

Wisconsin High School Forensic Association Newsletter

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

VOL. XLI

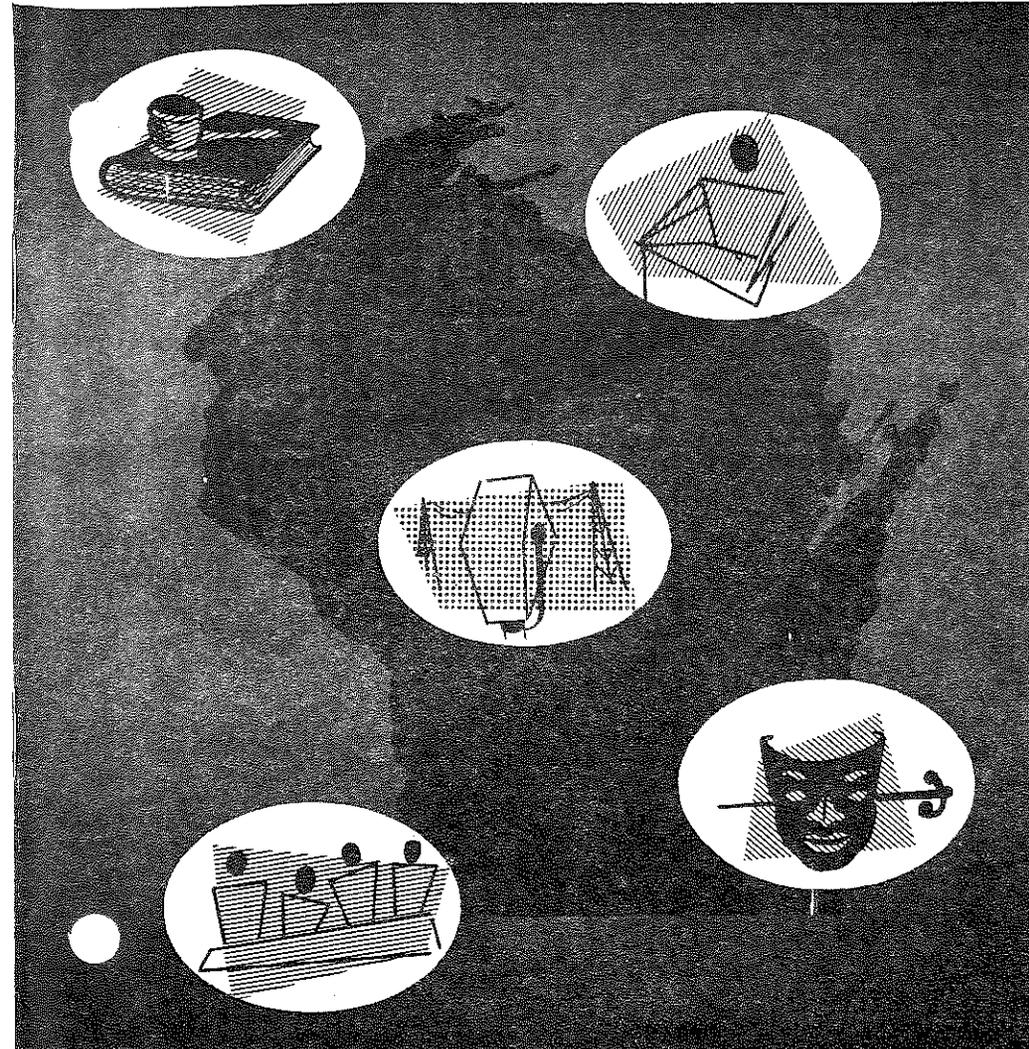
MADISON, WISCONSIN

FEBRUARY, 1970

No. 3

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WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION

Affiliated with

UNIVERSITY EXTENSION, THE UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN

Phone: Area Code 608; 262-2313

OFFICIAL WHSFA DEBATE PROPOSITION FOR 1969-70

RESOLVED: That Congress should prohibit unilateral United States military intervention in foreign countries.

CALENDAR FOR 1969-70

Latest Dates for Contests

	Drama	Debate	Speech
Sub-District	Oct. 25		Mar. 7
District	Nov. 8	Jan. 31	Mar. 21
Section	Nov. 22	Feb. 14	
State	Dec. 5-6	Feb. 27-28	Apr. 18

WEA Convention	Nov. 6-7, 1969
Thanksgiving	Nov. 27, 1969
Easter	Mar. 29, 1970

Board of Control Meetings

The Wisconsin Center, Nov. 4-5, 1969; May 7-8, 1970

BOARD OF CONTROL

Northern Section

MARYLOU PATTERSON
Eau Claire Memorial 54701
715; 834-1277

Eau Claire District
N. F. PANZENHAGEN
Cadott 54727
715; 289-4211

River Falls District
DARYL K. LIEN
Amery 54001
715; 268-7361

Superior District
FRANK CIRILLI
Superior 54880
715; 392-8243

Central Section

WALLACE E. HOFFMAN
Green Bay Southwest 54801
414; 432-0351

Green Bay District
PETER C. HAMEL
Green Bay Preble 54802
414; 437-5456

La Crosse District
EDWIN SIEVERS
Viroqua 54665
608; 637-3191

Oshkosh District
THOMAS J. LYNCH
New Holstein 53061
414; 898-4256

Stevens Point District
J. C. GILLMANN
Marathon 54448
715; 443-2226

Southern Section

NORMAN D. FLYNN
Monona Grove 53716
608; 222-1291

Kenosha District
JOSEPH P. SCHWEI
West Milwaukee 53214
414; 541-8080

Milwaukee District
RAYMOND BEHNKE
Cedarburg 53012
414; 377-6030

Platteville District
HERMAN LAATSCH
Argyle 53504
608; 543-6671

Whitewater District
GEORGE BUCKINGHAM
Whitewater 53190
414; 473-2611

Chairman of Board of Control, J. C. GILLMANN, Marathon
Vice-Chairman of Board of Control, N. F. PANZENHAGEN, Cadott
Advisor in Speech, PROFESSOR HERMAN H. BROCKHAUS,
University Extension
Advisor in Drama, PROFESSOR EDWARD L. KAMARCK,
University Extension
Speech Consultant, MRS. JULIA MAILER
Secretary-Treasurer, WHSFA, HERMAN H. BROCKHAUS,
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STATE DRAMA CONTEST

La Crosse Central, McFarland, Oshkosh Lourdes, and Walworth Big Foot were the four high schools to receive an A rating in the 1969-70 State Drama Contest. As since 1966-67, this year's state final contest was held at Wisconsin State University in Stevens Point. The date of the competition was December 5-6, 1970.

The number of plays to reach the finals this year was 15, five fewer than last year. These 15 productions had received A ratings in sectional and in district contests held earlier. For the first time, all sectional and district contests were judged by three judges this year.

Below are the schools which participated in the 1969-70 drama finals, the play titles, and the ratings of the productions.

School	Play	Rating
Appleton West	"The Romancers" (A modern Adaptation with "Fantasticks")	B
Darlington	"Not Enough Rope"	B
De Soto	"Oh, Dad, Poor Dad..."	C
Fall Creek	"Winners"	B
Green Bay Preble	"The Leader"	C
Green Bay South-west	"Unto Us the Living"	C
Hamilton (Sussex)	"The Ugly Duckling"	B
La Crosse Central	"The Romancers"	A
Loyal	"Loveliest Afternoon of the Year"	B
McFarland	"The Magic Bird"	A
New Glarus	"Of Poems, Youth, and Spring"	C
Ondossagon	"Balcony Scene"	C
Oshkosh Lourdes	"Gammer Gurton's Needle"	A
Sparta	"An Overpraised Season"	B
Walworth Big Foot	"The Lesson"	A

The three judges for the State Drama Contest this year were Prof. Edward L. Kamarck, University Extension, The University of Wisconsin; Dr. Gloria Link, Wisconsin State University, Oshkosh; and Dr. Robert Sporre, Wisconsin State University, Platteville. In the contest, each judge graded every production A, B, or C. The final rating was the mean of the grades given a particular play.

DEBATE PROGRAM IN 1969-70

This year 114 member schools participated in WHSFA district debate competition. Of this number, 50 advanced to sectional tournaments, having achieved a record of 4 wins and 2 losses, or better, in a district tournament.

Because this Newsletter went to press before two of the sectional tournaments were held, the latest information that can be reported is a roster of schools which qualified for sectional competition.

Northern Section

Amery
Chippewa Falls
Durand
Eau Claire Memorial
Park Falls Lincoln
Prentice
Rice Lake

Central Section

Appleton East
Appleton West
Cochrane-Fountain City
Fond du Lac Goodrich
Green Bay East
Green Bay West
Green Bay Southwest
La Crosse Aquinas
La Crosse Logan
Manitowoc Lincoln
Merrill
New London
Oshkosh
Rhinelander
St. Lawrence Seminary
Shawano
Sheboygan North
Sheboygan South
Stevens Point P. J. Jacobs
Waupun
Wausau

Southern Section

Beloit Memorial
Greendale
Greenfield
Hartford
Janesville Craig
Jefferson
Madison Memorial
Madison West
Mequon Homestead
Middleton
Milwaukee Marquette
Milwaukee Pius XI
Monona Grove
Nicolet
Oconomowoc
Prairie du Chien Champion
South Milwaukee
Sun Prairie
Union Grove
Wauwatosa East
West Bend
Whitefish Bay

Since the tournament for the Northern Section was held on February 7, a week before the others, it is possible to announce the results of that contest. Chippewa Falls, Durand, and Eau Claire Memorial had a win-loss record which qualified them for the State Debate Tournament. The Central and Southern Sectional tournaments were scheduled for February 14, after this Newsletter went to press; consequently this account could not contain additional names of schools which advanced to the state finals.

In planning this year's State Debate Tournament, the same pattern as last year's was employed, with an addition. That pattern includes three qualifying rounds in which all schools participate. These rounds, plus a run-off round if necessary, determine which schools advance to an eight-team championship bracket with quarter-finals, semi-finals, and a final debate.

Besides the championship competition, the plan of this year's tournament adds a consolation series for schools which do not qualify for the elimination bracket. This series consists of two additional rounds of debate. Winners in the consolation series are determined by a school's combined win-loss record for the three qualifying rounds and the two rounds in the consolation series.

SELECTING THE 1970-71 PROBLEM AREA

Early in January all member schools participating in debate received a preferential ballot on which was printed three proposed areas for 1970-71. Under each were three discussion questions and three debate propositions.

The ballot was a duplicate of the one received by the WHSFA state office from the national office of the Committee on Discussion and Debate of the National University Extension Association. The areas, questions, and propositions were the product of the committee's Advisory Council which met in New York on December 28, 29, 30 last year.

The Advisory Council is comprised of delegates from high school forensic associations in the several states. The WHSFA was represented at the New York meeting by Mr. Norman D. Flynn, Debate Coach at Monona Grove High School and member of the WHSFA Board of Control, and by Dr. Herman H. Brockhaus, Secretary-Treasurer of the WHSFA and member of the NUEA Committee on Discussion and Debate.

The three problem areas proposed by the Advisory Council and printed on the preferential ballot were:

- I. How can our physical environment best be controlled and developed?
- II. How can poverty in the United States be reduced?
- III. What federal tax policy best serves the interests of all citizens of the United States?

In tabulating the 93 valid ballots received from WHSFA debate schools to determine Wisconsin's vote in the national preferential voting, the Secretary-Treasurer assigned three points to each 1st choice, two points to each 2nd choice, and one point to each 3rd choice. The results were: Problem Area II, 1st with 209 points; Problem Area I, second with 202 points; Problem Area III, third with 147 points.

To date we have received reports from three neighboring states--Illinois, Iowa, and South Dakota--indicating the same

choice as that made in Wisconsin. However, there are indications that there is a national preference for Problem Area I. How can our physical environment best be controlled and developed?

After the results of the national vote have been released, WHSFA debate schools will be informed of the results. Then, before the close of the current school year, a preferential ballot to choose the 1970-71 debate proposition in Wisconsin will be mailed to member schools participating in debate.

REQUEST FOR 1970-71 PUBLIC ADDRESS TOPICS

For several years the topics in the WHSFA Public Address contest have come from coaches out in the state. The names of those who sent in suggestions from which the current topics were selected are listed in the November 1969 issue of the Newsletter.

At this time we would like to invite all Wisconsin coaches to recommend Public Address topics for next year, 1970-71. Suggestions should include a statement of a general problem area plus three specific areas or topics, one for each level of competition: sub-district, district, and state. All of the topics should be worded as questions.

Below are the general areas used since 1960-61 when the Public Address contest was first introduced.

- 1960-61 "How may television best serve the public interest?"
- 1961-62 "Our Foreign Policy."
- 1962-63 "What shall be the role of the federal government in providing medical care to the citizens of the United States?"
- 1963-64 "How can the natural resources of the United States best be conserved and developed?"
- 1964-65 "How can poverty best be alleviated in the United States?"
- 1965-66 "What is the best method of choosing the President and Vice-president of the United States?"
- 1966-67 "What can be done to reduce accidents on our highways?"
- 1967-68 "What can be done to provide more complete protection for the consumer?"
- 1968-69 "What approaches to preventing racial disorders can best serve the people of the United States?"
- 1969-70 "How can the misuse and abuse of drugs be controlled?"

Please send in your suggestions to the WHSFA state office in Madison before April 30, 1970. The general problem area and the specific topics for the 1970-71 Public Address contest will be announced in the September 1970 Newsletter.

SPEECH INSTITUTES IN 1969-70

Colleges and universities in Wisconsin perform a valuable service by conducting institutes and workshops for high school students and coaches. These programs offer instruction in the various contest areas of debate, drama, interpretation, and public speaking.

The November Newsletter carried a report of institutes held the early part of this school year. This account gives information about those programs held since the November report.

On January 9, 1970 the Wisconsin State University at La Crosse sponsored a Speech Events Clinic for students and coaches, covering all of the events in the spring speech contest. A special feature of the clinic was a session for coaches only, on Significant Speeches and Play Acting. Dr. Tom E. Wirkus was the director of the clinic which was attended by 635 students and coaches from 24 schools. After the clinic program a questionnaire was distributed to the coaches for the purpose of gathering reactions to the institute.

Milton College held its first Forensic Workshop on January 17, providing instruction for more than 500 students and coaches from 30 schools. The director of the workshop was Mr. Allan Mussehl, a member of the Speech Department faculty. All areas of spring speech competition were included in the workshop. In an effort to tailor the program to the needs of the persons attending, Mr. Mussehl urged coaches to send in questions and suggestions before the workshop. He also distributed a response questionnaire at the conclusion of the program to determine reaction to the institute.

Earlier this month, on February 7, the Wisconsin State University in Stevens Point conducted a Spring Speech Events Institute for students and coaches. This institute is an annual program on the Stevens Point campus and is helpful to the forensic programs of schools in central Wisconsin. This year's institute, attended by well over 300 students and coaches from 22 schools, was under the direction of Dr. William G. Kelley of the Department of Communications. Prior to the institute, coaches were invited to indicate particular topics they wished to have covered in the instruction.

With an increase in the number of institutes, independent debate tournaments, and independent speech tournaments, the problem of conflicting dates is growing. The state office of the WHSFA publishes the dates of institutes and tournaments it knows about, in the May and September Newsletters. Universities and colleges which plan to conduct institutes, workshops, or clinics in 1970-71 are asked to notify the WHSFA state office as soon as dates have been selected. We will make an effort to inform other host schools so conflicts can be held to a minimum.

REPORT ON 1968-69 COACHES QUESTIONNAIRE

Last year the WHSFA state office sent a questionnaire to all coaches of extra-curricular speech activities in schools belonging to the Association. We mailed them to every teacher whose name was on a school's membership registration card as the director of forensics or as the person in charge of debate, drama, or speech. In addition, we sent questionnaires to other teachers whose names were mentioned by coaches returning the forms.

If you remember the questionnaire, which inquired about a coach's academic speech preparation and also his coaching experience, you may wonder why the information was collected and what the findings were. A summary report of the study was given by the WHSFA Secretary-Treasurer last November at a meeting of the Wisconsin Speech Association held in Milwaukee. The essence of that report is as follows.

The study conducted in 1968-69 was prompted by an action of the Council of Chairmen of Speech Departments of Wisconsin State Universities. At a meeting in April 1967, this group passed the following motion:

"That we strongly recommend to the Ad Hoc Committee of the Wisconsin Speech Association that certification as a teacher of Speech be required for coaching or directing extra-curricular speech activities in the junior and senior high schools of Wisconsin.

"As a corollary to this above action, it was further moved

"That we recommend to the Ad Hoc Committee of the Wisconsin Speech Association that a 'grandfather's clause,' similar to the one for certification in the present handbook be included in the certification for extra-curricular activities with the date of implementation being July 1, 1970. This clause would then read as follows: 'Persons with some 8 to 11 years of experience as coaches or directors of extra-curricular speech activities prior to July 1, 1970 may be licensed by completing 6 semester hours of college speech training. A course in Speech Fundamentals is required.'"¹

Presently the Wisconsin Department of Public Instruction requires at least a 22 semester hour minor in speech for certification as a teacher of academic, or curricular, speech.² According to the April 1967 proposal of the Council of Chairmen, the same requirement would hold for coaches of extra-curricular speech

1. Minutes for April 28 Meeting, Council of Chairmen, Speech Departments, Wisconsin State Universities, p. 1.
2. Certification Standards for Public School Teachers, Administrators, Supervisors, Pupil Service Personnel, Wisconsin Department of Public Instruction, William C. Kahl, State Superintendent, p. 10.

activities except for persons under the grandfather's clause. Thus a teacher with 0 to 7 years of coaching experience would need 22 semester hours of college-level speech to be certified. A teacher with 8 to 11 years of coaching experience would have to have 6 semester hours of speech, including a course in Speech Fundamentals. A teacher with 12 or more years of coaching experience would be certified on the basis of his experience as a coach.

About a month after the Council of Chairmen had drafted and passed their certification proposal, it was presented to the Wisconsin Speech Association ad hoc Committee on Speech Education in the Public Schools. In the fall of the same year, at its meeting in Milwaukee, the Wisconsin High School Forensic Association Board of Control was informed of the motion passed by the Council of Chairmen proposing certification for coaches. The minutes of the WHSFA Board meeting report:

"Among the opinions expressed during the discussion were the following: (1) If certification as a teacher of Speech were to be required for coaching extra-curricular speech activities, many of the present speech coaches in the state would be disqualified. (2) The certification requirement would eliminate an estimated one-third of the schools in the state from the extra-curricular speech program. (3) The timing of the resolution is faulty since we presently have a period of full employment for teachers."³

During the 1967-68 school year the Secretary-Treasurer urged on several occasions that an attempt be made to determine more accurately the effect that certification of coaches would have on extra-curricular speech programs in the high schools of Wisconsin. In November 1968 the WHSFA Board of Control authorized "... a proposed study to determine the amount of speech training (college-level courses in speech) which Wisconsin coaches of speech, drama, and debate have had, as well as their experience in coaching these activities... The study would attempt to answer the question of how many coaches could qualify for certification proposed by the Council of WSU Speech Department Chairmen and what effect the adoption of the certification proposal would have on extra-curricular programs in Wisconsin high schools."⁴

The study was conducted jointly by the state office of the Wisconsin High School Forensic Association and Miss Dale Lee, a candidate for a Masters of Science degree at the University of Wisconsin in Madison. The WHSFA provided the necessary forms,

3. Minutes of the Board of Control Meeting, October 31-November 1, 1967.
4. Minutes of the Board of Control Meeting, November 5-6, 1968, p. 2.

stationery, and postage. Miss Lee collected the data and reported the findings in a Master's Paper.⁵

To gather information, a questionnaire about the academic preparation and the experience of coaches and directors of extra-curricular speech activities was used. The total number of coaches to whom questionnaires were mailed was 1,031. The number of questionnaires returned was 571, a 55% reply.

While the study presents interesting information about the academic majors and minors of the 571 coaches who responded, the reports most vital to the certification proposal are the academic speech preparation of coaches of extra-curricular speech activities (Table 2 in Miss Lee's Master's Paper) and the coaching experience of the individual coaches (Table 3).

TABLE 2⁶

THE ACADEMIC SPEECH PREPARATION OF COACHES OF EXTRA-CURRICULAR SPEECH ACTIVITIES (NUMBER OF COACHES: 571)

Credits	Number	Percentage
0-5	251	44%
6-11	90	16
12-17	34	6
18-21	25	4
22-23	17	3
24-27	27	5
28-33	35	6
34 over	92	16
Total	571	100%

TABLE 3⁷

COACHING EXPERIENCE OF THE INDIVIDUAL CONTEST EVENT COACHES (NUMBER OF COACHES: 571)

Years Coaching Experience	Number	Percentage
0-7	373	65%
8-11	76	13
12 over	122	22
Total	571	100%

5. The Academic and Experiential Qualifications of Coaches of Extra-Curricular Speech Activities in Schools Belonging to the Wisconsin High School Forensic Association by Dale C. Lee, The University of Wisconsin, May 1969.

6. Lee, Dale C., p. 21.

7. Lee, Dale C., p. 23.

Both sets of data (Tables 2 and 3) are presented in a combined report (Table 4) which is a correlation of the number of years of coaching experience with the number of credits of academic speech training of the 571 coaches. The correlation is important because the certification proposal of the Council of Chairmen relates the two independent factors: (1) the teacher's coaching experience and (2) his academic speech preparation.

TABLE 4⁸

CORRELATION OF NUMBER OF YEARS COACHING EXPERIENCE WITH NUMBER OF CREDITS OF ACADEMIC SPEECH TRAINING OF THE COACHES (NUMBER OF COACHES: 571)

Academic Speech Credits

Years Coaching Experience	Academic Speech Credits							
	0-5	6-11	12-17	18-21	22-23	24-27	28-33	34 over
0-7	XXXX	XXXX	XXXX	XXXX				
	XXXX	XXXX	XXXX	XXXX				
	178 (31%)	56 (10%)	15 (3%)	3 (1%)	11 (2%)	22 (4%)	23 (4%)	65 (11%)
8-11	XXXX	XXXX	XXXX	XXXX				
	XXXX	XXXX	XXXX	XXXX				
	34 (6%)	12 (2%)	5 (1%)	8 (1%)	0 (0%)	1 (0%)	6 (1%)	10 (2%)
12-over	XXXX							
	XXXX							
	39 (7%)	22 (4%)	14 (2%)	14 (2%)	6 (1%)	4 (1%)	6 (1%)	17 (3%)

8. Lee, Dale C., p. 24.

Interpreting the combined data (Table 4) in the light of the requirements for certification of coaches proposed by the Council of Chairmen in 1967, we note that of the teachers with 0 to 7 years of coaching experience, 252, or 45% of all those in the study, would have to take additional course work in speech at a college or university to complete a 22 semester hour minor to qualify for certification. Moreover, 178 of these coaches, or 31%, would have to earn from 17 to 22 credits since they now have only 0 to 5 credits in speech. Of those teachers with 8 to 11 years of coaching experience, 34, or 6%, would have to take additional course work to complete 6 semester hours in speech. Stating the findings in another way, of the 571 teachers in the study, 51% would have been disqualified from coaching extra-curricular speech activities last year if the requirements recommended by the Council of Chairmen for July 1, 1970 had been in effect in 1968-69.

Projecting the findings to include all coaches in the WHSFA member schools, we observe that more coaches would be disqualified than there are schools in the Association. And these disqualified coaches would have the choice of going back to college for more speech courses or stop coaching extra-curricular speech activities.

WISCONSIN SPEECH ASSOCIATION COMMITTEE

As reported in the WHSFA Newsletter for November 1969, two position papers concerning certification of coaches of extra-curricular speech activities were presented at the November meeting of the Wisconsin Speech Association. One paper, endorsing certification, was presented by Dr. Joseph B. Laine, Chairman of the Department of Speech, Wisconsin State University, Oshkosh. The second, opposing certification of coaches, was given by Dr. Herman H. Brockhaus, Secretary-Treasurer of the Wisconsin High School Forensic Association.

After the forum period which followed the reading of the papers, it was agreed by the WSA members present that a special study committee should be appointed to consider the problem further. The President of the WSA, Dr. Ronald R. Allen, appointed the following persons to the committee: Mr. William R. O'Brien, Janesville Craig High School, Chairman; Kenneth Thames, Mequon Homestead High School; Richard A. Whalen, Oconomowoc High School; Dr. Joseph B. Laine, Wisconsin State University, Oshkosh; Prof. Raymond H. Myers, University of Wisconsin-Milwaukee; Dr. Herman H. Brockhaus, University of Wisconsin, Madison.

The committee held its first meeting in Madison on Saturday, February 7, 1970. It is scheduled to meet again on March 5, in Milwaukee. The committee expects to have a report ready for the Wisconsin Speech Association Spring Conference to be held at the Dell View Hotel, Lake Delton on Friday and Saturday, May 1-2, 1970.

TOURNEY TRAUMA

Grace Walsh

"Pacing each other on the road to excellence" is a goal of the Wisconsin High School Forensic Association. Believing in the philosophy of this organization, many faculty members in colleges and universities in our state have voluntarily worked with the member schools in a variety of speech activities.

My personal association with this organization has been in four different roles. As a high school student, I participated in debate and forensics. As a coach out in the state, I saw great benefits come to my own high school students from these activities. As a faculty member at Wisconsin High School in Madison, I helped the late Almere Scott with problems related to the administration of state tournaments there. As a University Forensic Director, I have taught many teachers who now direct high school debate and forensic activities in the schools of this Association. I mention these things because I have been associated with the WHSFA in many ways.

It is because I believe it is a great organization, that I want to discuss one vital problem the Association faces. I refer to what I consider unprofessional attitudes of some of the teachers directing debate and forensic activities in our Wisconsin high schools. The faculty rosters of Wisconsin's high schools have wonderful, responsible, dedicated teachers of speech and coaches of speech activities in many places. But it is not in praise of them that I write now. I want to discuss some of the other types of teachers and coaches in some schools in this Association. The schools will not be mentioned here. The directors will not be named. The examples are all true and happened during the week that was at Wisconsin State University-Eau Claire between January 12 and January 17 in 1970--the week in which an invitational high school debate tournament was held on the campus. Now let's get down to cases.

EPISODE I

"The Written Cancellor"

Mr. A called after the registration deadline to make a plea for a late entry into the tournament in a particular division. We explained that this involved schedule changes. The coach said he would let us know later if he wanted to enter some other division. But since he was already many days late, we took time to explain he should not do that switching later because schedule-making was serious business and we just had to know in what division he wanted his entry. He confirmed his entry then and

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assured us he would be here. On the day of the tournament the campus mail brought a letter from this coach. He sent his thanks for our consenting to let him enter late; and then informed us he had changed his mind and would not participate in the tournament after all. The letter was postmarked forty-eight hours before we received it having arrived on campus when the clerical facilities of the University had closed for the day. I hope that somehow, someday, this teacher will learn that coaches should never cancel a team by mail. The nearest telephone is the way to communicate that kind of catastrophe.

EPISODE II

"The One Who Went Home"

Mr. B arrived at the tournament thirty minutes late. Four hundred and thirty-six people were waiting to begin when he arrived. He was so unfamiliar with debate procedure that when asked if he had drawn his numbers, he inquired what that meant. After he drew his numbers, he expressed great hesitation about signing the slips which indicated the numbers his school had drawn. The tourney director had already announced and repeated to all the schools the number re-pairings necessitated by late cancellations. Mr. B had the tourney director delayed on the stage to give each change to him again while he wrote each one down. About fifteen minutes later, Coach B stopped the tourney director in the hallway to be sure he had the changes right. The tourney director finally gave Coach B the revised pairing to copy. The coach did that. About fifteen more minutes elapsed while the tourney director and the staff were trying to be as helpful as they could be to all the visitors. When the halls were all quiet and the debates were thought to be all under way for about thirty minutes, the director saw Coach B surrounded by a group of students in the hallway. Thinking that they were going to visit some later round and that the coach had engaged someone else to judge for him, the director was surprised to discover that Coach B was supposed to be judging and the students in the hall were supposed to be debating. The tourney time-forfeit rules were called to Coach B's attention and he was urged by his students and the tourney director to proceed to where people were still waiting for him and his teams. Sometime later the coach notified the tournament headquarters that he was going home and taking his debaters with him. A check with other faculty members revealed that Coach B, a new coach in the school where he is employed, had cancelled out on the tournament the day before. The tournament director hopes that Coach B will learn that (a) tournament drawing for numbers is standard procedure in many places, (b) coaches with judging obligations proceed to debates when they are scheduled to begin, (c) when coaches leave a tournament and deny their students the opportunities to debate, they waste students' time and the school's money, (d) coaches exemplify standards of conduct not becoming to teachers when they accept invitations and leave their disappearance a mystery to those who invited them.

EPISODE III

"The Disappearing Judge"

Coach C called the morning of the tournament that he might come to the tournament, but then again he might not. One of his team members was ill and he could not get a replacement. This emergency can happen to anyone. The fact that Coach C called was good. But now, this is not the end of the story. It is only the beginning. The coach came and brought part of his team with him. He accepted his own judging assignment for the second and third rounds of the tournament. We had sent in an emergency judge substitute for him in Round I. In Round II, he arrived in the room where the debate was to be held and announced to both teams that it was too late to start the debate and that the debate would not be held. This surprised both teams, who assured the judge they still had fifteen minutes before forfeit time. The judge, according to the debaters' report, said it made no difference and that he would not listen to the debate. The tourney director supplied an emergency reserve judge to take his assignment when the students came to headquarters. Judge C vanished. Suspecting now that Judge C was quite unreliable, the tourney director, in Round III, sent a stand-by reserve emergency judge to cover Judge C's last assignment. Judge C was gone again. The emergency judge was busy all day because Judge C missed every round of his assignments, though he was on campus and had agreed to fulfill his judging assignments. No judge should ever cancel a debate without notifying the headquarters.

EPISODE IV

"The Ballot Carrier"

Rounds concluded at 3:00 P. M. The social period following gave the office headquarters time for tabulation. One judge sauntered into the coaches' coffee party an hour and fifteen minutes after the conclusion of the last round of debate. He explained that he had been giving a lengthy evaluation to the debaters and didn't think the delay in turning in his ballot made any difference since it was then only 4:15 and the results weren't to be ready till 4:30. The tourney director explained to Judge D that no final results could be tabulated until the ballot Judge D was carrying had been delivered to headquarters. Judge D, who had not thought of that, then delivered his ballot. (That put him in better status than the judge who went home with his ballot and never turned it in. That did not happen at this tournament!) It is the judge's responsibility to deposit his ballot where he is supposed to deposit it when he is supposed to deposit it.

EPISODE V

"The Silent Absentee"

Coach E made seven reservations and asked to be trusted to pay for them on his arrival. At the time this is being written, three days after the tournament, we haven't heard anything from

that judge or his debaters. We will always be left wondering what happened to them. A coach who makes reservations is responsible for them.

If all new coaches could learn a lesson from these episodes which took place here at Eau Claire on January 17, 1970, perhaps something good can come out of this. Maybe it would be advisable for the superintendents and principals of the schools in which these people teach to be informed of what their coaches are doing. I know many administrators who would consider this very informative in teacher evaluation. Perhaps invitations should be extended only to those schools whose forensic affairs are conducted in a manner acceptable to the host school. Perhaps the directors of tournaments who have voluntarily assumed responsibility for conducting these events should not take on the unnecessary task of sponsoring them.

My immediate suggestions are: (1) Students who intend to teach in high school should have a real experience in helping plan a tournament in their student days. (2) People who attend tournaments should try hosting one of their own. (3) The Wisconsin High School Forensic Association should consider some punitive measure or at least some warning to a member school which violates forensic ethics, and every good forensic organization should have a code of ethics.

There are many things which need to be done before and after tournaments. The last week before our tournament we worked every night into the small hours to provide a well-run program. Hundreds on the outside told us the tournament at Eau Claire was smoothly operated. But now you know something about the inside operations of the day.

It should not surprise you that some colleges and universities have stopped sponsoring these events for high schools. In spite of all the encouragement given me by Coaches A and B and C and D and E, I won't quit yet. Over two thousand years ago, Protagoras, the father of debate, thought that the way to train men was to let them argue pro and con. However, if the irresponsible behavior of a few who are training others to argue is allowed to continue unchecked, I predict that welcomes will be worn away in many places. Won't you do your part to prevent tourney trauma?