

# Wisconsin High School Forensic Association Newsletter

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

## TABLE OF CONTENTS

Calendar for 1970-71 - - - - -	2
Board of Control - - - - -	2
Contest Calendar for 1971-72 - - - - -	3
Revised Rules for Drama - - - - -	3
New Rules for Contests in 1971-72- - - - -	5
New General Rules for 1971-72- - - - -	9
WHSFA Speech Contests 1925-1971- - - - -	11
Endorsement of Graded Festivals by Coaches - - - - -	15
WHSFA Debate in 1970-71- - - - -	18
WHSFA Debate Proposition for 1971-72 - - - - -	20
Suggested Discussion and Debate Areas for 1972-73- - - - -	22
Summer High School Debate Institute- - - - -	23
Courses for Coaches Next Fall- - - - -	23
Request for 1971-72 Public Address Topics- - - - -	24
Annual Spring Conferences- - - - -	25

Vol. XLII

Madison, Wisconsin, May 1971

No. 4



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

## Northern Section

MARYLOU PATTERSON  
Eau Claire Memorial 54701  
715; 834-8191

## Central Section

WALLACE E. HOFFMAN  
Green Bay Southwest 54301  
414; 432-0351

## Southern Section

J. PETER SHAW  
Evansville 53536  
608; 882-4600

## Eau Claire District

N. F. PANZENHAGEN  
Cadott 54727  
715; 289-4211

## Green Bay District

PETER C. HAMEL  
Green Bay Preble 54302  
414; 437-5456

## Kenosha District

PAUL J. USSEL  
Muskego 53150  
414; 679-2300

## River Falls District

DARYL K. LIEN  
Amery 54001  
715; 268-7361

## La Crosse District

EDWIN SIEVERS  
Viroqua 54665  
608; 637-3191

## Milwaukee District

RAYMOND BEHNKE  
Cedarburg 53012  
414; 377-6030

## Superior District

FRANK CIRILLI  
Superior 54880  
715; 392-8243

## Oshkosh District

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

## Platteville District

HERMAN LAATSCH  
Argyle 53504  
608; 543-6671

## Stevens Point District

J. C. GILLMANN  
Marathon 54448  
715; 443-2226

## 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

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

## CONTEST CALENDAR FOR 1971-72

Dates for WHSFA contests are determined well in advance. At its recent May meeting the Board of Control approved a calendar for 1975-76. It will become part of the five-year calendar to be published in the September issue of the Newsletter.

For your convenience, the calendar for next year is printed below. As was the case last year, all dates shown are firm except for the sub-district contests in drama and speech. Dates for all sub-district contests are the latest dates on which these contests may be held.

## Dates for 1971-72 Contests

	Drama (1971)	Debate (1972)	Speech (1972)
Sub-District	Oct. 30		Mar. 11
District	Nov. 13	Jan. 29	Mar. 25
Section	Nov. 20	Feb. 12	
State	Dec. 3-4	Feb. 25-26	Apr. 22

WEA Convention	Nov. 4-5, 1971
Board Meetings	Nov. 2-3, 1971 and May 4-5, 1972
Thanksgiving	Nov. 25, 1971
WIAA State Basketball Finals	Mar. 18, 1972
Easter	Apr. 2, 1972

This past year was the first time that firm dates were established for district and sectional contests. They had been in effect for state contests for a long time. Holding all district contests on the same day makes it more difficult to obtain the number of judges needed, but the advantages of a set calendar outweigh the disadvantages. Schools now know far in advance on what dates the district, sectional, and state contests will be held, and they can plan their own calendars accordingly.

## REVISED RULES FOR DRAMA

The latest date for holding the sub-district drama contest next fall is Saturday, October 30. Because the event comes so early in the school year, many play directors make preliminary plans during the summer. For this reason we are publishing in this Newsletter the revised rules for drama which were adopted by the WHSFA Board of Control at its meeting on May 6-7, 1971.

Most of the rules are not new. The old rules have simply been re-edited. Rule 8, however, may be regarded as new. Along with Rules 6 and 7, it makes specific the intent of Rule 5: "The major focus of interest in a drama contest entry must be on character relationship, dialogue, and action."

Below are the revised Supplementary Rules for Drama which the Board adopted recently. Please note that October 1 is the deadline for letting your WHSFA District Chairman know the title and author of the play your school has chosen for the drama contest.

1. The name and author of the play a school chooses to enter in the drama contest must be sent to the WHSFA district chairman on or before October 1. If the final choice of a play has not been determined by October 1, the names of those in preparation shall be submitted. Any school which fails to comply with this rule by the deadline shall be ineligible to participate in the drama contest that school year.
2. A school may select its play from any source; however, a choice from the WHSFA Play List (recommended plays) is suggested. A school may not use the same play two successive years in the drama contest.
3. Authors of original plays to be entered in the drama contest may send their play manuscripts to the Advisor in Drama, Professor Edward L. Kamarck, for his counsel and advice.
4. Each school shall be permitted to enter only one play in a sub-district, district, sectional, or state contest. The same play may be used by more than one school in any given sub-district, district, sectional, or state contest.
5. The major focus of interest in a drama contest entry must be on character relationship, dialogue, and action.
6. Musical dramas may not be entered in the drama contest. Song and dance may be present in a performance but only as incidental elements.
7. Productions which are predominantly choral speaking may not be entered.
8. Productions which are predominantly pageants, spectacles, and dance dramas may not be entered.
9. An entry in the drama contest shall be a proscenium stage production. Set-up time for each play, at all levels of competition, shall be a uniform 10 minutes. No additional time is allowed for striking the set of the previous play. Production time shall be no more than 35 minutes; there is no minimum time requirement. At the end of 35 minutes, the timekeeper, stationed back-stage, shall order the curtain pulled. Stopping the production shall not affect the rating given by a judge.
10. Drama contests at the district, sectional, and state levels shall be judged by three judges.

## NEW RULES FOR CONTESTS IN 1971-72

One year ago, at the Board meeting in May 1970, a Contest Study Committee was appointed. It was comprised of Marylou Patterson (chairman), Wallace Hoffman, and George Buckingham. Mrs. Patterson and Mr. Hoffman are WHSFA sectional chairmen and high school coaches; Mr. Buckingham is a district chairman.

After giving a progress report at the meeting of the Board last November, the committee was expanded to include J. Peter Shaw, a newly-elected sectional chairman; Julia Mailer, WHSFA Speech Consultant; and Herman H. Brockhaus, Secretary-Treasurer.

The enlarged committee conferred by mail and held an all-day meeting in Madison during spring vacation. In its discussions, it took into account suggestions made by coaches in the various coaches meetings held at the time of the district speech contests last March. This year, the committee purposely concentrated on a revision of the rules for the existing contests, rather than on new contests. It felt that new contest proposals should be discussed by coaches throughout the state at district meetings in 1972, before being presented to the Board of Control next spring.

In its report to the Board at the recent May 6-7 meeting, the Contest Study Committee recommended the adoption of several new rules, and a re-editing of existing rules. The results of the re-editing will appear in the Newsletter for September 1971. The new rules for the various contests, which were approved by the Board of Control, are as follows. They will go into effect at the start of the 1971-72 school year.

Drama

The major focus of interest in a drama contest entry must be on character relationship, dialogue, and action.

Productions which are predominantly pageants, spectacles, and dance dramas may not be entered.

Debate

Each district shall hold a debate tournament of three rounds if there are seven or more schools in the district wishing to compete in debate. If there are fewer than seven such schools, the district chairman shall make arrangements for them to compete with schools in another district. If either the River Falls District or Superior District has fewer than seven schools in debate, a single combined district tournament shall be arranged by the two district chairmen. If the Platteville District has fewer than seven schools in debate, the district chairman shall arrange for those who wish to debate to participate in either the La Crosse or Whitewater District tournaments.

Normally, each section shall hold a debate tournament of three rounds. If fewer than seven schools in the Eau Claire, River Falls, and Superior Districts qualify for sectional competition, only the Central and Southern sectional tournaments will be held, and the eligible schools from districts in the Northern Section shall participate in the Central Section tournament.

#### Extemporaneous Speaking

A speech in the extemporaneous speaking contest may be either informative or persuasive in purpose, depending largely on the topic selected. Regardless of the purpose, the speech must be concerned with the topic chosen by the contestant.

The periodicals from which topics will be taken are the January, February, March, and April issues of Newsweek, Time, and U. S. News & World Report. The material a contestant uses may come from sources other than these three magazines.

A contestant may bring to the preparation hour any reference material he wishes, but no prepared speeches or speech outlines.

At the conclusion of a speech, the judge may ask the speaker one or more pertinent questions.

#### Four-minute Speech

A speech in the four-minute speech contest, an event intended especially for novice contestants, may be either informative or persuasive in purpose. The speech is to be written by the student who presents it, and it shall be on any contemporary problem.

#### Oratory

A speech in the oratory contest must be persuasive in purpose. The oration is to be written by the student who presents it and may be a problem-solution speech on a contemporary problem, or it may be a eulogy.

The oration may be presented from memory or extemporaneously; and notes, limited to both sides of one 4x6 card, may be used.

#### Public Address

A speech in the public address contest may be either informative or persuasive in purpose, depending largely on the designated topic or specific area, for a particular contest. At each level of competition (sub-district, district, and state) the speech presented must be concerned with the specific area, or topic, designated for that contest.

The speech is to be presented extemporaneously; and notes, limited to both sides of one 4x6 card, may be used.

#### Significant Speeches

A presentation in the significant speeches contest, an event intended especially for novice contestants, should be chiefly informative in purpose, though it may contain some persuasive elements. The student is to select a single published speech which has historical or contemporary significance, and interpret that speech for his listeners. He shall do this by explanation and by quoting from the speech.

Part of a presentation in this contest, approximately two to four minutes, should be the student's own writing. This portion should include pertinent information about the speaker, the audience, and the occasion on which the selected speech was given. It should also include an explanation of why the contestant believes the speech was significant for the original audience and why it has significance for persons in his audience. Not to be included in the contestant's presentation is an analysis of such factors as the composition of the selected speech and the speaker's style, since this type of rhetorical criticism is not within the scope and purpose of the significant speeches contest.

Another part of the presentation should consist of a selected portion, or portions, of the speech chosen by the contestant. The quoted material may be placed wherever the contestant chooses to put it in his presentation. He may intersperse it throughout the presentation if he wishes.

That portion of the presentation written by the contestant may be given from memory or extemporaneously, but is not to be read from manuscript. The quoted material should be read from a script.

Declamation

A presentation in the declamation contest may be a selection or cutting from written prose literature, excluding public speeches. The material the contestant uses may be a selection he has written himself. Whether the selection is original or not, the contestant shall give an introduction he has prepared; he shall also give transitions which are needed to establish a relationship between parts of his presentation.

A presentation in the declamation contest is similar to one in prose reading, except that a declamation is presented from memory instead of from the printed page. In both contest events the student is expected to be an interpreter of written prose, not an actor. For this reason, impersonations from television, records, or tape recordings are not permitted.

Poetry Reading

A presentation in the reading of poetry contest may be a single poem, a cutting from a single poem, or several related poems or cuttings. The material a contestant uses may be poetry he has written himself. Whether the poetry is original or not, the contestant shall give an introduction he has prepared; he shall also give transitions which are needed to establish a relationship between parts of his presentation.

Prose Reading

A presentation in the reading of prose contest may be a selection or cutting from prose literature. The material the contestant uses may be a selection he has written himself. Whether the selection is original or not, the contestant shall give an introduction he has prepared; he shall also give transitions which are needed to establish a relationship between parts of his presentation.

Play Acting

An entry in the play acting contest is a presentation of a scene or cutting from a play by a group of two to five contestants. There is no list of approved or prohibited plays for this contest; a choice from the WHSFA Play List (recommended plays) is suggested. The scene selected for production shall be presented without costumes, makeup, lights, or properties other than an available table (or desk as a substitute) and chairs, if required. Hand props as well as stage props, except those mentioned, are not permitted. Music and mechanical or electronic sound effects are also prohibited.

## NEW GENERAL RULES FOR 1971-72

At its recent meeting on May 6-7, the Board of Control not only adopted a number of new rules for contests, it also approved several changes in the General Rules. One of these deletes from the Student Eligibility section the statement that a contestant must have "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." The reason for striking this sub-section is that the statement no longer is an accurate description of school work taken by students; in addition, it makes no provision for enrolled students not beyond the 8th semester of high school but who are taking some college-level work.

Another rule change approved by the Board shortens the names of four speech contests to: Oratory, Declamation, Poetry Reading, and Prose Reading. The remaining new General Rules can best be presented by citing them entirely.

Permission and Payment of Royalty

Each member school whose contestants use copyrighted material in a WHSFA contest is responsible for obtaining permission from the publisher to use that material in the contest.

Each member school whose contestants use a royalty play or a cutting from a royalty play in a WHSFA contest is responsible for paying the royalty or obtaining a royalty waiver from the publisher.

Speech Contest Competition

In sub-district speech contests there shall be at least one round of competition in which each contestant participates. By agreement of all schools in the sub-district, the contest may consist of two or three rounds. When there is a single round, a contestant must receive an A to be eligible to proceed to the district contest. When there are two or three rounds, a contestant must receive two A's to be eligible for the district contest.

In district speech contests there shall be only one round of competition, in which each contestant participates once. A contestant must receive an A to be eligible to proceed to the state contest.

In the state speech contest there shall be only one round of competition, in which each contestant participates once.

Judging in Speech Contests

In sub-district speech contests each section of competition shall be judged by at least one judge. By agreement of all schools in the sub-district, several judges (always an odd number) may be hired to judge the same section. By agreement of a majority of schools in the sub-district, the coaches may serve as judges, no coach judging his own contestants.

In district speech contests each section shall be judged by a single judge.

In the state speech contest each section shall be judged by a single judge.

Grades and Decisions

In a drama contest and in a speech contest, the judge or judges shall grade each presentation A, B, or C, according to merit, possibly having several of the same grades or none of some grades. If several judges are used, each judge shall mark his ballot without consulting any other person or persons, including the other judges.

In a drama contest and in a speech contest, any presentation receiving a grade of A shall be eligible to proceed to the next contest. When several judges are used, the grade given by the majority of the judges shall be the final grade. (Example: A, A, C = A; A, C, C = C.) When there is no majority of any one grade, the mean of the judges' ratings shall be the final grade. Example: A, B, C = B.)

The value of the grades A, B, and C shall be interpreted as follows: A = excellent to superior, B = good to very good, C = fair.

In a debate the judge or judges shall declare which of the two teams, affirmative or negative, won the debate. If several judges are used, each judge shall mark his ballot without consulting any other person or persons, including the other judges.

In debate the requirements for advancing to further competition are cited in the Supplementary Rules for Debate. When several judges are used to judge a debate, the decision given by the majority of the judges shall be the final decision.

Once a ballot has been signed by the judge, no grade or decision on that ballot may be changed, except to correct a recording error.

## WHSFA SPEECH CONTESTS 1925-1971

In this Anniversary Year, 1970-71, the November and February Newsletters have featured reviews of the WHSFA drama and debate contests from the beginning to the present. In this issue the focus is on the individual contest events, sometimes referred to as forensic contests, spring speech contests, or simply speech contests.

Compared with drama and debate, the individual contest events are "old timers." They were an essential part of the contest structure when the WHSFA was established in 1925, and individual competition was the only inter-school forensic program when the High School Lyceum Association of Wisconsin was founded in 1895.

Declamation was the sole contest in the Lyceum Association program from 1895 to 1912. In the early declamation contests two types of memorized material were presented, narrative prose selections and famous speeches. In 1912 the contest was divided, declamation (memorized narrative prose) for girls, and oratory (memorized speeches) for boys. The Lyceum contests were expanded to include extemporaneous speaking and extemporaneous reading in 1924.

When the Wisconsin High School Forensic Association was founded a year later, it sponsored the same four individual events which comprised the Lyceum Association program, but all were open to both boys and girls. In fact, these four -- declamation, oratory, extemporaneous speaking, and extemporaneous reading -- were the only WHSFA speech, or forensic, contests available to students from 1925 to 1933. In 1933 declamation was divided into two contests, humorous and non-humorous. This division remained until 1959 when declamation became a single contest again.

Another contest which became divided was oratory. In 1944 it was separated into two contests, original oratory and non-original oratory. Original oratory is still a WHSFA contest event, though it will be known simply as "oratory" from now on, since the Board of Control approved shortening the name. Non-original oratory was replaced by the significant speeches contest about five years ago, in 1966. This change brought to an end a part of the first Lyceum Association contest, declamation, dating back to 1895 -- the delivery of speeches written by someone other than the contestant. The rationale for substituting the significant speeches contest for non-original oratory was the desirability of an event which would combine excerpts of a noteworthy speech with some creative activity on the part of the student in explaining the significance of the speech.

Extemporaneous reading, an early contest, was supplemented with another event in 1955, interpretative reading, a contest in the reading of narrative poetry. After six years, in 1961, it became the present interpretative reading of poetry contest.

At the same time, extemporaneous reading was changed to interpretative reading of prose as we know it now. Incidentally, the titles of these two contests have recently been abbreviated to "poetry reading" and "prose reading."

Of the four speech contests sponsored by the WHSFA when it was founded, extemporaneous speaking has remained virtually unchanged, except for permitting questions to be asked of the contestant after his speech. The event was never divided and has never been replaced by a substitute.

World War II was responsible for the introduction of a new contest, victory speaking, in 1943. Contestants in this event presented original four-minute speeches on winning the war. For one year after the war was over, the subject was changed to winning the peace. Then, in 1946, the event was re-named and became the four-minute speech contest. After a year of speeches appropriate to the Wisconsin Centennial, in 1947-48, the rules were changed to permit contestants to speak on any contemporary problem.

Another public speaking contest in which current issues are the subject matter was added in 1961; it was titled public address. Unlike four-minute speech in which the student selects the problem he will discuss, public address is a contest in which the subject is designated -- a general problem area for the year, and specific topics for each level of competition.

A group activity was introduced into the spring speech program in 1957 in the form of play reading. From the start it was a rather popular event, but it posed some problems. The most crucial one stemmed from the lack of agreement among judges, and also coaches, as to what play reading is -- especially the amount of movement or action expected of the readers. Since establishing generally accepted criteria seemed futile, play reading was changed to play acting in 1966. Agreement on criteria for this contest is much greater than it was for play reading.

While not a part of the spring speech contest program, nor of the drama and debate programs for that matter, there are two other WHSFA contest events which should be mentioned in the Anniversary Year review. For three years, from 1957 to 1960, the WHSFA sponsored a radio program contest. For a somewhat longer time, 1954 to 1961, the Association also had a panel discussion contest. Both of these events were conducted by means of tape recordings. The participating school would record its radio program or panel discussion and mail the tape to the WHSFA State Office. In each contest the recordings would then be judged by several judges. While both the radio program and panel discussion events had some merit, neither ever stimulated a large number of participants. The motivation and satisfaction which comes to contestants from meeting

students from other schools in a contest situation was lacking in the tape-recorded competition.

The present contests in the WHSFA spring speech program are nine in number: extemporaneous speaking, four-minute speech, oratory, public address, significant speeches, declamation, poetry reading, prose reading, and play acting. How many of these will still be on the list when another anniversary year is observed is a subject for speculation. At the meetings of coaches this spring, held at the time of the district speech contests, new contests were suggested. Next year the WHSFA Contest Study Committee plans to consider those recommendations and may propose some contest changes to the Board of Control at the May 1972 meeting.

Besides a review of the different speech contests sponsored by the Wisconsin Lyceum and Forensic Association over the years, the extent of participation in the WHSFA state finals is significant and should be reported. This information can best be presented in a table showing the year, the number of students in the state finals, as well as the number of schools and the distribution of grades after 1947-48. Explanatory notes supplement the table, giving additional information and some of the reasons for changes in the numbers participating.

Participation in WHSFA State Speech Finals  
1925-26 through 1947-48

<u>Year</u>	<u>Students</u>	<u>Year</u>	<u>Students</u>
(1) 1925-26	36	1936-37	45
1926-27	36	1937-38	45
1927-28	36	(3) 1938-39	88
1928-29	36	1939-40	114
1929-30	36	1940-41	113
1930-31	36	1941-42	141
1931-32	36	(4) 1942-43	173
1932-33	36	1943-44	212
(2) 1933-34	45	(5) 1944-45	379
1934-35	45	1945-46	315
1935-36	45	1946-47	326
		1947-48	399

1948-49 through 1970-71

Year	Schools	Students	A's	B's	C's
1948-49	205	459	32%	41%	27%
1949-50	228	528	33%	50%	17%
1950-51	241	613	36%	49%	15%
1951-52	260	650	46%	46%	8%
1952-53	280	733	44%	46%	10%
1953-54	277	758	47%	47%	6%
1954-55	312	811	47%	50%	3%
1955-56	318	969	48%	46%	6%
(6) 1956-57	319	971	54%	46%	--
1957-58	342	1302	53%	47%	--
(7) 1958-59	336	1320	50%	46%	4%
1959-60	338	1204	46%	48%	6%
1960-61	338	1211	47%	47%	6%
1961-62	338	1362	47%	49%	4%
1962-63	360	1398	48%	48%	4%
1963-64	357	1564	48%	48%	4%
1964-65	383	1701	48%	49%	3%
1965-66	385	1663	43%	47%	10%
1966-67	391	1711	45%	47%	8%
1967-68	387	1735	43%	50%	7%
1968-69	394	1761	50%	44%	6%
1969-70	372	1644	45%	49%	6%
1970-71	400	1805	48½%	48½%	3%

Explanations of State Speech Finals

- (1) From 1925-26 through 1937-38, contestants were ranked -- 1st, 2nd, 3rd -- in all levels of competition: league (sub-district), district, state. Only 1st place winners advanced.  
From 1925-26 through 1932-33 in the state contest, nine finalists competed in each of the four events: declamation, oratory, extemporaneous speaking, extemporaneous reading.
- (2) In 1933-34 the division of declamation into two events -- humorous declamation and non-humorous declamation -- added nine contestants in the state finals.
- (3) In 1938-39 the grading system -- A, B, C -- was substituted for ranking at the district and state levels. In league (sub-district) competition ranking was retained.
- (4) In 1942-43 the grading system was in effect for all levels of competition: league (sub-district), district, state. However, because of the war the state contest was cancelled. The number of contestants who would have been eligible to compete in a state contest was 173.
- (5) In 1944-45 the state contest, customarily held at one location, was cancelled. In its place, "district-state" contests were held. These followed the regular district contests.
- (6) In 1956-57 and 1957-58, grades were restricted to A and B.
- (7) In 1958-59 the grade of C was reinstated.

ENDORSEMENT OF GRADED FESTIVALS BY COACHES

This spring, coaches attending meetings which were held at the time of the district speech competition considered a proposal made by Mr. James Copeland, Director of Forensics at Marquette University High School. Initially the plan, titled "A Proposed Alternative to the WHSFA State Speech Festival," was presented to the Board of Control. Members of the Board voted to place it on the agenda of coaches meetings in March of 1971.

In essence, the suggested plan would combine a contest in which students would be ranked, with the present graded festival in the WHSFA spring speech program. The ranking would apply to only those contestants who requested that they be ranked as well as graded, and would begin at the sub-district level. It would continue in district competition for those students who desired it, and contestants placing 1st or 2nd in their section at the district would advance to a state contest.



This state contest would be held at the same time and place as the state graded festival, in which grades of A, B, and C are awarded. Students in the state contest would participate in three preliminary rounds of competition. Top contestants would enter semi-finals, and then a final round would be held to determine a single first-place winner.

The alternative to the WHSFA graded festival in speech would initially include four contest events: Boys Extempore, Girls Extempore, Declamation, and Oratory. It was suggested that after a recommended one-year trial, other events might be added.

Copies of the contest proposal were sent to all member schools prior to the coaches meetings, and district chairmen were provided with additional copies. Judging from the minutes of the various meetings (which were mailed to the State Office, duplicated, and distributed to all Board members), the suggested alternative stimulated considerable discussion and evaluation of the total WHSFA spring speech program.

Reactions to the proposal can best be summarized by quoting from the minutes of each district meeting:

#### Eau Claire District

Motion: "That the group go on record opposing the contest and stick with the festival. Unanimously carried."

#### Green Bay District

Motion: "Retain the present forensic system as a graded festival as opposed to the contest plan presented by James Copeland. Unanimous vote."

#### Kenosha District

Action: "Results of voting on Mr. Copeland's proposal: 2 in favor, 15 opposed."

#### La Crosse District

Response: "Majority not in favor of the Copeland proposal."

#### Milwaukee District

Response: No vote was taken, but the comments reported in the minutes reflect a lack of support for the Copeland proposal on the part of a number of coaches.

#### Oshkosh District

Action: "Consensus ran that there was ample competition and sufficient prestige in the present arrangement. The vast majority of coaches left favored the present system (28). Three endorsed the new."

#### Platteville District

Response: "When asked for a vote, no one was in favor of the plan."

#### River Falls District

Motion: "That the Copeland plan be accepted, with the exception that his four categories of speech be eliminated and that the present nine divisions be maintained. In favor of the motion: 13. Not in favor: 13. It was stressed that this vote was made on Mr. Copeland's plan as amended by the motion."

#### Stevens Point District

Motion: "Reject the proposal. Motion carried unanimously."

#### Superior District

Action: "A vote was held on the proposal: Yes 0. No 22."

#### Whitewater District

Action: "After considerable discussion on the proposed alternative, the group voted by a 24 to 6 vote to endorse the proposed alternative with an amendment which would combine boys and girls Extemporaneous Speaking and include all nine categories."

Because such a large majority of the coaches who attended the meetings favored the present graded festival plan for WHSFA spring speech competition and opposed combining it with any plan of ranking contestants, the Contest Study Committee presented the following resolution to the Board of Control at the meeting held on May 6-7, 1971:

That the graded festival concept be reaffirmed as WHSFA policy and be retained as WHSFA practice in the spring speech contests.

After reviewing the reports from the various district meetings of coaches, the Board approved the resolution unanimously.

## WHSFA DEBATE IN 1970-71

Since the State Debate Tournament is always held the last Friday and Saturday in February, it isn't possible to announce the winners in the February issue of the Newsletter, which goes to press before the tournament. Although the state final competition was several months ago, we are pleased to publish the names of the schools which placed in the tournament.

In the Championship competition, 1st place was won by Janesville Craig; 2nd by Monona Grove; and 3rd by Milwaukee Marquette and Nicolet. The eight-team Championship bracket in the WHSFA State Debate Tournament always produces a tie for 3rd place.

In the Consolation series, 1st place went to Mequon Homestead, 2nd to Middleton, and 3rd to New London. Entries in the Consolation series are those schools with a record of less than 4 wins and 2 losses in the three qualifying rounds.

As was reported in the February Newsletter, the number of schools participating in the district debate tournaments this past year was 104, as compared with 124 in 1969-70. Ten fewer schools qualified for sectional tournaments, 40 as opposed to 50 in 1969-70. In the state tournament last February there were 16 schools, in contrast to 19 which participated in 1969-70.

The small number of schools in the state finals created a situation which is not ideal in a tournament. Only 5 schools qualified for the eight-team Championship bracket. This meant that only one quarter-final debate was held between two of the contenders, Eau Claire Memorial and Monona Grove. The other three schools--Janesville Craig, Milwaukee Marquette, and Nicolet--drew byes for the quarter-final round.

In a meeting of coaches held during the first qualifying round of the State Debate Tournament, concern over the fewer number of schools in WHSFA debate was expressed. Also, a question was raised about the desirability of substituting cross examination debate for the traditional form now used in the WHSFA. The Secretary-Treasurer volunteered to poll all member schools which had entered district debate tournaments or which had expressed an intention to do so. The questionnaire would seek to discover reasons for non-participation in debate this year and also learn the preference of schools for cross examination or traditional debate in the WHSFA program.

A total of 213 schools were sent questionnaires; 104 responded. Of this number, 65 had participated in WHSFA district tournaments in 1970-71, while 39 had not. Reasons given for non-participation in 1970-71 fell into the following categories:

<u>Reason</u>	<u>No. of Schools</u>
Lack of student interest	12
Had only novice debaters	11
Bad weather and hazardous driving	7

No debate coach	3
Budget cuts	3
Coach doesn't have time	2
Poor debate proposition	1

In addition to these reasons which could be classified, several additional explanations were offered for the decline in participation; among them are: "an overemphasis among debaters and judges on style (being little college debaters) and lack of appreciation for thinking," "a lack of training of debate judges," "the coaches have become win happy," and a "failure of administrators in the state to support a program which involves relatively few students at a high per pupil cost."

With respect to the use of cross examination debate in WHSFA competition, the question asked was worded this way: "What is your preference for the future--let's say for the next five years, retain the traditional style or change to the cross examination style?" Of the 103 schools which answered this question, 50 preferred keeping the traditional style while 53 voted for a change to cross examination. The preferences of schools in the various sections were as follows:

<u>Section</u>	<u>Schools for Traditional</u>	<u>Schools for Cross Ex</u>
Northern	12	6
Central	17	18
Southern	21	29

When the votes were counted from only those schools which participated in WHSFA debate tournaments in 1969-70 and 1970-71 (the obviously "active" debate schools), the preference ratios were similar to those above except for the Central Section where the traditional style was favored--by one vote.

The final question on the form was directed to those persons who favored changing to cross examination. It inquired how the change should be made. One stated option was to change in all WHSFA debate tournaments next year, 1971-72. Another was to phase in cross examination over the next two years, after providing coaches with some material on the cross examination style. The third option was open ended, permitting a variety of suggestions.

Of the schools which answered this question, 39 voted for phasing in cross examination debate, 14 were in favor of immediate adoption next year, while 9 made other suggestions and comments. Among the different reactions was this specific proposal: "Announce that in 1973-74 (or 72-73) all levels, district, sectional, state will be CX. Thus every school would be able to prepare ahead."

The information gathered through the debate questionnaire and reported above was presented to the Contest Study Committee in April. After evaluating the findings, the Committee drafted

the following proposal, which was approved by the Board of Control at its meeting on May 6-7:

That the traditional style of debate continue to be used in all WHSFA tournaments in 1971-72 and that meetings of debate coaches be scheduled in conjunction with district tournaments on January 29, 1972 for the purpose of discussing the merits of a change to cross examination and ways to implement that change if it seems desirable. A written record of each meeting, including the results of any advisory votes taken, shall be forwarded to the State Office for study and distribution to members of the Board.

#### WHSFA DEBATE PROPOSITION FOR 1971-72

The proposition which Wisconsin high school students will debate in 1971-72 is: Resolved: That the jury system in the United States should be significantly changed.

This resolution, the same as that to be debated in Minnesota, was chosen by Wisconsin schools through a preferential ballot sent to all WHSFA members which entered Association debate tournaments this past year.

The ballot, mailed out the last of April and due May 14, lists three propositions. These came from the National Office of the Committee on Discussion and Debate, National University Extension Association, on the University of Oregon campus. The resolutions came out of meetings of the Advisory Council held last December. This body is comprised of delegates from all state high school forensic associations which wish to be represented, as well as delegates from the National Forensic League and the National Catholic Forensic League. The WHSFA was represented by Mrs. Marylou Patterson and Dr. Herman H. Brockhaus.

Shortly after the December meeting, schools throughout the country were asked to select one of three general problem areas, under which were three possible debate propositions and three discussion questions. Wisconsin participated in this national selection and helped choose as next years general problem area: "How can the administration of justice best be improved in the United States?"

In the most recent balloting, WHSFA debate schools were asked to rank the three debate propositions for the purpose of choosing one for Wisconsin for 1971-72. In tabulating the ballots, 1st counted 3 points; 2nd, two points; and 3rd, 1 point. The "jury system" proposition which was chosen not only received the highest number of points, but also the most 1st place rankings.

A tabulation of the 69 valid ballots returned to the State office is shown below. Some ballots received could not be counted because only one proposition had been marked; there were 8 ballots which were invalid.

Propositions	Rankings Received		
	1st	2nd	3rd
I. Resolved: That the jury system in the United States should be significantly changed.	51	16	2
II. Resolved: That a national system of arbitration boards should be established for civil cases.	6	22	41
III. Resolved: That mass media coverage of felony offenses subsequent to arrest should be limited by law to the court record until a verdict is reached.	12	31	26

Coaches who compared the resolutions on the recent preferential ballot with those in a February memo announcing the choice of the National High School Debate Problem Area for 1971-72 noted the wording of all three propositions had been changed. An explanation of this unusual occurrence is found in the following excerpt from a letter written last March by Dr. Charley A. Leistner, Director of the National Office.

"I am sure you share my reluctance to alter the products of the Advisory Council, but at the same time I am sure you share my sense of responsibility to produce debate propositions that are in the best possible final form. As Roger Hite (a staff member in the National Office) and I began reading on the problem area, questions arose on the wording of all three debate propositions. These questions were discussed vigorously within the National Office and then taken to several friends in the University of Oregon Law School. After those discussions I phoned Donovan Cummings, who presented the study committee report (to the Advisory Council) on judicial reform, and participated in the Wording Committee discussions on this problem area."

After consulting with the members of the Wording Committee by mail, the National Office amended the original wording of the three resolutions so they now read as shown above. The change in the resolution which was selected for Wisconsin next year is the deletion of "Congress" from the original: Resolved: That Congress should significantly change the jury system in the United States." The problem posed by the word "Congress" was explained by Dr. Leistner this way:

"The inclusion of the word 'Congress' in the first resolution leads to some question from the legal profession. They read the resolution as inconsistent with the multiple nature of the American judicial network--wherein there are state court systems as well as federal court systems. We reassured them that obviously the right of trial by jury could be 'significantly' changed through federal legislation and, if necessary, the appropriate constitutional changes, and that in a debate the problem of constitutionality is not supposed to arise. Rather, debaters are to deal with the merits of the change and presume that appropriate legislation and constitutional action can be accomplished. Nevertheless, the only constructive function of including 'Congress' in the resolution is to preclude an affirmative 'significant' change to individual or to a few state systems rather than in the national judicial process. Clearly, however, the question of the agent could be avoided if the resolution were phrased simply on the jury system--'Resolved: That the jury system in the United States should be significantly changed.'"

Dr. Leistner's explanation provides the rationale for amending the wording of Resolution I as it came out of the Advisory Council last December, to the proposition as it appeared on the WHSFA preferential ballot this spring. The wording of the resolution which was chosen for WHSFA debates next year is, as stated previously: Resolved: That the jury system in the United States should be significantly changed.

#### SUGGESTED DISCUSSION AND DEBATE AREAS FOR 1972-73

Work on developing general problem areas for discussion and debate is always a year and a half ahead. Last February the WHSFA State Office invited coaches to recommend subjects which might be used as problem areas in 1972-73. Twenty-two coaches responded; most of them sent in five different subjects.

After receiving the suggestions, the Secretary-Treasurer grouped them under large headings. He then forwarded to the National Office of the Committee on Discussion and Debate the six subjects which were recommended most often; they are:

1. Education in the United States
2. The Population Explosion
3. Welfare in the United States
4. The Health System in America
5. The Fiscal Policy of the United States
6. Drug Abuse

#### SUMMER HIGH SCHOOL DEBATE INSTITUTE

The WHSFA State Office received information about the summer debate institute for high school students, at Wisconsin State University-Eau Claire, and gladly includes a notice about it in this Newsletter. The two-week institute will be held from June 21 through July 2, 1971. Eligibility is limited to (1) students in good academic and social standing in their high school, (2) those who will be in high school in September 1971, (3) those recommended by a faculty member from their school.

The curriculum for the institute is strictly debate. As stated in the publicity brochure: "(1) no scheduled festivities, (2) no field trips, (3) no extra classes. Two weeks of working on just debate should give you plenty of time to concentrate."

For additional information about the program and how to enroll in it, write or phone Prof. Grace Walsh, Director, 11th Annual Debate Institute, Wisconsin State University-Eau Claire, Eau Claire, Wisconsin 54701.

#### COURSES FOR COACHES NEXT FALL

It is the policy of the WHSFA to help publicize courses designed especially for coaches of co-curricular speech activities. The following information was received recently, with a request that we include it in the May Newsletter.

Wisconsin State University-Whitewater will offer two courses for teachers interested in debate and forensics during the first semester of 1971-72. They may be taken for either graduate or undergraduate credit--3 credits each. Each course will meet once a week for seventeen weeks from 6:00-8:30 p.m. Neither has a prerequisite for the in-service teacher.

Speech 94-465/665, Directing Debate, includes work in the philosophy and techniques of debate, recruiting debaters, setting up programs and financing them. To be offered Mondays starting August 30.

Speech 94-466/666, Directing Forensics, includes similar study in all contest speaking events except debate. To be offered Wednesdays starting September 1.

Although these courses are designed primarily for secondary school teachers, junior high and upper elementary teachers have found them useful. Further information on either course can be obtained from the instructor, Dr. Edna C. Sorber, Department of Speech Communication, Wisconsin State University-Whitewater, Whitewater, Wisconsin 53190.

## REQUEST FOR 1971-72 PUBLIC ADDRESS TOPICS

The WHSFA State Office makes an attempt to choose problem areas for the public address which are relevant to students participating in the event. To this end we annually invite Wisconsin coaches to recommend topics for the coming year.

Because we would like a larger number of public address topics from which to make a choice for 1971-72, we are repeating an invitation published in the February Newsletter. All coaches are invited to send to the State Office suggested topics for next year's public address contest.

Your recommendation will be most useful if it includes a statement of a general problem area plus three specific areas or topics, one for each level of competition: sub-district, district, and state. Please word all topics as questions.

The general areas used since 1960-61 when the public address contest was first begun are shown below:

- 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?"
- 1970-71 "How can the educational needs of students in our contemporary society best be met?"

Please mail your suggestions to the State Office in Madison before your school closes this spring. The general problem area and the specific topics for 1971-72 will be announced in the Newsletter for September 1971.

## ANNUAL SPRING CONFERENCES

On Friday evening and Saturday, April 30-May 1, 1971, the Wisconsin Speech Communication Association held its fourth annual spring conference at the Dell View Hotel in Lake Delton. Meeting at the same time and place were the Wisconsin Forensic Coaches Association and the Wisconsin Debate Coaches Association.

All three organizations convened together on Friday evening for the Conference dinner and key-note address by Mr. Marvin Klein, English/Language Arts Supervisor, Department of Public Instruction, titled: "Bell, Book and Candle: In Fact and Indeed!" They also met together for the Conference luncheon on Saturday noon.

Sectional meetings sponsored by the various interest groups and business meetings of the three organizations made for a full program. In fact, members of the Wisconsin Debate Coaches Association gathered a day before the WSCA Conference in order to accomplish everything on their full agenda.

Leadership in the three professional organizations will be provided next year by the following persons, many of whom were newly elected to office this spring. For the Wisconsin Speech Communication Association, the 1971-72 officers are: President, S. Clay Willington, Wisconsin State University-Oshkosh; First Vice-President, Tom Pinter, Oconomowoc High School; Second Vice-President, Charles Haas, Wisconsin State University-La Crosse; Secretary, Thelma Rothe, Fennimore High School; Treasurer, Marilyn Linley, Waukesha High School.

The officers of the Wisconsin Forensic Coaches Association for next year, 1971-72, are: President, Ken Thames, Marquette University High School; Vice-President, Carl Kocher, West Bend East High School; Secretary, Catherine Seraphim, Milwaukee James Madison High School; Treasurer, John Hughes, Waterford High School.

The Wisconsin Debate Coaches Association elected the following officers for 1971-72: President, Drucilla Munson, Brookfield Central High School; Vice President, Ron Ernst, Nicolet High School; Recording Secretary, Richard Callendar, Milwaukee Boys Tech High School; Corresponding Secretary, Art McMillion, Eau Claire Memorial High School; Treasurer, Terry Parks, Sheboygan North High School.

The WDCA gave an honorary membership to Herman H. Brockhaus, WHSFA Secretary-Treasurer, at the Conference dinner on April 30. At the Conference luncheon on May 1, the WSCA presented an Andrew T. Weaver award to H. Russell Carter, Director of Drama at Janesville Craig High School, and to Herman H. Brockhaus. The inscription on the award reads: "For outstanding service in the field of speech communication."