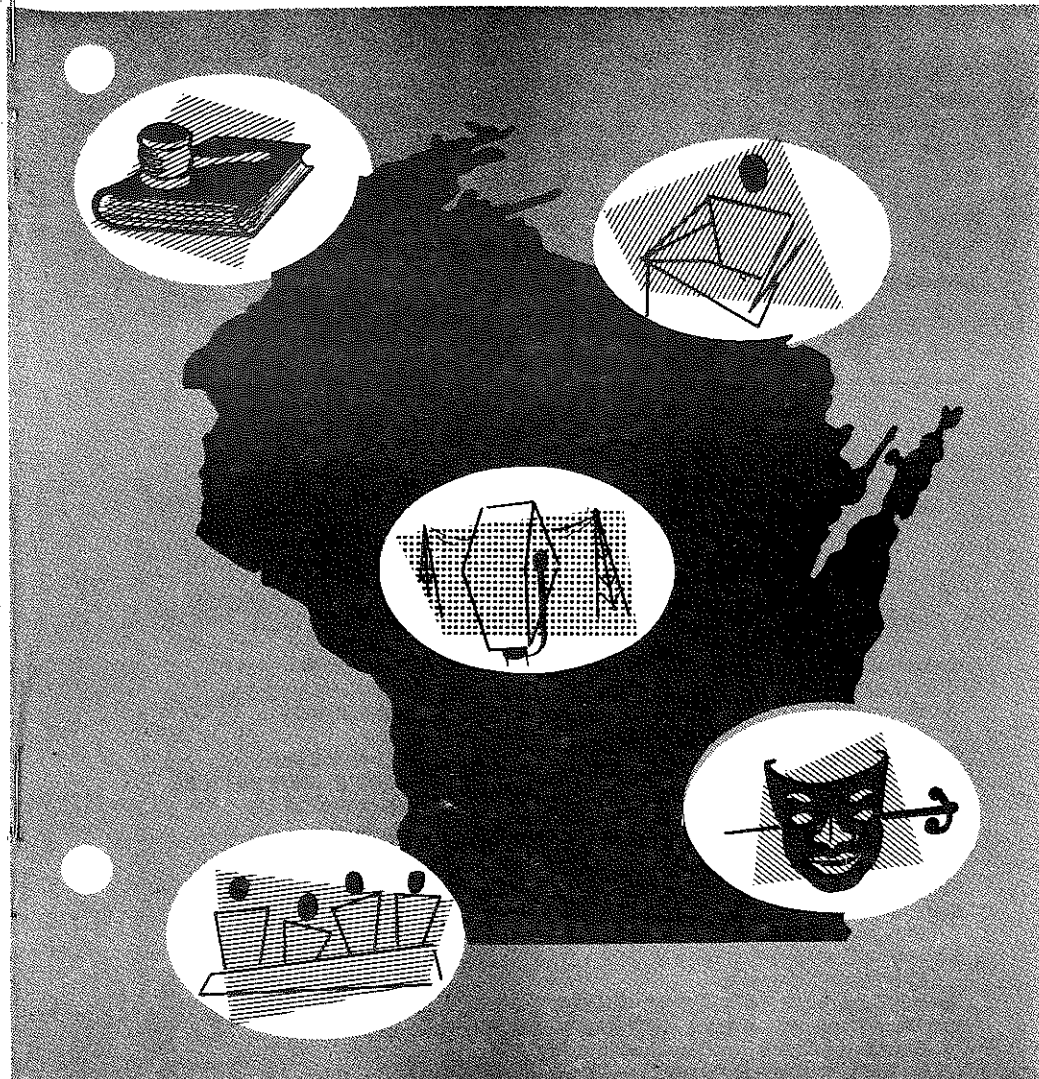


Wisconsin High School Forensic Association Newsletter

"Not to defeat each other, but to pace one another on the road to excellence."
Vol. XXXIX MADISON, WISCONSIN, NOVEMBER 1967 No. 2

TABLE OF CONTENTS

Calendar for 1967-68- - - - -	2
Board of Control - - - - -	2
Highlights of the Board Meeting - - - - -	3
Election of Board Members - - - - -	4
Speech Conference at River Falls- - - - -	5
Speech Institutes in 1967-68- - - - -	6
Speech Curriculum Guide - - - - -	7
Public Address Topics for 1967-68 - - - - -	8
Wisconsin Speech Association Meeting- - - - -	8
Wisconsin Speech Association Conference - - - - -	9
A Suggestion Regarding Play Acting- - - - -	10
Debate Is Public Speaking - - - - -	11
Newsletter Manuscripts Invited- - - - -	13
District Drama Contest Winners- - - - -	14



WISCONSIN HIGH SCHOOL FORENSIC ASSOCIATION
Affiliated with
UNIVERSITY EXTENSION DIVISION DEPARTMENT OF SPEECH
UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706

OFFICIAL WHSFA DEBATE PROPOSITION FOR 1967-68

RESOLVED: That Congress should establish uniform regulations to control criminal investigation procedures.

CALENDAR FOR 1967-68

	Latest Dates for Contests		
	Drama	Debate	Speech
Sub-District-----	Oct. 28	-----	Mar. 16
District-----	Nov. 11	Jan. 27	Mar. 30
Section-----	Nov. 18	Feb. 10	-----
State-----	Dec. 1-2	Feb. 23-24	Apr. 27
WEA Convention -----	Nov. 2-3, 1967		
Thanksgiving -----	Nov. 23, 1967		
Easter -----	Apr. 14, 1968		

Board of Control Meetings

Sheraton-Schroeder Hotel, Milwaukee, Oct. 31-Nov. 1, 1967
The Wisconsin Center, Madison, May 2-3, 1968

BOARD OF CONTROL

Northern Section	Central Section	Southern Section
MARYLOU PATTERSON Eau Claire Memorial 54701	ERVIN C. MARQUARDT Wausau 54401	A. S. MCMILLION West Bend 53095
Eau Claire District N. F. PANZENHAGEN Cadott 54727	La Crosse District EDWIN SIEVERS Viroqua 54665	Milwaukee District WALTER J. MOUNTIN Oak Creek 53154
River Falls District FRED LUNDBERG Clayton 54004	Oshkosh District PETER C. HAMEL Green Bay Preble 54302	Platteville District HERMAN LAATSCH Argyle 53504
Superior District GORDON L. NELSON Maple 54854	Stevens Point District J. C. GILLMANN Marathon 54448	Whitewater District GEORGE BUCKINGHAM Whitewater 53190

Chairman of Board of Control, J. C. GILLMANN, Marathon
Vice-Chairman of Board of Control, GORDON L. NELSON, Maple
Advisor in Speech, PROFESSOR HERMAN H. BROCKHAUS,
University Extension
Advisor in Drama, PROFESSOR EDWARD L. KAMARCK,
University Extension
Speech Consultant, MRS. JULIA MAILER, University Extension
Secretary-Treasurer, WHSFA, HERMAN H. BROCKHAUS,
University Extension Department of Speech
Madison, Wisconsin 53706
Phone: Area Code 608; 262-2313

HIGHLIGHTS OF THE BOARD MEETING

On the evening of October 31 and the morning of November 1, 1967, the WHSFA Board of Control held its regular fall meeting in the Sheraton-Schroeder Hotel in Milwaukee. The major actions taken and the most significant topics discussed are reviewed below.

1. Mr. J. C. Gillmann of Marathon was re-elected Chairman of the Board of Control for 1967-68. Mr. Gordon L. Nelson of Maple was re-elected Vice-Chairman.
2. A committee appointed last May (Brockhaus, Buckingham, Kamarck, Marquardt, ~~McMillion, Nelson, Patterson~~) to study the feasibility of re-districting the state recommended that district lines be redrawn to create 10 districts more nearly equal in membership. No action was taken on the report of the committee. Instead, it was moved and carried that the recommendations of the committee be placed on the agendas of coaches' meetings to be held at the time of the district speech contests, the Board meeting in May 1968, and meetings of administrators held during the year.
3. The Committee on Contests (Brockhaus, Gillmann, Kamarck, Mailer, Marquardt, McMillion, Nelson, Patterson) recommended that having a recommended play list for the drama contest be adopted as a regular policy, starting next year. In 1966-67 and 1967-68 a recommended list was substituted for the former approved list on a trial basis. The Board adopted the recommendation of the Committee.
4. The Committee on Contests also recommended a rule change (effective in 1967-68) which would extend the present rule, "each school shall be permitted to enter only one play in district or sectional contests," to sub-district contests as well. Local elimination contests in drama to select a school's entry were encouraged. This recommendation of the committee was also adopted by the Board.
5. The committee of coaches on the Board (Marquardt, McMillion, Patterson) presented a plan for conducting the state debate contest in a manner which would determine a single first-place winner. It was moved and carried that member schools participating in debate this year be polled for their reactions to such a change in procedure. This year the state debate contest will be conducted as in the past since any revision would require a rule change enacted by the Board, which holds its next meeting in May 1968.
6. Action on retaining the Significant Speeches and the Play Acting contests was delayed until the May meeting to permit a full two-year trial period decided upon when these two contests were introduced.

7. The Board also discussed other proposals of contest changes which various members had received from coaches and administrator. It was decided that no action would be taken on these suggestions until the May meeting since the contest rules for 1967-68 were distributed in September and any rule changes affecting contests this year could cause confusion.

ELECTION OF BOARD MEMBERS

The Wisconsin High School Forensic Association is an organization of schools, governed by an elected Board of Control which establishes policies and enacts rules. This Board is comprised of 12 members, nine of whom are school principals or administrators and three are speech teachers or coaches. Each administrator on the Board is chairman of a district, while each coach is chairman of a section. Three district chairmen and one sectional chairman are elected every year for three-year terms. This plan provides continuity on the Board and yet permits change.

Last month the state office conducted elections for membership on the Board of Control. The following persons were elected for terms from 1967 to 1970:

Mrs. Marylou Patterson, teacher of speech and debate coach at Eau Claire Memorial High School was re-elected as Chairman of the Northern Section. Mrs. Patterson was first elected to the Board in 1964.

Mr. Walter J. Mountin, Principal of Oak Creek High School, was re-elected as Chairman of the Milwaukee District. Mr. Mountin served on the Board for one year prior to the recent election, completing the unexpired term of Mr. Frank Sirianni of Menomonee Falls, who had resigned.

Mr. J. C. Gillmann, Administrator of Marathon Public Schools, was re-elected as Chairman of Stevens Point District. Mr. Gillmann first became a member of the Board in 1956 and has held both the offices Vice-Chairman and Chairman. Currently he is Chairman of the Board.

Mr. Gordon L. Nelson, Administrator of Maple Public Schools, was re-elected Chairman of the Superior District. Mr. Nelson was first elected in 1961 and has been Vice-Chairman of the Board for several years, an office he presently holds.

A special election was held this fall in the Eau Claire District to select a chairman to fill the unexpired term of Mr. Arthur D. Spoolman, formerly the Principal of Cumberland High School and now Administrator of Hayward Public Schools. Since Hayward is not in the Eau Claire District, Mr. Spoolman resigned from the Board at the close of 1966-67.

Mr. N. F. Panzenhagen, Administrator of Cadott Public Schools, was elected as Chairman of the Eau Claire District for the current year. Prior to his election he served for two months as acting chairman of the district, at the request of the Board.

The state office appreciates the work performed by all of the Board members. It wishes to say thank you in a special way to Mr. Spoolman for his contribution to high school forensics during his two years as the Eau Claire District Chairman. It also is especially grateful to Mr. Panzenhagen for carrying on during the interim period as an acting chairman.

SPEECH CONFERENCE AT RIVER FALLS

Wisconsin State University-River Falls supported by the Wisconsin Arts Foundation and Council announces a conference on "Innovations in the Arts" on the campus of Wisconsin State University December 8-9, 1967. The conference will have as its aim finding ways and means for increased programs in the arts for schools.

Teachers of the arts (art, dance, music, theatre), school administrators, and interested laymen are invited to River Falls for the conference. The conference keynoters will be Mr. Otto Heuttner, Assistant Superintendent of Schools of Kenosha, Wisconsin, and Dr. Irving Brown of the Arts and Humanities Branch of the U. S. Office of Education, Washington, D. C.

Resource personnel will include Mr. Lloyd Schultz, Music Supervisor of the Wisconsin Department of Public Instruction; Mr. Earl Collins, Art Supervisor of Wisconsin Department of Public Instruction; Linda and Frank Hatch, instructors in dance at Wisconsin State University-Stevens Point; Mr. Wallace Smith, Theatre Director, Evanston Township High School, Evanston, Illinois; Mr. Robert C. Van Raalte, Wisconsin Department of Public Instruction; Mr. Sigurd Ode, Minnesota Department of Education; Mr. E. C. Lee, Minnesota Department of Education; Dr. Jack Maxwell, UMREL; and Wisconsin State University-River Falls staff.

Conference costs will be kept at a minimum. The banquet at which Dr. Brown will speak will be buffet style and cost \$2.50. Housing may be secured in dormitories at Wisconsin State University for \$2.00 for Friday evening. Further information can be received by writing: Dr. John A. Oostendorp, Wisconsin State University, River Falls, Wisconsin 54022.

SPEECH INSTITUTES IN 1967-68

Wisconsin colleges and universities provide a valuable service to the Wisconsin High School Forensic Association and to high school students and coaches by holding speech institutes on their campuses. These programs offer special instruction related to extra-curricular speech activities, including the WHSFA contests.

Since the beginning of the school year, seven institutes have been conducted, serving more than 2200 high school students and coaches. On September 23 a workshop on debate tournaments was held at Wisconsin State University in Whitewater, under the direction of Dr. Edna Sorber and Dr. Patricia Townsend. This workshop was for teachers and coaches of debate and was attended by 11 high school coaches and 11 undergraduate students who are preparing to teach.

On September 29, Wisconsin State University at La Crosse sponsored a theatre-debate clinic, arranged by Dr. Tom E. Wirkus. A total of 260 high school students and 19 teachers attended the program, which included a separate theatre section for teachers. A unique feature of the debate section was a debate by La Crosse Aquinas students on video tape. Periodically the play-back of the tape was stopped, permitting assigned critics to comment on specific aspects of the debate.

The 10th annual high school debate institute on the University of Wisconsin campus in Madison on September 30 drew an attendance of more than 600 persons. Lectures by experts on the question of crime investigation and a debate between students from Durand and Rhinelander high schools were the principal features of the program. Mr. Larry E. Larmer, Acting Director of Forensics, arranged for and participated in the program.

New among the institute programs this year was the First Annual Barron County Debate Institute conducted on the Barron County campus of Stout State University. This event, under the direction of Mr. James M. Pannier, brought 280 students from 25 different schools to Rice Lake on October 7. Letters written to the WHSFA state office by enthusiastic high school teachers who attended the program testified to the effectiveness and value of the Barron County institute.

Without a doubt, the high school institute which has the longest history in Wisconsin is the 22nd Annual Discussion Clinic held at Wisconsin State University in Eau Claire. Conducted for many years by Prof. Grace Walsh, the program this year was under the direction of Mr. Donald Grisby, the Assistant Director of Forensics at WSU, Eau Claire. Three hundred students from 25 high schools in Wisconsin and Minnesota attended the event, held on October 14. A demonstration

debate by students who had been enrolled in the speech institute conducted on the Eau Claire campus last summer was a major feature of the clinic.

On October 14 the University of Wisconsin-Milwaukee played host to 250 students from 24 schools who came to the annual debate institute held on the Milwaukee campus. This program was under the direction of Mrs. Ruth McGaffey, Director of Forensics at UW-M. Like several of the other institutes, this program also featured a demonstration debate as well as instruction in debating.

The speech institute conducted by the Wisconsin State University in Platteville on October 28 provided assistance to coaches and students in several areas. Those interested in theatre attended sessions on makeup and costuming. Debate and the public speaking contest events were the subjects treated in other sections. Dr. Paul W. Gauger was the director of the Platteville institute.

Since this Newsletter went to press before November 18, we are unable to include a report of the attendance at the speech institute sponsored by the Department of Speech of Wisconsin State University in Oshkosh. Advance registrations for this event, under the direction of Dr. S. Clay Willmington, indicated that well over 400 persons would be present. The program at Oshkosh was designed for both students and coaches and offered instruction in the spring speech contests.

Still to come is a January 19 institute, the second one to be held this school year on the campus of Wisconsin State University in La Crosse. Information about this program, which will be concerned with the spring contests, may be obtained from Dr. Tom E. Wirkus, Department of Speech, Wisconsin State University, La Crosse, Wisconsin 54601.

SPEECH CURRICULUM GUIDE

The curriculum guide Teaching Speaking and Writing in Wisconsin has been revised and will be published on or about January 1, 1968. Dr. Ronald R. Allen, Associate Professor of Speech and Education on the Madison campus of the University of Wisconsin, has headed a committee responsible for the revision of the speech portion of the new publication.

Copies of the single-volume edition, containing the programs of literature, speaking and writing, and the English language, may be ordered after January 1, 1968 from the Publications Office, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702. The price is \$1.75 per copy.

PUBLIC ADDRESS TOPICS FOR 1967-68

As announced in the WHSFA Newsletter for September 1967, the general problem area for the public address contest in 1967-68 is: "What can be done to provide more complete protection for the consumer?" This subject and sub-topics were suggested by Mr. James LaBelle of Butte des Morts Junior High School. The specific areas for the different contest levels are as follows:

Sub-district: "What can be done by the federal government to provide more complete protection for the consumer?"

District: "What can be done by the state government to provide more complete protection for the consumer?"

State: "What can be done by the people themselves to provide more complete protection for the consumer?"

Since consumer protection is such a timely topic, some information on the subject should be available in virtually every school and public library. To aid you and your students in locating other sources, the WHSFA state office will publish a bibliography on consumer protection and mail it to all member schools next month. The bibliography is being prepared for the WHSFA by Professor Louise A. Young, Professor and Home Management Specialist in the Department of Home Management and Family Living at the University of Wisconsin in Madison. Besides being an active member and officer in the American Home Economics Association, Prof. Young has served as secretary of the Wisconsin Consumers' League and was appointed to the Governor's Committee on Food Prices.

After the bibliography which Prof. Young is compiling has been distributed and you have had an opportunity to check sources of information available in your school and public libraries, some additional material on consumer protection may be obtained through University Extension. Address your requests to Education Librarian, University Extension Library, 432 N. Lake Street, Madison, Wisconsin 53706.

WISCONSIN SPEECH ASSOCIATION MEETING

The annual meeting of the Wisconsin Speech Association was held on Friday afternoon, November 3, 1967. Dr. John Black of Ohio State University was the principal luncheon speaker. In the business meeting prior to the program, the following officers were elected for the coming year:

President, Dr. Frederick E. Haug, Jr., Wisconsin State University, Eau Claire
 Vice President, Dr. Ronald R. Allen, University of Wisconsin Madison
 Secretary, Dr. Richard H. Carrington, University of Wisconsin, Racine Center
 Treasurer, Mrs. Hermione Knapp, Craig Senior High School, Janesville
 Board Member (high school representative), Mr. Norman Flynn, Monona Grove High School, Monona Grove
 Board Member (college representative), Dr. S. Clay Willington, Wisconsin State University, Oshkosh
 Editor of the WSA Bulletin, Mr. Bernard Greeson, Shorewood High School, Shorewood

High school forensic and drama coaches, as well as teachers of curricular speech, are invited to join the Wisconsin Speech Association. They may become members for 1967-68 by sending their name, mailing address, and \$2.00 dues to Dr. Richard H. Carrington, University of Wisconsin-Racine Center, 1001 S. Main Street, Racine, Wisconsin 53403.

WISCONSIN SPEECH ASSOCIATION CONFERENCE

The Wisconsin Speech Association will sponsor its first Spring Conference on May 3-4, 1968 at Kahler's Inn Towne Motel, Wisconsin Dells. Programs have been planned in six major areas of interest: teacher preparation and certification, communication and public address, forensics, theatre and interpretation, radio-television-film, speech department chairmen.

The conference will begin with a dinner on Friday evening, followed by a keynote speech and interest group meetings. The program on Saturday will consist of sectional meetings sponsored by each of the special interest groups, scheduled so that persons at the conference may attend as many as three different sessions.

The meetings for the forensics interest group have been planned by the following appointed committee: Dr. Herman H. Brockhaus, WHSFA Secretary-Treasurer; Prof. Harold C. Larson, Carroll College; and Mr. James Schultz, Homestead High School, Mequon. Further information about the WSA Spring Conference will be printed in the February Newsletter of the Wisconsin High School Forensic Association.

A SUGGESTION REGARDING PLAY ACTING

Edward L. Kamarck

The Play Acting event, which in 1967 replaced Play Reading as a WHSFA contest on a two-year trial basis, had a mixed reception from coaches in its debut last year. While many coaches state support of the new event, there were also a considerable number expressing a range of negative reactions.

Some of the stronger criticism came from the more zealous proponents of interpretative reading -- apparently arguments regarding the great difficulty of establishing judging norms for its predecessor, Play Reading, receives small sympathy from this quarter. But it would appear that the greatest bulk of the coaches' unhappiness sprang from the feeling that Play Acting is too time consuming, the thought being frequently expressed that it is almost as demanding as a full-blown production.

There is validity to this complaint. If it is to be done well, Play Acting is inherently time-consuming (one should quickly add that this is also true of Play Reading). However, it should be pointed out that coaches in this first year almost universally failed to note the considerable latitude which this contest affords in regard to the size and complexity of the challenge which they may choose to take upon themselves.

Note, for example, that rule 7 of the supplementary rules (see the September Newsletter) states that the time of the presentation shall not exceed 15 minutes, including the introductory remarks. This, of course, implies that anything less than 15 minutes is perfectly legal, that no one can have any objections to, say, a 6 or 7 minute presentation. Yet the preponderant majority of contestants this past spring were wedded to scenes just seconds short of the 15 minute limitation.

Rule 1 states that the competing group should be comprised of two to five contestants. Here, too, most coaches last spring used five students, which is laudable if you have ample time and energy to block and rehearse them adequately. But if you're heavily committed to numerous other contestants in other events, why not cut back to a scene with three or even two characters. Why not? It's perfectly legal.

Note Rule 10. It states that the registration fee for the event is five dollars for each member of the group. A more modest scope can save your school money -- and spare you headaches! My suggestion is that if you feel yourself pushed next spring, pick a smaller gem, and thereby give yourself opportunity to polish it more carefully.

DEBATE IS PUBLIC SPEAKING

Sally W. Haug

The 1967-68 debate season is well under way for many high schools in Wisconsin. Since the beginning of the school year hundreds of students have attended debate institutes held on university campuses, and many have already participated in practice or independent tournaments which supplement the debate program of the Wisconsin High School Forensic Association.

Through these experiences and through work on a debate squad, even beginning debaters have gained some knowledge of what debate is. They probably have become familiar with such terms as prima facie, status quo, and cause-effect. However, many high school debaters (and some college debaters as well) do not appear to realize that debate is public speaking. Many of the most practiced debaters are not effective speakers. The students have developed the "debater's style." The purpose of this article is to define the characteristics of the "debater's style" and make suggestions to the coach and the student on how to improve debate.

Debaters often ignore the psychological principle that if one is to influence an audience he first must have their attention. They overlook the fact that communication does not take place unless someone is listening. They seem to feel, "Because I am, you will listen." Most judges are conscientiously attentive and work to listen; however, audiences other than a debate judge are not likely to be so dedicated. Debaters acquire a false sense of their own worth as speakers because judges do try to listen carefully in spite of the fact that debaters as a group are dull speakers.

As a public speaker, the debater does not have the right to assume the audience will listen. He must do everything he can to make his speech interesting. The debater should use other forms of supporting material besides statistics and quotations; he should learn to use factors of attention, including humor.

The debater must realize that the first few seconds and minutes of a speech are extremely important for gaining attention and preparing the audience to listen. He must learn that his introduction should be adapted to the people in his particular audience and to the particular occasion. It is inappropriate for a debater to begin his speech in the last debate at the state contest in February with the same words he used in the first debate of the season in October.

Sally W. Haug, (M. A. University of Wisconsin, 1964) is an Instructor in Speech at Wisconsin State University, Eau Claire. She has been a student of debate, a coach of debate, and a judge of debate at both the high school and college levels.

Debate is likely to be judge-centered rather than audience-centered as it ought to be. Debaters are concerned with winning; and since the judge is the one who gives the decision, all concentration is placed on him. Any other persons in the room, such as the time-keeper and the other debaters, are ignored. Some debaters seem to delight in locking eyes with the judge, as though a staring match would show who the most effective debater is. Most judges are embarrassed by this unwarranted attention and some resent the speaker's rudeness to other members of the audience who are ignored.

The language of debaters is peculiar to them as a group. I can not recall ever hearing any speaker other than a debater or former debater talk about "the status quo," or "that affirmative case," and, except for lawyers, "prima facie evidence." Within a debate season, debaters develop terms and phrases that only they understand. The judge who hears his first debate on a particular question toward the end of the season may have no idea of the special meaning that debaters have given to the terms and have re-enforced among themselves.

Many coaches feel that one of the primary benefits of debate is that it teaches speech organization. The kind of organization some students learn, however, is questionable; it is an organization of listing by numbers. The ideas may have no relationship at all; there is no logical or psychological organization. For example, a speech may have three main points. Under the first main point there are three sub-points, each one numbered or lettered. The second main point has two numbered or lettered sub-points, and the third main point has three numbered or lettered sub-points. In presenting the speech the debater lists each of the eleven points and makes each seem equally important. Then he wonders why the judge could not follow his "carefully organized" case.

Within the last few years some students have begun carrying their own ten-minute timers complete with bell, a practice which represents the pseudo-sophistication of debaters. Students have been taught that in a debate they must fill ten minutes. Even if they finish all they have to say in nine minutes, they will re-state and repeat until the clock stops. The rules of the Wisconsin High School Forensic Association specify: "Constructive speeches shall not exceed ten minutes; rebuttal speeches shall not exceed five minutes." Although these are maximum time limits they are generally regarded as minimum time limits as well. The result is that frequently a debater is more concerned with running out the clock than speaking concisely and to the point.

Although delivery is probably regarded by many as the least important part of debate, most debaters have a recognizable vocal and visual manner. Rapid rates which result in unintelligible

utterances defy any listener. They usually are caused by the debater's trying to cover too much material in his allotted time. Some students think a good rebuttal must have many new bits of information. If they do get through all of the information by talking at an excessive rate, they have wasted their time if no one understands what they have said. Visually, short and choppy gestures characterize debaters and, as mentioned before, eye contact with only the judge reveals a lack of interest in anyone except the person who will mark the ballot.

Experienced judges and coaches soon learn to identify the style of debaters from a particular school. This standard style, instead of being a compliment to the coach, is a sign that his students are not developing their own individuality, their own style. These debaters, consciously or unconsciously, are being "over coached" to be a replica of last year's winning team or of the coach himself.

Debate offers many fine opportunities for students to research, to think, to travel, to challenge, to combat, to win, to lose. However, students and coaches alike must learn that debate is public speaking. If debate is to be good, it must have the characteristics of effective public speaking. Debate, like public speaking, is more than logic and reasoning. It is communicating with an audience, and all too often the audience is almost completely forgotten. Perhaps debate ballots should be changed to include the term audience adaptation so that judges, coaches, and students will realize the importance of the persons to whom the debater is talking. Whether or not audience adaptation appears on the ballot, coaches may solve some of the communication problems in debate if they teach, and if their students learn:

1. All speakers have the responsibility to be interesting.
2. The introduction of a speech prepares the audience to listen.
3. Debate should be audience-centered.
4. Debaters should use a comprehensible language.
5. Speech organization is both psychological and logical.
6. Time should be used efficiently.
7. Delivery should be understandable and involve everyone in the audience.
8. Each student should develop his own style of speaking.

NEWSLETTER MANUSCRIPTS INVITED

We would like to repeat our invitation to readers of the WHSFA Newsletter to send us manuscripts for publication. Articles on extra-curricular speech, written by high school teachers and coaches will be especially welcomed.

DISTRICT DRAMA CONTEST WINNERS

This issue of the Newsletter went to press after the district drama contests had been held, but prior to the sectional contests. The following schools received an A for their productions at the district level and therefore earned the right to participate in sectional competition.

Eau Claire District at Cadott

Cadott	"This Property Is Condemned"
Eau Claire North	"Tom Jones"
Fall Creek	"The Bald Soprano"
Loyal	"The Informer"

La Crosse District at La Crosse

Bangor	"It's Almost Like Being"
La Crosse Aquinas	"A Thurber Carnival"
La Crosse Central	"A Midsummer Night's Dream"
Sparta	"The Private Life of the Master Race"
Viola Kickapoo	"The Florist Shop"
West Salem	"The Doctor in Spite of Himself"

Milwaukee District at Muskego

Brookfield East	"The Wall"
Greendale	"Gloria Mundi"
Muskego	"Not Far from the Gioconda Tree"

Oshkosh District at Kaukauna and Preble

Fish Creek Gibraltar	"The Sandbox"
Green Bay Preble	"Gammer Gurton's Needle"
Kewaskum	"King of the Castle"
Salvatorian Seminary	"Will the Real Jesus Christ Please Stand Up"
Sevastopol	"The Bond Between"
Three Lakes	"Sky Fodder"
West De Pere	"The Sandbox"

Platteville District at Platteville

Cuba City	"Between Eleven and Thursday"
Muscoda	"Pot of Broth"
Prairie du Chien	
St. Mary's	"Overtones"

River Falls District at River Falls

Baldwin Woodville	"The Case of the Crushed Petunias"
Luck	"No Why"
River Falls	"The American Dream"

Stevens Point District at Marathon

Crandon	"The Woodshed"
Elcho	"To Burn a Witch"
Medford	"The Man in the Bowler Hat"
Marathon	"Happy Journey to Camden and Trenton"

Superior District at Mellen

Mellen	"The Boy Upstairs"
Minocqua Lakeland	"This Property Is Condemned"

Whitewater District at Delavan-Darien

Juneau	"The Boor"
McFarland	"Korlov"
Madison La Follette	"The Importance of Being Earnest"
Monona Grove	"The Parade"
Mukwonago	"Winterset"
Waukegan	"The Importance of Being Earnest"