large-scale screening tests required in many states, can locate pupils who need the attention and treatment of specialists. In many schools hearing is tested during the regular physical examination.

II. Speech and Learning Situations

1. General Observations: Speech is learned, not instinctive behavior. Acquiring speech through trial-and-error and imitative methods in early life, most young people upon entrance to high school can communicate well enough to "get along" with their fellows. But if their speech is to develop appreciably beyond the minimum level, the guidance of good teachers is essential.

In the general curriculum the method of teaching may consist chiefly of planned experiences in which the practical speaking is emphasized and the knowledge of principles is subordinated, though not omitted.

Speaking experiences should be planned (a) to meet the needs of the pupil who may never have the opportunity to take a formal course in speech, and (b) to meet the social, political, and economic needs of the individual in a democratic society.

Experiences may be developed effectively within a core curriculum; invariably they should be adapted to the plan of general education in the school. Workable and progressive patterns of speaking experiences have proved valuable in general courses devoted to written and oral communication, general science, social science and the language arts. Successful integration of speaking and listening with such courses requires the knowledge of a person trained in speech, who may function as a counselor and planner and often as participating teacher.

2. Kinds of Experience in Speech: The kinds of experiences recommended can best be suggested by reference to their immediate ends: (a) to make inquiry and to disclose information; (b) to ascertain the truth and advocate it; (c) to understand literature and interpret it; (d) to know the drama and participate in it; (e) to evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them.

For each of the speaking experiences a correlative listening experience exists which is not less important than speaking. The student who would obtain and disclose information must be willing to hear it. Anyone who would advocate should also listen. Whoever would interpret literature should be able to enjoy its presentation by others. Those who would really know the drama must be able to observe as well as act. Meaningful radio and television programs require the cooperation of the listener.

- (a) To make inquiry and disclose information: Experiences in making inquiry and disclosing information can be found in interviews; introductions; reports; explanations of basic concepts (such as occur in economics, civics, science, literature, history); explanation of processes (how something is done or made, how a simple mechanism works, how a society or club operates, how bodily processes function, etc.); explanation of the causes of a social movement or phenomenon; conferences; biographic sketches; reading aloud of informative materials; job and vocational requirements.

Such endeavors in the school program encourage the gathering of information from persons, reading, and observation; habits of clear organization and presentation; building of a functional vocabulary; the experience of direct, two-way communication with an audience of one's peers; the satisfaction of making useful contributions to others; listening with accuracy.

- (b) To ascertain the truth and advocate it: Experience in discussion can be designed (1) to examine problems that spring out of general education materials and processes, and (2) to produce, express, explain, and support opinions, to develop a feeling for the attitudes necessary to making admissions, concessions, and compromises in order to reach group agreement, and to provide experience as participants and as leaders. Such discussion should help to build the attitudes essential for effective participation in democratic processes, to afford training in how to take part in and to conduct meetings, to follow the path of give-and-take talk, to arrive at the issues of a problem and to clarify them, to evaluate on-the-spot evidence and facts, and to develop respect for straight argument and logical reasoning.

Experiences in advocacy can be found in the organization and management of clubs, in the practice of parliamentary law, in the discussion of controversial issues, in the debating of live propositions, and in the extemporaneous, persuasive speech prompted by the *problems* growing out of general education courses and out of a speaker's *conviction* that he has a position to recommend to his hearers for acceptance.

Persuasive speaking holds certain personal and social values not directly associated with informative speaking: sense of *public responsibility* for one's views on controversial questions; personal integrity and confidence that springs from conviction and the successful presentation of the grounds of conviction.

- (c) To understand literature and interpret it: Experiences in understanding literature and interpreting it can be provided only through good literature whose full meaning requires oral expression. The reading of prose and poetry aloud encourages full mental and emotional responsiveness to written symbols. Close and accurate observation of printed matter enlarges the spoken vocabulary and illustrates the satisfaction derived from communication which gives pleasure to others.
- (d) To know the drama and interpret it: Experiences can consist of original dramatizations of significant events dealt with in the general curriculum and of productions of standard plays which in whole or in part are adapted to the content and activities of the general curriculum. Creating and playing roles develops insight into human emotional and aesthetic values; expressiveness of voice and body is enhanced; the foundation is laid for the appreciation of the cultural contributions of the theater and dramatic literature.
- (e) To evaluate the dynamic powers of radio, television, and the motion picture, and to respond intelligently to them: Experiences in radio listening and in evaluating of program content can be provided in almost any classroom; many classrooms can provide experiences in television. As a motivating force in a speech program and as a means of providing further insight into radio and television, programs can be developed; if other facilities are not available, a room-to-room or public address system broadcast can be used. Although few schools can afford to make motion pictures, many schools use educational films. These, and the professional entertainment film, can be employed to study the film, as an art and a means of mass communication, with attention to production methods and social effects.

PART THREE: SPEECH IN SPECIALIZED EDUCATION

Beyond the learnings in speech essential to all students, schools should provide additional opportunities to challenge those who may have special interests and aptitudes, to train those who may take leadership roles, and to serve those who realize that speech is essential to their vocational and professional activities.

In specialized education instruction in speech becomes more systematic and intensive than is possible in general education. Teaching, therefore, centers on two main purposes: (a) understanding of the principles, causes, and conditions which promote success in speaking effectively, and (b) guided experience marked by direct application of principles to practice. These purposes are achieved both by courses in speech in the school curriculum and through high level experience in school activities outside the classroom.

I. In the School Curriculum

The diversity of educational activities and the resources of schools determine the kind and extent of instruction. Nevertheless, the essentials of a sound minimum program may be suggested in the following central topics:

1. Fundamentals: How speech sounds are made, care and improvement of the voice, the essentials of distinct utterance and acceptable pronunciation, poise and self-management, personality and speech.
2. Reading Aloud: The application of principles to a variety of materials and activities, including choral and group reading.
3. Discussion: Its values, aims, and chief forms, including procedure adapted to the conference and committee.
4. Debate: Its aims, methods, and practices, including its relation to discussion, to parliamentary law, and to the functioning of our society.
5. Public Speaking: Its aims, methods, and chief forms.
6. Drama and Theater: The qualities of a good play, the conditions and requirements for producing the play, the social and personal values of play participation, acting and role-playing, representative plays, and the creation of one's own play.
7. Radio, Television, and Motion Picture: The qualities of an effective broadcast, the differences between radio and television, the demands of radio and television on the speaker and listener, and the functioning of radio and television in our culture; the purposes, chief production methods and techniques, and the social effects of the motion picture.

The requirements of the radio medium can be met by the adaptation of the materials and experience included within each topic.

In practice the seven topics appear in high school courses in various combinations:

- (a) A two-semester course, frequently called Fundamentals of Speech or Oral Communication, during the junior year and dealing with all six topics.
- (b) A two-semester course devoted to fundamentals, discussion, debate and public speaking, and a semester course devoted to reading aloud and drama and theater.
- (c) A semester course centering on fundamentals and reading aloud, a semester course on discussion, debate and public speaking, and a semester course on drama and theater.
- (d) A semester course dealing with discussion, debate and public speaking, with some attention to fundamentals and reading aloud.
- (e) A semester course dealing with the personal and social implications of radio, television, and the moving picture.

The number and character of the special courses must *extend* and *complement* the experiences in speech provided in the general education offerings of the school.

The educational record of the teacher who develops and participates in the speech program should disclose specialized college or university training in the seven topics above. If speech is the major teaching subject the teacher may have emphasized (1) oral reading, theatre and drama, or (2) public speaking, discussion and debate, or (3) radio and television; nevertheless, the teacher will have had supporting courses in all areas of speech. In semester hours the record will show 20-26. If speech is the second teaching sub-

ject, the teacher will have had at least one course in each area of speech; in terms of semester hours the teacher's record will show 16-20.

Equipment and Supplies. For the proper testing of speech and hearing an audiometer is essential; a machine for recording speech is standard equipment. The speech correction teacher requires tests and materials for examination and re-training procedures.

Play production is most readily carried on with modern theatre facilities, but where a stage and auditorium are not available much can be accomplished with adequate space and seating arrangements and with minimum materials for scene construction and lighting. Adequate time and space for rehearsal and for scene construction are the great essentials.

The classroom ordinarily affords satisfactory surroundings for most experiences in discussion and speechmaking. Arranging seats to permit face-to-face talk facilitates discussion.

An adequate debate program is absolutely dependent on ready access to a good library or to the latest books or articles on the proposition debated.

A good program in radio, television, and the mass media requires a motion picture projector, a tape recorder, a microphone, a radio, and (when practical) a TV receiver. Much can be done with radio speaking if a public address system is available and if acoustics are reasonably good. The large school may desire a radio studio to permit preparation for occasional broadcast programs. If programs are to be transcribed for later presentation, recording equipment of good quality should be available.

II. In Extra-curricular Activities

The chief educational goal of extra-class and inter-scholastic activities in speech must be clearly comprehended. Such activities give the pupil of special aptitude an opportunity for more intensive and extended experience than is possible either in formal courses or in the general education program. In the small school they may provide the only training in speech.

Principals and teachers therefore should treat the interscholastic speech activities as having educational values identical with those that govern classroom instruction in speech. Accordingly, these recommendations are offered:

1. That extra-class events be regarded as the counterpart of curricular instruction.
2. That extra-class events be integrated as closely as possible with class instruction.
3. That extra-class speech activities be taught by a person whose qualifications are in every sense equal to those of persons teaching speech in courses.
4. That the person teaching speech activities be given every right and privilege of other teachers, including the right to have the extra-class teaching counted in the teacher load.

Standards in extra-class instruction in speech cannot be maintained unless teachers and administrators conscientiously observe these recommendations. Even the most highly qualified teacher of speech activities requires time and energy for them. Speech events guided by a teacher of inadequate and narrow

preparation or by one whose burden of duties permits only superficial last-minute preparation cannot well be expected to develop or continue an adequate speech program.

The wise principal and the qualified teacher, furthermore, should be mindful of the standards, forms, and regulations in speech activities which are determined and administered by state or national associations. The North Central Association and the Speech Association of America recommend that all groups which sponsor and administer speech contests keep in close touch with each other; that they seek advice and counsel of teachers of speech through their state and national organizations with a view to constant improvement of the speech events they administer. Such associations are concerned with the number and kinds of activities, the length of the season in each event, the encouragement of broad local participation, the educational goals of activities, criteria for the evaluation of events, the choice of qualified critic judges and observers, and the schedules. The responsible agencies do not seek to legislate uniformity in these matters; rather they make it possible and convenient that students and teachers, meeting together on an interscholastic basis, may gain much from mutual observation, evaluation, and comment on common enterprises in speech.

III. Recommendations

Recognizing that interscholastic speech contests tend to become institutionalized and slow to change to meet modern social conditions, and believing that schools and teachers everywhere would be helped in their efforts to improve contests, the NCA and the SAA join in making the following recommendations:

1. Keeping the *educational* values of speech in today's society in mind, teachers and administrators should evaluate the aims, methods, and procedures of speech activities as they now exist. Although the names and forms of activities vary considerably, the following titles are widely used: public speaking, oratory, radio speaking, debate, dramatics, oratorical declamation, humorous reading, dramatic declamation, prose reading, verse speaking, choral reading. Are all these events as appropriate today as they may have been 20 years ago? Does declamation (the memorized reading), for example, find a place among communicative situations today?
2. In events devoted to the oral reading of prose and poetry for appreciation and pleasure, reading from the page rather than speaking from memory should be encouraged. Some experiences in sight reading should be offered.
3. An event devoted to and emphasizing group discussion would appear to be highly desirable. Such an event should be genuinely motivated toward the acquiring of understanding and technique in committee and conference procedures as well as in discussion as an enterprise in group learning.
4. The teaching of debating should be extended to include in addition to the traditional forms, other procedures, especially those of the legislative type. The Moot Court, the Debaters Assembly, and the Student

Congress all provide useful and possibly interesting variants from standard forms and all seem well designed to meet the essential purpose of scholastic debate, i.e., the teaching of advocacy. In all school debates greater emphasis should be placed on the speakers' talking to an audience. Possibly desirable or necessary as an exercise or as a rehearsal, tournament debating in an empty room can not be justified as an end in itself. Does not every student of debating have the right to speak before a genuine audience at least as often as he speaks in a tournament rehearsal?

5. Events concerned with public speaking should emphasize extemporaneous speaking, i.e., the original speech which is carefully prepared but whose language is not memorized word-for-word. An event might be the panel-forum and any event could well require questions from the audience.
6. Activities planned to provide experiences in radio and television should include speaking, acting, writing, and producing, as well as listening. The planning and management of broadcasts are useful not only as a method of mastering of techniques but also as a motivating factor in learning essential principles of speech and as a means of developing intelligent listening.
7. In dramatic contests, good plays should be chosen to meet the needs of students, school, and community. The stock contest piece is too often undertaken merely because it has been a "winner."
8. The types of awards, the method of awarding them, and the manner of presenting them should be carefully examined with a view to their educational and psychological implications. To encourage the proper response, interscholastic meetings might well be called *festivals* or *conferences* rather than contests. The students' work may well be evaluated by the use of general categories such as superior, good, average. Contestants should have the opportunity to learn the bases of the judge's or critic's evaluation of their work. Interscholastic meetings will attain their greatest value when participants and teachers ask first, "How can we improve?" not "Who won?"

Extra-class occasions for speaking should be as real and as meaningful as possible. In speaking, discussion, and debate, subjects and problems can often be in tune with the interests of the school and the community. Opportunities are afforded by the school assembly, clubs, the school council, class meetings, and the like; civic groups often welcome students who are prepared to offer them something of interest. Plays, and scenes from plays, can be chosen not only for their entertainment values but for their insight into basic human problems, character, and behavior.

Part II

SUGGESTED REFERENCE MATERIALS*

FOR SPEECH TEACHERS

The following references, while in no sense a complete list, are worth purchasing, or they may be borrowed for a two-week loan period from the Bureau of Information and Program Services, University of Wisconsin Extension Division, 1327 University Avenue, Madison 5, Wis., or from the Traveling Library, State Office Building, Madison, Wis.

Speech Periodicals

Quarterly Journal of Speech, Speech Association of America, University of Missouri, Columbia, Mo. \$3.50 per year.

Speech Activities. (Formerly Debater's Magazine) Quarterly. Nichols Publishing House, Redlands, Calif. \$4.00 per year.

Fundamentals of Speech

Borchers and Wise, *Modern Speech*. Harcourt, 1947.

Weaver, Andrew Thomas, *Speech Forms & Principles*. Second Edition. Longmans, 1951.

Voice Training

Anderson, Virgil A., *Training the Speaking Voice*. Oxford, 1942.

Grim, Harriett E., *Practical Voice Training*. Appleton-Century-Crofts, 1948.

Holmes, F., Lincoln D., *A Handbook of Voice and Diction*. Appleton-Century-Crofts, 1940.

Public Speaking

Gilman, Aly, and Reid, *Fundamentals of Speaking*. Macmillan, 1951.

Gough, Rousseau, Cramer and Reaves, *Effective Speech*. Harpers, 1948.

Gray and Braden, *Public Speaking, Principles and Practices*. Harpers, 1951.

Monroe, A. H., *Principles and Types of Speech*. Third Edition. Scott-Foresman, 1949.

Oliver and Cortright, *New Training for Effective Speech*. Revised Edition. Dryden, 1950.

Parrish, W. M., *Speaking in Public*. Scribner's, 1947.

Interpretative Reading

Hedde and Brigance, *American Speech*. Revised Edition. Lippincott, 1946.

Lowrey and Johnson, *Interpretative Reading*. Appleton-Century-Crofts, 1942.

Johnson, Gertrude E., *Studies in the Art of Interpretation*. Appleton-Century-Crofts, 1940.

McLean, Margaret P., *Oral Interpretation of Forms of Literature*. Dutton.

Parrish, W. M., *Reading Aloud*. Revised Edition. Ronald.

Tresidder, Argus. *Reading to Others*. Scott-Foresman, 1940.

*For addresses of publishers, see p. 33.

Weaver and Borchers, *Speech*. Harcourt, 1946.

Woolbert and Nelson, *The Art of Interpretative Speech: Principles and Practices of Effective Reading*. Appleton-Century-Crofts, 1934.

Drama

Albright, Harry Darkes. *Working Up a Part*. Houghton, Mifflin, 1947. 224 pp. \$2.50.

American Educational Theatre Association. *Syllabus for a Proposed Course in Dramatics at the High School Level*. 3rd Edition. 1946. 33 pp. \$1. Address Wm. P. Halstead, Speech Dept., University of Michigan, Ann Arbor, Mich.

———. *Teaching Dramatic Arts in the Secondary Schools*. 1945. 52 pp. \$1.

———. *Drama Festivals: A Manual*, 1945. 24 pp. \$1.

Barton, Lucy. *Historic Costume for the Stage*. Baker, 1935.

Buerki, F. A. *Stage Craft for Non-Professionals*. Address F. A. Buerki, Wisconsin Union Theatre, Madison. 50 cents.

Crafton and Royer, *The Complete Acted Play from Script to Final Curtain*. Appleton-Century-Crofts, 1944. 385 pp.

———. *Acting. A Book for the Beginner*. Appleton-Century-Crofts, 1928. 328 pp.

Dolman, John. *The Art of Play Production*. Harper, 1928. 466 pp. \$4.

Fuchs, Theodore. *Home Built Lighting Equipment for the Small Stage*. French, 1939. \$3.

Gillette, A. S. *Planning and Equipping the Educational Theatre*. National Thespian Society, College Hill Station, Cincinnati 24, Ohio. 1916.

Heffner, Selden, Samuel and Sellman. *Modern Theatre Practice—A Handbook for Non Professionals*. Appleton-Century-Crofts, 1943.

Hughes, Glenn. *The Penthouse Theatre; Its History and Technique*. Samuel French, 1945. 124 pp. \$2.00.

Latham, Jean Lee. *Do's and Don'ts of Drama*. Dramatic, 1935. 172 pp.

Macgowan, Kenneth. *A Primer of Play Writing*. Random House Inc., 1951. 202 pp. \$2.50.

Nelms, Henning. *Play Production. A Handbook for Backstage Workers; A Guidebook for Drama Students*. Barnes & Noble, Inc., 1950. 301 pp. \$1.50.

Ommaney, Katherine Anne. *The Stage and the School*. Harpers, 1939. 504 pp.

Ommaney, Katherine and Ommaney, Pierce C., *The Stage and the School*. 2nd revision. Harpers, 1950.

Selden and Sellman. *Stage Scenery and Lighting; A Handbook for Non-Professionals*. Appleton-Century-Crofts, 1943.

Selden, Samuel. *A Player's Handbook: The Theory and Practice of Acting*. Appleton-Century-Crofts, 1934.

Dramatics. An educational magazine for directors, teachers and students of dramatic arts. National Thespian Society, College Hill Station, Cincinnati 24, Ohio. Monthly. \$2.50.

Theatre Arts. A Monthly publication of Theatre Arts, Inc., 130 W. 56th St., New York 19. \$5. per year.

Wisconsin Idea Theatre Quarterly. Published by the Wisconsin Idea Theatre, University Extension Division, Madison. A quarterly devoted to the idea of a people's theatre for Wisconsin. \$1. per year.

Play Production Kit. A manual to assist amateur theatrical producers with all aspects of play production. Price of the complete kit \$3.50. Items may be purchased separately, however. The kit contains:

<i>Play Direction</i> . Allen Crafton.....	\$1.00
<i>Designing Scenery for the Stage</i> . A. S. Gillett.....	.50
<i>The Art of Theatrical Make-Up</i> . Martha Van Kleeck.....	.15
<i>Stage Lighting Simplified</i> . F. A. Buerki.....	.15
<i>Arena Theatre</i> . Martha Van Kleeck.....	.15
<i>Organizing a Community Theatre</i> . National Theatre Conference.....	1.00
<i>Handbook for Children's Theatre Directors</i> . Louise Horton.....	.60

For the Play Production Kit address Wisconsin Idea Theatre.

Discussion and Debate

Auer and Ewbank, *Handbook for Discussion Leaders*. Harpers, 1947.

Baird, A. Craig, *Argumentation, Discussion and Debate*. McGraw-Hill, 1950.

Ewbank, and Auer, *Discussion and Debate*. Second Edition. Appleton-Century-Crofts, 1951.

Garland, J. V., *Discussion Methods*. H. W. Wilson Co., 1951.

Lasker, Bruno, *Democracy Through Discussion*. H. W. Wilson, 1950. \$3.50.

McBurney and Hance, *Discussion in Human Affairs*. Harpers, 1950.

Sumners, Whan and Rousse. *How to Debate*. H. W. Wilson, 1950. \$2.75.

Utterback, William E., *Group Thinking and Conference Leadership*. Techniques of Discussion. Rinehart, 1950.

Wagner and Arnold, *Handbook of Group Discussion*. Houghton Mifflin, 1950.

Student Councils and Assemblies

School Activities. (Monthly.) Sept. to May. Single copies 50 cents, \$3.50 per year. School Activities Pub. Co., 1515 Lane St., Topeka, Kan.

Planning Student Activities in the High School. Gordon Klopff. Available from Bureau of Information & Program Services, 1327 University Ave., Madison, Wis. 25 cents in Wisconsin.

PUBLISHERS OF DRAMA AND SPEECH MATERIALS

Appleton. Appleton-Century-Crofts, Inc. 35 W. 32nd St., New York 1.

Baker. Walter H. Baker Co. 569 Boylston St., Boston, Mass.

Barnes. Barnes & Noble, Inc. 105 Fifth Ave., New York 3.

Crofts. Appleton-Century-Crofts, Inc. (See Appleton).

Dennison. T. S. Dennison & Co. 225 So. Wabash Ave., Chicago, Ill.

Dramatic Publishing Co. 1706 So. Prairie Ave., Chicago 16, Ill.

Dramatists Play Service, Inc. 14 E. 38th St., New York 16.

Dryden. The Dryden Press, Inc. 386 4th Ave., New York 16.
 Dutton. E. P. Dutton & Co. Inc. 286-302 4th Ave., New York 10.
 French. Samuel French, Inc. 25 W. 45th St., New York 19.
 Harcourt. Harcourt, Brace & Co. Inc. 383 Madison Ave., New York 17.
 Hardin. Ivan Bloom Hardin Co. 3806 Cottage Grove Ave., Des Moines, Ia.
 Harper. Harper & Brothers. 49 E. 33rd St., New York 16.
 Houghton. Houghton Mifflin Co. 2500 Prairie Ave., Chicago 16, Ill.
 Lippincott. J. B. Lippincott Co. 227-231 So. 6th St., Phila. 5, Pa.
 Longmans, Green & Co. 55 Fifth Ave., New York 3.
 McGraw. McGraw-Hill Book Co., Inc. 330 W. 42nd St., New York 18.
 Means. Edna Means Dramatic Service, 525 Arlington Pl., Chicago 14, Ill.
 Oxford University Press, 114 5th Ave., New York 11.
 Prentice-Hall, Inc. 70 5th Ave., New York 11.
 Randon House, 457 Madison Ave., New York 22.
 Rinehart & Co. Inc. 232 Madison Ave., New York 16.
 Ronald Press Co. 15 E. 26th St., New York 10.
 Scott. Scott Foresman & Co. 433 E. Erie St., Chicago 11, Ill.
 Scribner. Charles Scribner's Sons, 597-599 5th Ave., New York 17.
 Stokes. Is now under Lippincott (see above).
 Wetmore, Declamation Bureau. 1631 So. Paxton St., Sioux City, Ia.
 Wilson. H. W. Wilson Co. 950 University Ave., New York 52.
 Wisconsin Idea Theatre, 1327 University Ave., Madison 5, Wis.

HELPFUL ARTICLES IN LAST YEAR'S NEWS LETTERS

- Jacob, Bruno E., *Improving Debate by Discussion*. Feb. 1951. Vol. XXII, No. 3, p. 8.
 Krammes, Dale E., *Making a Real Educational Experience Out of a State Drama Contest*. Feb. 1951. Vol. XXII, No. 3, p. 12.
 Schmidt, W. G., *Survey on Declamation*. May, 1950. Vol. XXI, No. 4, p. 8.
 ———. *Survey on Oratory*. Nov. 1950. Vol. XXII, No. 2, p. 13.
 ———. *Survey on Extemp. Speaking*. Feb. 1951. Vol. XXII, No. 3, p. 16.
 ———. *Survey on Extemp. Reading*. May, 1951. Vol. XXII, No. 4, p. 12.
 Spence, Leslie E., *Speech Should Teach Listening Too*. Feb. 1951. Vol. XXII, No. 3, p. 14.
 ———. *Are You a Good Judge of Plays?* May, 1951. Vol. XXII, No. 4, p. 17.
 Thorup, Clifford A., *Radio in the High School*. May, 1951. Vol. XXII, No. 4, p. 8.

Part III

ANNUAL REPORT

INTRODUCTION

Achievement of educational goals can not always be measured in numbers or percentages. The real purpose of the Wisconsin High School Forensic Association is not to hold contests or give awards. It is to provide a series of educational experiences through which boys and girls may develop certain abilities to discriminate, to think, and to express themselves—individually, and as members of a group. It is difficult, however, to measure and report achievements in these goals on a statewide basis. We can, however, report on participation in activities which have these purposes and which have been sponsored by your association. We can report too, the winning play casts, debate teams, and individuals who have achieved the standards which have been set up by the association, as measured by our various judges. We should also make an annual accounting of the funds with which we have been entrusted. You will find the financial statement for the past year on p. 36.

BOARD OF CONTROL

Two meetings of the board of control were held this past year, one in Milwaukee in November, and the other in Madison in March. Minutes of the board meetings may be examined by any member of the Association.

The annual elections last fall returned all four incumbents to office for three-year terms.

Reelected:

Eau Claire District—C. L. Dodge
La Crosse District—K. A. Curran
River Falls District—D. K. Lien
Southern Section—A. J. Kriewald

FINANCIAL STATEMENT

Balance June 30, 1950 ----- \$301.57

Receipts

Dues ----- \$2,922.50
 Sales of Materials ----- 594.90
 Refunds on Sale Materials ----- 57.75
 State Drama Contest ----- 99.68
 State Debate Contest ----- 334.60
 State Speech Contest ----- 623.00
 Speech Institutes ----- 496.68

----- \$5129.11

Disbursements

Materials for Resale ----- 667.24
 Board and Committee Expense ----- 594.63
 Printing ----- 910.06
 Speech Institute Expense ----- 598.92
 Awards ----- 1097.79
 Cuttings ----- 60.00
 State Drama Contest ----- 127.88
 State Debate Contest ----- 460.53
 State Speech Contest ----- 453.80
 Mimeo. Postage & Supplies ----- 396.35
 Bank Service Charge ----- 18.04

----- \$5385.24

Operating deficit for 1950-51 ----- \$256.13

Balance June 30, 1951 ----- 45.44

Accounts Payable ----- \$ 86.70

Accounts Receivable ----- \$ 16.83

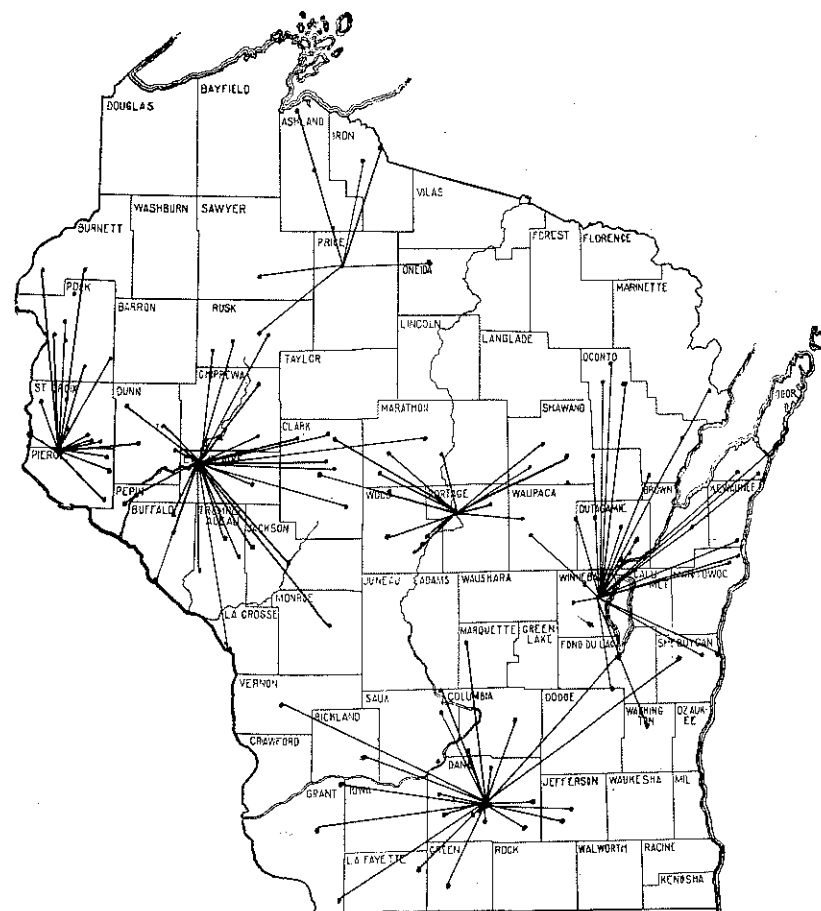
We, the undersigned, have carefully examined the financial records of the Wisconsin High School Forensic Association and find them correct in every detail. We further certify that the financial picture as presented in the treasurer's report printed above gives an accurate account of the financial condition of the Association as of June 30, 1951.

Signed:

H. J. DUWE, *Business Manager**University Extension Division*EVERETT J. HILL, *WHSFA Board Member*F. JOHNSON, *Assistant to Mr. Duwe*

SPEECH INSTITUTES

1950-51



INSTITUTE

Stevens Point -----
 River Falls -----
 Neenah -----
 Eau Claire -----
 Park Falls -----
 Madison -----

Attendance

243

268

642

605

113

397

2268

No. of
Schools

18

20

31

36

10

35

150

STATE DRAMA CONTEST

Bascom Hall, University of Wisconsin

December 8-9, 1950

Presiding: A. C. Jones, Chairman of Board of Control

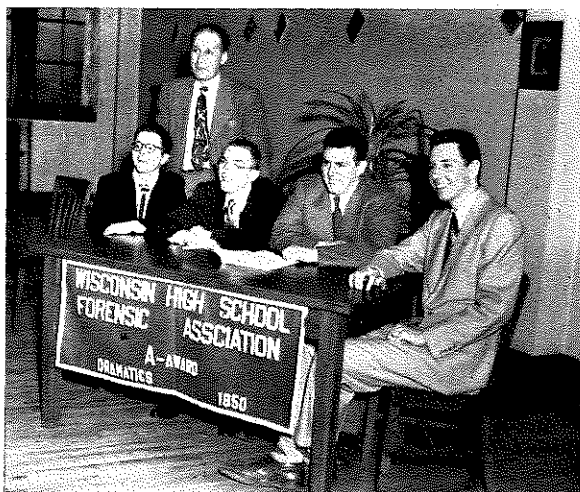
Critic Judge: R. E. Mitchell, Professor of Speech and Theatre Director,
University of Wisconsin

Production Manager: David W. Weiss, Jr., University of Wisconsin

MILWAUKEE MARQUETTE—SOUTHERN SECTION—"A"

"THE GAME OF CHESS"

K. S. Goodman



Seated left: James Goggin, Cornelius Shields, Michael Sheridan, and Michael Regan. Standing: L. J. Schlenk, Coach

Alexis Alexandrovitch Cornelius Shields
 Boris Ivanovitch Shamrayeff Michael Sheridan
 Constantine Michael Regan
 Footman James Goggin

Director—L. J. Schlenk

Stage Managers James Glasl and Thomas Lauer

LA CROSSE—AQUINAS—CENTRAL SECTION—"A"

"WHY I AM A BACHELOR"

Conrad Seiler



Lecturer Andre Patnode
 Algernon Arlyn Wilder
 Henrietta Betty Murphy
 Henrietta's mother Mary Noel
 Little Brother Edward Hale
 Aunt Emma Therese Potaracke

Director—Sister M. Theodata

Stage Manager Richard Faas

MILWAUKEE—PIUS XI—SOUTHERN SECTION—"A"

"THE MONKEY'S PAW"

Jacobs and Parker



Left to right: Thomas Brenner, David Penn, Joseph Valerio,
Patrick Lynch, Margaret Kolo

Mr. White	Joseph Valerio
Mrs. White	Margaret Kolo
Herbert	Patrick Lynch
Sergeant-Major Morris	Thomas Brenner
Mr. Sampson	David Penn
Director—Sister M. Judine	
Stage Manager	Daniel Engelhard

SUPERIOR CENTRAL—NORTHERN SECTION—"A"

"SUBMERGED"

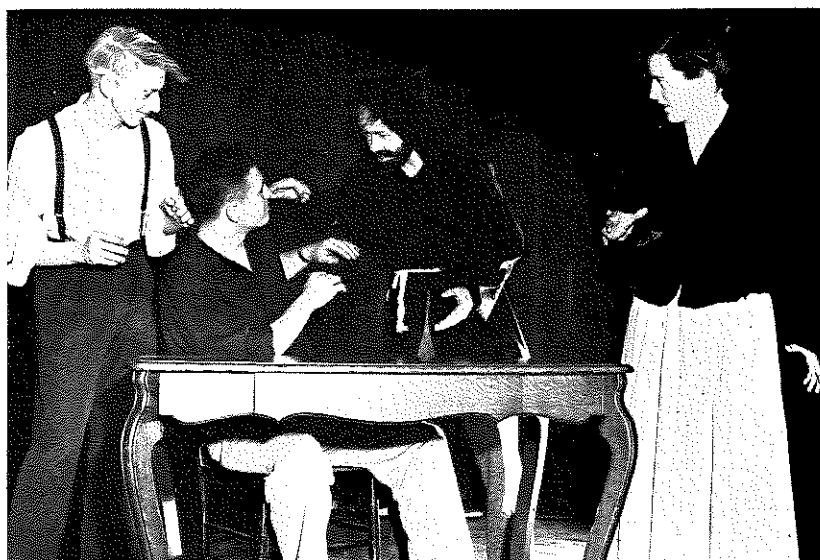
Cottman and Shaw



Dunn, the lover	Joel Bushnell
Shaw, the dreamer	Don Kaarto
Brice, the coward	Jeff Sell
MacAndrews, the commander	Dick La Joie
Nabb, the cockney	James Payton
Jorgson, the bully	James Kriegl
Director—Agnes A. Currie	
Stage Manager	James Kriegl

SUPERIOR CATHEDRAL—NORTHERN SECTION—"A"

"DUST OF THE ROAD"
Kenneth Sawyer Goodman



Left to right: Don Fisher, Jack Braun, John Day, Mary Hanlon

Prudence Steele	Mary Hanlon
The Old Uncle	Don Fisher
Peter Steele	Jack Braun
The Tramp	John Day
<i>Director</i> —Sister Margaret Mary	
Stage Manager	Jack O'Brien

EAU CLAIRE SENIOR—NORTHERN SECTION—"A"

"GRAY BREAD"
Jean Lee Latham
(No picture submitted)

Motka	Peggy Waterhouse
Riga	Jeanne Quella
Solda	Ruby Bragg
Yolande	Nan Hirsch
<i>Director</i> —Dale E. Krammes	
Stage Manager	Jackie Phillips

WAUPUN—CENTRAL SECTION—"B"

"THE WONDER HAT"
Goodman and Hecht

Harlequin	Gene Kempfer
Pierrot	Neal Jenkin
Punchinello	Larry Durning
Columbine	Mariene Nyhuis
Margot	Carole Krueger

Director—Mrs. Jean Birkett

GREEN LAKE—CENTRAL SECTION—"B"

"THE UGLY DUCKLING"
A. A. Milne

The King	William Weinkauff
The Queen	Marilyn Pitcher
The Chancellor	Mickey Hoffmann
The Princess Camilla	Donna Moore
Dulcibella	Ann Polensky
Prince Simon	Robert Mehn
Carlo	Darrel Ebert

Director—Mrs. R. L. Learn

Stage Manager	Garth Buchholz
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MARINETTE—CENTRAL SECTION—"B"

"SUBMERGED"
Cottman and Shaw

Dunn	Don Oakwood
Shaw	Stuart Lang
Brice	Antone Weiler
Commander	Tom Peters
Nabb	Howard Schleis
Jorgson	Ken Hocking

Director—Miss Alice Colburn

Stage Managers	Ken Covert and Dudley Heath
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GREENWOOD—CENTRAL SECTION—"B"

"WILL-O'-THE WISP"
Doris Halman

Old Woman	Corinne Hare
Will-O'-The Wisp	Elaine Seibold
Young Woman	Nancy Hohl
Maid	Ann Warner

Director—Mrs. Vera Scholtz

Stage Managers	Kay Schwartz and DuWayne Carl
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EAU CLAIRE ST. PATRICK—NORTHERN SECTION—"B"

"THE UGLY DUCKLING"

A. A. Milne

The King Don Francis
 The Chancellor David Falch
 The Queen Beth Scheffler
 The Princess Patricia Keiner
 Attendant to the Princess Mavis Jacobs
 The Prince Robert Donaldson
 Attendant to the Prince James Shea

Director—Sister M. Janet

Stage Manager Charles Price

MOSINEE—CENTRAL SECTION—"B"

"MIND SET"

Merle Bouton Young

Narrator Harvey Stensberg
 Augusta Cunningham Dorothy Hemp
 Joe McCarthy Miles La Du
 Prentiss J. Prescott III Eddie Slewitzke
 Great Aunt Rella Mary Anna Hemp
 Voice Joan Hoard

Director—Maline Verich

Stage Managers Stephen Barszca, Jimmy Williams, Gary Krueger,
Francis Lietz

STEVENS POINT—CENTRAL SECTION—"B"

"BREAKFAST"

W. G. Cook

John, the husband David Silverman
 Isabel, the wife Janet Freed
 Winifred, the older daughter Karen Mortenson
 Edna, the youngest daughter Mary Braatz
 George, the son Bill Gage
 Laura, the maid Kathleen Pullen

Director—Mrs. Jean Pliska

Stage Managers Joe Roy and Alice Arnold

LUXEMBURG—CENTRAL SECTION—"B"

"THE WONDER HAT"

Goodman and Hecht

Harlequin Don Neuser
 Pierrot John James
 Punchinello Don Hermans
 Columbine Nancy Seidl
 Margot Lois Rass

Director—Miss Dorothy Braun

Stage Manager Lyle Heim

BLANCHARDVILLE—SOUTHERN SECTION—"C"

"WHICH IS THE WAY TO BOSTON"

Ronald Lorenzen

John Harvey, a retired farmer Sanford Syse
 Martha Harvey, his wife Ilah Olson
 Chris Harvey, his nephew Clifford Lien
 Mary Harvey, Chris's wife Audrey Watrud

Director—Miss Theresa O'Connor

Stage Manager Harold Corbin

LAKE MILLS—SOUTHERN SECTION—"C"

"THE BOND BETWEEN"

Mae Howley Barry

Mrs. Haledon, the governor's wife Arlene Strasburg
 Miss Brigg, her secretary Mary Neupert
 Joan Haledon, her daughter Diana Greenwood
 Mrs. Carson, mother of a prisoner Marian Schultz

Director—Miss Ella Kneller

Stage Manager Nancy Zurbuch

SUMMARY OF SECTIONAL DRAMA CONTEST REPORTS 1950

Northern Section—At Rice Lake

95 Schools in Section
8 Schools Participated

School	Rating
Eau Claire St. Patrick	A
Eau Claire Senior	A
Superior Cathedral	A
Superior Central	A
Colfax	B
Siren	B
Mellen	C

Judge: Earl Kjer

Southern Section—At Whitewater

157 Schools in Section
9 Schools Participated

School	Rating
Blanchardville	A
Milwaukee Marquette	A
Lake Mills	A
Milwaukee Pius XI	A
Verona	B
Baraboo	B
Beloit	B
Milwaukee Riverside	B
Columbus	B

Judge: Paul Gauger

Central Section—At Stevens Point

168 Schools in Section
16 Schools Participated

Greenwood	A	Pittsville	B
La Crosse Aquinas	A	Kaukauna	B
Mosinee	A	Brillion	B
Green Lake	A	Wittenberg	B
Luxemburg	A	Tomah	B
Marinette	A	Weyauwega	B
Waupun	A	Sevastopol	C
Stevens Point	A	Soldiers Grove	C

Judge: Leland M. Burroughs

SUMMARY OF DISTRICT DRAMA CONTEST REPORTS 1950

La Crosse District—At La Crosse

La Crosse Aquinas	A
Soldiers Grove	A
Tomah	A
Galesville	B
Richland Center	B
West Lima	B
La Farge	B
Black River Falls	B

Judges: Marie Toland and
William Sawyer

Milwaukee District—At Port Washington

Milwaukee Marquette	A
Milwaukee Riverside	A
Milwaukee Pius XI	A
West Bend	B
Cedarburg	B

Judge: Catherine Miller

Schools receiving "A" awards eligible to enter next contest.

Oshkosh District—At Shawano

Waupun	A	Shawano	B
Sevastopol	A	Seymour	B
Marinette	A	Kewaunee	B
Luxemburg	A	Mishicot	B
Kaukauna	A	Bonduel	C
Brillion	A	Lena	C
West De Pere	B		

Judge: Ruth McKenna

Stevens Point District—At Stevens Point

Green Lake	A	Endeavor	B
Greenwood	A	Marathon	B
Mosinee	A	Medford	B
Pittsville	A	Stevens Point St. Joseph	B
Stevens Point	A	Stratford	B
Weyauwega	A	Scandinavia	B
Wittenberg	A	Biramwood	C
Bowler	B	Mattoon	C
Colby	B		

Judge: Earl Kjer

Whitewater District—At Oregon Oakwood

Beloit	A	Monroe	B
Lake Mills	A	Johnson Creek	C
Baraboo	A	Markesan	C
Columbus	A	Hartland	C
Verona	A	Delavan	C
Oregon Oakwood	B	Pardeeville	C
Pewaukee	B		

Judge: Martha Van Kleeck Knoke

Platteville District—At Platteville

Blanchardville	A	Lone Rock	C
Hollandale	B	Blue River	C
Cazenovia	B	Muscoda	C
Hazel Green	B		

Judges: Sherwin Abrams, William
Work, Lawrence Brown

Eau Claire, River Falls, and Superior Districts did not hold contests. Participants in these areas entered directly into the sectional contests.

Schools receiving "A" awards eligible to enter next contest.

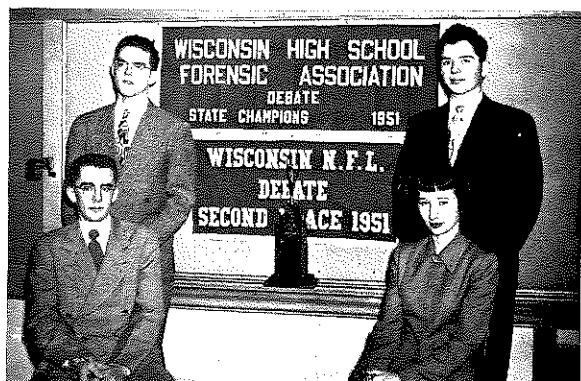
STATE DEBATE CONTEST

February 24, 1951

Resolved, That the American people should reject the Welfare state.

Debaters and Coaches of Participating Schools

SHEBOYGAN NORTH—SOUTHERN SECTION—FIRST PLACE



Affirmative

Allen Dewey
Steve Evans

Negative

Janet Currie
John Morrison*Coach: Willard A. Witzeling*

WAUSAU—CENTRAL SECTION—SECOND PLACE

Affirmative

George Murphy
Beverly Sternberg

Negative

Dorothy Bush
Robert Eckerly

Alternates

Betty Boettcher

Ken Chagnon

Coach: Ervin C. Marquardt

WEST ALLIS CENTRAL—SOUTHERN SECTION—THIRD PLACE

Affirmative

Christine Goering
Bruce Bond

Negative

Donald Kollatz
Harold Conrad

Alternates

John Suarez

Richard Riedel

Coach: Hoyt Rawlings

LA CROSSE LOGAN—CENTRAL SECTION—THIRD PLACE

Affirmative

Russell Cleary
Richard Johnson

Negative

Charlene Widener
Georgia Wright*Coach: Daniel B. Hoyt*

EAU CLAIRE SENIOR—NORTHERN SECTION—THIRD PLACE

Affirmative

Gretchen Lowe
George Gerner

Negative

Charles Bush
Patricia Litsheim

Alternates

Donald Manthei

David Beede

Coach: Barry C. Robinson

SUPERIOR CATHEDRAL—NORTHERN SECTION—THIRD PLACE

Affirmative

Mary Alice Hack
John Day

Negative

Gloria Drinkwine
Jack O'Brien*Coach: Sister Margaret Mary*

APPLETON—CENTRAL SECTION—THIRD PLACE

Affirmative

James Close
Oscar Schmiede

Negative

Jerry Polisky
Helen Heise

Alternates

Mary Kay Staidl

John Helble

Coach: H. F. Wetak

PORT WASHINGTON—SOUTHERN SECTION—THIRD PLACE

Affirmative

Donna Mae Hagen
Bruce Wilburn

Alternate

Negative

Irene Perry
Charles Nash

Paul Erickson

Coach: Walter R. Smith

EAU CLAIRE ST. PATRICK'S—NORTHERN SECTION—FOURTH PLACE

Affirmative

Donald Shea
Patrick Golden

Negative

Charles McCaghy
Donald Jolliffe

Coach: Sister M. Janet O. S. B.

PRAIRIE DU CHIEN CAMPION—SOUTHERN SECTION—FOURTH PLACE

Affirmative

Louis Blanton
Gary Wills

Negative

Thomas Meyer
William Birdsall

Coach: Rev. R. J. Grennan, S. J.

MILWAUKEE NOTRE DAME—SOUTHERN SECTION—FOURTH PLACE

Affirmative

Michael Hadfield
Rita Czaplicki

Negative

Susan Maday
Edmond Winkler

Coach: James W. Cleary

MADISON WISCONSIN HIGH—SOUTHERN SECTION—FOURTH PLACE

Affirmative

Lucy Miller
Winfield Bronson

Negative

Dick Ragsdale
Claude Burdick

Alternates

Jean Barth

Judy Shapiro

Coach: William Buys

CHIPPEWA FALLS McDONELL—NORTHERN SECTION—FIFTH PLACE

Affirmative

Patricia Theirl
Loretta Hughes

Negative

Robert Monarski
Duane Roehling

Coach: Eugene R. Krhin

CHIPPEWA FALLS SENIOR—NORTHERN SECTION—FIFTH PLACE

Affirmative

David Raihle
Mary Ellen Jenks

Alternates

Carol Dinkel

Negative

Carole Tilbury
Lester Meyer

Pat Elliott

Coach: Joan Skouge

LADYSMITH—NORTHERN SECTION—SIXTH PLACE

Affirmative

Nancy Thut
William Brown

Negative

Patricia Yankee
Caryl Gerber

Coach: Edward M. Bashara

RICE LAKE—NORTHERN SECTION—SIXTH PLACE

Affirmative

Joyce Segerstrom
Mary Michalke

Negative

Annette Peterson
Margaret Vespermann

Coach: Irene E. Raawe

BLAIR—CENTRAL SECTION—SIXTH PLACE

Affirmative

Viola Otterson
Barbara Osgood

Negative

Soren Urberg
Verdel Kolve

Coach: Hal W. Goetsch

AMERY—NORTHERN SECTION—SEVENTH PLACE

Affirmative

Kent Waterman
Loella Nitzkowski

Negative

Audrey Ausen
Jo Ann Hullquist

Coach: Margaret Jerdee

SUMMARY OF STATE DEBATES

	Won	Lost		Won	Lost
Sheboygan North	6	0	Prairie du Chien Champion	3	3
Wausau	5	1	Milwaukee Notre Dame	3	3
West Allis Central	4	2	Madison Wis. High	3	3
La Crosse Logan	4	2	Chippewa Falls McDonell	2	4
Eau Claire Senior	4	2	Chippewa Falls Senior	2	4
Superior Cathedral	4	2	Ladysmith	1	5
Appleton	4	2	Rice Lake	1	5
Port Washington	4	2	Blair	1	5
Eau Claire St. Patrick's	3	3	Amery	0	6

JUDGES FOR STATE DEBATES

Gladys L. Borchers, Professor of Speech, University of Wisconsin
 Winston L. Brembeck, Assistant Professor of Speech, University of Wisconsin
 Martin T. Cobin, Teaching Assistant in Speech, University of Wisconsin
 John E. Dietrich, Associate Professor of Speech, University of Wisconsin
 Lee S. Dreyfus, Teaching Assistant in Speech, University of Wisconsin
 H. L. Ewbank, Sr., Professor of Speech, University of Wisconsin
 Thorrel B. Fest, Fellow in Speech, University of Wisconsin
 Frederick W. Haberman, Associate Professor of Speech, Univ. of Wis.
 Richard D. Harper, Teaching Assistant in Speech, University of Wisconsin
 Ralph K. Huitt, Assistant Professor of Political Science, Univ. of Wis.
 James E. Lennon, Jr., Teaching Assistant in Speech, University of Wisconsin
 A. T. Weaver, Professor of Speech, University of Wisconsin
 William E. White, Assistant to Speech Examination Committee, Univ. of Wis.
 Julian Williams, Graduate Assistant in Speech, University of Wisconsin
 Sherman Gunderson, Oshkosh State Teachers College
 Bruno Jacob, National Forensic League, Secretary, Ripon College
 Earl Kjer, Chairman of Speech Department, Eau Claire State College
 Grace Walsh, Director of Forensics, Eau Claire State College

SUMMARY OF SECTIONAL DEBATE CONTEST REPORTS 1951

Northern Section—At Chippewa Falls Central Section—At Stevens Point

	Won	Lost		Won	Lost
*Superior Cathedral	6	0	*Blair	6	0
*Amery	5	1	*Appleton	5	1
*Chip. Falls McDonell	4	2	*Wausau	4	2
*Eau Claire	4	2	*La Crosse Logan	4	2
*Ladysmith	4	2	Rhineland	3	3
*Chippewa Falls	4	2	Stevens Point	3	3
*Rice Lake	4	2	Merrill	3	3
*Eau Claire St. Patrick	4	2	Clintonville	3	3
Mondovi	3	3	Tomah	3	3
New Richmond	3	3	Menasha	2	4
Superior Central	3	3	Kaukauna	1	5
Barron	2	4	Neenah	1	5
Chetek	2	4	Ripon	1	5
Ellsworth	2	4			
River Falls	2	4			
Augusta	1	5			
Woodville	1	5			
Grantsburg	0	6			

Southern Section—At Madison

*Sheboygan North	5	1	Kenosha	3	3
*Port Washington	4	2	Sheboygan Central	3	3
*Milwaukee Notre Dame	4	2	Baraboo	3	3
*West Allis Central	4	2	Kohler	1	5
*Madison Wis. High	4	2	Watertown	1	5
*Prairie du Chien Champion	4	2	Lancaster	0	6

SUMMARY OF DISTRICT DEBATE CONTEST REPORTS 1951

Oshkosh District—At Appleton	Won	Lost	Milwaukee District—At West Bend	Won	Lost
*Appleton	6	0	*Milwaukee Notre Dame	6	0
*Menasha	6	0	*Sheboygan North	6	0
*Clintonville	4	2	*West Allis Central	5	1
*Kaukauna	4	2	*Kenosha	5	1
*Neenah	4	2	*Kohler	5	1
*Ripon	4	2	*Port Washington	4	2
Two Rivers	3	3	*Sheboygan Central	4	2
Waupun	2	4	Mayville	3	3
Seymour	1	5	Shorewood	3	3
Kimberly	1	5	West Bend	3	3
Kewaunee	1	5	Horicon	2	4
Shawano	0	6	Milwaukee Marquette	2	4
			Menomonee Falls	1	5
			Racine Park	1	5
			South Milwaukee	1	5
			Beaver Dam	0	6
			Hartford	0	6

Whitewater District—At Madison

*Watertown	4	2
*Madison Wisconsin High	4	2
*Baraboo	4	2
Janesville	3	3
Whitewater City	3	3
Monroe	3	3
Whitewater College	3	3
Middleton	2	4
Madison East	1	5

Stevens Point District—At Stevens Point

*Merrill	5	1
*Rhineland	5	1
*Wausau	5	1
*Stevens Point	4	2
Mosinee	3	3
Wisconsin Rapids	3	3
Medford	2	4
Waupaca	0	6
Wautoma	0	6

La Crosse District—At La Crosse

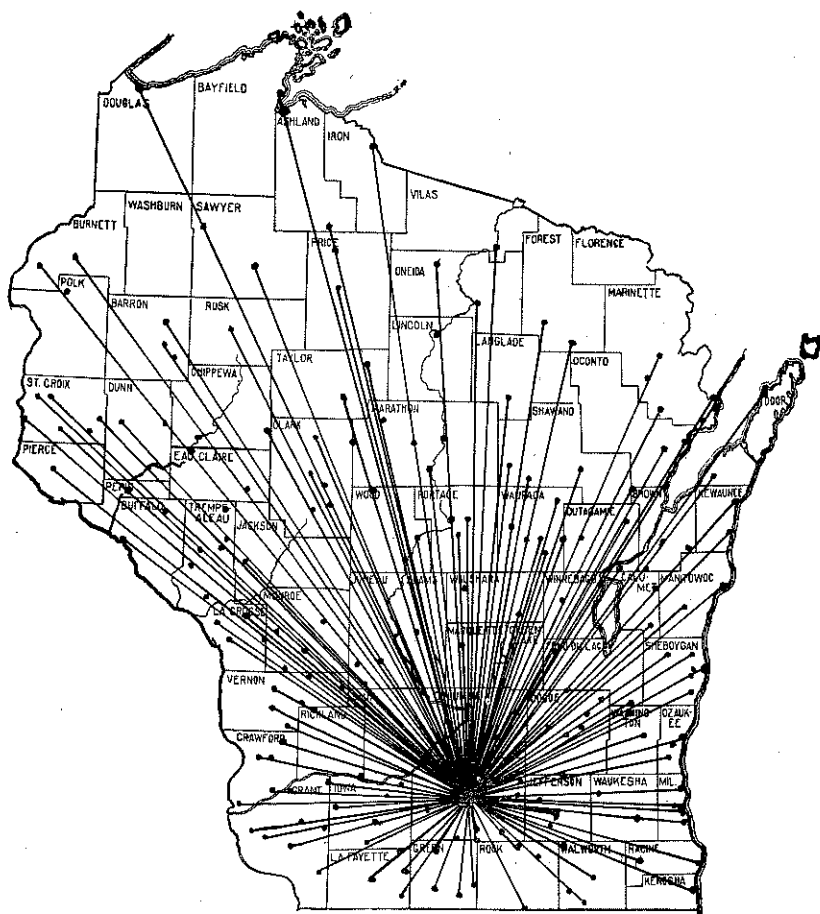
*La Crosse Logan	6	0
*Tomah	5	1
*Blair	4	2
La Crosse Aquinas	3	3
Black River Falls	2	4
Richland Center	2	4
Arcadia	1	5
Galesville	1	5

Eau Claire, River Falls, Superior, and Platteville districts did not hold tournaments but went directly to the sectional tournament.

* Those starred eligible to enter next contest.

PARTICIPATION AT STATE SPEECH CONTEST APRIL 14, 1951

613 Contestants from 241 Schools



STATE SPEECH CONTEST

Bascom Hall, University of Wisconsin, April 14

HUMOROUS DECLAMATION

Eau Claire District

- Agen, Marjorie—Barron
- Next Week East Lynn
- *Bragg, Ruby—Eau Claire Senior
- Joint Owners in Spain
- Clay, Gordon—Spooner
- My Army Career
- *Curtis, Patty—Stanley
- June Night
- *Johnson, De Loris—Augusta
- Anybody Seen My Education
- Koska, Betty Jane—Ladysmith
- The Boy Next Door
- Langill, Robert—Chippewa Falls
- The Legend of Satchel-Eye Dyer
- Quella, Jeanne—Eau Claire Senior
- Arsenic and Old Lace
- Scheffler, Beth—Eau Claire St. Patrick
- Just Before Dawn
- *Trewartha, Lowell—Neillsville
- John Dingle Rides Again

La Crosse District

- Anderson, Marilyn—Galesville
- The Little Hours
- Beffa, Don—Cashton
- Belvedere
- Blakely, Frances—Viola
- Arsenic and Old Lace
- Dille, Richard—Soldiers Grove
- The Treasurer's Report
- Finley, Jeanne—Gays Mills
- Junior Prom
- Finucan, Joann—Kendall
- At the Lace Counter
- *Harrison, Jack—Necedah
- Baseball Story
- Holo, Mary—Richland Center
- The Treasurer's Report
- Jensen, Philip—Galesville
- Mama Spanks Me
- Kowaleck, Stanley—Mauston
- Georgia Becomes a Member
- Marsolek, Norma Jean—Independence
- The Jukes Family
- Torkelson, Virginia—Cashton
- He Who Laughs Last

Milwaukee District

- *Briggs, Beverly—Beaver Dam Wayland
- Snoopopaths
- Burnside, Judy—Cudahy
- Mabel at the Matinee

- Butske, Ethel—Menomonee Falls
- Gertrude the Governess
- Conlin, Jean—Milwaukee Messmer
- Isn't Nature Wonderful
- *Dietl, Marilyn—Whitefish Bay
- You Can't Take It With You
- *Duff, Bill—Port Washington
- Noah's Ark
- *Ewert, Judy—Wauwatosa
- A Day in the Country
- Fessler, Lu Ann—Sheboygan North
- George Washington Slept Here
- Firehammer, Joan—Horicon
- Sixteen
- Fitzpatrick, Mary—Milwaukee Messmer
- A Little Joke
- Fox, Nancy—West Allis Central
- Errand of Mercy
- Gantz, James—Waukesha
- The Treasurer's Report
- Gehl, Diane—Hartford
- Take the Marines Out of Nicaragua
- Haviland, Mary Jane—Milwaukee
- Messmer
- Efficiency Kitchen
- Herman, Mary—Sheboygan North
- Arsenic and Old Lace
- *Kalevada, Jean—Sheboygan Central
- Years Ago
- Kolb, Karen—Sheboygan Falls
- George Washington Slept Here
- Konrath, Mary Ann—Hartford
- Mama Spanks Me
- *Manly, William—Wauwatosa
- Cyrano's Point of Prominence
- *Rammelt, Karen—Wauwatosa
- Put That One on My Right
- *Ritchie, Marni—Whitefish Bay
- Arsenic and Old Lace
- *Silvers, Lee—Port Washington
- The Raft
- *Sweetman, Janet—Racine Horlick
- Father and the Hard Rocking Ship
- *Titley, Jane—Kenosha
- Simple Seventeen
- Ullrich, Dianna—Milwaukee Messmer
- Financial Matters
- Walczak, Mary—Milwaukee Mercy
- Beachnuts
- *Warzinik, Shirley—South Milwaukee
- A Nice Friendly Romance

* Participants who received an A rating

Wickman, John—Beaver Dam
Murder in Studio One
Ziegler, Elsa—Milwaukee Messmer
March on Washington

Oshkosh District

Cook, Nancy—Seymour
Can You Act
Eaton, Bunny—Menasha
Why Adam Took His First Bite
Edmonds, Pat—Eagle River
It's All in Knowing How
La Pointe, Mary—Marinette
Hun-gah
Lukes, Mary—Kewaunee
George Washington Slept Here
*Nimmer, Allegra—Kaukauna
We Shook the Family Tree
Olson, Claire—Eagle River
Pink Ice Cream
*Parmenter, Charlotte—Two Rivers
Arsenic and Old Lace
*Richardson, Joan—Ripon
Her Very Dearest Friend
*Swisher, Jacqueline—Waupun
Abolishing the Heroine
Tauber, Dorothy—Denmark
Mrs. Guggenheimer
Thome, Dean—Oconto Falls
The Speech Judge's Nightmare
Treichel, Joan—De Pere
Ooh-La-La-Hat
Wattawa, Donna—Reedsville
The Ultimate Catastrophe
*Weitman, Joan—Marinette
At the Lace Counter
Ziebell, Darrell—North Fond du Lac
The Arithmetic Lesson

Platteville District

Blair, Harold—Fennimore
The Raft
*Brogley, Ralph—Platteville
Cop on the Corner
Hoffman, Robert—Belleville
Amateur Hour
Kinch, Lois—Belmont
We Shook the Family Tree
Natter, Jean—Lancaster
Tipping Off Teacher
Novak, Ruth—Montfort
Beauty Contest
Tallmadge, Kay—Prairie du Chien
Teachers Are Funny
Vacha, Kathleen—Montfort
The Flee Gang's First Cigars

River Falls District

Bayless, Tom—Webster
The Engineer
*Johnson, Alice—Hammond
The Waltz
Miller, Kathie—Clayton
Susan and God
Parry, Margaret—Turtle Lake
Sixteen
*Peterson, James—Ellsworth
A Matter of Trousers
Shern, Jules—Hammond
How to Swim in 315 Easy Lessons
*Weatherhead, Mary—New Richmond
Pigmalion

Stevens Point District

Cappel, Donald—Wittenberg
The Speech Judge's Nightmare
Eggebrecht, Eleanor—Wausau
June Night
Hager, Nancy—Wabeno
The School Program
Jensen, Carol—Loyal
We Shook the Family Tree
*Kreitzer, Andrea—Wittenberg
Horton and the Kwuggerbug
McCoy, Vera Jean—Tomahawk
The Cunning Lunatic
*Morse, Janice—Marshfield
The Convention Report
Rosholt, Fei Mei—Rosholt
Mrs. Newrich Buys Antiques
Schmidt, Donna—Marion
My Sister Eileen
Seger, Joe Dick—Merrill
Abolition of the Heroine
Shurpit, Paul—Montello
Brothers in Love
Silverman, Dave—Stevens Point
An Evening with Radio Moscow

Superior District

Fritz, Janet—Park Falls
At the Swimm' Pool
*Gentile, Sally—Hurley
The Bear Story
Grundy, Richard—Minocqua
Exit the Big Bad Wolf
Ketola, William—Maple
Cyrano de Bergerac
Kortessa, Denette—Maple
The Arithmetic Lesson
Lillstrom, Arloa—Hurley
A Successful Season
McLeod, Alice—Hayward
How to Drive a Pig

* Participants who received an A rating

Schraufnagel, Bruce—Mellen
The Jukes Family
Sykes, Pat—Ashland
Put That One on My Right

Whitewater District

*Aberg, Sally—Madison Wis. High
My Sister Eileen
*Allen, Merwyn—Pardeeville
Cyrano's Point of Prominence
*Anderson, Paul—De Forest
The Secret Life of Walter Mitty
*Bush, Shirley—Lodi
Twelfth Night
Coe, Olive—Whitewater
The Education of Hyman Kaplan
Deneen, Marlyce—Mazomanie
Evening With Helen's Babies
*Gibbons, Martha—Baraboo
To Win or Not to Win

NON HUMOROUS DECLAMATION

Eau Claire District

*Broberg, Sonia—Stanley
As the Herons Fly
Goehring, Judy—Menomonie
Lillian
Hagen, Joan—Stanley
The Littlest Angel
Hawley, Beverly—Bruce
The Red Dog
*Hirsch, Nancy—Eau Claire Senior
The Monkey's Paw
Howard, Sally—Mondovi
Last Spring
Kenney, Patricia—Thorp
He Loved Me Truly
*Smith, Mary Ann—Neillsville
The Littlest Angel
*Splittstoesser, Sonia—Barron
Last Spring

La Crosse District

Chapman, Arlene—Tomah
Clouds Over Canaan
*Cronick, Jonlyn—Alma
Elizabeth the Queen
Du Charme, Gregory—Seneca
Follow That Car
Fuller, Joanne—Wonewoc
Yellow Wallpaper
Gantenbein, Ruth Ann
Mr. Lincoln's Wife
*Higgins, Pierre—Richland Center
He Knew Lincoln
Holmes, Ardythe—Alma
Song of Bernadette

* Participants who received an A rating

*Goebel, Fred—Beloit
The Tooth, the Whole Tooth and
Nothing but the Tooth
*Kennedy, Carol—Janesville
Wedding Reception
*Krautkramer, Doris—Lake Geneva
The Telephone Call
Krueger, Ken—Elkhorn
The Treasurer's Report
Larson, Barbara—Spring Green
Hun-gah
*Stevens, Jackie—Beloit
Mama Spans Me
Ten Eyck, Jane—Brodhead
Gertrude the Governess
Thorstad, Paul—Deerfield
Whirligig of Life
Underkofler, Patricia—Portage
I Want to Be an Actress
*Wenger, Virgil—Monroe
The Show Must Go On and On

Milwaukee District

*Biever, Bruce—Milwaukee Marquette
Death of a Salesman
Billings, Dotty—Milwaukee Riverside
Wuthering Heights
Borowiak, Diana—Milwaukee Mercy
The White Cliffs of Dover
Brunkman, Barbara—Sheboygan Central
The Winslow Boy
*Burkland, Doreen—Kenosha
Sintram of Skaggerak
*Cahill, Carlyn—Whitefish Bay
Romeo and Juliet
Cerwinske, Marjean—Milwaukee
Messmer
Comeback
*Cummings, Don—Kenosha
The American Way
Daniels, Janet—Milwaukee Pius XI
Rebecca
Duero, Marilyn—Milwaukee Messmer
How Can You Tell?

- *Eder, Barbara—Milwaukee Riverside
Quality Street
Farrell, William—Milwaukee Mar-
quette
Tell-Tale Heart
Green, Lorraine—Horicon
A Very Busy Woman
*Gruenwald, Tom—Sheboygan North
Cyrano de Bergerac
*Heald, Janet—Sheboygan North
Antigone
*Juhnke, Marilyn—Kenosha
Bury the Dead
*Kehl, Ted—Racine Horlick
All My Sons
*Kersten, Mary—Milwaukee Div. Savior
Joan of Arc
*Leichtfuss, Irv—Wauwatosa
Five Peas on a Barrelhead
Lutzke, Nancy—Elkhart Lake
I Remember Mama
*Morrissey, William—Milwaukee Mar-
quette
Twenty Years
Paukert, Helen—Kohler
The Tell-Tale Heart
Pitz, Carla—New Holstein
Portrait of Jennie
Piedl, Vivian—Milwaukee Messmer
When the North and South Joined
*Sauer, Joan—Port Washington
Death of a Salesman
Sauter, Barbara—Random Lake
In Rebecca's Room
*Schaefer, Ruthann—Milwaukee Div.
Savior
Poison Scene—Romeo and Juliet
Schmerda, Betty Ann—Milwaukee Pius
XI
Elizabeth the Queen
*Spicuzza, Pauline—Whitefish Bay
Lady Macbeth
Stentz, Marilyn—Howards Grove
Illusion
*Viall, Bette Jo—Wauwatosa
Pair of Brown Gloves

Oshkosh District

- Abland, Lila—Campbellsport
Danny's Little Tin Soldier
Bauer, Doris Jeanne—Sevastopol
Illusion
Conrad, La Vonne—Kaukauna
Tonight Will Be Different
*Fieweger, Barbara—Kimberly
The Littlest Angel
Haack, Darlene—North Fond du Lac
Sixteen

* Participants who received an A rating

- Hostak, John—Kewaunee
Submerged
*Jahnke, Cynthia—Ripon
My Son
Koeser, Polly—Two Rivers
So Dear to My Heart
Lingle, Richard—Brillion
The Raven
*Little, Barbara—Kaukauna
The Heiress
Lontkowski, Joan—Pulaski
In Rebecca's Room
Marcek, Mary—Marquette
Sorry—Wrong Number
Ralph, Diana—Winneconne
Empty Desk in the Fifth Grade
*Rosio, Fern—Crandon
30 Pieces of Silver
Rusch, Joann—Reedsville
Where Poppies Grow
Steffens, Nils—Eagle River
Tony, the Abandoned

Platteville District

- Adams, Judy—Muscodia
The Black Veil
Brunn, Alma—Belmont
The Littlest Rebel
Brunsvold, Mary—Orfordville
The Spelling Bee
Figi, Monica—New Glarus
Ralph
Hooks, Jean—Highland
Yellow Wallpaper
*Novinski, Irene—Montfort
The Bishop's Candlesticks
Peterson, Jo Ann—Mount Horeb
How Can You Tell
Simpson, Gloria—Mineral Point
Fancy Dress Ball
Stettler, Helen—Juda
Mothers of Men
Suttle, Jeanine—Lancaster
Into a Better Kingdom
*Tirabassi, Dominic—Prairie du Chien-
Campion
Da Rosa
Valley, Jeannette—Prairie du Chien
Danny's Little Tin Soldier
*Watkins, Sandra—Argyle
Illusion

River Falls District

- Boe, Delores—Frederic
Ralph
Carney, Kay—New Richmond
The Future Mrs. Lincoln
Hoehne, Betty—Balsam Lake
The Congo

- Hope, Willetta—Hudson
The Empty Desk in the Fifth Grade
Jacobson, Nona—Luck
Angel Wings
*McDermott, Mary—New Richmond
Portrait of Jenny
Peterson, Barbara—Spring Valley
The Mountain Whippoorwill
Sklar, Rosemary—Hammond
Mother in Mannville
Thompson, Louise—Hammond
The Killer
*Tobias, Arlene—Siren
The Crucifixion

Stevens Point District

- Behrens, Judy—Greenwood
When Hannah Was Eight Years Old
*Hoard, John—Mosinee
Murder of Lidice
Lehmann, Gladys—Granton
Wild Zingarella
*Martens, Rita—Colby
The Heiress
Mroczenski, Marge—Edgar
Overdose
*Murphy, Tom—Wausau
The Cask of Amontillado
*Rhode, Marilyn—Westfield
Sorry, Wrong Number
Rostel, Shirley—Merrill
Illusion
Simonson, Eleanore—Scandinavia
The Blessed Damosel
*Swanson, Joan—Stevens Point
Fear
Warner, Ann—Greenwood
The Mountain Whippoorwill
*Wenzel, Vicki—Marshfield
Mary Surret
Wing, Donna—Endeavor
Mr. Lincoln's Wife

Eau Claire District

- *Jolliffe, Donald—Eau Claire St. Pat.
The Pillars of Liberty
La Pean, Barbara—Arkansas
The Golden Key
Liese, Lloyd—Eau Claire Senior
Faith of Our Fathers
Nelson, Carole—Rice Lake
Teenicide

* Participants who received an A rating

Superior District

- Cortichiato, Loretta—Hurley
He
Dorwin, Connie—Minocqua
Portrait of Jenny
La Marche, Germaine—Hurley
Cavalcade

Whitewater District

- *Allen, Helen—Janesville
The Mountain Whippoorwill
*Baptist, Barbara—Beloit
The Prisoner of Chillon
*Butenhoff, Sandra—Pewaukee
Illusion
Chapman, Mariam—Whitewater City
The Snow Goose
*Daws, Marge—Beloit
The Spelling Bee
Firary, Betty—Fall River
Edith Cavell
*Fritz, Don—Monroe
Into a Better Kingdom
Hayes, Sheila—Baraboo
Mr. Lincoln's Wife
Johannsen, Jane—Watertown
Crippled
Mayer, Beverly—Slinger
Dance of the Cobra
*Muellen, Barbara—Deerfield
Futility
Raasch, Gertrude—Lake Mills
The Littlest Angel
*Schnide, Sally—Janesville
Song of Bernadette
*Severson, Barbara—Whitewater
Winterset
Siblak, Eleanor—Lake Geneva
The Snow Goose
Smith, Dianne—Brodhead
Eyes
*Spurlock, Jean—Fort Atkinson
The Whole Town's Sleeping
Stone, Clifton—Delavan
The Place Where the Young Child
Lay

ORIGINAL ORATORY

- Poff, Nancy—Bruce
The Constitution—Barrier Against
Tyranny
*Stevens, Dwight—Colfax
Help Wanted
*Stremikis, Virginia—Fairchild
Let Freedom Ring
*Williams, Nancy—Eau Claire St. Pat.
For Better or Worse
*Yankee, Pat—Ladysmith
We Are All Americans

La Crosse District

- Aspenson, Everett—Gays Mills
Color of the Soul
Cline, David—Tomah
Our Challenge
Goldsmith, Shirley—Alma Center
Brutality Is Gone, Neglect Is Worse
Knutson, Sonja—Westby
Individualism—Key to Democracy
Nuttelman, Catherine—West Salem
Our Threatening Stranger
Samuelson, Orion—Ontario
Enemies Within Our Borders
Thelen, Doris—La Farge
Our Task
*Urberg, Soren—Blair
Light From the East
*Woods, Laura—Onalaska
Campaign of Truth

Milwaukee District

- Altstadt, John—Milwaukee Marquette
Beacon Light
Bobrowitz, Robert—Milwaukee Pius XI
Crimson Clique
*Burfeind, Barbara—Kohler
Our Fight Against Communism
Cook, Joel—West Bend
Bureaucracy—Demon or Democracy
*Eberhardt, Erwin—Sheboygan Central
Freedom's Open Door
Ellmayer, Janet—West Bend
Think
*Erickson, Paul—Port Washington
The Frankenstein of College Athletics
*Kersten, George—Milwaukee Marquette
Soul of Our Constitution
*Kollatz, Donald—West Allis Central
Why
*Le Duc, Donald—South Milwaukee
Our Constitution Looks to 1951
Lukes, David—Milwaukee Marquette
Traitors and Our Constitution
Morrison, John—Sheboygan North
An Empty Sack Collapses
*Nash, Charles—Port Washington
Political Liberty or Economic Security
*Perry, Irene—Port Washington
Land of Opportunity—I Wonder
Rengler, Richard—Wauwatosa
Alpha or Omega
Rienstra, Andrew—Oostburg
Twelve Good Men and Dumb
*Schlacht, Pat—Sheboygan Central
The Welfare State
*Schendt, Richard—Milwaukee Marquette
The Constitution

* Participants who received an A rating

- Schmidt, John—Kenosha
Clean Hands
Schoenbaum, David—Milwaukee Riverside
In Defense of the Constitution
*Scott, Ronald—Wauwatosa
The Choice is Ours
Vinyard, Dale—Wauwatosa
What Is It Worth
*Wadleigh, Virgil—Beaver Dam
Let's Face the Facts
Zades, Patricia—Kenosha
Atomic Revelation

Oshkosh District

- Belleau, Donald—Kewaunee
Music and the American Public
*Drager, Joan—Eagle River
Things Men Die For
Holewinski, Don—Pulaski
The Voice of True America
Hulse, Robert—Kewaskum
Soil Is Our Life
Lemmers, Doris—Kimberly
Bill of Rights vs. Communism
Rohan, Mary—Kaukauna
The Bell
*Rosenow, William—Shawano
My Country
Speerschnieder, Irma—Luxemburg
Lest We Forget

Platteville District

- *Harms, Danny—Muscoda
Suicide
Meyer, Thomas—Prairie du Chien
Campion
Rights of Labor and the National
Emergency
*Trents, Mary—Platteville
Peoples Constitution, Ours to Defend
Washburn, Sue—Montfort
Great is the Reward
*Wills, Garry—Prairie du Chien
Campion
Underlying Principles to Our Constitution

Stevens Point District

- Buchholz, Eugene—Westfield
The Dilemma of College Athletics
Koeneman, Alvin—Omro
Shall Our Song of Freedom Be
Silenced
Miller, Sherman—Bowler
Fighting the Painted Warriors of
Modern Farming

- *Schumacher, Harold—Marathon
Fish Conservation in World Crises
*Sibler, Margaret—Wittenberg
Women, Value Your Vote
*Sternberg, Beverly—Wausau
Freedom's Open Door
*Wetzel, Judy—Gresham
Right Is Might

River Falls District

- *Ahlgren, Norma—Frederic
Should Teachers Belong to Unions
Dawse, Delores—New Richmond
The Fifth Commandment
*Espex, Veloyce—Amery
Education vs. Catastrophe
Knutson, Edna—Clear Lake
Shall We Stand United or Fall
Divided
Meulemans, Richard—Glenwood City
Muddled Million
Peterson, Barbara—Ellsworth
Assassin of Youth

NON ORIGINAL ORATORY

Eau Claire District

- Brown, Bill—Ladysmith
The Road Ahead
*Burckhardt, Jack—Neillsville
Mankind's Moment of Decision
*Elliott, Patricia—Chippewa Falls
Senior
Modern Babbitt
Francis, Don—Eau Claire St. Pat.
Of Dreams and Dreamers
Litsheim, Patricia—Eau Claire Senior
That Early American Quality
*Manthe, Donald—Eau Claire Senior
Mom's to Blame
Taft, Russell—Chetek
Deep Roots
Reed, Robert—New Auburn
Give Us to See

La Crosse District

- Alvarez, Mona—Galesville
Late for a Date
*Anderson, Carole—West Salem
Where the Heart Is
Grosnick, Conrad—Richland Center
Shades of Peekskill
Jaffee, Peter—Tomah
Enough of This
Kaus, Carl—Elroy
Give Us to See
*Knutson, Richard—Westby
Deep Roots

* Participants who received an A rating

Whitewater District

- *Bohnsack, Lorraine—Spring Green
The Story of a Problem
Carroll, Terry—Beloit
Our Communist Ally
*Deerwester, Stephen—Poynette
To Survive
Enders, Paul—Mazomanie
Communism or Capitalism
Haskins, John—Juneau
Adolescents and the Auto
Johnson, Helen—Beloit
Racial Prejudice
Luebke, Galen—Baraboo
You Have a Watershed
McGreeny, Jim—Walworth
Draft of 18 Year Olds
Scott, Burton—Randolph
This Game is For Keeps
Weston, Donna—Elkhorn
This Concerns Us
Wrightsmen, Bruce—Portage
Our National Problem

- Murphy, Kathleen—Gays Mills
A Greater and Freer America
Olson, Mary Ellen—Onalaska
Three Keys to Kingdom Come
Osgood, Barbara—Blair
Give Us to See
Roloff, Roger—Kendall
For This We Fought
*Sheridan, Terry—Kendall
Give Us to See
Tessmer, Darlene—New Lisbon
Our Torch
Todd, Catherine—La Farge
Of Dreams and Dreamers

Milwaukee District

- *Beunting, Howard—Cedarburg
Of Dreams and Dreamers
*Bird, Robert—Kenosha
I Am an American
*Brophy, Patrick—Port Washington
Wake Up America
Curie, Janet—Sheboygan North
From Whence Cometh My Help
*Dougherty, Barbara—Wauwatosa
Burial Before Death
Dougherty, James—Milwaukee Marquette
Condition of Hungarian Workers
*Foster, Dianne—Milwaukee Pius XI
From Whence Cometh My Help

*Goldammer, William—Milwaukee
Messmer

The Unfinished Work
Gonring, Carol—West Bend
I Come From Mary Doe
Grady, Beverly—Port Washington
The Road to National Health
Harmeling, Audrey—Cedar Grove
The Creeping Shadow

*Kuszewski, Barbara—Cudahy
The Scarlet Flame

Luedke, Justine—Horicon
We Are All Americans

*Martin, Marvin—Kenosha
We Must Keep Faith

*Mertz, June—Milwaukee Pius XI

Shall We Call It a Dilemma
Schoeni, Lee—Hartford
Skeletons All

*Schwedler, Diane—Milwaukee Mercy
Scum of the Earth

Smith, Ray—Port Washington
In Defense of the American Bill of
Rights

*Sullivan, James—Milwaukee Messmer
Your Right to Own a Gun

Thompson, Claud—Milwaukee River-
side

The Miracle of Dunkirk

Voell, James—Milwaukee Marquette
Battle for Freedom

Oshkosh District

*Blair, Janet—Seymour
Give Us to See

*Collins, Charlene—Kaukauna
Patrick Henry's Speech in the Vir-
ginia Assembly

*Figlinski, Eugene—Bonduel
Are We Biting Off More Than We
Can Chew

*Gustaveson, Mary—Wausaukee
America's Bruised and Beaten Chil-
dren

*Heiligstedt, Pat—Algoma
The Danger of Inflation

Jansen, Grace—Little Chute
The Scarlet Flame

Kinstetter, Maxine—Denmark
The Naked Runner

*Klein, Donald—Berlin
Deep Roots

Klein, Donald—Lomira
Give Us to See

Porter, William—Waupun
From Whence Cometh My Help

*Schiman, Marilyn—Two Rivers
Before You Strike

Schmidt, Don—Eagle River
Battle for Freedom

Platteville District

*Birdsall, William—Prairie du Chien
Campion

Christianity Today
*Blanton, Lewis—Prairie du Chien
Campion

The Creeping Shadow
Bourret, Elaine—Livingston

Teenicide
Bridge, Nancy—Juda

We Fought Two Wars
Fearing, Virginia—Lime Ridge

Peace Road
Heyerdahl, Richard—Orfordville

Of Dreams and Dreamers
Leary, Jim—Barneveld

Common Sense
*Lucey, Gregory—Prairie du Chien
Campion

Pulse of a Nation
*Rieff, James—Dodgeville

Give Us to See
Roddick, Eileen—Platteville

The Deep Waterway
*Schwarz, Donald—Mount Horeb

The Family Takes a Ride
Winslow, Alice—Ithaca

Lost in a Speaking World

River Falls District

Binkowski, Dorothy—Elmwood
Mercy or Murder

Graslie, Lenore—Hammond
From Whence Cometh My Help

*Hallquist, Jo Ann—Amery
Mercy or Murder

*Nelson, Janice Jo—Siren
Give Us to See

Thoreen, Gail—New Richmond
Small Town Politicians

Wiberg, Mark—Ellsworth
We Have Nothing to Fear but Fear
Itself

Stevens Point District

*Eserhut, Lennie—Wild Rose
Give Us to See

Francis, Gertrude—Nekoosa
The Scarlet Flame

Gustafson, Arlene—Unity
Mercy or Murder

Inman, Mary—Montello
Skeletons All

Koehler, John—Wausau
Give Us to See

Koester, Harold—Medford
Am I My Brother's Keeper

Murphy, George—Wausau
From Whence Cometh My Help

* Participants who received an A rating

Mussey, Jack—Westfield
The Voice of Democracy

Plautz, Nancy—Tomahawk
Lost in a Speaking World

Smith, Laurence—Wabeno
Naked Runners

Sundet, Arvid—Wittenberg
Deep Roots

Superior District

Nimmo, Leola—Park Falls
From Whence Cometh My Help

Schnobelen, Ann—Minocqua
From Whence Cometh My Help

*Stremski, John—Hurley
Naked Runner

Whitewater District

Bartelt, Joanne—Cambria
Youth and the America of Tomorrow

*Criner, Donna—Lake Geneva
Where the Heart Is

Dunn, Beth—Markesan
The Blood of Our Nation

Ferry, Darwin—Prairie du Sac
We're All Americans But

Grosinske, Rheva—Baraboo
From Whence Cometh My Help

Hill, Donald—Deerfield
Give Us to See

Kressen, Marilyn—Juneau
The Dangers of Security

*Lucht, Jack—Reedsburg
How to Tell Your Friends from the
Apes

*Marvin, Jack—Monroe
Give Us to See

*Paulson, Chuck—Waterford
Liberty or License

Raymond, Kenneth—Slinger
Handicapped Lives

Sears, Nicholas—Lake Mills
Why

*Stolen, Ruth—Stoughton
Dangers of Security

Williams, Janet—Brodhead
We're All Americans But

EXTEMPORANEOUS READING

Eau Claire District

*Catura, Sally—Rice Lake
Johnny Brown Stays Here

Cramblitt, Nancy—Eau Claire St.
Patrick's

Sunny—Spirit of '76

*Lystrup, Elizabeth—Eau Claire Senior
The Unexpected Voice

Myhre, Donna—Ladysmith
Air Ace of the Civil War

*Nason, Nancy—Owen
What Happened at Coatesville

*Roe, Karen—Rice Lake
Meet My Scoutmaster

La Crosse District

Bakke, Patsy—Alma Center
The Preacher Who Wouldn't Quit

*Brobst, Polly—Richland Center
Not As the World Giveth

Donaldson, Betty—La Farge
The Town that Students Saved

Hix, Darone—West Salem
The Town that Students Saved

Heuer, Louise—Bangor
The Preacher Who Wouldn't Quit

Kneen, Kay—Onalaska
A Visit with Pinkie

Richtman, Jo Ann—Fountain City
The Radcliffe Story

Tenneson, Martha Ann—Blair
The Heart that Did Not Break

Zibolski, Dioney—Taylor
Doc Merritt's Out of Trouble Club

Milwaukee District

Baker, Joan—Kenosha
Father Flanagan's Toughest Cus-
tomer

*Baron, Rachel—Milwaukee Riverside
Johnny Brown Stays Here

Brown, Marilyn—Chilton
Private Car Called Success

*Conrad, Joyce—Hartford
Keeping Christmas

De Tunq, Darlene—West Bend
Father Flanagan's Toughest Cus-
tomer

Dorr, James—Wauwatosa
My Most Unforgettable Character

Durve, Beverly—South Milwaukee
Hero of the North Pole

Fenske, Mary—Milwaukee Messmer
A Troublesome Boy

*Glieber, Frank—Milwaukee Messmer
My Most Unforgettable Character

Heberlein, Bonnie—Portage
The Quest of Our Lives

*Jensen, Judith—West Allis Central
Father Flanagan's Toughest Cus-
tomer

* Participants who received an A rating

Johnson, Lois—Hartford
 *McCabe, John—Milwaukee Marquette
 Edith Sampson, Thorn in Russia's
 Side
 Olson, Mildred—Oconomowoc
 My Most Unforgettable Character
 *Reible, Susan—Horicon
 With the Air Lift Boys in Berlin
 Reiser, Diane—Chilton
 Trapped by Bloodhounds
 *Sokolowske, Patricia—Milwaukee
 Mercy
 My Most Unforgettable Character
 *Sperberg, Dianne—Racine Horlick
 At 100, Daddy Runs the Store
 Telfer, Janet—Wauwatosa
 Just a Dog Called Sandy
 Unwin, Sara—Kenosha
 He Worked Wonders with Faith
 Wake, Sally—Whitefish Bay
 Why Chicago Feted Mrs. Savino
 Zimmerman, Sylvia—Cedarburg
 I Spent a Day with Abe Lincoln

Oshkosh District

*Bocotti, Mary—Campbellsport
 Just a Dog Called Sandy
 Brabender, Connie—Peshtigo
 Bing, Incorporated
 Doughenbaugh, Lillian—Laona
 Why the Chimes Rang
 Haley, Michael—Wausau
 Star Boarder
 Hills, Lorraine—North Fond du Lac
 Air Ace of the Civil War
 *Hoh, Mary Ann—Clintonville
 What Happened at Coatesville
 Klein, Margaret—Kaukauna
 Keeping Christmas
 Myers, Jack—Eagle River
 The Doctor Tells a Story
 Trinka, Pat—Eagle River
 Portrait of Harry
 Vander Bloomen, Caroline—West De
 Pere
 Conversation with a King

Platteville District

Austen, Bob—Lancaster
 Lee's Greatest Victory
 *Dru'yor, Gwen—Prairie du Chien
 Star Boarder
 Kuenster, Kathleen—Bloomington
 The A-Bomb General of Our Air
 Forces
 Mahlkuch, Marjorie—South Wayne
 The Doctor Tells a Story
 Mergen, Kay—Fennimore
 Air Ace of the Civil War

* Participants who received an A rating

Nybo, La Vonne—Platteville
 665 Miles to Nome by Dog Sled
 Symons, Mary—Dodgeville
 Not As the World Giveth
 *Tolford, Anthea—Dodgeville
 A Visit with Pinkie

River Falls District

Jones, Beverly—Amery
 A Visit with Pinkie
 Murphy, Marilyn—Ellsworth
 Star Boarder
 Shattuck, Sandra—Balsam Lake
 They Swore My Life Away
 Steiner, Betty—Ellsworth
 665 Miles to Nome by Dogsled

Stevens Point District

*Bloecher, Julane—Wittenberg
 My Most Unforgettable Character
 Dolan, Mary—Abbotsford
 Small Fry at Bat
 Kesler, Vivian—Marshfield
 Small Fry at Bat
 Mateofsky, Iris—Marathon
 Letter to My Children
 *McCrory, Joanne—Wausau
 History's Man of Mystery
 Moeller, Margaret—Merrill
 Why Chicago Feted Mrs. Savino
 *Ottman, William—Wausau
 The Heart that Did Not Break
 *Spielberger, Eleanore—Wautoma
 California Pioneers—Model 1949
 Thielke, Jane—Wabeno
 Portrait of Harry

Superior District

*Krohn, Nancy—Ashland
 Just a Little Church Around the
 Corner
 *Swee, Yolanda—Hurley
 I Neglected My Parents

Whitewater District

Bassett, Elaine—Pewaukee
 My Most Unforgettable Character
 Blair, Pauline—Poynette
 My Most Unforgettable Character
 *Cavey, Bea—Janesville
 The Land is Sleeping
 *Draeger, Marilyn—Juneau
 Sunny—the Spirit of '76
 Hutchinson, Doris—Poynette
 My Most Unforgettable Character
 Legreid, Joann—Deerfield
 It Happened on a Brooklyn Subway
 *Metcalf, Helen—Spring Green
 Father Flanagan's Toughest Cus-
 tomer

Ross, Colleen—Brodhead
 Tracked by Blood Hounds
 Schroeder, Janet—Baraboo
 The Doctor Tells a Story
 *Shapiro, Judy—Madison Wisconsin
 High

The Doctor Tells a Story
 Tschudy, Doris Ann—Monroe
 My Most Unforgettable Character
 Vosburgh, Ruth—Beloit
 Why Chicago Feted Mrs. Savino

EXTEMPORANEOUS SPEAKING

Eau Claire District

Bush, Charles—Eau Claire Senior
 Wage Price Controls
 Gerner, George—Eau Claire Senior
 The Great Debate on U. S. Foreign
 Policy
 *Jenks, Mary Ellen—Chippewa Falls
 Senior
 U. S. Crime Problem

La Crosse District

*Kolve, Verdel—Blair
 War in Korea
 Krueger, William—Tomah
 United Nations at Work
 *Ladwig, Carol—Elroy
 War in Korea
 *Novy, Roger—Hillsboro
 U. S. Crime Problem
 Warren, Jeff—Tomah
 Television

Milwaukee District

Berringer, Dick—Sheboygan North
 The St. Lawrence Seaway
 Bond, Bruce—West Allis Central
 The United Nations at Work
 *Born, Ronald—Sheboygan Falls
 Atomic Developments
 *Conrad, Harold—West Allis Central
 War in Korea
 Dolan, Philip—Milwaukee Marquette
 Television
 *Hagen, Donna Mae—Port Washington
 Corruption in Government
 Hotvedt, Richard—Milwaukee Pius XI
 Presidential Candidates
 Kilzer, James—Milwaukee Marquette
 Wage Price Controls
 *Kovenock, David—Whitefish Bay
 Southeast Asia
 Kummerlein, Barbara—Whitefish Bay
 Japan Today
 Lovett, William—West Allis Nathan
 Hale
 Presidential Candidates
 Mann, Bruce—Racine Horlick
 The Great Debate on U. S. Foreign
 Policy

Lauson, Ann—West Bend
 The North Atlantic Treaty Organi-
 zation
 *Marohn, Richard—Milwaukee Mar-
 quette
 Corruption in Government
 Molnar, James—Cudahy
 Atomic Developments
 *Rochford, David—Milwaukee Mar-
 quette
 The Draft
 Scheele, Henry—Sheboygan Central
 The United Nations at Work
 *Schwartz, Jay—Racine Horlick
 Presidential Candidates
 *Smith, Emily—Kenosha
 Corruption in Government
 Swaboda, Allen—Milwaukee Pius XI
 Corruption in Government
 *Wilburn, Bruce—Port Washington
 The Draft
 Williams, Clay—Milwaukee Riverside
 Communist China

Oshkosh District

*Derus, Lorena—Kaukauna
 Presidential Candidates
 Heckner, Dorothy—Neenah
 Communist China
 Kososki, John—Menasha
 Kinks in the Iron Curtain
 *Nebel, Nancy—Menasha
 The Draft
 *Stueck, James—Two Rivers
 War in Korea

Platteville District

Buck, Gerald—Lancaster
 Canada Today
 Liesch, Jim—Fennimore
 U. S. Crime Problem
 Muller, Carol—Muscod
 Southeast Asia

River Falls District

Driscoll, Rita—Hammond
 India Today
 Omann, Marjorie—Hammond
 India Today

* Participants who received an A rating

Stevens Point District

- *Goetz, Florence—Marathon
War in Korea
- Keeney, Lois—Weyauwega
The Draft
- Loeffler, David—Wausau
Wage Price Controls
- Miscoll, Jim—Wisconsin Rapids
Divided Germany
- *Wysacki, Fabian—Stevens Point
The Great Debate on U. S. Foreign Policy

Whitewater District

- *Hart, Pierre—Baraboo
Iran Today

FOUR MINUTE SPEECH—On School District Reorganization**Eau Claire District**

- Maves, Gordon—Menomonie
- Moberg, Sharon—Neillsville
- Roberts, Audrey—Augusta
- *West, James—Eau Claire St. Pat.

La Crosse District

- *Bethauser, Dorothea—Norwalk
- Gillingham, Joan—Richland Center
- Helgeson, Mary—Gays Mills
- Kostner, Carmen—Arcadia
- Todd, Sally—La Farge
- *Sime, Mary Lou—Seneca

Milwaukee District

- Bley, Joanne—Port Washington
- *Eckers, Susan—Whitefish Bay
- Gascoigne, Richard—Kohler
- Gollnick, Eileen—Cedarburg
- Hart, Lee—Menomonee Falls
- *Hope, Mary Agnes—Wauwatosa
- Klomborg, Jerry—Horicon
- *Quade, Joanne—Port Washington
- Runkel, Jeanne—Port Washington
- *Samse, Gene—Plymouth
- Sutter, Lois—Beaver Dam
- Tenuta, Roberta—Kenosha

Oshkosh District

- *Bard, James—Clintonville
- Bryan, Lois—Ripon
- *Johnson, Peggy—Pulaski
- Nohelty, Wayne—Eagle River
- *Redeker, Jerrold—Waupun
- Williams, Beverly—Luxemburg

Jorgenson, Arthur—Columbus
Divided Germany

Katz, Neale—Janesville
Military Mobilization

Mansur, Robert—Milton
Military Mobilization

*Miller, Lucy—Madison Wisconsin
High

Wage Price Controls

*Ozburn, Bob—Poynette
War in Korea

Pfaffli, Heidi—Monroe
Japan Today

Platteville District

- Doyle, Betty—Bellefonte
- Egeberg, Doris—Orfordville
- Ferris, Dean—Lancaster
- *Floerke, Marie—Platteville
- Lien, Clifford—Blanchardville
- Mick, Carmen—Cazenovia
- *Pauls, Rita—Cazenovia
- *Whitcher, Donna—Platteville

River Falls District

- Brennen, Tom—River Falls
- Hop, Winifred—Hammond
- La Voie, Lois—Boyceville
- *Mattson, Mary Jane—Grantsburg
- *Scott, Mary Margaret—New Richmond

Stevens Point District

- Bent, Bill—Edgar
- Gohlke, Roger—Westfield
- Peterson, David—Wittenberg
- Schilling, James—Wausau
- *Sweitzer, Mary—Wausau

Superior District

- *Debus, David—Hurley
- Erickson, Janet—Bayfield

Whitewater District

- Cornish, Joyce—Whitewater City
- *Daentl, Emogena—Lodi
- Hefty, Ellen—Verona
- *Kalscheur, Rita—Deerfield
- Nelson, Thomas—Rio
- Swanson, Sherman—Elkhorn
- Udell, Jon—Fall River
- Wolf, Paul—Mazomanie

JUDGES FOR STATE SPEECH CONTEST

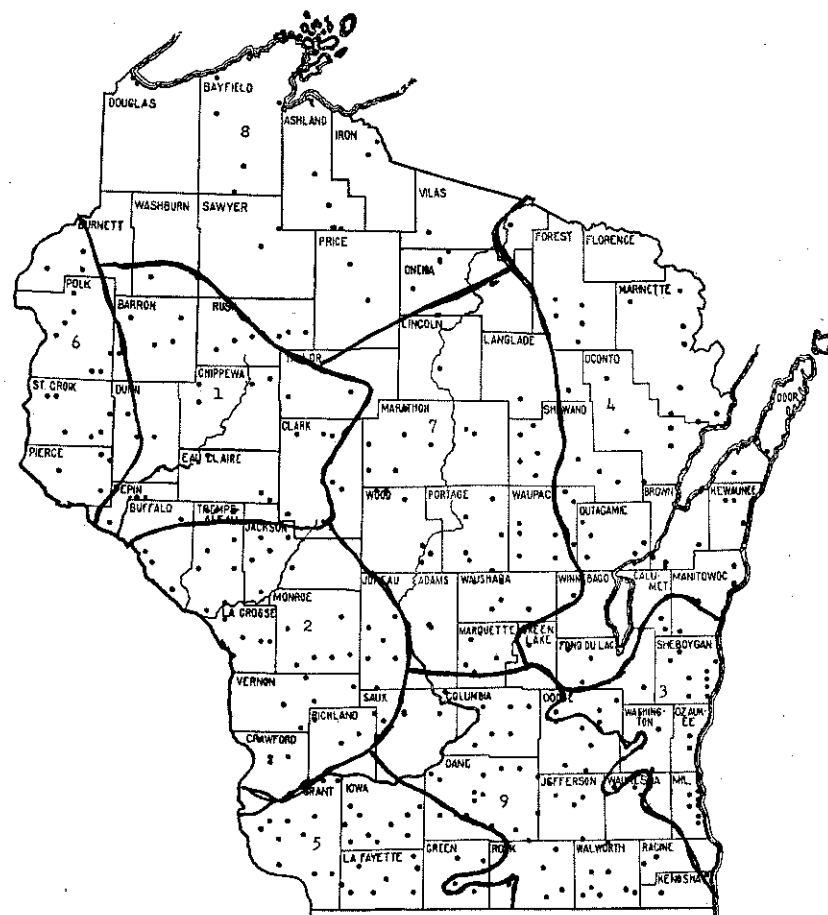
Robert L. Benjamin, Teaching Assistant in Speech, University of Wisconsin
 Gladys L. Borchers, Professor of Speech, University of Wisconsin
 Herman H. Brockhaus, Assistant Professor of Speech, University of Wisconsin
 William E. Buys, Teacher of Speech, Wisconsin High School, University of Wisconsin
 Martin T. Cobin, Teaching Assistant in Speech, University of Wisconsin
 Arthur H. Dorlag, Teaching Assistant in Speech, University of Wisconsin
 Lee S. Dreyfus, Teaching Assistant in Speech, University of Wisconsin
 John B. Ellery, Teaching Assistant in Speech, University of Wisconsin
 Robert E. Gard, Associate Professor of Speech, University of Wisconsin
 Ronald C. Gee, Teaching Assistant in Speech, University of Wisconsin
 Harriett E. Grim, Assistant Professor of Speech, University of Wisconsin
 Frederick W. Haberman, Associate Professor of Speech, University of Wisconsin
 John V. Irwin, Professor of Speech, University of Wisconsin
 Martha Knoke, Instructor in Dramatics, University of Wisconsin
 Andrew J. Kochman, Jr., Teaching Assistant in Speech, University of Wisconsin
 Lorna S. Lengfeld, Assistant to Speech Examination Committee, University of Wisconsin
 Edward J. Lennon, Jr., Teaching Assistant in Speech, University of Wisconsin
 Teddy J. McLaughlin, Instructor in Speech, Milwaukee Extension Center
 Ronald E. Mitchell, Professor of Speech and Theatre Director, University of Wisconsin
 Julian Williams, Teaching Assistant in Speech, University of Wisconsin
 Mrs. Herman Wirka, Teaching Assistant in Speech, University of Wisconsin
 William Work, Teaching Assistant in Speech, University of Wisconsin
 Wynett Barnett, Dean of Women, Whitewater
 Leland Burroughs, Central State Teachers College, Stevens Point
 Ruth Gober, Chairman of Speech Department, Platteville
 Sherman Gunderson, Oshkosh State Teachers College
 Bruno Jacob, Secretary of National Forensic League, Ripon College
 Ralph E. Jolliffe, Supervisor School District Reorganization, Public Instruction
 Earl Kjer, Chairman of Speech Department, Eau Claire
 Henry Olson, Supervisor School District Reorganization, Public Instruction
 Carrie Rasmussen, Madison Public Schools
 Joseph Schwartz, Instructor of English, Marquette University
 Grace Walsh, Director of Forensics, Eau Claire

* Participants who received an A rating

SUMMARY OF DISTRICT SPEECH CONTEST REPORTS—1951

Eau Claire District—At Eau Claire	B's	79
Member schools in district	C's	20
Schools participating	Eligible for state contest	31
Contestants		
A's	Oshkosh District—At Appleton	
B's	and Marinette	
C's	Member schools in district	63
Eligible for state contest	Schools participating	55
	Contestants	215
Milwaukee District—At Port	A's	75
Washington	B's	104
Member schools in district	C's	36
Schools participating	Eligible for state contest	36
Contestants		
A's	River Falls District—At River	
B's	Falls	
C's	Member schools in district	28
Eligible for state contest	Schools participating	23
	Contestants	119
Platteville District—At Platteville	A's	54
Member schools in district	B's	58
Schools participating	C's	7
Contestants	Eligible for state contest	20
A's		
B's	Superior District—At Hurley	
C's	Member schools in district	29
Eligible for state contest	Schools participating	25
	Contestants	95
Stevens Point District—At Stevens	A's	38
Point	B's	51
Member schools in district	C's	6
Schools participating	Eligible for state contest	12
Contestants		
A's	Whitewater District—At Fort	
B's	Atkinson	
C's	Member schools in district	63
Eligible for state contest	Schools participating	58
	Contestants	244
La Crosse District—At La Crosse	A's	86
Member schools in district	B's	103
Schools participating	C's	55
Contestants	Eligible for state contest	37
A's		

MAP SHOWING BOUNDARIES OF THE DISTRICTS AND LOCATION OF MEMBER SCHOOLS



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

Northern Section
Districts 1, 6, 8

Central Section
Districts 2, 4, 7

Southern Section
Districts 3, 5, 9

MEMBERSHIP OF THE ASSOCIATION 1950-51*

School	No. Years Registered	School	No. Years Registered
Abbotsford (S. P.)	20	Burlington (W)	9
Adams-Friendship (S. P.)	20	Butternut (S)	21
Albany (P)	19	Cable (S)	24
Algoma (O)	26	Cadott (E. C.)	22
Alma (L)	26	Cambria (W)	26
Alma Center (L)	21	Cambridge (W)	26
Almond (S. P.)	11	Cameron (E. C.)	10
Altoona (E. C.)	17	Campbellsport (O)	24
Amberg (O)	10	Camp Douglas (L)	25
Amery (R. F.)	26	Casco (O)	25
Amherst (S. P.)	17	Cashton (L)	26
Antigo Jr. (S. P.)	3	Cassville (P)	17
Antigo Sr. (S. P.)	25	Cazenovia (P)	23
Appleton (O)	8	Cedarburg (M)	26
Arcadia (L)	26	Cedar Grove (M)	14
Arena (W)	26	Centuria (R. F.)	19
Argyle (P)	18	Chetek (E. C.)	26
Arkansaw (E. C.)	25	Chilton (M)	24
Ashland (S)	20	Chippewa Falls (E. C.)	26
Athens (S. P.)	25	Chippewa Falls McDonell (E. C.)	6
Augusta (E. C.)	26	Clayton (R. F.)	26
Bagley (P)	18	Clear Lake (R. F.)	22
Baldwin (R. F.)	26	Clinton (W)	22
Balsam Lake (R. F.)	18	Clintonville (O)	25
Bangor (L)	26	Cobb (P)	12
Baraboo (W)	24	Colby (S. P.)	26
Barneveld (P)	19	Coleman (O)	22
Barron (E. C.)	25	Colfax (E. C.)	19
Bayfield (S)	20	Columbus (W)	26
Bear Creek (O)	18	Cornell (E. C.)	19
Beaver Dam (M)	25	Crandon (O)	24
Beaver Dam Wayland (M)	7	Crivitz (O)	26
Belleville (P)	4	Cudahy (M)	24
Belmont (P)	22	Cumberland (E. C.)	26
Beloit (W)	26	Darien (W)	23
Benton (P)	20	Darlington (P)	24
Berlin (O)	26	Deerfield (W)	26
Birnamwood (S. P.)	22	De Forest (W)	15
Black Earth (W)	26	Delavan (W)	26
Black River Falls (L)	18	Denmark (O)	18
Blair (L)	26	De Pere (O)	26
Blanchardville (P)	23	Dodgeville (P)	26
Bloomer (E. C.)	26	Dorchester (S. P.)	21
Bloomington (P)	22	Draper (P. O. Loretta) (E. C.)	22
Blue River (P)	20	Drummond (S)	26
Bonduel (O)	12	Durand (E. C.)	26
Boscobel (P)	25	Eagle River (O)	26
Bowler (S. P.)	14	East Troy (W)	8
Boyceville (R. F.)	25	Eau Claire (E. C.)	26
Brillion (O)	24	Eau Claire St. Patrick (E. C.)	7
Brodhead (W)	26	Edgar (S. P.)	25
Brooklyn (P)	11	Edgerton (W)	26
Bruce (E. C.)	26	Eleva-Strum (E. C.)	13
Brussels (O)	15		

* Abbreviations indicate districts. For districts see cover page.

School	No. Years Registered	School	No. Years Registered
Elkhart Lake (M)	14	Ithaca (P. O. Richland Center) (P)	21
Elkhorn (W)	26	Janesville (W)	10
Elk Mound (E. C.)	26	Jefferson (W)	26
Ellsworth (R. F.)	26	Johnson Creek (W)	16
Elmwood (R. F.)	16	Juda (P)	21
Elroy (L)	26	Juneau (W)	26
Endeavor (S. P.)	18	Kaukauna (O)	26
Fairchild (E. C.)	26	Kendall (L)	26
Fall River (W)	20	Kenosha (M)	26
Fennimore (P)	24	Kewaunee (O)	26
Fifield (S)	4	Kiel (M)	25
Fish Creek (O)	13	Kimberly (O)	23
Fond du Lac (O)	1	Kohler (M)	25
Fort Atkinson (W)	26	La Crosse Aquinas (L)	9
Fountain City (L)	25	La Crosse Logan (L)	6
Fox Lake (W)	20	Ladysmith (E. C.)	26
Frederic (R. F.)	23	La Farge (L)	25
Freedom (P. O. Kaukauna) (O)	18	Lake Geneva (W)	22
Galesville (L)	25	Lake Mills (W)	11
Gays Mills (L)	26	Lancaster (P)	26
Genoa City (W)	11	Laona (O)	26
Gillett (O)	24	Lena (O)	23
Gilman (E. C.)	26	Lime Ridge (P)	14
Gilmanton (E. C.)	26	Linden (P)	12
Glenbeulah (M)	19	Little Chute (O)	5
Glenwood City (R. F.)	26	Livingston (P)	22
Glidden (S)	26	Lodi (W)	26
Goodman (O)	22	Lomira (O)	23
Grafton (M)	25	Lone Rock (P)	19
Granton (S. P.)	26	Loyal (S. P.)	26
Grantsburg (R. F.)	26	Luxemburg (O)	26
Gratiot (P)	2	Madison East (W)	20
Green Bay East (O)	6	Madison Wisconsin High (W)	23
Green Bay West (O)	4	Maiden Rock (R. F.)	11
Green Lake (S. P.)	14	Manawa (S. P.)	26
Greenwood (S. P.)	26	Maple (S)	2
Gresham (S. P.)	13	Marathon (S. P.)	24
Hammond (R. F.)	26	Marinette (O)	22
Hartford (M)	26	Marion (S. P.)	24
Hartland (W)	17	Markesan (W)	18
Hawkins (S)	18	Marshall (W)	20
Hayward (S)	22	Marshfield Columbus (S. P.)	2
Hazel Green (P)	11	Marshfield Purdy Junior (S. P.)	7
Highland (P)	20	Marshfield Senior (S. P.)	26
Hilbert (O)	24	Marshfield St. John's (S. P.)	2
Hillsboro (L)	25	Mattoon (S. P.)	21
Holcombe (E. C.)	25	Mauston (L)	24
Hollandale (P)	22	Mayville (M)	26
Holmen (L)	24	Mazomanie (W)	25
Horicon (M)	26	Medford (S. P.)	26
Hortonville (O)	20	Mellen (S)	22
Howards Grove (P. O. Sheboygan) (M)	13	Melrose (L)	26
Hudson (R. F.)	26	Menasha (O)	26
Hurley (S)	25	Menomonee Falls (M)	26
Independence (L)	23	Menomonie (E. C.)	26
Ingram (E. C.)	16	Menomonie Dunn Co. Agric. (R. F.)	26
Iola (S. P.)	13	Merrill (S. P.)	26
Iron River (S)	13		

School	No. Years Registered	School	No. Years Registered
Middleton (W)	25	Pewaukee (W)	16
Milton (W)	26	Phillips (S)	26
Milwaukee Concordia (M)	5	Pittsville (S. P.)	20
Milwaukee Divine Savior (M)	1	Plainfield (S. P.)	24
Milwaukee Marquette (M)	4	Platteville (P)	23
Milwaukee Messmer (M)	9	Plum City (R. F.)	9
Milwaukee Mercy (M)	4	Plymouth (M)	26
Milwaukee Notre Dame (M)	4	Portage (W)	25
Milwaukee Pius XI (M)	1	Port Edwards (S. P.)	18
Milwaukee Riverside (M)	20	Port Washington (M)	26
Milwaukee St. Mary's (M)	1	Port Wing (S)	12
Mindoro (L)	23	Potosi (P)	23
Mineral Point (P)	25	Poynette (W)	24
Minocqua (S)	25	Prairie du Chien (P)	25
Mishicot (O)	19	Prairie du Chien Campion (P)	7
Mondovi (E. C.)	25	Prairie du Sac (W)	26
Monroe (W)	26	Prentice (S)	26
Montello (S. P.)	25	Prescott (R. F.)	25
Montfort (P)	15	Princeton (S. P.)	26
Monticello (P)	20	Pulaski (O)	26
Mosinee (S. P.)	26	Racine Horlick (M)	9
Mount Hope (P)	16	Racine Washington Park (M)	10
Mount Horeb (P)	25	Randolph (W)	25
Muscoda (P)	24	Random Lake (M)	26
Necedah (L)	24	Readstown (L)	19
Neenah (O)	24	Reedsburg (W)	26
Neillsville (E. C.)	25	Reedsville (O)	11
Nekoosa (S. P.)	26	Rewey (P)	14
New Auburn (E. C.)	25	Rhineland Senior (S. P.)	24
New Diggings (P)	16	Rhineland Junior (S. P.)	3
New Glarus (P)	26	Rib Lake (S. P.)	26
New Holstein (M)	26	Rice Lake (E. C.)	26
New Lisbon (L)	26	Richland Center (L)	26
New London (O)	25	Ridgeway (P)	16
New Richmond (R. F.)	26	Rio (W)	24
North Fond du Lac (O)	26	Ripon (O)	26
Norwalk (L)	24	River Falls (R. F.)	26
Oakfield (O)	23	Roberts (R. F.)	24
Oconomowoc (M)	21	Rosendale (O)	24
Oconto (O)	26	Rosholt (S. P.)	19
Oconto Falls (O)	26	Rudolph (S. P.)	5
Omro (S. P.)	6	Sauk City (W)	26
Onalaska (L)	26	Scandinavia (S. P.)	18
Ondessagon (P. O. Ashland)	24	Seneca (L)	24
(S)	24	Sevastopol (P. O. Sturgeon Bay)	21
Ontario (L)	26	(O)	21
Oostburg (M)	23	Seymour (O)	26
Oregon (W)	26	Sharon (W)	21
Oregon Oakwood (W)	9	Shawano (O)	26
Orfordville (P)	17	Sheboygan Central (M)	24
Osseo (E. C.)	26	Sheboygan North (M)	12
Owen (E. C.)	20	Sheboygan Falls (M)	26
Oxford (S. P.)	25	Shell Lake (S)	19
Palmyra (W)	18	Shiocton (O)	25
Pardeeville (W)	21	Shorewood (M)	3
Park Falls (S)	26	Shullsburg (P)	22
Patch Grove (P)	23	Siren (R. F.)	14
Pembine (O)	11	Slinger (W)	21
Peshtigo (O)	21	Soldiers Grove (L)	26

School	No. Years Registered	School	No. Years Registered
Somerset (R. F.)	25	Waterloo (W)	9
South Milwaukee (M)	25	Watertown (W)	25
South Wayne (P)	17	Waukesha (M)	24
Sparta (L)	26	Waunakee (W)	25
Spencer (S. P.)	26	Waupaca (S. P.)	26
Spooner (E. C.)	25	Waupun (O)	26
Spring Green (W)	24	Wausau Junior (S. P.)	8
Spring Valley (R. F.)	26	Wausau Senior (S. P.)	26
Stanley (E. C.)	24	Wausaukee (O)	23
St. Croix Falls (R. F.)	22	Wautoma (S. P.)	26
Stevens Point P. J. Jacob (S. P.)	26	Wauwatosa (M)	26
Stevens Point St. Joseph (S. P.)	2	Wauzeka (L)	24
Stockbridge (O)	12	Webster (R. F.)	13
Stoughton (W)	26	West Allis Central (M)	26
Stratford (S. P.)	22	West Allis Nathan Hale (M)	10
Sun Prairie (W)	23	West Bend (M)	26
Superior Cathedral (S)	3	Westboro (S. P.)	24
Superior Central (S)	26	Westby (L)	26
Superior East (S)	25	West De Pere Nicolet (O)	1
Suring (O)	20	Westfield (S. P.)	26
Taylor (L)	22	West Lima (L)	20
Thorp (E. C.)	26	West Milwaukee (M)	21
Three Lakes (S)	4	West Salem (L)	26
Tigerton (S. P.)	22	Weyauwega (S. P.)	24
Tomah (L)	26	Weyerhaeuser (E. C.)	15
Tomahawk (S. P.)	26	Whitefish Bay (M)	9
Tony (S)	21	White Lake (O)	23
Trempealeau (L)	17	Whitehall (L)	23
Tripoli (S)	26	Whitewater City (W)	26
Turtle Lake (R. F.)	21	Whitewater College (W)	26
Two Rivers (O)	24	Wild Rose (S. P.)	26
Unity (S. P.)	24	Wilmot (W)	10
Valders (O)	25	Wilton (L)	26
Verona (W)	26	Winneconne (O)	21
Viola (L)	26	Winter (S)	21
Viroqua (L)	26	Wisconsin Rapids (S. P.)	26
Wabeno (S. P.)	26	Withee (E. C.)	21
Waldo (M)	26	Wittenberg (S. P.)	26
Walworth (W)	18	Wonewoc (L)	25
Washburn (S)	26	Woodruff (S)	12
Waterford (W)	9	Woodville (R. F.)	25
		Wrightstown (O)	25

FOR THE RECORD

YEARLY RECORD OF MEMBERSHIP

Year	No. of Schools	Year	No. of Schools	Year	No. of Schools
1925-26	286	1934-35	394	1943-44	342
1926-27	304	1935-36	390	1944-45	349
1927-28	312	1936-37	384	1945-46	365
1928-29	338	1937-38	388	1946-47	390
1929-30	358	1938-39	395	1947-48	407
1930-31	375	1939-40	395	1948-49	410
1931-32	382	1940-41	393	1949-50	417
1932-33	363	1941-42	391	1950-51	417
1933-34	379	1942-43	349		

DIVISION OF SCHOOLS ACCORDING TO SIZE OF ENROLLMENT

166 schools in enrollment up to 149 students
 167 schools in enrollment 150 to 349 students
 84 schools in enrollment over 349 students

CERTIFICATES OF MERIT—given for interschool competition

The following number of certificates of merit were awarded for the year 1950-51:

Drama	387
Debate	320
Speech	2373
Totals	3080
Number of schools	351

NUMBER OF CERTIFICATES OF MERIT AWARDED IN PREVIOUS YEARS

Year	Sent to	Schools
1943-44	1021	161
1944-45	1650	213
1945-46	3201	283
1946-47	3785	345
1947-48	2631	285
1948-49	2959	254
1949-50	3112	359
1950-51	3080	351

SCHOOLS GIVEN "A" RATINGS IN STATE DRAMA CONTESTS
SINCE 1946-47

Year
1946-47—Wauwatosa, Shawano
1947-48—La Crosse Aquinas, Plymouth, Shawano
1948-49—Mayville, Milwaukee, Marquette, Muscoda, Waupun
1949-50—Milwaukee Marquette, Milwaukee Riverside, Mosinee, Shawano, Eau Claire, and Oconto Falls
1950-51—Eau Claire Senior, Milwaukee Marquette, La Crosse Aquinas, Milwaukee Pius XI, Superior Cathedral, Superior Central

STATE DEBATE CHAMPIONS SINCE 1945-46

1945-46—Eau Claire
1946-47—Eau Claire
1947-48—Eau Claire and Port Washington
1948-49—Milwaukee Concordia, Eau Claire St. Patrick's, Sheboygan Central
1949-50—Sheboygan North
1950-51—Sheboygan North

EXTENT OF PARTICIPATION 1950-51

Drama

108 schools participated in league contests
 64 schools participated in district drama contests
 33 schools participated in sectional drama contests
 16 schools participated in the state drama contest

Debate

136 schools checked debate on the registration cards
 55 schools participated in district debate contests
 43 schools participated in sectional debate contests
 18 schools participated in state debate contest

Speech

1646 contestants from 369 schools participated in the district speech contests
 613 contestants from 241 schools participated in the state speech contest.
 660 were eligible.

Division of Schools According to Size of Enrollment

AWARDS GIVEN IN STATE CONTESTS 1950-51

Drama

Schools participating	16
Team Banners awarded for "A" ratings	6
Individual Gold Medals awarded "A" ratings	36
Certificates of Merit for schools awarded "B"	8
Individual Silver Medals awarded "B" ratings	60
Certificates of Merit awarded schools with "C" ratings	2
Individual White Ribbons awarded "C" ratings	10

Debate

Schools participating	18
Banner awarded 1st place team	1
Individual Gold Medals awarded 1st place	4
Certificate of Merit awarded 2nd place team	1
Individual Silver Medals awarded 2nd place	4
Certificates of Merit awarded 3rd place teams	6
Individual Bronze Medals awarded 3rd place	24

Speech

Schools participating	241
Students eligible to enter state speech contest	660
Entered	613
Individual Gold Medals awarded for "A" ratings	224
Individual Silver Medals awarded for "B" ratings	299
Individual White Ribbons awarded for "C" ratings	90