

# Wisconsin High School Forensic Association Newsletter

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

Vol. XLII

Madison, Wisconsin, February 1971

No. 3

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WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION  
affiliated with  
UNIVERSITY EXTENSION, THE UNIVERSITY OF WISCONSIN  
MADISON, WISCONSIN

## OFFICIAL WHSFA DEBATE PROPOSITION FOR 1970-71

**RESOLVED:** That the federal government should establish, finance, and administer programs to control air and/or water pollution in the United States.

## CALENDAR FOR 1970-71

	Dates for Contests		
	Drama (1970)	Debate (1971)	Speech (1971)
Sub-District	*Oct. 31		*Mar. 13
District	Nov. 14	Jan. 30	Mar. 27
Section	Nov. 21	Feb. 13	
State	Dec. 4-5	Feb. 26-27	Apr. 24

\* Latest dates for sub-district contests; all others are firm.

WEA Convention	Nov. 5-6, 1970
Thanksgiving	Nov. 26, 1970
WIAA State Basketball Finals	Mar. 20, 1971
Easter	Apr. 11, 1971

## Board of Control Meetings

Madison Nov. 3-4, 1970; May 6-7, 1971

## BOARD OF CONTROL

(See Elections of Board Members, page 13.)

Northern Section	Central Section	Southern Section
MARYLOU PATTERSON Eau Claire Memorial 54701 715; 834-8191	WALLACE E. HOFFMAN Green Bay Southwest 54301 414; 432-0351	J. PETER SHAW Evansville 53536 608; 882-4600
<i>Eau Claire District</i> N. F. PANZENHAGEN Cadott 54727 715; 289-4211	<i>Green Bay District</i> PETER C. HAMEL Green Bay Preble 54302 414; 437-5456	<i>Kenosha District</i> PAUL J. USSEL Muskego 53150 414; 679-2300
<i>River Falls District</i> DARYL K. LIEN Amery 54001 715; 268-7361	<i>La Crosse District</i> EDWIN SIEVERS Viroqua 54665 608; 637-3191	<i>Milwaukee District</i> RAYMOND BEHNKE Cedarburg 53012 414; 377-6030
<i>Superior District</i> FRANK CIRILLI Superior 54880 715; 392-8243	<i>Oshkosh District</i> THOMAS J. LYNCH New Holstein 53061 414; 898-4256	<i>Platteville District</i> HERMAN LAATSCH Argyle 53504 608; 543-6671
	<i>Stevens Point District</i> J. C. GILLMANN Marathon 54448 715; 443-2226	<i>Whitewater District</i> 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,

Lowell Hall  
 610 Langdon Street  
 Madison, Wisconsin 53706  
 Phone: Area Code 608; 262-2313

## 1970-71 WHSFA DEBATE TOURNAMENTS

The following schools won the right to compete in the 1970-71 State Debate Tournament on February 26-27 by achieving a record of 4 wins and 2 losses, or better in sectional competition on Saturday, February 13:

Eau Claire Memorial	Nicolet
Janesville Craig	Oconomowoc
La Crosse Aquinas	Oshkosh
Mequon Homestead	Rhineland
Middleton	Shawano
Milwaukee Marquette	Sheboygan South
Monona Grove	Wauwatosa East
New London	West De Pere Abbot Pennings

The number of schools taking part in district tournaments this year was 104. Last year 124 competed at the district level. In speculating about the reason for the decline in the number of entries in WHSFA district competition this year, one must consider the severe weather and hazardous road conditions in most parts of the state the day of the district meets. On a number of tournament result forms the tournament manager reported that some schools had withdrawn while others simply failed to show.

Schools which qualified for sectional competition this year were 40 in number. This compares with 50 schools in sectional tournaments last year, a decline of 10 entries.

## NEW ADDRESS FOR WHSFA STATE OFFICE

The state office of the Wisconsin High School Forensic Association moved on January 14 from the Extension Building to a new location, two blocks away. Our office is now in Lowell Hall, a former private girls dormitory on Langdon Street, which was purchased by University Extension for offices, conference space, and lodging rooms for persons attending conferences and workshops. The WHSFA office space and necessary utilities are provided by University Extension at no cost to the Association.

Mail sent to our former Lake Street address will still reach us; however delivery will be facilitated if you use our new address:

Wisconsin High School Forensic Association  
 Lowell Hall  
 610 Langdon Street  
 Madison, Wisconsin 53706

## WHSFA DEBATE CONTEST 1926-1970

The High School Lyceum Association of Wisconsin, the forerunner of the WHSFA, introduced debate as a contest activity some time prior to 1912; however, it never was a major event. In a 1912 copy of the Lyceum Association constitution, for example, the rule applying to debate is as follows: "Debates may be held between Lyceums and Leagues when a proper agreement has been made for that event."

Attempts to develop debate as an active contest became evident after 1914 when the Extension Division of the University of Wisconsin gave the Lyceum Association support and aid. A publication containing the 1914 constitution of the Association announced: "Prof. W. T. Roseman, La Crosse, Wisconsin has offered to give special assistance to the Lyceum Association in such ways as it may be possible for him. His assistance will be principally along the lines of debate."

Professor Roseman became President of the Lyceum Association in 1914 and used his influence to bring about a close affiliation between the University Extension Division and the Lyceum. This connection came about when the Extension administration agreed that the secretarial work of the High School Lyceum Association of Wisconsin be done by Miss Almere L. Scott. It was more than a coincidence that Miss Scott's position in the Extension Division was that of Director of the Department of Debating and Public Discussion.

With the passing of the Lyceum Association and the founding of the Wisconsin High School Forensic Association in 1925, debate was given more consideration. This observation is supported by a statement on the cover page of the WHSFA Newsletter for September 1929:

"At the time of the reorganization of the High School Forensic Association it was planned by the committee in charge of the reorganization to add two events, debating and dramatics.... The debate event was chosen to be worked out first." The first WHSFA competition in debate was held in 1926-27. A triangular elimination plan was devised which resulted in single 1st, 2nd, and 3rd place winners. The rule explaining the plan is somewhat lengthy; but in today's era of tournament debating, it is interesting enough to be quoted entirely. Both Rules 3 and 5 below are from the WHSFA constitution adopted in 1925 and amended in 1928.

Article VIII--Debate Rules

"3. The schools of each section shall be grouped into triangles as far as possible. Each school shall hold two debates, win or lose, on the point system. By point system, the nine schools ranking highest in each section shall be selected and shall be grouped into three triangles. The winner of each triangle shall participate in the final sectional debate. The

winner of each sectional debate shall represent the section in the state debate.

"All debates shall be judged by one or three judges. By point system, the winner shall be determined. In case of three judges each judge's decision shall count one point. The winning team shall be given an extra point for winning. A three to nothing decision shall count four points for the winner. A two to one decision shall count three points for the winner. In case of a single judge, the decision shall count four points for the winner. In case of a tie on points, the sum of the percentages shall determine the winner. In case of a tie on the sum of the percentages, the sum of the squares of percentages shall determine the winner."

"5. Each debate team shall consist of three speakers and an alternate. The constructive speeches shall be limited to ten minutes. The rebuttal speeches to three minutes except the closing speaker of each rebuttal who shall be allowed five minutes."

In 1933-34 the tournament plan of competition was introduced on a trial basis, but not in the state finals. The WHSFA News-letter for February 1935 reported:

"The new plan of eliminations for debate, tried for the first time in 1934 and continued in January and February of 1935, appears to have received the approval of participating schools. The change from the old triangular competition to a general tournament was a depression measure, born largely of the necessity for economy."

Official Adoption of Tournament Competition

By 1939-40 the tournament plan had proven so advantageous that it was approved for all levels of competition, including the state finals. Changing the number of speakers on a team from three to two in 1937-38, thereby shortening the debate to an hour, made tournament debating even more feasible. The tournament system adopted by the Board of Control and reported in the November 1939 Newsletter was as follows:

"Each district may hold a debate tournament of three rounds. On the basis of wins and losses at least the nine highest in the section shall hold a sectional debate tournament. Any school losing only one debate in the district tournament shall be eligible to enter with the previously selected nine schools into the sectional tournament.

"Each section may 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 on the basis of wins and losses shall be eligible to participate in the state finals.

"The state finals will consist of three rounds. The highest school and all tied with it on the basis of wins and losses will be considered the state champions."

Restrictions on travel during World War II caused the WHSFA to adopt a war emergency program in 1942-43. In debate, sectional competition was eliminated and all schools losing not more than two debates in district competition advanced directly to the state finals. This plan continued through 1945-46.

#### Changes in the State Tournament

In the state finals, the practice of holding three rounds of debate to determine the winner (or winners) was changed slightly in 1954-55 by adding a fourth round. A more significant change became effective in 1968-69 when there was a return to declaring a single 1st place winner. Before the revision was made, the WHSFA State Office polled the member schools participating in debate to ascertain their preference.

The tournament procedure now provides for three qualifying rounds, and a run-off round if necessary, to select schools for an eight-team championship elimination bracket. This elimination consists of quarter-finals, semi-finals, and the finals; it results, obviously, in the selection of single 1st and 2nd place winners, and a tie for 3rd place.

Last year, 1969-70, a consolation series was added to the state tournament for those schools which fail to qualify for the championship bracket. Essentially, the consolation series provides two more rounds of competition. To determine consolation winners, a school's win-loss record in the three qualifying rounds is combined with its win-loss record in the two additional rounds. In case of a tie, the strength of opponents' record is used to determine the winner.

Since 1970-71 is the Anniversary Year for organized high school forensics in Wisconsin and for the WHSFA, and since this issue of the Newsletter focuses attention on debate, it seems appropriate to publish the record of all-time winners in the state debate tournament. The 44 year record begins with 1926-27, the first year of WHSFA debate competition, and continues through 1969-70.

#### One Entry from Each Section Resulted in Single 1st, 2nd, 3rd

1926-27 New Richmond (1st); Fort Atkinson (2nd); Arcadia (3rd)  
 1927-28 Sturgeon Bay (1st); Chippewa Falls (2nd); Portage (3rd)  
 1928-29 Chippewa Falls (1st); Baraboo (2nd); Mayville (3rd)  
 1929-30 Mayville (1st); New Richmond (2nd); Viroqua (3rd)  
 1930-31 Baraboo (1st); Chippewa Falls (2nd); Milwaukee Washington (3rd)  
 1931-32 Clintonville (1st); Kenosha (2nd); Eau Claire (3rd)  
 1932-33 Clintonville (1st); Mayville (2nd); River Falls (3rd)  
 1933-34 Eau Claire (1st); Red Granite (2nd); Oconomowoc (3rd)  
 1934-35 Stoughton (1st); Eau Claire (2nd); Clintonville (3rd)  
 1935-36 Eau Claire (1st); Antigo (2nd); Mayville (3rd)

1936-37 Two Rivers (1st); Eau Claire (2nd); Milwaukee Washington (3rd)  
 1937-38 Waukesha (1st); Chippewa Falls (2nd); Shawano (3rd)  
 1938-39 Eau Claire, Kenosha (tied 1st); Shawano (2nd)

#### Multiple Entries from Each Section Resulted in Frequent Ties

1939-40 Two Rivers (1st); Mayville (2nd); Eau Claire, Watertown (tied 3rd)  
 1940-41 Mayville, Menomonie, Two Rivers, West Bend (tied 1st); Waukesha, Wausau (tied 2nd); Chippewa Falls, New Richmond (tied 3rd)  
 1941-42 Amery, Chippewa Falls, West Bend (tied 1st); Clintonville, Frederic, New Richmond, Plymouth, Two Rivers (tied 2nd); Merrill, Milwaukee Washington, Sheboygan North (tied 3rd)  
 1942-43 New Richmond (1st); Chippewa Falls, Clintonville, Eau Claire, Milwaukee Washington, Platteville, West Bend (tied 2nd); Grantsburg, Mayville, Watertown (tied 3rd)  
 1943-44 Kenosha (1st); Chippewa Falls, Kaukauna, Milwaukee Messmer (tied 2nd); Milton, Milwaukee Washington, New London, New Richmond (tied 3rd)  
 1944-45 Two Rivers (1st); Horicon, Milwaukee Messmer (tied 2nd); Kaukauna (3rd)  
 1945-46 Eau Claire (1st); Milwaukee Washington (2nd); Kewaunee, Milwaukee Messmer, Sheboygan North (tied 3rd)  
 1946-47 Eau Claire (1st); Chippewa Falls McDonell, Port Washington, Tomah, West Bend (tied 2nd); Chippewa Falls, La Crosse Aquinas, Milwaukee Concordia, Mondovi, Wausau (tied 3rd)  
 1947-48 Eau Claire, Port Washington (tied 1st); La Crosse Aquinas, Prairie du Chien Campion, Wausau (tied 2nd); Amery, Two Rivers (tied 3rd)  
 1948-49 Eau Claire St. Patrick's, Milwaukee Concordia, Sheboygan Central (tied 1st); Chippewa Falls, Prairie du Chien Campion, Sheboygan North, Wausau (tied 2nd); Amery, Chippewa Falls McDonell, La Crosse Aquinas, Merrill (tied 3rd)  
 1949-50 Sheboygan North (1st); Chippewa Falls, Madison-Wisconsin High, New Richmond, Portage, Sheboygan Central, Superior Cathedral, Wausau (tied 2nd); Chippewa Falls McDonell, Eau Claire, Eau Claire St. Patrick's, Rhinelander, West Allis Central, West Bend (tied 3rd)  
 1950-51 Sheboygan North (1st); Wausau (2nd); Appleton, Eau Claire, La Crosse Logan, Port Washington, Superior Cathedral, West Allis Central (tied 3rd)  
 1951-52 Wisconsin Rapids (1st); Madison-Wisconsin High (2nd); Kohler, Racine Horlick (tied 3rd)  
 1952-53 Eau Claire, Kenosha, Milwaukee Marquette, Rhinelander (tied 1st); Amery, La Crosse Aquinas, Tomah (tied 2nd); West Bend (3rd)  
 1953-54 Milwaukee Marquette (1st); Amery (2nd); Eau Claire, Wausau (tied 3rd)

- 1954-55 Eau Claire, Wausau, West Bend (tied 1st); Chippewa Falls (2nd); Kenosha, Madison-Wisconsin High, Two Rivers (tied 3rd)
- 1955-56 Kenosha, Milwaukee Marquette (tied 1st); Eau Claire, Merrill, Sheboygan Central, West Bend (tied 2nd); Chippewa Falls, Wausau (tied 3rd)
- 1956-57 Milwaukee Marquette, Racine St. Catherine's (tied 1st); Kenosha (2nd); New London, Two Rivers (tied 3rd)
- 1957-58 Eau Claire Memorial, Kenosha, La Crosse Aquinas, Sheboygan Central, Wausau, West Bend (tied 1st); Hartford, Merrill, Milwaukee Marquette, New London (tied 2nd); Kohler, Madison West (tied 3rd)
- 1958-59 Sheboygan Central, West Bend (tied 1st); Hartford, Racine St. Catherine's (tied 2nd); Milwaukee Marquette, Wausau (tied 3rd)
- 1959-60 Stevens Point P. J. Jacobs (1st); Kenosha (2nd); Chippewa Falls McDonell, Whitefish Bay (tied 3rd)
- 1960-61 Eau Claire Memorial, Sheboygan South (tied 1st); Racine St. Catherine's (2nd); La Crosse Aquinas, Monona Grove (tied 3rd)
- 1961-62 West Bend (1st); Eau Claire Memorial, Hartford; Wausau (tied 2nd); Appleton, Janesville, Kaukauna, Racine St. Catherine's, Stevens Point P. J. Jacobs (tied 3rd)
- 1962-63 Chippewa Falls McDonell (1st); Sheboygan South (2nd); Janesville, Racine St. Catherine's, West Bend (tied 3rd)
- 1963-64 Wausau (1st); Merrill, Park Falls, Sheboygan North, West Bend (tied 2nd); Durand, Eau Claire Memorial, Hartford, La Crosse Aquinas, La Crosse Central, Racine St. Catherine's (tied 3rd)
- 1964-65 Whitefish Bay (1st); Kenosha Tremper, La Crosse Aquinas (tied 2nd); Merrill, Waukesha Catholic Memorial, West Bend (tied 3rd)
- 1965-66 Rhinelander (1st); Chippewa Falls, Racine St. Catherine's, Wausau, West Bend (tied 2nd); Durand, Eau Claire Memorial, Milwaukee Marquette, Monona Grove, Shorewood, Waukesha Catholic Memorial (tied 3rd)
- 1966-67 Durand, Stevens Point P. J. Jacobs, West Bend (tied 1st); Wausau (2nd); Eau Claire Regis, Milwaukee Marquette (tied 3rd)
- 1967-68 Durand, La Crosse Aquinas (tied 1st); Eau Claire Memorial, Sheboygan North (tied 2nd); Eau Claire Regis, Mequon Homestead, Milwaukee Marquette, Milwaukee Pius XI, Prairie du Chien Campion, Wausau (tied 3rd)

Elimination Plan Resulted in Single 1st and 2nd

- 1968-69 Madison West (1st); Durand (2nd); Milwaukee Marquette, Monona Grove (tied 3rd)
- 1969-70 Eau Claire Memorial (1st); Rhinelander (2nd); Wauwatosa East, Whitefish Bay (tied 3rd)

WHSFA DEBATE PROPOSITIONS 1926-1971

In this Anniversary Year of the Wisconsin High School Forensic Association, and in this issue which features several stories on WHSFA debate, it is fitting to publish the debate propositions used in Wisconsin over the past 44 years. Except for the first few years, the propositions debated in Wisconsin were the same as those used in high schools throughout the country.

- 1926-27 Resolved: That the Constitution of Wisconsin be amended to provide for the initiative and referendum as proposed by the 1925 Legislature.
- 1927-28 Resolved: That Wisconsin should enact a law requiring automobile owners to carry personal liability insurance in an amount of not less than \$5,000, unless they establish and maintain evidence showing financial ability to respond in damages to the extent of \$5,000.
- 1928-29 Resolved: That the direct primary system of nominating candidates for United States senators, United States representatives, and state officers be abolished in Wisconsin.
- 1929-30 Resolved: That installment buying of personal property as now practiced in the United States is both socially and economically desirable.
- 1930-31 Resolved: That chain stores are detrimental to the best interests of the American public.
- 1931-32 Resolved: That the several states should enact legislation providing for compulsory unemployment insurance.
- 1932-33 Resolved: That at least one-half of all state and local revenues should be derived from sources other than tangible property.
- 1933-34 Resolved: That the United States should adopt the essential features of the British system of radio control and operation.
- 1934-35 Resolved: That the federal government should adopt the policy of equalizing educational opportunity throughout the nation by means of annual grants to the several states for public elementary and secondary education.
- 1935-36 Resolved: That the several states should enact legislation providing for a system of complete medical service available to all citizens at public expense.
- 1936-37 Resolved: That all electric utilities should be governmentally owned and operated.
- 1937-38 Resolved: That the several states should adopt a unicameral system of legislation.
- 1938-39 Resolved: That the United States should establish an alliance with Great Britain.
- 1939-40 Resolved: That the federal government should own and operate the railroads.

- 1940-41 Resolved: That the power of the federal government should be increased.
- 1941-42 Resolved: That every able-bodied male citizen in the United States should be required to have one year of full-time military training before attaining the present draft age.
- 1942-43 Resolved: That a federal world government should be established.
- 1943-44 Resolved: That the United States should join in reconstituting the League of Nations.
- 1944-45 Resolved: That the legal voting age should be reduced to eighteen years.
- 1945-46 Resolved: That every able-bodied male citizen of the United States should have one year of full-time military training before attaining age 24.
- 1946-47 Resolved: That the federal government should provide a system of complete medical care available to all citizens at public expense.
- 1947-48 Resolved: That the federal government should require arbitration of labor disputes in all basic American industries.
- 1948-49 Resolved: That the United Nations now be revised into a federal world government.
- 1949-50 Resolved: That the president of the United States should be elected by the direct vote of the people.
- 1950-51 Resolved: That the American people should reject the welfare state.
- 1951-52 Resolved: That all American citizens should be subject to conscription for essential service in time of war.
- 1952-53 Resolved: That the Atlantic Pact nations should form a federal union.
- 1953-54 Resolved: That the president of the United States should be elected by the direct vote of the people.
- 1954-55 Resolved: That the federal government should initiate a policy of free trade among nations friendly to the United States.
- 1955-56 Resolved: That governmental subsidies should be granted according to need to high school graduates who qualify for additional training.
- 1956-57 Resolved: That the federal government should sustain the prices of major agricultural products at not less than 90% of parity.
- 1957-58 Resolved: That direct United States economic aid to individual countries should be limited to technical assistance and disaster relief.
- 1958-59 Resolved: That the United States should adopt the essential features of the British system of education.
- 1959-60 Resolved: That the federal government should substantially increase its regulation of labor unions.
- 1960-61 Resolved: That the United Nations should be significantly strengthened.

- 1961-62 Resolved: That the federal government should equalize educational opportunity by means of grants to the states for public elementary, and secondary education.
- 1962-63 Resolved: That the United States should adopt a policy of reciprocal free trade with non-communist nations.
- 1963-64 Resolved: That Social Security benefits should be extended to include complete medical care.
- 1964-65 Resolved: That nuclear weapons should be controlled by an international organization.
- 1965-66 Resolved: That the federal government should adopt a program of compulsory arbitration in labor-management disputes in basic industries.
- 1966-67 Resolved: That the foreign aid program of the United States should be limited to non-military assistance.
- 1967-68 Resolved: That Congress should establish uniform regulations to control criminal investigation procedures.
- 1968-69 Resolved: That the United States should establish a system of compulsory service for all citizens.
- 1969-70 Resolved: That Congress should prohibit unilateral United States military intervention in foreign countries.
- 1970-71 Resolved: That the federal government should establish, finance, and administer programs to control air and/or water pollution in the United States.

## DEBATE PROBLEM AREA FOR 1971-72

The National Office of the Committee on Discussion and Debate of the National University Extension Association announced the 1971-72 high school debate problem area earlier this month. The following information was mailed to all WHSFA schools which participate in debate, in a February 8, 1971 memorandum.

PROBLEM AREA: How can the administration of justice best be improved in the United States?

DEBATE PROPOSITIONS: (One will be selected by WHSFA this spring.)

Resolved: That Congress should significantly change the jury system in the United States.

Resolved: That a national system of pre-trial arbitration boards should be established for civil cases.

Resolved: That mass media coverage of felony offenses subsequent to arrest should be prohibited by law until a verdict is rendered.

The debate problem area for 1971-72 was selected by a nation-wide preferential ballot last month. Each state high school forensic organization had a vote, as did the National Forensic League and the National Catholic Forensic League.

In the voting in Wisconsin, prior to the national balloting, the 102 WHSFA debate schools which returned ballots selected the administration of justice problem area as their first choice (228 points). Second choice (216 points) was the area of educational opportunities. Third choice (164 points) was the tax policy area. Points were computed as follows: a first preference vote on a ballot counted three points; a second preference vote, two points; a third preference vote, one point.

Through an exchange of information with forensic organizations in neighboring states, we have learned that Iowa also designated administration of justice as its first choice. Illinois, Minnesota, North Dakota, and South Dakota all placed educational opportunities first; however, administration of justice was a close second.

Later this spring the WHSFA State Office will send another preferential ballot to all schools which took part in the WHSFA debate program this year. The purpose of the ballot will be to select Wisconsin's debate proposition for 1971-72 from among the three cited above.

#### WHSFA DELEGATES ATTEND ADVISORY COUNCIL MEETING

On December 28-30, 1970, Mrs. Marylou Patterson, Chairman of the Northern Section, and Dr. Herman H. Brockhaus, WHSFA Secretary-Treasurer, represented the Wisconsin High School Forensic Association at a national meeting in New Orleans. The Advisory Council of the Committee on Discussion and Debate, a committee of the National University Extension Association, met to consider and recommend possible problem areas, discussion questions, and debate propositions for 1971-72.

The Advisory Council is comprised of delegates from the several states, the National Forensic League and the National Catholic Forensic League. Each represents the high school forensic organization in his state or his national league. The meetings of the Advisory Council were attended by both Mrs. Patterson and Dr. Brockhaus. Mrs. Patterson took an active part in the deliberations and cast Wisconsin's vote in the balloting. Besides being present at Advisory Council sessions, Dr. Brockhaus also attended meetings of the national Committee on Discussion and Debate, of which he was a member.

#### WHSFA STATE DRAMA CONTEST

Four high schools received an A rating for their productions in the 1970-71 State Drama Contest: Greenfield, Mc Farland, New Berlin, and Oshkosh. For the fifth consecutive year, the contest was held on the campus of Wisconsin State University in Stevens Point on the first Friday and Saturday in December.

Twelve schools participated in this year's state drama finals, three less than last year. All had received A ratings in sub-district, district, and sectional competition, thereby qualifying them for the state contest.

Here are the names of the schools which competed in the finals, the play titles, and the ratings of the productions:

<u>School</u>	<u>Play</u>	<u>Rating</u>
Antigo	"Where the Cross Is Made"	B
Eau Claire North	"The Private Ear"	B
Ellsworth	"The Bald Soprano"	C
Gillett	"Wisp in the Wind"	B
Green Bay Bay Port	"Columbine Cum Laude"	B
Greenfield	"Interview"	A
Hartford	"To Burn a Witch"	C
Mc Farland	"Genesis"	A
Monona Grove	"Five Days"	B
New Berlin	"The Taming of the Shrew"	A
Oshkosh	"The Featherless Bi-ped"	A
Port Washington	"Memorial Day"	B

Judges for the State Drama Contest were Dr. Fannie Hicklin, Professor of Speech and Theatre, Wisconsin State University-Whitewater; Dr. Jack E. Frisch, Associate Professor of Theatre Arts, University of Wisconsin-Green Bay; and Prof. LeRoy Hinze, Associate Professor of Drama, Viterbo College, La Crosse. Each judge rated each play separately without consultation. The mean of the ratings became the final grade.

Since the WHSFA Newsletter for last November went to press prior to the sectional drama contests, we are giving recognition to schools which reached the sectional level, by reporting the participants.

In the Northern sectional contest these five schools competed: Eau Claire North, Ellsworth, Fall Creek, Minocqua Lakeland, and Maple Northwestern.

The following 12 schools participated in the Central sectional competition: Antigo, Green Bay Bay Port, Gillett, Green Lake, Marshfield, Mauston, Neenah, Oconto, Oshkosh, Ozaukee, Ripon, and Three Lakes.

The Southern sectional contest had 18 entries: Brookfield Central, Brookfield East, Cassville, Darlington, Evansville, Germantown Washington, Greenfield, Hartford, Mc Farland, Monona Grove, Monroe, Muscoda Riverdale, Muskego, New Berlin, New Glarus, Oregon, Port Washington, Sun Prairie.

#### CERTIFICATES OF PARTICIPATION

A school can give recognition to its students who participate in WHSFA interschool contests regardless of their record in competition. Certificates of Participation may be ordered from the WHSFA State Office by filling out and returning the postcard order form which accompanies the February Newsletters sent to each school.

The rule which provides for Certificates of Participation is General Rule 10b, on page 24 of the Newsletter for September 1970:

"Any student who participates in a WHSFA sub-district, district, sectional, or state contest is eligible to receive a Certificate of Participation. The principal of each school wishing to award participation certificates shall order from the secretary-treasurer, on an order blank sent out by the state office, the number and kind of certificates needed: drama, debate, speech."

Please note that Certificates of Participation are for students who took part in an interschool contest. Participation in a local contest held to select contestants to represent the school in sub-district competition does not qualify a student for a WHSFA certificate.

In drama, certificates may be awarded to all members of the cast and crew of a production presented in a WHSFA sub-district contest or beyond. In debate, certificates may be given to those students who represented their school in WHSFA district competition or beyond. In speech, the maximum number of certificates any school may give is 21, the maximum number of contestants from a given school in a sub-district, district, or state contest. Each school may enter two contestants in each of the eight single events, and as many as five contestants in play acting, for a total of 21. This limitation is stated in General Rule 7e, page 23 of the September Newsletter.

Schools are invited to send in their orders for Certificates of Participation just as soon as their sub-district spring speech contest is over.

#### REQUEST FOR 1971-72 PUBLIC ADDRESS TOPICS

Since 1967-68, the problem areas for the Public Address contest have been suggested by forensic coaches. Teachers who sent in topics from which this year's subject was selected were recognized in the last issue of the Newsletter.

The timeliness of the 1970-71 problem area has been demonstrated in a number of ways. Educational opportunities was one of three possible national debate problem areas proposed for 1971-72. In addition, last month the Carnegie Commission on Higher Education released preliminary findings from a recent survey. The report stated: "There is significant agreement that improvement is needed, most notably for education to be more relevant to contemporary life and problems."

Because the recommendations of high school teachers have been so valuable in the past, the state office again invites Wisconsin coaches to suggest Public Address topics. A recommendation for 1971-72 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 topics should be worded as questions.

Please mail your suggestions to the WHSFA State Office in Madison before April 30, 1971. The general problem area and specific topics for next year's Public Address contest will be printed in the September 1971 Newsletter.

#### PUBLICITY FOR WHSFA STATE CONTESTS

Usually a local school is more successful than the WHSFA State Office in getting newspaper and broadcast media publicity about its students in forensic competition. Therefore, each coach is urged to provide his city or area newspaper and broadcasting stations with information about his contestants' participation and ratings.

In the past, the Public Information Office of University Extension has prepared news releases giving the results of all state final contests: drama, debate, and speech. Because of the large number of students competing in the State Speech Contest each spring -- about 1700 -- the preparation, duplication, and distribution of the speech contest news releases has been especially time consuming and costly. University Extension has informed WHSFA it can no longer afford to provide the contest releases without a charge.

Following the advice of the Board of Control with respect to state contest publicity, the WHSFA State Office will continue to request the Public Information Office of University Extension to prepare news reports on the state finals in drama and debate. However, beginning this spring no news releases will be sent out from Madison reporting the hundreds of contestants who take part in the State Speech Contest.

If a school's coach will get in touch with the news media in his community as soon as he gets back from the state finals, the success of his students will be publicized much sooner than through a news release prepared, mimeographed, and mailed from Madison.



## INVITATION TO RECOMMEND COACHES FOR JUDGING

Each spring approximately 80 judges are needed for the State Speech Contest. Many of the judges who are secured by the state office are staff members from college and university speech departments in Wisconsin. Other judges are experienced high school teachers and coaches.

All judges, college faculty and high school coaches, receive the same judging honorarium of \$20 for evaluating a morning and an afternoon contest section and are guests of the WHSFA at lunch on Saturday noon. University and college judges living outside of Madison are also reimbursed for their expenses in coming to the contest.

High school coaches who are obtained as judges do not receive expenses because they travel to Madison anyway, accompanying contestants from their school. In the contest, no high school coach judges his own students.

The WHSFA State Office invites member schools to recommend a high school coach, or coaches, for judging in this year's State Speech Contest. The coach recommended may be from the school making the recommendation or from another school. The letter of recommendation should give the following information:

1. The coach's name and school.
2. The contest event, or events, for which the teacher is recommended as a judge.
3. A statement of the teacher's qualifications to serve as a judge.

We can not promise that all coaches recommended will be engaged as judges. The number of judges required for a particular contest event is a significant factor in the procurement of judges.

All recommendations should reach the WHSFA Secretary-Treasurer no later than March 15, 1971.

## MEETING OF WIAA, WSMA, AND WHSFA REPRESENTATIVES

At the invitation of Mr. John E. Roberts, Executive Director of the Wisconsin Interscholastic Athletic Association, representatives of the three major organizations sponsoring high school activities in Wisconsin met in Stevens Point on January 21, 1971. The purpose of the meeting was to share information about the programs of the associations and consider the problem of conflicts in dates which sometimes occur.

The WIAA was represented at the meeting by Mr. Roberts and Mr. Elmo Gulsvig, Administrator of Westby Public Schools and Vice President of the WIAA Board of Control. Attending for the Wis-

consin School Music Association were Mr. Richard G. Gaarder, Executive Secretary, and Mr. Roger E. Sunby, Administrator of Iowa-Grant-Mifflin Public Schools and President of the WSMA Board of Control. Representing the Wisconsin High School Forensic Association were Dr. Herman H. Brockhaus, Secretary-Treasurer, and Mr. J. C. Gillmann, Administrator of Marathon Public Schools and Chairman of the WHSFA Board of Control. The Secretary of the Wisconsin Association of Secondary Principals, Mr. Charles Hilston, also attended part of the meeting.

After comparing the number of activities sponsored and the methods and formulas used in scheduling interschool events, the group became more aware of how complex the problem of conflicting dates is. As a step toward reducing the number of conflicts, Mr. Roberts proposed that a joint calendar of WIAA, WSMA, and WHSFA contest and tournament dates for 1971-72 be published next fall. The recommendation was accepted unanimously. It was agreed that the executive secretaries of the WSMA and WHSFA provide Mr. Roberts with as complete a schedule as possible by early fall. The joint calendar which he prepares is to be published in an early issue of the WIAA Bulletin. The WSMA and WHSFA also plan to print the calendar and distribute it to their members.

In order to continue the discussion of common problems and the cooperative efforts to solve them, it was further agreed to hold annual meetings similar to the one in Stevens Point. The next meeting will be held in Madison in September. The WHSFA State Office will make arrangements for it.

## SOME VALUES IN DEBATING

Andrew T. Weaver

(The following is the major portion of an article published in the WHSFA Newsletter, September 1930. The author, Dr. Andrew T. Weaver, was at the time Chairman of the Department of Speech at the University of Wisconsin and Advisor in Speech to the WHSFA. The fact that Dr. Weaver's assessment of debating is as valid today as it was 40 years ago is a tribute to the perceptiveness of this great educator in the field of speech.)

There are many ways in which debating is worthwhile. I should like to confine myself here to a brief discussion of four important contributions which debating makes to the education of those who participate in it.

First, it brings to the contestant knowledge and information concerning vital economic, social, and political problems. Almost any one of the propositions which are debated in the high schools of the country ramifies very widely and brings the debater into contact with facts and sources of facts which will be useful to him throughout his life. The prime need of a democracy is citizens with a background of factual information and pressing

contemporary problems. There are today a host of young folks in Wisconsin who have been led through their discussion of such questions as "The Repeal of the Primary Law," and "The Social and Economic Aspects of Installment Buying," into a study of many associated matters, all of which contribute to their background as intelligent and useful citizens. No one can study any single debate question in isolation from other questions and the more intensive our study in any field, the more likely it is that we shall extend the boundaries of our knowledge in all directions.

Second, debating furnishes its practitioners with an insight into the true nature of argument. The debater learns to distinguish good evidence from poor evidence and good authorities from poor authorities. He loses much of his naive willingness to accept as true whatever he sees in print even though it be only in the daily paper. As he goes about preparing for his debate he rapidly learns that a great deal of material may be fit to print without bearing any very striking resemblance to reliable facts. He discovers that there is no reason for supposing that, just because a man is eminent in one field, he can safely be accepted as an authority in another field. He may at first be somewhat surprised to find that statements in daily papers and in magazines can easily be matched by other precisely contradictory statements found in similar publications. He learns that he must be careful to verify statements taken from any source. This study of the materials of argument will make any debater more cautious in drawing conclusions, more willing to suspend his judgment until ambiguous and unequivocal data are at hand. Incidentally the debater's training makes him less susceptible to the sophistry of the political demagogue who is heard on the stump during every political campaign. The debater's experience in building arguments which will stand up under fire makes him healthily critical of arguments presented to him and builds up his sales' resistance, a quality of which every citizen in a democracy should have a generous supply.

The debater learns that proof is a relative matter depending upon the nature of the case, the personnel of the audience, and the circumstances in which the argument takes place. One of my pet peeves is to hear a debater announce in determined tones that he is going to prove or has proved thus and so. The skilled contestant in forensics soon learns that proof, if it takes place at all, takes place in the minds of those to whom the argument is presented, and that it is always safer to use such expressions as "I shall contend," "I shall argue," "We hope that the argument has convinced you," etc. rather than to assert that of which he cannot be really confident.

Third, the debater learns tolerance. He comes to appreciate the fact that every question has two sides, and that some questions have three or four sides! Such an eminent political leader as the late President Roosevelt often charged that debating had a corrupting effect upon the minds of young debaters. He asserted that the debater flings away his convictions, artificially concentrates on one side of a proposition, and determines to prove

whatever point may have been assigned to him no matter how he feels about it personally. I have always thought that this point of view grows out of a misunderstanding as to what a debater's task really is. No one on the affirmative of a proposition for a high school debate is asked to maintain that all of the facts and all of the truth are on his side while all of the error is on the side of the opposition. In debate we discuss questions on which intelligent and informed people actually differ in their opinions and on which there is much which may be truly and properly urged both pro and con. The well-trained debater has discovered that a difference in the point of view between two persons on a social, economic, or political question does not necessarily imply personal antagonism. Each debater accepts as his task the presentation of what may be truthfully and fairly said on whatever phase of the question he is to take up on the side which he is supporting. The debater comes into something of an appreciation of the truly scientific and educated point of view. He learns what Herbert Spencer meant when he said, "In proportion as we love truth more and victory less, we shall become anxious to know what it is that leads our opponents to think as they do; we shall begin to suspect that the pertinacity of belief exhibited by them comes from the perception of something which we have not perceived; and we shall learn to supplement the portion of truth which we have found with the portion found by them." Thus, the debater acquires the ability to discuss intelligently and fairly the questions which he takes up. He develops the conviction that the process of argumentation is not synonymous with personal disagreements, wrangling, and heated controversy. Our democracy will never suffer from having too large a number of citizens who appreciate the fact that most of our public questions are not one-sided and who base their ultimate conclusions upon fair consideration of both sides. Intelligent tolerance is one of the finest by-products of debating experience.

Fourth, and finally, the practice of debating brings to participants an increase in their skill as persuasive speakers. We need always to remember that debate is essentially a contest in persuasive speaking; that while evidence, knowledge, and subject-matter are indispensable prerequisites, the real business of the debater is to use his knowledge and his materials in such a way as to modify the thinking and the feeling of those who listen to him and look at him as he presents his case from the platform. The trained debater does not merely lay out a cold catalog of facts and data before his audience. He makes judicious selections from what he knows and then attempts to present these selections as attractively as possible in persuasive speech. Thus debating is in the last analysis a training in this commonplace yet vitally important business of social adjustment. The debater is learning how to fit himself into his social environment through pleasing and effective speech. A man without the power of persuasive speech, no matter how much he may know, lives a clumsy, ineffective, and isolated life. The curriculum of the school can offer to the student no type of training which will have more fundamental and more vital connection with his success in after life than training which builds up those speech skills developed on the debating platform.