A History of Speech Education at Watertown Senior High School, Watertown, South Dakota

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A HISTORY OF SPEECH EDUCATION
AT WATERTOWN SENIOR HIGH SCHOOL
WATERTOWN, SOUTH DAKOTA

BY
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A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Arts, Major in
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Thesis Adviser

Date

Head, Speech Department

Date
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RJR
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CHAPTER I

INTRODUCTION

Statement of the Problem

A historical thesis on the development of speech education at Watertown Senior High School, Watertown, South Dakota, is proposed. The specific purpose is to present, in an orderly fashion, a chronology of the development of curricular and cocurricular\(^1\) speech education from the opening of Watertown Senior High School in 1879 through the 1968-1969 academic school year.

Justification of the Problem

A study of the past is often valuable as a guide to the future. Historians from the field of speech recognized this fact when, in 1941, they authorized the compilation of *A History of Speech Education in America*. Chapters 20 and 21 of that history are especially pertinent to this present study as they describe the "Origin and Development of Departments of Speech" and "Speech Education in Twentieth-Century Public Schools".\(^2\)

This national interest in the history of speech education has received emphasis in South Dakota on both the university and high school levels. Historical theses have been completed in the area of speech education for the following South Dakota colleges and universities:


Four theses which dealt with high school speech education in the state of South Dakota on a comprehensive basis have been completed. "A Survey of Speech Training in South Dakota High Schools" was conducted by Gerald Carstens. Further studies include:


Two high schools within South Dakota have been studied in regard to speech education: "A History of Speech Training at Washington High School, Sioux Falls, South Dakota," by Robert L. Parlet and "A History of Speech Training at Yankton High School, Yankton, South Dakota," by Loy E. Granvholt. The previous studies reflect a continuing interest in the history of speech education.

To extend the study of speech education in South Dakota, Watertown Senior High School was chosen for this historical thesis. Watertown Senior High School's outstanding Forensic record of 12 Debate Championships since 1915 and its continuing leadership in the National Forensic League are among reasons for this historical study. Also, a large number of educators currently active in speech education in the United States have been either students or instructors at Watertown Senior High School. Included among these educators are:
James H. McBath, Professor of Speech and Department Chairman, University of Southern California, Los Angeles, California; Harold M. Jordan, Professor of Speech and Retired Department Chairman, University of South Dakota, Vermillion, South Dakota; and James C. McCroskey, Associate Professor of Speech, Illinois State University, Normal, Illinois.

Procedure

This historical thesis has been completed in the following steps. The first step was to determine whether other theses or dissertations relating to the same subject area had been undertaken. The following publications were surveyed:


In this survey no previous historical study of speech education at Watertown Senior High School was found.
Step two was to gather data concerning the historical background of Watertown Senior High School and its various phases of speech education. The third step was the organization of the data into three separate chronological presentations:

1. A general history of Watertown High School,
2. Cocurricular speech education: a development of Forensic, Radio, and Theatre activities; and
3. Curricular speech education: courses offered, person or persons in charge, and material presented in the course.

The final step was the formulation of a summary and the drawing of conclusions from the historical data available.

History of the Watertown High School System

The Watertown School District was organized in April, 1879. The County Superintendent of Schools for Codington County, Dakota Territory, directed "the electors of school district No. One met and proceeded to organize the said school district and to vote a tax and perform other acts authorized by law."10 At the first school district meeting the following taxes were voted: "School house, 5 mills on the dollar; teachers, 2 mills on the dollar; contingent [sic], 1 mill on the dollar."11

First School Sessions

Before the first session of school was initiated, the school board was authorized to select the school house site "in case they
decided to build." Miss Laura Leech was hired as director of the coming first term and was to be paid $25.00 per month.\textsuperscript{13}

The first session of school was held during the summer of 1879. This session of school was held on the second floor of the Gesley and Dustad building located at 16 North Broadway.\textsuperscript{14} The rental rate was $8.00 per month.\textsuperscript{15}

Early Growth and Development

The decision to build a school house was made at the September 15, 1879, meeting. Here it was decided that "the people should vote on it\textsuperscript{16} and the board was requested to call a special meeting for that purpose." A committee recommended "a building 48 x 50 feet, two stories high, the upper story to be in one room for exhibits, public meetings, etc., with the lower floor in two rooms . . . ."\textsuperscript{17} The school house that was built was described in the 1937 Watertown Senior High School annual as "fifty single seats, thirty-two feet of recitation seats, one globe, one teacher's desk and chair, one dictionary, and one stove and pipe."\textsuperscript{18} The school was "to be completed by the 20th day of November A.D., 1879, according to plans furnished by G. D. Maybury, of Winona."\textsuperscript{19}

This first building, named Lincoln, was located on the present site of Watertown Junior High School. Two teachers, hired for three months, staffed its two departments. The lower department was taught by Miss Eva Carpenter and the higher department was taught by Mr. E. W. Brann. A census of the town taken on November 17, 1879, indicated Watertown had a total population of 506 with 110 school age children.\textsuperscript{20}
In the spring of 1880 "the school board voted to hold school nine months a year and allow outside students free tuition." Further developments were "Frank Crane was hired at $25.00 per month to replace Mr. Brann, Miss Carpenter's salary was raised to $35.00 per month." 

The blizzard of the winter of 1881 caused hardships for the school. The 1937 Arrow reported that:

Watertown was almost buried by drifts; all communication with the outside world was cut off for months, and children went to school through winding tunnels of snow. A shortage of fuel ... caused further troubles. School Board minutes report that the school would be opened April 25th, if fuel could be obtained.

The June 11, 1881, edition of the Dakota News noted that "we have two public halls and the finest graded school building in the territory..." When the fall school term of 1881 began it "commenced with an attendance of ninety-five scholars." Lincoln School was soon inadequate and "it was ... necessary to rent additional rooms in the Baptist Church." School board minutes reflect the growth of Watertown's first school in that "the report for March, 1883, showed an enrollment of 170 pupils and a total budget of $4,117.94. At that time tuition of 50¢ was voted for outside-of-town students."

The beginning of high school coursework for Watertown cannot be exactly determined except to note:

By the year 1888, there were nine teachers and a principal in our school system. The public schools were strictly graded, offering a course of study including twelve years, four in the primary grades, four in grammar school and four in high school.

The first class graduated in 1888 and consisted of five girls.
High School Construction

Four periods of school construction occurred between the building of Lincoln School and the completion of a new Senior High School in 1961. Five years after the completion of Lincoln School the clerk's annual report relates that "it affords the directors pleasure to announce that the district is practically free from debt and in the possession of school house property worth $6,500.00." The only remaining debt was for land purchased from the Chicago and Northwestern Railway. This land was the additional half block on the south of the original school grounds. Thus, by 1884, the school district was almost free of debt and owned a complete city block for possible building expansion.

First expansion

The first period of school building expansion occurred during the years that Watertown was bidding to be the site of the future state capitol. Marlyn Farl reported, "The territory of Dakota was divided into North and South Dakota in 1889, and Watertown entered the hard-fought race for the state capitol." As a result of this competition, Watertown was supporting the construction of many new buildings. As recorded in The 1937 Arrow:

The town was booming; public buildings and many private homes were going up all over town; . . . Watertown . . . was willing to erect buildings to take care of such an important city. The Granite Block, the Arcade Hotel, the City Hall and the Court House were all completed during these years . . . and most important . . . a fine new brick building, large enough to accommodate eight grades and the high school, was built . . . .
On the original site of Lincoln School, the "new brick building", Central, was completed in 1888. "The building boasted eight grade rooms, four high school rooms, a laboratory, an office and a library." The school census increased continuously up to the early 1890's. "During the early nineties hard times struck all of South Dakota. This was reflected in the schools ... the enrollment went down to about five hundred [sic]." Previous to 1886, there were 360 pupils in the Watertown school system, by 1889 there were 1175 students enrolled; however, this number dropped to about 500 in "the early nineties." The school census of 1906 showed a return to the enrollment levels of 1889.

Second expansion

The return of a growing student population brought about a need for a building for the use of high school students only, which was constructed by 1910. This building, in combination with Central, not only enlarged the physical plant of the school but also allowed expansion of the curriculum.

The 1894 high school course of study lists twenty courses offered.

Solid Geometry and physics were taught in the sophomore year. ... Chemistry was scheduled for the juniors, botany and geology for the seniors. Two years of Latin was required for everyone ... good students took four years. These [sic] completed their language course with German or Greek. Seniors devoted much time to reviews and in order to graduate they had to be proficient in English grammar; astronomy and mental philosophy. ... English literature was included in the senior year, but again the emphasis was on senior reviews and a thesis.
This course of study could be termed the classical ideal in education. After 1890, United States educators turned toward what German educators were stating was "the belief that the curriculum must emphasize the problems of the everyday world and hence one must make room for such practical subjects as manual training, domestic arts and science, typewriting, and economics."\textsuperscript{39} Watertown's new high school built in 1910 seemed to follow the current mood in educational philosophy. Courses such as agriculture, manual training and home economics were added to the curriculum at this time. This change reflects the statement:

\ldots educators were challenging the prevailing idea that the purpose of the school was disciplinary, that is, it must train the 'powers of the mind.' Thorndike [E. D.] of Columbia emphatically denied the validity of any transfer of training from one subject to another except for 'identical elements.' His theory encouraged vocational tendencies by stressing specific skills rather than by assuming that a broad education in a few academic subjects was beneficial and pervasive.\textsuperscript{40}

Third expansion

A third period of construction was completed in 1922. This is evidenced in the following statement by the Watertown Public Opinion:

The need for a new senior high building brought agitation for some action. In 1920 two cottage annexes on the high school grounds were built. They were later used for opportunity rooms for retarded children. \ldots \textsuperscript{41}

The result of a campaign for a new high school was a new three story brick building occupying the same ground as Lincoln School. Lincoln
School had been moved in 1888 to what is now the Lincoln Learning Laboratory. The auditorium of the new senior high school building was twice as large as the original Lincoln School.\footnote{42}

The land that was purchased by Watertown School District Number One in 1879 and added to in 1884 had become, by 1922, a Junior-Senior High complex of three buildings. On one city block stood the Senior High, the Junior High and Old Central. This complex was to serve as the center of secondary education for Watertown through the academic year of 1961.\footnote{43}

**Fourth expansion**

High school students entered a new high school in September, 1962, with the completion of the fourth period of school building construction in Watertown. This new high school-civic arena complex allowed the Junior High School to expand into the old high school building. Old Central had been razed leaving Watertown Junior High School with two old buildings as of 1969.\footnote{44}
FOOTNOTES

1Bobby Patton, PH.D., Professor of Speech, University of Kansas, Lawrence, Kansas, during a panel discussion at Dakota State College, Madison, South Dakota, April 25, 1970, defined cocurricular speech activities as: "... an activity that is an outgrowth of classroom experiences."


7James H. McBath, personal letter, April 8, 1969.


10"First Records School Board Are Unearthed in Old Bank Building," unpublished material from Regional Library, Watertown, South Dakota, not paginated.

11Ibid.

12Ibid.

13Ibid.


15"Early Public Schools," material hand copied from Dakota News, August 4, 1879, manuscript from Regional Library, Watertown, South Dakota, not paginated.

16Ibid.

17Ibid.
18 The 1937 Arrow, Watertown Senior High School annual, p. 1.
19 "First Records Unearthed," not paginated.
20 "Early Public School," not paginated.
22 "Early Public Schools," not paginated.
23 The 1937 Arrow, p. 1.
25 Dakota News (Watertown, Dakota Territory), Vol. III, September 17, 1881.
26 The 1937 Arrow, p. 2.
27 Watertown Public Opinion, p. 10.
29 The 1908 Senior Annual, p. 14.
30 "First Records Unearthed," not paginated.
31 Ibid.
32 Marlyn Farl, p. 5.
33 The 1937 Arrow, p. 2.
34 Watertown Public Opinion, p. 9.
35 The 1937 Arrow, p. 3.
36 Ibid., pp 2-3.
37 Ibid., p. 4.
38 Ibid., p. 3.
40 Ibid.

41 Watertown Public Opinion, p. 9.

42 The 1937 Arrow, p. 5.

43 R. W. White, Principal, Watertown Senior High School, personal interview, April 23, 1970.

44 Ibid.
CHAPTER II

COCURRICULAR SPEECH ACTIVITIES AND ORGANIZATIONS

This chapter includes an account of the cocurricular speech activities and organizations of Watertown Senior High School. The speech activities have been the source of practical speech training for many students. The activities originated in the work of literary societies and later appeared as the more specialized phases of speech--forensics, theatre and radio--sponsored by the high school. The organizations originated as the means of providing interscholastic competition for the speech activities as they developed.

Early Speech Activities And Organizations 1879-1920

The lack of written records kept during this period necessitated inclusion of activities and organizations that may have been mentioned only once though the activities and organizations may have been more widespread. Literary Societies, inter-class debates, a Shakespeare Society, rhetorical exercises and essays given at graduation ceremonies were the principal cocurricular activities and organizations of the period.

The Column, the high school newspaper started in 1919, furnished the details of the Literary Societies then active in Watertown Senior High School:
The two Literary Societies appointed committees to draw up a constitution which was adopted by the respective societies. Under the new constitution the former Senate takes the name of "Watonia" . . . and the former House of Representatives takes the name of "Sokata" . . . .

The Column issued in January, 1920, continued:

Literary Societies were started with the primary aim of a democratic institution to give all a chance to learn to stand on their feet and speak before an audience. Naturally those who need the practice the most are the ones who find it hard to speak. But what happens? The officers and committees of the society are apt to be the same set that are in everything else, and they apportion the program among those of their own circle. Naturally, they want to get up a good program in as little time as possible, so they call on those who are always called on and the others are afraid to say anything.

These two statements were the only comments located in the research that mentioned the Literary Societies. From The Column's description it can be assumed that the Literary Societies of Watertown Senior High School did not differ from the normal Literary Society of the early 1900's that had the purpose of debate, speech-making, recitation and other exercises.

A Senior Shakespeare Society was formed on February 4, 1904, with fourteen members included on the roll. Only one mention was made of this organization. The club's name implied that it could be included as a speech activity. The term rhetorical exercises also appeared only once in the publications which were researched. The 1904 Senior Annual included a calendar of events and rhetorical exercises were listed for senior members on November 20, 1904.

Inter-class debates were the first type of debating engaged in by students of Watertown Senior High School and "one of the most
popular contests." In *The 1904 Senior Annual*, the first senior annual published at Watertown High School, a senior student writer lamented the fact that the juniors had won the annual Junior-Senior debate.

The next annual was published for the Class of 1908 and reported on the Junior-Senior debate, "the juniors made a very creditable showing in the annual debate considering their ability." That debate was held on February 14, 1908, with the question "Resolved, that a policy of free trade is more beneficial to the U. S. than a policy of protection." The junior debated the affirmative with the senior debating the negative. In 1926 these inter-class debates became the basis for selection of debate squad members. And evidence indicates the inter-class debates began before 1904 and had continued on an annual basis until 1926.

The final activity of this period to be discussed is the essays which were given each year at graduation. The 1916 senior annual was called *The Purple and Gold*. This annual included a section on the alumni of the high school. One of the comments was, "... in those days, each fair girl graduate appeared and delivered an essay; ... this custom was followed." In an historical review of high school activities *The 1937 Arrow* noted:

The year 1888 was perhaps the most significant in the history of the school thus far. It was in that year that Watertown graduated its first class of five girls. Minnie McIntyre and Hattie Stone completed the Latin course; Rose Mulholland, Mabel Kingsbury, and Cora Wiley, the Scientific. Commencement evening, June 22, the girls delivered orations on 'Tact and Talent,' 'Per Aspera, Ad Astra,' 'Art of Conversation,' and 'Mutation.'
This custom mentioned in the 1916 senior annual and the orations listed above are probably the same exercise. If this custom "was followed" it probably developed into the tradition of four senior students being honored as speakers at Class Night, a traditional part of the graduation ceremonies at Watertown Senior High School. Topics chosen for the Class Night speakers in 1936 were: "Development, Fore­sight, Personality and Character..." The next year's senior speakers used the topics: "Purpose, Aptitude, Foresight and Determination." Currently two seniors are chosen as class speakers for Class Night honors.

**Forensics**

**Debate**

**Debate beginnings**

Watertown Senior High School participated in two phases of debate after the turn of the century. The semi-monthly high school newspaper, *The Purple and Gold*, reported: "The first record of debating in WHS was 1908-1909. At that time inter-class debates were one of the most popular contests." The debating that began in 1908-1909 was probably an inter-class debate or a debate within a Literary Society. In 1916 inter-school debating was initiated, and in that year Watertown Senior High School "entered the State Debating League."
State Debating League

The South Dakota High School Debating League was organized to promote extra-curricular debating on an interscholastic basis in 1915. It was in this year that memberships in the League were offered to South Dakota High Schools. Any secondary school in the state could join the League by October of a given year by the payment of $1.00 membership dues. The League paired teams for beginning contest at the district level, later at the inter-district, and finally at the state contest. The first debate champion for the entire state, Sioux Falls Washington, Sioux Falls, South Dakota, was selected in 1915.

As was noted above, Watertown Senior High School joined the League in 1916. The Purple and Gold, in an historical review written in 1922, furnishes further details about Watertown's first debate as a League member: "We lost in the first debate so we were disqualified for further work that year." The Watertown team lost to Clark. After this defeat in 1916, "Watertown did not debate again until 1920." The year 1920 was the beginning of continuous inter-school debating for Watertown Senior High School.

State Debating League Districts

Watertown was located in the Northeast Central District of the Debating League. In 1915, South Dakota was divided into five districts.
They were, in addition to the district Watertown represented, The Black Hills, Northeastern, Southeastern and Southeast Central. The Constitution of the Debating League gave the rules governing the district contest.

Schools can enter either one or two teams in tournament competition at the district level. If only one team were entered, one defeat retires the school from further competition. Two defeats are necessary for elimination of a school with double teams registered for the contest.

Debate 1921-1925

Miss Margaret Nicholas became the debate coach at Watertown Senior High School in 1921. According to The Purple and Gold, she said:

In 1921 ... our winning affirmative was not defeated until the inter-district debate in which Sioux Falls was victorious. We have well founded hopes that during the present year our debating teams will surpass any previous record and win the state championship.

Miss Nicholas scheduled a dual debate with Garden City before the district contest. In a later issue of the school newspaper Miss Nicholas reported:

This year Watertown has done more in debate than ever before. The most important thing for all of you—not just the teams—is to win this debate [The 1922 Northeast Central District Debate]. It means Watertown has trained pupils in thought and delivery.

The Watertown teams won the district debate with the negative team defeating Volga, 2 to 1, and the affirmative team defeating Brookings, 2 to 1. The Watertown teams "were supported by large and interested audiences as both places were filled to their capacity."
This same year, 1922, Watertown entered the state finals at Vermilion for the first time. Watertown debated Tyndall in the finals of this contest and lost.  

The following year found Watertown discussing whether to remain in the State Debating League or to join what was to become the Big Five Conference. Previous to 1925 very few schools engaged in debates other than at the district level. Mrs. Susan Craig, debate coach for 1922-1923, decided to continue competition within the South Dakota High School Debating League and started debate practice in December.  

Approximately 80 debate teams participated in the opening of the debate season in South Dakota in 1922. Watertown won its district tournament in that year, and entered the state tournament at Vermillion. At this tourney Watertown won its first state debate championship. One of the 1922 teams consisted of:

- Carmi Lawrence---------First Constructive
- First Rebuttal
- Fred Noonan--------------Second Constructive
- Third Rebuttal
- Elizabeth Gillulland------Third Constructive
- Second Rebuttal

The 1924 edition of the high school annual provides a summary of the 1923-1924 debate squad activities:

The Watertown debating team, like most other debating teams in the state, went in to win the state championship. There were two try-outs held before Christmas vacation to determine the teams. The students were prepared on both sides of the question and changed sides for the second try-out.

The first debate was held January 18th, the affirmative team remained at home where they met Raymond. The negative team met Brookings at Brookings. The affirmative won by a unanimous decision, while Brookings won from the negative a two to one decision.
The next debate, February 8th, was held at Watertown with Bryant. Watertown had the affirmative side of the question and this time the argument was upheld . . . . Again Watertown won by a unanimous vote of the judges.

The next debate occurred on the 28th of February with Henry at Watertown. Again Watertown had the affirmative and scored a victory. This debate left only three teams (schools) in the district, each with one team. It was necessary for one team to draw a bye and Watertown was the team chosen. Brookings and Bryant fought for a chance at the district title and Brookings won . . . . The final debate of the district was held at Watertown. Again Watertown was successful, the judges decision being unanimous.

Watertown went to the . . . state debating tournament held at Vermillion late in April. Watertown met and defeated Burke, Centerville, and Tyndall. The final clash for the state title was between Watertown and Sioux Falls. Sioux Falls won by a two to one decision.

This was the third season in which Watertown has gone through to the state finals, and the team was remarkably successful considering the comparative inexperience of this years squad.36

The Sioux-I-Side for 1925 suggests that the success of the previous year's squad caused the debate coach to arrange a dual debate with Aberdeen and a non-decision debate with Doland before the district tournament.37 Watertown's district competitors were Bryant, Volga, Arlington and Brookings. Watertown won the district and entered the state tournament at Vermillion.38 The Sioux-I-Side reported:

The championship was decided again this year by the tournament system which was so successful last year. The teams in the state meet were from Aberdeen, Selby, Doland, Wessington, Vermillion, Sioux Falls, Tyndall, Fulton, Burke and Watertown.39

Tyndall won the state championship in 1925 with Sioux Falls second and Watertown third.40
Debate 1926-1937

The philosophy of debate for the 1926 squad was put forth by the new debate coach, Clifford King, as

training in debate . . . aims, first, to produce sound thinkers; second, to train these thinkers in the clear, correct, straightforward effective oral expression of their own thoughts.41

The summary of debate activities in The Arrow for 1927 said:

The Watertown High School debate squad of 1927 has completed one of the most brilliant and successful careers the school has ever seen . . . . Watertown lost three of eighteen interscholastic debates. After winning the district at Brookings the Watertown team debated four times on both sides of the St. Lawrence question without a dissenting vote and brought back the state title to Watertown.42

At the beginning of his second year as debate coach Mr. King was quoted as saying, "... we expect to enter all . . . teams in both the Big Eight Conference and in the State Debating League . . . ."43 Mr. King's squad was:

. . . successful in adding the 1928 Big Eight debate championship title to their last year's record of the State championship.

The Big Eight season was officially opened with a victory for Watertown over Aberdeen. Besides one defeat to Madison, the season closed with victories for the team over Huron, Sioux Falls, Brookings, Mitchell and Yankton. The team won the district tournament by defeating Hetland, Oldham and Brookings.44

Watertown shared the Big Eight Conference title its first year in the conference, 1928, with Yankton.45

Watertown's expansion of its debating activities into two leagues was an indication of a trend that was occurring throughout South Dakota.
The January, 1929, issue of The Purple and Gold reflected this trend when it published "Watertown's first debate schedule."  

January 31----Centerville, affirmative, here  
January 31----Centerville, negative, here  
February 11----Madison, negative, here  
February 15----Sioux Falls, affirmative, there  
February 19----Mitchell, negative, here  
February 22----Huron, affirmative, there

This schedule did not include the district level competition in the South Dakota State Debating League.

As debate schedules expanded, the Debating League was expanding its membership. This development, along with three new organizations; The Big Five League, later, the Big Eight Conference, The National Forensic League and the High School Extemporaneous Speaking League of South Dakota, influenced Watertown's cocurricular activities in forensics.

Miss Agnes Hydes was the debate coach as Watertown's Forensic activities expanded. In 1930, under her direction, Watertown won its district of the South Dakota State Debating League for the eleventh consecutive year. The 1930 Arrow reported on Miss Hydes' debate squad:

The debate squad for this year was chosen from the group of eighty students that turned out for the inter-class tournaments which were held last December. Starting out with almost an entirely inexperienced squad the team made a very creditable showing. They have won the championship of their district and have taken four of their six Big Eight debates. Losing only the first two to Aberdeen and Mitchell and winning all the rest from Sioux Falls, Huron, Madison and Brookings.

The article concluded by noting Watertown had participated in thirteen nondecision debates during the season.
The 1937 Arrow compiled a history of Watertown Senior High School activities for the school's past fifty years. In writing about the "Forceful Forensic Fighters", these comments were made concerning debate activities from 1934-1936:

In spite of the persistent depression, 1934 seemed to be the harvest year; for in that year the debators were the winners of both the Big Eight and the State Tournament. They also won second place in a Four-State Contest [the invitational tournament at Vermillion]. The speakers securing these laurels for the school were the first team in the history of the school debate clubs to go to a national contest.

Success throughout the 1935 debate season sent the team to another national contest, this time at Kent, Ohio. The team, . . . , lost to the Sioux Falls team who were victorious in national competition. The Watertown team tied for first place in a Four-State Tournament at Vermillion.

A season of creditable work was shown by last year's debate squad, the 1936 team. This was evidenced by high standings in the Big Eight, the Aberdeen Invitational, the Four-State and the district tournaments. Watertown for the first time acted as host to two practice invitational tourneys.

The article continued with comments about the 1937 squad:

. . . after winning all the rounds at the Big Eight Tournament at Huron, February 26 and 27, the Arrows returned home victors.

By winning first place at the district tournament, Watertown won the right to enter the State Tournament at Brookings, March 25, 26 and 27. Highest honors again went to the team. A permanent cup was awarded and another which may be retained if won again next year.

The article concludes with the notation that the debators were successful in winning 42 of 51 decision debates while participating in 91 debates. Consequently the debate squad competed in 51 decision debates and 40 nondecision debates.
Changes in the South Dakota State High School Debating League

One of the biggest changes in the South Dakota State Debating League was its extensive growth. The S.D.E.A. Journal reports that in 1926 the total membership of the League was 86 schools. By 1927, 95 schools were members and 12 districts were listed. The League schedule for 1928 lists 107 schools in competition.

Changes in debating procedure included:

Beginning in 1927 member schools were permitted to enter a maximum of six persons in any of the League's contests. Up to 1927 no school was permitted to send more than one debate team of three speakers and an alternate.

At the State Debating League meeting in 1928 changes were made in the rules which apply to interscholastic debate. From now on there will be two members on each team instead of three as before.

To this date teams were allowed only one defeat before being eliminated from either the district or the state tournament. The double elimination system was used in 1934 and all districts used it be 1936.

Invitational tournaments

Invitational tournaments for high school students began to be sponsored by colleges during the 1930's. The forensics squad of Watertown Senior High School attended its first invitational tournament at Vermillion in 1934. This was the "first annual invitational tournament" sponsored by the University of South Dakota and was sometimes called the "Four-State Tournament." Invitational tourneys were also sponsored by high schools. These invitational tournaments replaced the dual and triangular meets that high schools formerly scheduled. For example, the early invitational tournaments that
Watertown competed in were: the Four-State Tournament, Morehead State Teachers College Invitational, Aberdeen Invitational and The Northwest High School Activities Meet at St. Peter, Minnesota. As invitational tournaments were scheduled extemporaneous speaking, oratory and other individual events, as well as debate, became part of the tourneys.62

One possible reason for the development of invitational tournaments could be the general easing of the limitations caused by the lack of convenient modes of transportation. Travel by automobile was not generally used until the early 1930's.63 During this decade the Watertown debate coaches expanded the forensics schedule as transportation problems decreased.

Debate 1938-1950

This period began with six out-of-town debate meets. The Purple and Gold reported the meets as, "Morehead State Teachers College, Brookings, Aberdeen High School, Northern State Teachers College, Vermillion and Sioux Falls."64 The Watertown squad placed first in the Morehead Tournament for the third straight year.65

Watertown Senior High School won the state tournament in 1940.66 It also won the title in 1941.67 In 1942 debate activity was limited as "One of the most enjoyable features of school life, namely out-of-town trips . . . was hit by the Office of Transportation's request that these . . . be postponed for the duration."68 By 1944 the debate schedule included "Madison, Sioux Falls, Vermillion, the Big Eight at Mitchell, the district tournament at Watertown and possibly the State
Tournament at Huron. 69 The Purple and Gold, at the beginning of the 1944-1945 school year, reported that "as full a schedule with other towns will be arranged as is possible with the present gas and tire shortage."70 The next issue of the school paper quotes the debate coach as saying, "Watertown High School will take part in two out-of-town interscholastic speech tournaments within the next two weeks ... St. Paul and Madison."71

The 1945-1946 squad gained experience before an audience by "speaking ... for the first time of the season ... before the Garfield and Melette Parent Teacher's Associations."72 This squad won an invitational tourney at Huron and won its district debate.73 Watertown was third at the state tournament in 1946.74

Mr. William Turner became debate coach in September, 1947.75 In his report written for school administrators at the end of the 1947-1948 school year he said:

This year's activity was limited because of a lack of interest that was once a part of WHS. We must attempt to provide a greater variety of speech activities, wider participation in activities and get general student body interest.76

The report implies he felt a revitalization of the National Forensic League would accomplish his goal because the National Forensic League had the inherent organizational capabilities of revitalization.77

The next school year saw the National Forensic League Chapter as the organizational force behind the speech activities of "... the Microphone workshop, declam, debate, extemporaneous speaking, oratory
and it was the clearing house for the Service Speech Club. The latter club had as its purpose, "A policy of gaining experience while serving the community ... for all fields of speech with emphasis on advanced individual activities." This same year, 1948, Mr. Turner scheduled an invitational tournament for novice debaters. The "first annual" tournament included three rounds each of debate, extemporaneous speaking and radio speaking. This invitational tournament later evolved into the Speech Fiesta. The current Speech Fiesta is an invitational tournament sponsored by Watertown Senior High School that does not include in its contests novice debate.

In December, 1949, Mr. Turner sponsored a convocation whose: main purpose was to promote speech throughout the school. The promotion was to be a "Speech Is Fun" week. During the week ... the National Forensic League members showed the advantages of speech in order to get new members into this activity.

This promotion was successful as the Watertown Chapter of the National Forensic League was first in enrollments in South Dakota that year with 40 members. The "revitalization" of the National Forensic League in speech activities resulted in this organization being an indicator of the cocurricular activities from 1950 to 1969.

**National Forensic League**

National organization

The National Forensic League, as its name implies, is an organization made up of local chapters throughout the United States.
The Chapter Manual for local National Forensic League Chapters, states the purpose of the organization is:

... to promote debate, oratory, and public speaking by encouraging a spirit of fellowship and by conferring upon deserving candidates membership in a national organization and the privilege of wearing its distinctive key—always the mark of an honor student.84

The South Dakota Education Association Journal reported that the National Forensic League is "... an honorary forensic fraternity, recognizing meritorious work in oratory and debate in secondary schools."85

The national organization was founded by Bruno E. Jacob of Ripon, Wisconsin, Ray Cecil Parker of Albany, New York and Karl E. Mundt of Bryant, South Dakota. The S.D.E.A. Journal, in 1929, published the information that the National Forensic League was started in 1925.

Bryant, South Dakota, under its Superintendent of Schools, Karl E. Mundt, was a charter member of the national organization as the fifth chapter in the nation to be chartered.86 Among the South Dakota schools joining the organization in 1926 were, "... Canning, Wagner, Geddes, Highmore, Madison, Burke, Belle Fourche, Redfield, Lake Preston, Watertown, Selby, Plano, Irene and Huron all became active members."87

The organization gives credit towards various degrees on the basis of what is termed 'speaker points'. There are four degrees of membership which include:

... merit, honor, excellence, and distinction. A person is eligible to the merit degree if he has ten credit
points. Eligible persons who have thirty credit points receive the degree of excellence. One hundred credit points are necessary to receive the degree of distinction. 88

To increase participation in the organization, an annual national tournament was established in 1931. 89 During this same period, the National Forensic League District Tournaments were started. These tournaments are made up of contests that may include debate, original oratory, extemporaneous speaking, and oratorical, humorous, and dramatic declamation. 90 A district tournament is sponsored annually in South Dakota.

Watertown Chapter history

Watertown Senior High School was granted a chapter in the National Forensic League on April 21, 1926. 91 In its first year of membership in the national organization, the Watertown Chapter included the top ranked student of all the national memberships on the basis of speaker points. 92 National records of Watertown's Chapter history describe a continuing excellence in National Forensic League activities:

1926  Alex McFarland, 1st in U. S., 296 points
      Gerald Wolf, 5th in U. S., 197 points

1928  Largest chapter in U. S., 47 members
      Robert Beattie, 5th in U. S., 317 points
      Clark Prey, 7th in U. S., 272 points

1931  4th in enrollments in U. S., 108 members

1934  10th in enrollments in U. S., 152 members

1939  Largest chapter in South Dakota, 57 members
1940 Largest chapter in South Dakota, 68 members

1941 Largest chapter in South Dakota, 48 members
James McBath, 4th in U. S., 666 points

1943 1st in enrollment in South Dakota, 20 members
Robert Albrook, 1st in South Dakota, 493 points
1st Leading Chapter Award in South Dakota

1947 Corrine Albrook, 1st in South Dakota, 436 points

1949 1st in enrollments in South Dakota, 40 members

1951 Dorothy Sievert, 1st in South Dakota, 483 points

1954 Connie Sikkink, 1st in South Dakota, 511 points

1957 Lois Miner, 1st in South Dakota, 496 points

1958 Lois Miner, 1st in South Dakota; 1st in U. S., 760 points
1st in enrollments in South Dakota, 70 members

1960 Largest chapter in South Dakota; 8th in U. S., 211 members
1st in enrollments in South Dakota; 4th in U. S., 93 members

1961 Largest chapter in South Dakota, 177 members
Bruce Loessin, 1st in South Dakota, 698 points

1962 Largest chapter in South Dakota, 143 members

Mr. Jacob's letter did not include the chapter history beyond 1962.

Research indicated that in 1968 the Watertown Chapter ranked second of the 1250 schools in the National Forensic League.

National tournament

Watertown Senior High School became eligible to enter its first National Forensic League National Tournament in 1934. The Purple and Gold of May, 1934, said: "For the first time in the history of our school, the debate team, State Champions, will enter the national tournament . . . in Topeka, Kansas." Two squads of students,
Dick Marquardt, Colin Gunn, Della MacKenzie and Donald Baddeley, competed in the tourney with Mr. Harold Jordan as the debate coach. Two members of this squad returned to the 1935 National Tournament. Marquardt and Gunn were joined by Orv Sigurdson and Robert Beckett to make up the 1935 squad. Watertown was eliminated in the eighth round of the 1935 tourney.

This second trip to the National Forensic League National Tournament was financed, in part, by a benefit debate. A student reporter for the high school newspaper wrote of this benefit.

To make use of the opportunity offered them to attend the National Forensic League Tournament at Kent, Ohio, May 6-10, Watertown will sponsor a benefit debate with Sioux Falls, State Champions.

The next issue of the school paper states that $80.00 was received from the benefit debate and the Watertown School Board had donated $30.00 to the squad for the trip.

In 1937 Watertown again participated in the National Tournament. The Purple and Gold noted that:

After winning the title of 'South Dakota State Champions', the Arrow debaters will compete in the NFL National Tournament to be held in Jacksonville, Illinois.

A new procedure will be employed in the 1937 tourney. In the first five rounds qualitative ratings--fair, good, excellent, superior and outstanding--will replace win or lose decisions in determining which teams are to continue in the race for national honors. From that point the tournament will continue in the two defeat elimination procedure, with one defeat eliminating after the ninth round.

The Watertown team to compete in this tourney was Kenneth Raschke and Alvin Gilbertson. They competed in the first eight rounds of the tourney.
National records of Watertown's participation in the National Forensic League National Tournament are transcribed as follows:

1940 Debate: Alec MacKenzie and John MacKenzie
James McBath

Individual events: Alec MacKenzie and John MacKenzie
James McBath
Robert Albrook

1941 Debate: Mary Huppler
James McBath
Crystal Johnson
Robert Albrook

Individual events: Robert Albrook
James McBath

Watertown's first individual events winner in the National Forensic League National Tournament occurred in 1948 when Miss Sylvia Bacon won second place in the Radio Speaking Contest. 104

The next Watertown student to win national honors at a National Forensic League National Tournament was in the 1955 tournament. Miss Marilyn Gottschalk won first place in the Poetry Contest at the San Jose meet. 105 Watertown's contestants in this tourney were the first entrants in the national tournament since the 1949 tourney.

The National Forensic League records continue:

1956 Debate: Lee Raymond
Marilyn Gottschalk
Lois Miner
Robert Wagner

Individual events: Robert Wagner
Lee Raymond
Marilyn Gottschalk
Lois Miner
Karen Johnson
1957 Debate:  
Ken Moes  
Mary Butterbrodt

Individual events:  
Ken Moes  
Lois Miner  
Carol Collins  
David Ackerman  
William Wagner  
Mary Butterbrodt

1958 Debate:  
Ken Moes  
Lois Miner  
Carolyn White  
William Wagner

Individual events:  
Margaret Hubbard  
Ken Moes  
Lois Miner  
Carolyn White  
William Wagner\textsuperscript{106}

In these latter two tournaments Watertown had two individual winners: Lois Miner, fifth in extemporaneous speaking in 1957 and Carolyn White, second in Poetry reading in 1958.\textsuperscript{107}

From 1957 through 1968 Watertown was represented in the National Forensic League National Tournament eight times. The National Forensic League National Assumulative Sweepstakes trophy, known as the TKA Trophy, was won by the Watertown Chapter during the National Forensic League National Tournament in 1960.\textsuperscript{108}

The National Forensic League records indicate Watertown's recent participation as:

1968 Debate:  
Dan Sigelman  
Jeff Jerde

Individual events:  
Jeff Jerde
1969 Debate: Mike Beardsley
Jeff Jerde

Phyllis DeWall

Watertown entered the National Forensic League in 1926 and a member of the new chapter was the individual point leader among all National Forensic League members. In 1968 "the Watertown chapter ranked second in the nation for outstanding quantity and quality of the 1250 schools in the 50 states."  

Big Eight Conference

The Big Eight Conference developed from an organization formed in 1923 which was known as the Big Five. Sioux Falls, Madison, Mitchell, Aberdeen and Yankton were the founding member high schools for the Big Five. The Big Five debating champion was determined on a percentage basis considering the various school's won-loss record. Each school debated every other school in the Big Five.

When Watertown and two other schools joined the Big Five in 1927 the method of determining the conference champion continued to be based on the won-loss record. This method of choosing the conference debate champion resulted in Watertown and Yankton sharing the title in 1928.

The first Big Eight tournament was reported in the December, 1933, *Purple and Gold*, as:

Brookings will be host to the Big Eight when teams from Watertown, Aberdeen, Sioux Falls, Yankton, Madison, Mitchell, Huron and Brookings will discuss [sic] the question of radio control.
Each school will be represented by four debaters. A team from each school will debate six times. The contest will not be the ordinary elimination tournament but the number of debates won will determine the Big Eight champion. Prior to this year, individual contests were held with each of the Big Eight schools. Because of increased transportation costs and other disadvantages, it was decided to hold a single tournament this year.114

The outcome of this first Big Eight tourney was the "crowning of Watertown as Big Eight Champions."115 The Purple and Gold explained the victory:

Watertown and Aberdeen were tied with five victories and one defeat, but the coaches had decided that, in case of a tie, the team that defeated the higher ranking team would have possession of the cup.116

Watertown Senior High School established the following results in Big Eight tournaments from 1935-1938:

1935--". . Watertown in fourth place . . ."117
1936--". . Watertown in second place . . ."118
1937--". . Arrows first in the Big Eight."119
1938--". . Watertown hosted the Big Eight tourney where it tied for first."120

Two major developments occurred in the Big Eight Conference in 1941 and 1942. Previous to 1941 debate was the only contest at conference tournaments. In 1941 both original oratory and extemporaneous speaking were added.121

The second development first occurred in 1942 and again in the 1950's. In 1942, The Purple and Gold listed Flandreau High School as a participant.122 It is apparent from the news story that Aberdeen had withdrawn. Aberdeen returned to the Big Eight Tournament in Huron in
During the period from 1942-1950 Watertown continued to participate in the conference and tied for first place in the Big Eight tourney in 1948 and 1949.\footnote{124}

Withdrawals from the conference began to plague the Big Eight tournament during the 1950's. An interview with Mr. Joe Farnum, former debate coach at Aberdeen High School and South Dakota State University, indicated that Madison, Mitchell and Aberdeen were the schools that did not participate annually in the tournament.\footnote{125} Farnum recalled, "that Pierre, Doland and Parkston were among the schools that replaced the school or schools that withdrew."\footnote{126}

The conference expanded for the second time in 1965.\footnote{127} The expansion included the addition of two schools and the renaming of the conference to the Big Ten. The conference does not maintain written records of past tournament results. A survey of debate schedules since 1965 indicates that Watertown has maintained the Big Ten tournament on its schedule.

Annual speech awards 1958-1969

The Farmers and Merchants Bank of Watertown began an annual awards banquet for forensic students of Watertown Senior High School in 1958. The banquet's purpose is to honor students that "generally do not receive the honors that they deserve."\footnote{128} Gene Payne, President of the bank, also felt that parents, school administrators, students and members of the mass media were unaware of the many honors the forensic squad had brought to Watertown Senior High School.\footnote{129}
The awards banquet includes awards for the "Best Lifetime Won-Loss Debate Record; Highest Rated Debater; Most Improved Speech Student; and the Clod of the Squad Award." The latter award is "presented annually to the junior debater who has demonstrated a knack for involving himself in unusual and humorous situations." These awards are all presented by the Department of Speech of Watertown Senior High School. The highest award is the "Most Valuable Forensic Student Award." This award is sponsored by the Farmers and Merchants Bank. The award is presented annually to that student who has proven to be the most valuable debater during a four year career. The winners have been:

1958 Ken Moes
1959 David Ackerman
1960 Kiernan McGrann
1961 Bruce Loessin
1962 Patty McCullough
1963 Linda Twetter
1964 George Ackerman
1965 Jim Larson
1966 Carol Plagers
1967 Mark Butterbrodt
1968 Dan Sigelman
1969 Jeff Jerde

An example of the standards set for the most valuable forensic student award would be the comments made about Dan Sigelman, the 1968 winner. Mr. Donus Roberts, the Watertown debate coach, said about Sigelman:

When we began the current year, after losing seven of the top eight from last year's squad, we knew that any success this year would have to be a tremendous team effort. Upon one student, more than any other, the squad looked for leadership. His dedication to excellence charged the entire squad, and the demands he made upon himself in this pursuit motivated the rest of the squad to make similar demands upon themselves.
... Sigelman's other honors include: election by his fellow students from other schools the outstanding legislator at student congress the past two years; among the national leaders in National Forensic League points and leads the Watertown debaters; winning the National Forensic League tournament debate ...; named to the All-State Debate squad; and the best lifetime won-loss record in debate among the seniors.133

Methods of selection of debate squad members

Research revealed various methods of selecting debate squad members. The following discussion focuses upon a method initiated in 1927, the changes in that method, and the new method established in 1944. The comments are not intended to be a complete discussion of the various methods of selecting debate squad members.

Mr. Clifford King became the debate coach of Watertown Senior High School in 1926. He established a program for an inter-class tournament where "the work done ... will be used as the basis for selection of candidates for the regular debate squad."134 It was mentioned earlier that inter-class debates began in Watertown High School in the 1900's. Whether these debates continued as an annual activity from the 1900's could not be determined. The tournament class winner of the tournament initiated by Mr. King was determined by a formula that included a percentage of class members participating in the inter-class debates and the number of winning rounds for each class.135 The result of this system was competition between classes and the involvement of more students in the debate program. Research did not indicate what topics were used in these contests.
The Purple and Gold reported these all-school debates still in operation in 1934 when high school freshmen were allowed to enter.\textsuperscript{136}

By 1934 the method of selection of the winning class debaters had changed. Mr. Harold Jordan made the following changes:

The debates will be class contests until the best two debaters from each grade, regardless of side, have been singled out. The winning team from each class will then debate the winning teams from all other classes. The team with the highest percentage will be declared victor.\textsuperscript{137}

Jordan, who had joined the Watertown High School faculty in 1931, said these changes were made "due to a general lack of interest in the all-school debates. The debates under the new rules will be a chance for those interested in debate to represent their class in the contest."\textsuperscript{138} Various faculty members were the judges for these contests.

It could not be determined whether these "all-school" contests continued to the date of the next change. Miss Dorothy Bailey was the debate coach in 1944 when the following change was completed. She explained that "In future debates the students to go will be chosen from the debate class and from those taking debate as an extracurricular activity."\textsuperscript{139} Thus classroom work in conjunction with student interest became the selection criteria for debate squad members. This use of the classroom course work was combined with student participation in the local National Forensic League chapter as "the central organization that would become the co-ordinating office for debate activities."\textsuperscript{140}
These two methods, inter-class or all-school debates and debate class activity, combined with the National Forensic League activities, represent some of the methods used to select debate squad members at Watertown Senior High School.

Debate 1960-1969

An indicator of the successful activity of the debate program of Watertown Senior High School during this period would be a survey of the scheduled tournaments and the standing for those tournaments. The following was the schedule for 1968-1969 and was transcribed from the records of the debate coach, Mr. Donus Roberts:

Luverne High School Invitational  Sixth place
Sioux City Heelan High School Invitational  Fourth place
Concordia College Invitational  Tenth place
South St. Paul Little National  Second place
Aberdeen High School Ringneck Tournament  First place
Sioux Falls Lincoln Invitational  First place
Newton Midwest Tournament  Tenth place
Worthington Trojan Tournament  Third place
Redfield Invitational  First place
Watertown Speech Fiesta  First place
Morningside Invitational  Third place
Madison Karl E. Mundt Tournament  First place
Northern State Tournament  First place
Augustana College Midwest Tournament  First place
National Forensic League District  First place
Aberdeen Division III  First place
State Tournament, Mitchell  First place

This debate schedule was concluded when Jeff Jerde and Mike Beardsley participated in the National Forensic League National Tournament.

This tournament schedule presents a specific insight into one seasons activities for the Watertown Forensic squad. The general view of debate activities for this period reveals the following information
for the period 1960-1968. During that period the Seniors on the debate squad have won 1231 debates and lost 432. Over the same period the Juniors have lost 725 while winning 1318 rounds of debate. When including the Sophomores and Freshman students that are members of the various debate squads the total record is 6,048 rounds of debate won and 3,166 lost.142

State Forensic Tournaments

The Watertown Senior High School Forensic squads have been highly successful at the state tournaments in both debate and individual events. Watertown has been state debate champions in the following years:

1923--Watertown
1927--Watertown
1934--Watertown
1937--Watertown
1940--Watertown
1941--Watertown
1956--Watertown
1957--Watertown
1958--Watertown
1960--Watertown
1963--Watertown
1967--Watertown143

Some of the recent Watertown winners in the individual events of the State Forensic Tournament are:

1947--Frieda Misch, Watertown, Third, Original Oratory
--Bert Tollefson, Watertown, Third, Boys' Extemp
1950--Robert Bierne, Watertown, Second, Boys' Extemp
1951--Robert Bierne, Watertown, First, Boys' Extemp
1953--Harlan Iheke, Watertown, Fifth, Original Oratory
--Tom Johnson, Watertown, Fifth, Boys' Extemp
1955--Marilyn Gottschalk, Watertown, First, Girls' Extemp
1956--Robert Wagner, Watertown, Second, Original Oratory
--Lee Raymond, Watertown, Second, Boys' Extemp
--Marilyn Gottschalk, Watertown, First, Girls' Extemp
1957--Lois Miner, Watertown, First, Girls' Extemp
--Ken Moes, Watertown, Second, Boys' Extemp
1958--Carolyn White, Watertown, First, Girls' Extemp
--William Wagner, Watertown, Second, Boys' Extemp
1959--Dave Ackerman, Watertown, Second, Boys' Extemp
1960--Mary Dugan, Watertown, First, Original Oratory
--Bruce Loessin, Watertown, Tied Fourth, Boys' Extemp
--Kiernan McGrann, Watertown, First, Girls' Extemp
1963--Lee Sigelman, Watertown, First, Original Oratory
1964--Marilyn Knutson, Watertown, Third, Original Oratory
--Carolyn Stegeman, Watertown, Third, Girls' Extemp
1965--Jim Smith, Watertown, Second, Original Oratory
--Carol Plagens, Watertown, Second, Girls' Extemp
--John Wiles, Watertown, Third, Boys' Extemp
--Carol Plagens, Watertown, First, Original Oratory
1967--David Larson, Watertown, First, Original Oratory
--Tom Hensley, Watertown, First, Boys' Extemp
--Kris Amundson, Watertown, Second, Girls' Extemp
1968--Jeff Jerde, Watertown, First, Original Oratory
--Vicki Welch, Watertown, Second, Girls' Extemp
1969--John Butterbrodt, Watertown, Second, Original Oratory

Declamation

South Dakota High School
Declamatory League

The South Dakota High School Declamatory League was formed in Sioux Falls in November, 1913. This oldest form of competitive speech activity sponsored contests between 1913 and 1926 for memorized oratory and dramatic reading. The first level of interscholastic competition in the League was the district contest. Winners in this contest progressed to the next level, the division. First place winners at the division level went on to compete in the state contest.
Few changes in the content of the contests which were sponsored by the League occurred between 1926 and 1946. The changes that did occur are as follows:

1926--"... a humorous reading contest is the addition."148

1936--"... poetry reading is substituted for the humorous reading contest. ..."149

1937--"... humorous reading has returned to make a total of four areas. ..."150

A new policy was inaugurated in 1942 in regard to the district contests.

The Purple and Gold reported this change as:

... schools were divided into "A" and "B" categories. Schools with more than 400 students enrolled automatically become Class "A" schools. The smaller schools will begin at the district level, where winners are chosen for the division contests. Class "A" schools will initiate competition at the division level.151

The student newspaper reported commented, "this change gives the small school a chance to enter the division."152

Watertown declamation 1924-1947

Watertown's entrance into the South Dakota High School Declamatory League can not be ascertained. Early records of the League are unavailable and early high school records do not exist. The first mention of participants in the League's district contest is found in The Purple and Gold of March, 1924. The senior annual for 1924 also makes note of Watertown's contestants. Neither publication indicated that the participants were the first contestants to enter the district contest.
A local oratory and declamation contest was held March 4, 1924, at Watertown Senior High School to determine the representative to the district contest. There were eight contestants in oratory and seven in declamation. Harold Fairall won first in oratory with the selection A Message to Garcia. The local winner in declamation was Nadine Russell. Both students advanced to the district tournament at Clear Lake. At this contest Fairall placed first in oratory with Miss Russell tied for second in declamation with Brookings. The division contest was next for Fairall. This contest was held in Woonsocket, Fairall won first here also. The state tourney for the League was held in Mitchell on April 18, 1924. The senior annual reported he tied for second place in oratory at the state meet.

Watertown was entered in the 1925 declamatory contests and its representative in oratory won first in the district and division contests both held in DeSmet. The state contest was held in Aberdeen, where the Watertown contestant placed third in the oratory section.

The Purple and Gold reported in November, 1926, that, "inter-class contests will be held to determine which students will represent Watertown in the ... oratory and declamation contests." Watertown's participation in the district contest resulted in one first place award for humorous reading. Miss Schelling, the humorous reading winner, did not place in the division contest.

Interest in the declamatory contests grew as:

One of the largest local declamation and oratorical contests in several years ... three winners will be chosen from the entrants ... to represent Watertown in the humorous, dramatic and oratorical contests at the district level.
This local contest was in preparation for the 1929 contest. By 1931 the school newspaper reported a preliminary contest was held prior to the local contest. In that year two "sub-district" contests were held. At the Clark "sub-district" Logan, Garden City, Raymond, Watertown, Willow Lake and Henry participated. The second "sub-district" was held in Watertown with Thomas, Estelline, Castlewood, Bryant, Hayti and Clark as the contesting schools.

Beginning in 1931 Watertown won the district declamatory tournament annually for four years. The Purple and Gold, May 8, 1934, reported Watertown won two first place ratings in the state contest. The article concluded that "no other school in the state equalled the feat of winning two places in the contest." The state contest for 1935 was held in Mitchell with Watertown the winner in original oratory.

The directors of Watertown's local declamatory contest made this announcement in September, 1936. They said, "Because the state declamation contest must be over by Christmas, the work is being started early to give students ample time for preparation." At the end of the next school year, one of the declamatory coaches said, "All students who are interested in participating in declamation next year must see any member of the speech faculty before the end of this week . . . ." Watertown Senior High continued to have local contests in preparation for the district contest. When the League was split into "A" and "B" school in 1942, the local contest continued to be used to determine
which students would enter the next level of the declamatory contest. Watertown's entrants into the state declamatory finals in 1943 won two superiors, one in poetry reading and one in dramatic reading. Watertown also received a superior in the 1946 state meet in the humorous reading section.

The year 1947 saw the Declamatory League joined with the Forensic League. And in September, 1947, the South Dakota Speech Association assumed responsibility for activities formerly carried out by the two leagues. Watertown has continued to participate in the declamation contests. Some recent winners are:

1962--Peggy Haines, Watertown, Superior, Poetry Reading
   --Elaine Hanson, Watertown, Superior, Dramatic Reading
1964--Wayne Keup, Watertown, Superior, Oratory
   --Judy Miner, Watertown, Superior, Poetry Reading
1967--Phyllis DeWall, Watertown, Superior, Oratory
   --Diana Stein, Watertown, Superior, Dramatic Reading
1968--Phyllis DeWall, Watertown, Superior, Dramatic Reading
1969--Marie Tesch, Watertown, Superior, Oratory

Extemporaneous Speaking

High School Extemporaneous Speaking League

A league for extemporaneous speaking was organized in 1927. Mr. H. G. Barnes has been given credit for organizing this league which established a state contest. To carry out the state tournament, district contests were initiated. Each district was allowed to send one contestant to this state tournament.

The Extemporaneous Speaking League had operated closely with the South Dakota High School Debating League since the former's organization.
Dr. Harold Jordan recalled that 1935 was the year that the two organizations joined to form the High School Forensic League of South Dakota.175

Watertown Senior High School extemporaneous speaking 1929-1947

In February, 1929, the high school newspaper makes its first mention of extemporaneous contests. This issue told of the preliminary contest where "survivors would enter the local contest."176 The Watertown winner of the local contest entered district competition with students from Bryant, Lake Preston and Iroquois.177

Watertown's second year in the league found thirty-three students in the preliminaries and ten students moved from the preliminary contest to the local event.178 The student body of Watertown High School was informed about extemporaneous speaking in the February 12, 1930, issue of The Purple and Gold:

Extemp speaking is without exception the most important type of public speaking today. The object of the High School Extemporaneous Speaking League is the promotion of intelligent thinking on questions of importance to city, state and nation, and the expression of thoughts in a sincere and conversational manner.179

This year was the first year Watertown was represented in the state tournament of the League. On January, 1931, a preliminary contest was held with thirty-five students.180 The local contest was won by Henry Dugan over eight other students.181 Dugan continued to the state tournament.182
An Extemp Club was organized in September, 1932. Mr. Jordan, advisor to the new club, stated: "the purpose of the club is to begin the study for the extemp speaking contest ..." Eighteen students joined this new club. The Extemp Club used *The Literary Digest* "for the months of November and February inclusive to furnish the background for the school extemp contest which will be held in the early spring." Rules for the local contest in 1935-1936 were:

... each speaker draws the topic 24 hours before the contest. He chooses from three topics which are taken from recent issues of *The Literary Digest* and prepares a six minute speech.

The next year, 1936-1937, the Extemp Club doubled its membership and a Sophomore Extemp Club was organized. This year Watertown attended an Invitational Extemporaneous Speaking Tournament in Aberdeen. Two Extemp Clubs were a part of the speech activities in 1938-1939 and a third was formed in 1939-1940.

As the membership in the Extemp Clubs of Watertown Senior High School was growing, the Extemporaneous League had joined with the Debate League to form the High School Forensic League of South Dakota. Contest rules were not generally altered, but some changes did come about. Mr. George McCarty, Speech Director at South Dakota State College, Brookings, South Dakota, outlined a new type of extemporaneous speaking contest. The use of this new type of extemporaneous speaking contest had been experimented with at South Dakota State College and Huron College. Contestants were given eight minutes to
speak, and when all had finished, each asked a question of another contestant. In turn, each had to answer a question phrased by one of the group. 192

The Watertown Extemp Clubs remained active through 1947; however, membership decreased due to the war. In 1944-1945 Watertown Senior High School had only one club with thirteen members. 193 In the Extemp tournament held in Madison that year topics for juniors and seniors were chosen from the American Observer with the Weekly News Review the source of topics for sophomores and freshman. 194 This was the last mention in Watertown High School publications of Watertown participating in an invitational tournament solely for extemporaneous speaking. Extemporaneous speaking was integrated into tournaments such as the State Forensic Tournament where Boy's and Girl's Extemporaneous Speaking Contests were included. The National Forensic League also included extemporaneous speaking.
Theatre

Early Beginnings

The exact beginnings of theatre activities in Watertown Senior High School are difficult to determine. Written records of theatre activities are limited. A Senior Annual was published in 1904 as "the first of its kind." The second annual was published four years later in 1908. Neither publication listed any theatre activities.

In 1916, The Purple and Gold appeared as the first of a continuing series of high school annuals. The 1916 annual reports, "the first Senior Play, The College Chap, was presented . . . and given an enthusiastic welcome by students and townspeople alike." The next mention of a Senior Class theatre production is in the January, 1920, high school newspaper. The Column lists the Senior Class play as "Green Stockings directed by Miss C. L. Stoddard." The same paper, in an earlier issue, November, 1919, wrote of "the first all high school play, The Fortune Hunter."

The writer of this thesis feels that this apparent lack of theatre activities, as opposed to the many forensic activities in Watertown High School, may have been the result of two causes. First, Watertown students were hampered by a lack of production facilities until the new building was added in 1922. Interviews with various Watertown residents did not produce evidence that Central had an
auditorium or stage area. If this was the case, theatre productions by high school students would have been almost impossible.

The second cause of this lack of consistent theatre activity by the high school may have been the highly successful commercial theatrical productions as well as a popular community theatre that served Watertown. A survey of the available Daily Public Opinion and The Dakota News newspapers for the period 1915 revealed a consistent scheduling of commercial theatre programs. The same survey indicated various community theatre groups being organized, staging productions and disbanding. As one group would disband another community group would take its place.

Theatre Activities 1922-1939

Theatre activities in Watertown Senior High School for the 1922-1939 period centered on the Senior Class Play, the Junior Class Play, and the Operetta. Two theatre organizations were formed during this period to provide students with the theatre experience that they could not receive when assisting in these annual productions. Midway through the period a Faculty Play was initiated.

Class plays

From its beginning, the Junior Class Play was used as a method of making money for various activities of the Junior Class. This money is, at times, used to defray the expenses of a banquet that the Junior Class hosts for the Senior Class.
The first reference to a Junior Class Play is in the school newspaper, The Purple and Gold, April 4, 1927. That year's play was Cheerful Fraud. The next year's Junior Class production was A Successful Calamity and was presented in February, 1928. The Junior Class of 1930 attempted to substitute a motion picture benefit. The benefit "could not be given as it was against the policy of the present company; so the Junior Class voted for a play." This was the only reference to an attempt to substitute for the Junior Class play.

Miss Grace Schuster joined the faculty in October, 1929, and continued as Director of Dramatics until 1936. Miss Schuster came to Watertown as a graduate of The American Academy of Dramatic Art of New York. She established a schedule for both the Junior and the Senior Class plays. The Junior Class play was produced in late January or early February of each school year. This schedule was followed except for 1936 when the Junior Class play was delayed three times due to bad weather conditions.

The Senior Class play was scheduled for May of each year, and many years it was presented as part of the Senior Week activities. This scheduling apparently resulted in a problem as Miss Schuster experimented with a new procedure for casting the Senior Class play in 1934. The Purple and Gold reported:

... a call for those interested will be given after the Christmas vacation. This practice will eliminate the members of the class becoming involved in other activities and causing embarrassing conflicts.
The Senior Play for that year was *Three Cornered Moon* and Miss Schuster noted, "the early call for those interested made this year's Senior Production one of the best ever."\(^{206}\)

The Junior and Senior Class plays were established as annual events during this period. Few changes took place in scheduling or casting.

**Operetta**

The annual operetta was a combined effort of the music department and the theatre department. Responsibility was split with the "Drama Director being responsible for the setting and acting and with the Director of the Glee Clubs taking responsibility for the music."\(^{207}\) These productions were presented annually from their beginning in 1923 to 1936. Operettas were an all-school production with the exception of 1925 when a Junior Class Operetta and Senior Class Operetta were presented.\(^{208}\)

**Actorettes**

The first dramatic organization in Watertown Senior High School was the Actorettes.\(^{209}\) Miss Irene Sundholm organized the Actorettes in October, 1924, to "bring forth any latent abilities along the dramatic line."\(^{210}\) Also included in its purpose was "to study and produce plays and to purchase equipment for the stage."\(^{211}\) The 1925 senior annual records this information about the Actorettes:
Just before the first play was produced all members studied the different motions and expressions needed to correctly reproduce the desired interpretation. The idea has been not to develop ability but to help the members gain self assurance both upon the stage and in their daily associations.

The organization was also active socially. A Christmas program was given on the stage with only members present. The audience listened to various emotions from Grand Opera to musical comedy.

In its first year it has produced two plays, purchased theatrical books, magazines and make-up and given its members an inkling of stagecraft. 212

This new organization began with a membership limited to twenty that "was based on successful try-outs." 213

In its second year of existence Miss Sundholm "used more than forty students in carrying out the Actorettes' activities, and more than three-fourths of these played before the footlights for the first time." 214 The Actorettes' activities included a Christmas play, an Easter drama, as well as two other productions. The money earned by the Actorettes was used to purchase lighting equipment for the stage. 215

Miss Ida Yeamans became advisor to the Actorettes' in October, 1927. She planned "... to have regular classes for the members of the club in stage carriage, character interpretation, and theatrical make-up ... " 216 She continued the practice started by Miss Sundholm of presenting "several plays during the school year." 217 A summary of the Actorettes' activities appeared in The 1937 Arrow:

During the next few years several three act plays were presented, but by 1929 the club began to specialize in one-acts. These one-act plays offer an opportunity for a greater number of students to overcome stage fright and experience the fun and work of play production. Studying and portraying various characters broadens the individual student, helps him gain poise and self-confidence. 218
Special reports on various phases of theatre skills were a part of the Actorettes' activities. The special reports included topics such as "Properties and Lighting" and "Choosing a Play and Its Players."219

The growth of the Actorettes required the organization to be divided into two groups. The 1929 annual reported on these two groups and their activities:

The Actorettes have been divided into two groups, but continue with the same purpose. The two-fold purpose is to create interest in reading and production of plays.

To carry out the first part of the purpose the clubs have been divided into committees which were to provide entertainment for meetings held on Friday afternoon. These committees selected one-act plays which would be of interest to the clubs. The reading and discussion of them to instill the desire to become better acquainted with popular plays.

In order to carry out the second phase of the purpose of the clubs, the upperclassmen who wished to produce plays found a partner, selected their own play and cast and directed productions. These one-act plays were presented in connection with Glee Club entertainments and as a convocation program.220

This division lasted until December, 1930, when, "because of the difficulty of choosing a cast from small clubs the two Actorette clubs will be joined."221

The Actorettes again found "so much interest was shown in the club that it was necessary to divide the membership in 1931."222

In a historical review written for The 1937 Arrow the following comments were made:

... the two clubs have met regularly and produced many fine plays. Seventy per cent of the Actorettes appeared on the stage in 1933 while others gained
experience on stage crews, make-up, and costuming. Increased emphasis was put on staging, lighting, make-up, and student direction.223

By 1932 "more than a hundred students were members of the Actorettes."224

The money earned by the clubs continued to be used toward the purchase of equipment for the stage. The Purple and Gold, September 10, 1934, reported:

A new lighting system has been installed in our auditorium. Two large dimmers were added to the system. These instruments were procured by the joint efforts of the music department and the Actorettes.225

In 1937 the high school annual said of previous purchases:

... that two palm trees bought the first year are now regarded as antiques, but the scenery, the orthophonic radio, the cyclorama, stage hardware, floodlights and manuscripts are still in constant use.226

Purple and Gold Masques

The year 1937 the Actorettes clubs changed its name to the Purple Masque and Gold Masque. The new clubs took emblems from the Greek theatre. A student reporter for The Purple and Gold said, "the Purple Masque has taken the emblem of Melomene, the muse of tragedy, and the Gold Masque has the emblem of Thalia, the muse of comedy ... ."227

The activities of the newly named clubs remained the same as the Actorettes:

The plays ... have been of all types. Of the Purple Masque plays the most difficult and beautifully staged was "When the Chimes Rang". A radio play, "Wieners on Wednesday", directed by Jean Williams; the "Look-Ahead-O-Graph", a clever skit written for a pep program and directed by Don Olson; "Good Medicine"; "The Man in the Bowler Hat"; and "When the Whirlwind Blows" ... .
The Gold Masque also has had a most successful season. A few of their most popular plays were "Company Cake", "A Turn of a Hair", "Silence Please", and "Dumb Dora". Both clubs united to present a very successful evening's entertainment of one-acts.

**National Thespian Society**

Watertown Senior High School became associated with a national honorary theatre society when it joined the National Thespian Society on May 3, 1937. Watertown's charter members of Troupe 330 of this national honorary theatre society were selected on the basis of:

- outstanding work in major and minor roles and technical work during four high school years; membership in the Purple and Gold Masques; and above average scholarship standing.

**Faculty plays**

Starting in 1931 the first theatre production of each school year was a faculty play. All production and performance skills were filled by faculty members of the Watertown school system. Usually the director of the productions was the Senior High drama director. The purpose of this production was described in an editorial in *The Purple and Gold*. The editor wrote, "The proceeds of this annual production will be used to defray the expenses of the football banquet, and the remainder, if any, will revert to the athletic fund of the high school." Research disclosed that the last faculty play was presented in October, 1938, with the presentation of *Cappy Ricks*.233
Theatre Activities 1939-1969

During the 1939-1969 period the Junior Class Play and the Senior Class Play continued as the basic theatre activities. The one-act play, which had previously been presented by the Actorettes' and later the Purple and Gold Masques, became a competitive event. The National Thespian Society inaugurated a new theatre activity, and late in the period an annual musical was presented.

Class plays

A new policy was announced in October, 1939, in regard to class plays:

Contrary to the tradition of the past few years of presenting the faculty play as the first dramatic performance of the year, the Senior Class Play will be given first. The Junior Class Play will continue to be scheduled as it has been in the past.234

Principal D. D. Miller explained the reason for the change as "Seniors are usually more rushed toward the end of the year . . . than they are at the beginning of the school year."235 Miss Florence Bruhn, who had joined the faculty in September, 1939, further explained why she, as the Drama Director, felt the rescheduling was a good idea:

Besides the reason indicated by Principal Miller, the change allowed me to work with experienced actors and actresses . . . also students experienced in the skills of stagecraft . . . working with the seniors at the beginning of the year allowed the juniors to observe experienced students at work. Generally, this gave the juniors a better perspective on the theatre.236

This schedule for Junior and Senior Class Plays has been followed throughout the period.
As the names imply, the Junior Class Play is cast from members of the Junior Class and the Senior Class Play from members of the Senior Class. In the academic year 1961-1962, Mr. Rudy Stradinger, who had assumed the position of Dramatic Director from Miss Bruhn in 1956, termed the Junior and Senior Class plays "all-school productions." This change permitted the plays to be cast with students from the entire Watertown Senior High School. Two plays were scheduled, as had been the custom, and each play was "sponsored" by the Junior or Senior Class. The plays and their sponsors were:

**Our Town** sponsored by the Senior Class and presented in November, 1961, and **Blithe Spirit** presented in March, 1962, and sponsored by the Junior Class.

The two class plays reverted back to being the traditional production for the academic years 1962-1963 and 1963-1964. However, in March, 1964, Robert Field, who had joined the faculty in September, 1963, as the Drama Director, announced, "Next year the two plays usually called the Junior Class and Senior Class Plays will be all-school plays ... as part of the theatre season." The second experimentation with all-school productions did not continue into the 1965-1966 school year. The two yearly plays since that date have been the traditional Junior and Senior Class Plays.

It must be noted before leaving this section on class plays that Miss Bruhn was the director of all class play productions from 1939 through 1956. During this period she also was advisor to the National Thespian Society.
National Thespian Society

The National Thespian Society and the Purple and Gold Masques while still separate organizations, became dependent upon each other for memberships. The two masque clubs became the apprentice groups to attaining membership in the National Thespian Society. Miss Bruhn explains this relationship in the 1947 Speech Bulletin of the South Dakota Speech Teachers' Association:

For eight years I have been the sponsor of the Thespian group in Watertown High School and an apprentice group called the Masque Club. These two groups work together in most of the major activities, the Thespians being the honor group made up of members who have fulfilled certain requirements of membership as set up by the national council and our local group, while the members of Masque are selected by simple try-out methods of our own. We used to take anyone who was interested in dramatics into the Masque Club but membership was so large and unwieldy that it was impossible to accomplish much at the meetings. We now take in only twenty to twenty-five new members each fall. The Thespian group usually starts the year with a membership of nearly twenty and by year's end the initiates make it nearly fifty.244

Because of this interdependency, the title of "Masque and Thespians" was used to describe activities of the organizations.245

Later, in the same Speech Bulletin, Miss Bruhn explained the membership requirements for the Thespian Society as:

... ten points and ten hours of stage work. Our local group added the ten hour requirement in order to get the menial jobs done that would not qualify for points but still were necessary to the smooth functioning of the stage which takes care of many programs besides dramatic ones.246
The Masque and Thespians continued the presentation of various theatrical productions. In addition to these various productions, the Masque and Thespians continued "to raise funds for stage improvements." To earn money the organizations presented the play Tomorrow the World in December, 1944. The next school year saw Masque and Thespians presenting the play Lost Horizon in public performances.

The sponsorship by Masque and Thespians of Ki-Yi Kapers in November, 1946, resulted in the organizations substituting this "vaudeville show" for the previous year's play productions. The success of this show resulted in Miss Bruhn suggesting that other high schools in South Dakota should adopt this type of show.

Ki-Yi Kapers is an all-school show that usually is centered on a theme. Auditions for the show are scheduled, with a total of ten acts chosen for the performance. Members of Masque and Thespians are the producers of the show. Ki-Yi Kapers has been an annual production of Masque and Thespians since the first show in 1946.

Masque and Thespian members are also involved in producing the Ki-Yi Legend for Watertown Senior High School Homecoming activities. Miss Bruhn wrote the Ki-Yi Legend in 1939. The legend she created has become a traditional in homecoming activities.

Miss Bruhn related in an interview that in recent years, "the National Thespian Society has honored its initiates with a formal breakfast banquet along with the traditional honors which are given at Class Night." Miss Bruhn is currently advisor to the Watertown Troop of the National Thespian Society.
One-act plays

In the preceding period, 1922-1939, one-act play production had been the activity of the Actorettes and the Purple and Gold Masques. For seventeen years of the period presently under discussion, 1939-1969, one-act plays seldom were presented. The school newspaper reported on only one program of one-act plays between 1939 and 1956. This program was in 1943 when The Girls Must Talk, The Tripping [sic] Plays and The Devil and Daniel Webster were presented.255

One-act play contests were first held in 1953-1954.256 These first contests were held on the district level. The state one-act play contest began in 1956-1957.257 Watertown's first entrance into this competition was in this year, as The Purple and Gold reported that "one-act plays were being rehearsed under the direction of Mr. Stradinger for possible entrance into the one-act play contest."258 Three plays were presented at a convocation, they were the Happy Journey, Tooth or Shave and Ile.259 These plays were all-school productions.

One-act plays were scheduled throughout the school year on an annual basis from 1956-1969.260 The one-act plays were presented by the sophomores of Watertown Senior High School when four one-acts were scheduled.261
Musicals

The addition of a musical comedy to the theatre program began in 1963-1964. The first musical, The Pajama Game, was presented in May, 1964, with Robert Field the Director of Drama and Stanley Rishoi, Director of senior high singing groups as co-directors. The presentation of a musical during the spring of the school year is now an annual production.

Children's theatre

The Watertown Chapter of the American Association of University Women introduced an annual children's theatre production. The members of the club were the cast. Florence Bruhn directed all the productions. The plays were presented to the school children of the Watertown school system. The Masque and Thespians were members of the production crews for many of the productions. The plays were presented from 1946-1947 to 1953-1954.

Radio

Early Beginnings

Broadcasting was the theme of the 1924 high school annual. This annual included illustrations of a radio station WHS. Because this annual did not include any written references to a school activity that involved the medium of radio the writer feels broadcasting was
a theme only. The first itemization of a high school program was in October, 1932. This program was scheduled daily at 6 P.M. on station KGCR in Watertown.

Radio Activity 1933-1937

A report in the school newspaper in February, 1934, implied that a new radio show was a regularly scheduled feature when it said, "Music, news and orations comprised the last regular school radio program over station KGCR. This type of program is new to WHS this year." The school year 1934-1935 found the station's call letters changed to KWTN and the school's program time changed from 5:30 P.M. to 6:00 P.M. This year Mr. Elmer Eklo of the English Department created eight talks on "Poetry Appreciation" for the National Committee of Radio Education. These programs were presented as a portion of the series of school programs on KWTN.

The continuation of the high school program was dependent upon the radio station offering the program time. In November, 1935, The Purple and Gold pointed out:

... that no time was allotted for school programs, but through the courtesy of the Watertown Music Store, who gave fifteen minutes of their time, the school broadcasts were made possible.

The radio show that developed for this fifteen minute period was still being aired in March, 1936.
From the end of the academic year of 1936 the school did not have a program as *The Purple and Gold* of February, 1937, reported that "Watertown Senior High School has started again its weekly fifteen minute programs over the local radio station KWTN." The content of this program can only be assumed to have included school news as a reporter for *The Purple and Gold* mentioned the dual role he played in gathering news for the paper and the radio program.

**Radio Club**

A club was formed in November, 1937, for those interested in radio. The purpose of the club was to train the students in high school who are interested in broadcasting. At club meetings various topics relating to broadcasting were discussed. For example, a January, 1939, meeting discussed "Radio Broadcasting from an announcers standpoint." By 1942 the Radio Club had thirty members and was conducting programs with the theme "Our Neighbors and Ourselves." To carry out the theme a questionnaire was sent to other schools in the Watertown area. From the questionnaires the club members were to write scripts for the radio program. Clark, Castlewood, Lake Norden and Alexandria responded to this first questionnaire. The *Purple and Gold* reported on the subject:

A group of Madison students accompanied by their instructor came to Watertown and took part in the weekly broadcast of the Radio Club. They told about Madison High School, its various clubs and classes. After the program the students were given a tour of our high school and then they did some Christmas shopping before returning to Madison.
Later Huron, DeSmet, Arlington, Brookings and Ortonville high schools were featured on the Watertown Radio Club program. Club membership had increased to the point where in 1943-1944 two separate sections were created. One section studied broadcasting while the other concerned itself with the mechanical aspects of radio. The theme for the first few weekly programs was "Do You Know Them?", programs featuring the new teachers of the Watertown school system. From this year to 1947 the Radio Club had a photograph in each of the high school annuals but The Purple and Gold did not mention any special activities.

Microphone Workshop

A three-fold change in the Radio Club took place in 1948 sponsored by the club's advisor, Mr. William Turner. First, there were try-outs for Radio Club; second, the club began broadcasting for the first time by remote control from the high school; and third, the name was changed to Microphone Workshop. The Microphone Workshop broadcast twice each week at 5:45 P.M. from the school. Also, a student active in Microphone Workshop earned points toward National Forensic League degrees.

Beginning in September, 1949, the remote studio at the high school had, according to Mr. Turner, "... added two new turntables and a new microphone, the control booth has a control board comparable to that of a small studio". The theme for the 1949-1950 school year was "Views and Interviews". The Purple and Gold student reporter
wrote that "the Microphone Workshop will interview presidents of high school clubs getting a history of their organizations, the purpose and a little about the club's present plans." By March, 1950, the program included information about sports, debate and many other features of student interest. This informational programming continued into 1951-1952 school year while a second program was added under the direction of Mr. Clayton Lorenzen, the organization's advisor.

The Purple and Gold quoted Mr. Lorenzen as saying:

The first program will be an informal teenage discussion group which will concern itself with strictly teenage problems. The second program will be news of school happenings at Watertown and schools of the surrounding territory.

In 1952 the Midland National Life Insurance Company presented an award to:

"... the Watertown High School senior who has shown the most progress and interest in radio work ... ."

Gene Schrieber was the recipient of this award in 1952. The writer wrote the Midland National Life Insurance Company to determine whether this award had been given in earlier years or given since 1952. The reply from the company said, "We are unaware that the Midland National Life Insurance Company has ever presented such an award ... ."

The conclusion from this answer and the fact that the award is not mentioned in the available Class Night Award programs is that the award was presented only once.

Mr. Harold Sampson became the advisor to the Microphone Workshop in September, 1952. That year's Workshop aired two weekly programs,
of which one was a daily program. For the daily program "a student goes to the KWAT studios each night and gives the highlights of the school day." The final mention of the Workshop occurred in a November, 1952, issue of The Purple and Gold. The newspaper said, "The Microphone Workshop has probably gained greater recognition this year than in former years."

**Teen Tempo**

The apparent demise of the Microphone Workshop in one of its most successful years left Watertown Senior High School without a regularly scheduled radio program from 1953 to 1962. In the latter year Teen Tempo was inaugurated as a weekly Saturday afternoon feature of KWAT. Mr. Ross Case, manager of KWAT, said, "this program was planned and produced by Watertown High School students." The program consisted of high school news and music. The Purple and Gold reported in December, 1965, that Teen Tempo was celebrating its third anniversary as a part of the KWAT "Saturday Scene."

Teen Tempo was not aired after May, 1967, Mr. Case said, "the students did not show an interest in continuing the program when school began in September, 1967."

**Evaluating Committee Report 1941**

A committee of educators from throughout the nation surveyed Watertown Senior High School on April 21, 22, and 23, 1941. This
committee was part of a series of committees studying education for the National Education Association. In the committee's Pupil Activity Program section were these comments:

It seems to the committee that there are a number of activities which deserve special mention. The dramatics, debate and speech activities are worthy of special note. Not only has this school won many honors in State competition, but its representatives have taken part in and won laurels in national competition. 30.7 per cent of all pupils take part in these activities. This seems to the Committee to be a very high percentage and those responsible are to be commended for such a showing. 300

SUMMARY

In Chapter II is an account of the cocurricular speech activities and the speech organizations of Watertown Senior High School. Speech activities originated in 1888 with the first class to graduate presenting orations at the graduation ceremony. Literary Societies were an activity at the turn of the century.

The cocurricular activity of debate began in 1908. At this time inter-class debates were popular with Watertown students. Watertown entered the South Dakota High School Debating League in 1916 and began scheduling debates on an inter-school basis in 1920. Watertown participated in the South Dakota High School Declamatory League and the High School Extemporaneous Speaking League of South Dakota. They have long been active in State Forensic competition.

Watertown Senior High School joined two other speech organizations to provide students with cocurricular speech activities. Watertown became a member of the National Forensic League in 1926. Three years previously Watertown had become a member of the Big Eight Conference.
Watertown Senior High School has sponsored various theatre activities. Among these activities were Senior Class plays, Junior Class plays and one-act plays. Operettas were a part of the theatre program from 1923 to 1936. Operettas were produced through the cooperation of the Music Department and the Theatre Department of the high school. These same departments currently produce the musical comedies that have been presented annually since 1963-1964.

Three student theatre organizations have dominated the period from 1924 to 1969. The Actorettes was the first theatre club to be organized. The Actorettes participated in one-act plays, the class plays, and purchased various pieces of equipment for the theatre. The Purple and Gold Masques replaced the Actorettes in 1937. A troop of the National Thespian Society was granted Watertown Senior High School in 1937. This honorary society produces Ki-Yi Kapers and presents the annual homecoming Ki-Yi Legend.

Watertown Senior High School initiated the cocurricular activity of radio with a daily program in 1932. A Radio Club was formed in 1937 for those interested in broadcasting. This club was active in scheduling various programs during the school year. In 1948 the Radio Club became the Microphone Workshop. The Microphone Workshop began a regular scheduling of programs that were broadcast from the high school building. This organization continued to be active through 1952-1953.
FOOTNOTES


3 1904 Senior Annual, p. 15.

4 Ibid., p. 21.

5 Purple and Gold, VI, February 17, 1922, 1.

6 The 1904 Senior Annual, p. 52.

7 The 1908 Senior Annual, p. 55.

8 Ibid., p. 64.

9 Ibid.

10 The Purple and Gold, Watertown Senior High School annual, 1916, not paginated.

11 The 1937 Arrow, Watertown Senior High School annual, p. 2.

12 Purple and Gold, XXIV, May 20, 1936, 1.

13 Purple and Gold, XXV, May 19, 1937, 6.

14 Purple and Gold, VI, February 17, 1922, 1.

15 Ibid.


17 Ibid.

18 Ibid.

19 Ibid.

20 Purple and Gold, VI, February 17, 1922, 1.

21 The Purple and Gold, Watertown Senior High School annual, 1916, not paginated.
22Purple and Gold, VI, February 17, 1922, 1.

23Purple and Gold, VI, March 17, 1922, 1.

24Constitution of the High School Debating League of South Dakota, 1917, By-laws, Article I, Section 1, not paginated.

25Purple and Gold, VI, February 17, 1922, 1.

26Purple and Gold, VI, January 13, 1922, 1.

27Purple and Gold, VI, March 3, 1922, 1.

28Purple and Gold, VI, March 17, 1922, 1.

29Ibid.

30Purple and Gold, VI, May 14, 1922, 1.


32Purple and Gold, VII, December 20, 1922, 1.

33Purple and Gold, VII, February 2, 1923, 1.

34Purple and Gold, VII, May 11, 1923, 1.

35Purple and Gold, VII, March 9, 1923, 1.

36The Sioux-I-Side, Watertown Senior High School annual, 1924, p. 59.

37The Sioux-I-Side, Watertown Senior High School annual, 1925, not paginated.

38Ibid.

39Ibid.

40Ibid.

41Purple and Gold, XVI, October 10, 1926, 1.

42The Arrow, Watertown Senior High School annual, 1927, not paginated.

43Purple and Gold, XVII, September 30, 1927, 1.
44The 1928 Arrow, Watertown Senior High School annual, not paginated.

45Purple and Gold, XVII, March 28, 1928, 1.

46Purple and Gold, XVIII, January 30, 1929, 1.

47Ibid.

48Purple and Gold, XXIX, March 12, 1930, 1.

49The Arrow, Watertown Senior High School annual, 1930, not paginated.

50Ibid.

51The 1937 Arrow, Watertown Senior High School annual, pp. 39-40.

52Ibid.

53Purple and Gold, XXV, April 19, 1937, 1.


55Ibid., II, 1926-27, 262.

56Ibid., III, April, 1928, 476.

57Ibid., II, 1926-27, 2.

58Ibid., IV, January, 1929, 29.


60Purple and Gold, XXII, February, 12, 1934, 1.

61The 1937 Arrow, Watertown Senior High School annual, pp. 39-41.

62Purple and Gold, XXIV, February 10, 1936, 1.

63William Turner, p. 45.

64Purple and Gold, XXIX, November 28, 1938, 1.

65Purple and Gold, XXIX, December 20, 1938, 1.

67 Ibid.  

68 Purple and Gold, XXXII, October 27, 1942, 1.  

69 Purple and Gold, XXXIII, March 7, 1944, 1.  

70 Purple and Gold, XXXIV, March 3, 1945, 1.  

71 Purple and Gold, XXXIV, October 24, 1944, 1.  

72 Purple and Gold, XXXV, November 2, 1945, 1.  

73 Purple and Gold, XXXV, January 30, 1946, 1.  

74 Purple and Gold, XXXV, April 10, 1946, 1.  

75 Purple and Gold, XXXVII, October 1, 1947, 1.  


77 Ibid.  

78 Purple and Gold, XXXVIII, January 28, 1949, 1.  

79 Purple and Gold, XXXVIII, December 17, 1948, 3.  

80 Purple and Gold, XXXVIII, January 14, 1949, 1.  

81 Donus Roberts personal interview, May 10, 1970.  

82 Purple and Gold, XXXIX, December 22, 1949, 2.  

83 Bruno E. Jacob, Executive Secretary National Forensic League, personal letter, May 2, 1970.  


86 Bruno E. Jacob.  

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93 Ibid.


95 Purple and Gold, XXII, May 8, 1934, 1.

96 Bruno E. Jacob.

97 Ibid.

98 Purple and Gold, XXIII, May 24, 1935, 1.

99 Purple and Gold, XXIII, April 15, 1935, 1.

100 Purple and Gold, XXIII, May 7, 1935, 1.

101 Purple and Gold, XXV, April 19, 1937, 1.

102 Bruno E. Jacob.

103 Ibid.

104 Purple and Gold, XXXVIII, October 24, 1948, 1.

105 Purple and Gold, XLV, October 30, 1955, 4.

106 Bruno E. Jacob.

107 Ibid.

108 Donus Roberts, Eleventh Annual Forensic Banquet, comments on file at Farmers and Merchants Bank, Watertown, South Dakota.

109 Bruno E. Jacob. Mr. Jacob informed the writer by personal letter on June 3, 1970, that Watertown Senior High School was the leading chapter in the nation as of the end of 1969-1970.

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Recorded interview of Mr. Lyman Fort, tape the property of Dr. Harold Jordan, University of South Dakota, Vermillion, South Dakota.

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Purple and Gold, XXIV, March 10, 1936, 1.

Purple and Gold, XXV, March 1, 1936, 1.

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Purple and Gold, XXXI, February 20, 1941, 1.

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Eleventh Annual Forensic Banquet, publicity release on file at Farmers and Merchants Bank, Watertown, South Dakota, pp. 2-3.
134 Purple and Gold, XVII, September 30, 1927, 1.

135 Ibid.

136 Purple and Gold, XXIII, November 5, 1934, 1.

137 Ibid.

138 Ibid.

139 Purple and Gold, XXXIV, November 15, 1944, 1.

140 Ibid.

141 Tournament schedule, unpublished records, Watertown Senior High School, Watertown, South Dakota.

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143 D. W. Evans, Assistant Executive Secretary, South Dakota High School Activities Association, personal letter, June 18, 1970.

144 Ibid.


147 Ibid.

148 Ibid.

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151 Ibid.

152 Ibid.

153 The Sioux-I-Side, Watertown Senior High School annual, 1924, p. 57.

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156 Ibid.

157 The Sioux-I-Side, Watertown Senior High School annual, 1925, not paginated.

158 Purple and Gold, XVI, November 21, 1926, 1.
159 The Arrow, Watertown Senior High School annual, 1927, not paginated.

160 Purple and Gold, XVIII, March 6, 1929, 1.
161 Purple and Gold, XIX, March 4, 1931, 1.
162 Ibid.
163 Ibid.

164 Purple and Gold, XXII, May 8, 1936, 1.
165 Purple and Gold, XXIII, March 4, 1935, 1.
166 Purple and Gold, XXV, September 14, 1936, 1.
167 Purple and Gold, XXVI, April 25, 1938, 1.
168 Purple and Gold, XXXIII, December 21, 1943, 1.
169 Purple and Gold, XXXVI, December 18, 1946, 1.

171 D. W. Evans, ibid.
173 Ibid.
174 Ibid.

175 Dr. Harold Jordan, personal letter, October 5, 1969.
176 Purple and Gold, XVIII, February 13, 1929, 1.
177 Purple and Gold, XVIII, February 27, 1929, 1.
178 *Purple and Gold*, XXIX, February 12, 1930, 1.

179 Ibid.

180 *Purple and Gold*, XIX, January 28, 1931, 1.

181 *Purple and Gold*, XIX, February 25, 1931, 1.

182 *Purple and Gold*, XIX, March 4, 1931, 1.

183 *Purple and Gold*, XXII, November 14, 1932, 1.

184 Ibid.

185 Ibid., p. 7.

186 *Purple and Gold*, XXII, September 18, 1933, 1.

187 *Purple and Gold*, XXIV, January 27, 1936, 1.

188 *Purple and Gold*, XXV, September 28, 1936, 1.

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190 *Purple and Gold*, XXIX, October 5, 1939, 1.


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194 *Purple and Gold*, XXIV, November 11, 1944, 1.

195 The 1904 Senior Annual, p. 35.

196 The *Purple and Gold*, Watertown High School annual, 1916, not paginated.


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204 Purple and Gold, XXIII, April 2, 1935, 2.

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211 The Sioux-I-Side, Watertown Senior High School annual, 1925, not paginated.

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217 Purple and Gold, XVII, October 13, 1927, 1.

218 The 1937 Arrow, p. 45.

219 Purple and Gold, XIX, December 6, 1929, 1.

220 The 1929 Arrow, Watertown Senior High School annual, p. 42.

221 Purple and Gold, XIX, December 17, 1930, 1.

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223 Ibid., p. 43.

224 Purple and Gold, XXI, September 22, 1932, 1.
225 *Purple and Gold*, XXIII, September 10, 1934, 1.

226 *The 1937 Arrow*, p. 42.

227 *Purple and Gold*, XXV, November 2, 1936, 1.

228 *The 1937 Arrow*, pp. 42-43.


230 Ibid.

231 *Purple and Gold*, XX, October 24, 1931, 1.


233 *Purple and Gold*, XXVII, October 10, 1938, 1.

234 *Purple and Gold*, XXIX, November 5, 1939, 4.

235 Ibid.

236 Miss Florence Bruhn, personal interview, May 15, 1970.


238 Ibid.

239 Ibid.


242 Miss Florence Bruhn, personal interview, May 17, 1970.

243 Ibid.


245 See *Purple and Gold*, XXIV, December 21, 1944, 1, and *Purple and Gold*, XXXV, March 20, 1946, 1.


248 Purple and Gold, XXXIV, December 12, 1944, 1.

249 Purple and Gold, XXV, March 20, 1946, 1.


251 See The Arrow, Watertown Senior High School annual for the years 1946-1969.


253 Ibid.

254 Ibid.

255 Purple and Gold, XXXII, February 23, 1943, 1.


257 Ibid.

258 Purple and Gold, XLVI, October 12, 1956, 1.

259 Purple and Gold, XLVI, November 21, 1956, 1.

260 See The Arrow, Watertown Senior High School annual for the years 1956-1959.

261 Purple and Gold, LIII, March 26, 1964, 1.


263 See The Arrow, Watertown Senior High School annual for the years 1964-1969.

264 Purple and Gold, XXXVIII, April 8, 1949, 1.


266 Purple and Gold, XXI, October 31, 1932, 1.

267 Purple and Gold, XXII, February 12, 1934, 4.

268 Purple and Gold, XXIII, September 24, 1934, 1.

270. Ibid.


278. *Purple and Gold*, XXXII, October 6, 1942, 1.


283. Ibid.

284. Ibid.


CHAPTER III

CURRICULAR SPEECH EDUCATION

This chapter deals with the development of curricular speech education in Watertown Senior High School. A philosophy of the development of classroom speech courses appeared in the Quarterly Journal of Speech in 1936. Mr. Henry Lee Ewbank wrote:

... we should remember that our profession [Mr. Ewbank was a member of the Speech Department of the University of Wisconsin] had its beginnings largely in preparing students for speech contests. The idea of having courses in speech and departments of speech did not spring from the brains of presidents and deans. It came from students who wanted to do well in literary societies, in required declamations and orations, and in the oratorical contests, and were willing to pay extra for special instructions in elocution. Speech courses, ..., grew out of student activities.¹

At the same time Mr. Ewbank was writing these general comments, Mr. Delbert C. Reutter was analyzing the speech courses in the secondary schools of South Dakota.² Mr. Reutter's M. A. thesis includes the statement:

... but it was not until 1932 that the South Dakota Course of Study was revised to include a plan for speech instruction and secondary schools developed a consistent curriculum of speech courses.³

These two statements provide the general background to this chapter.

Preparation of a complete record of the development of the curricular speech courses at Watertown Senior High School was hampered by the lack of official written records. The Curriculum Director of the high school, Mr. A. P. Sonstegard, explained that
Watertown Senior High School has the policy whereby instructors write a report at the end of the school year which explains the courses that they taught for the past year. These reports are collected in the spring and returned to instructors at the beginning of the next school year. Mr. Sonstegard continued, "This report is generally used by the new teachers . . . . It gives them specific information about the content of the course as it was last taught." He assumed that these reports were destroyed after their use.

To substantiate this policy an interview was conducted with Mr. D. D. Miller. Mr. Miller entered the Watertown school system in 1926 as a Biology instructor, became the High School Principal and was later promoted to Superintendent of Schools. He could not suggest a location for official written records that would contain the information on speech curriculum courses. Also, he agreed that Mr. Sonstegard's comment on the yearly reports was accurate. Mr. Miller suggested that a questionnaire sent to the individuals involved in teaching the speech courses would probably acquire the information.

The development of this chapter includes information gathered from questionnaires sent to past speech faculty members of Watertown Senior High School, high school annuals, the high school newspaper, the Watertown Public Opinion, and interviews with former students of Watertown Senior High School.
Speech Curriculum 1921-1931

The Column was the first high school newspaper to be published on a regular basis. This semi-monthly paper began publishing in November, 1919. The Column, in February, 1921, reported on the activities of "Better Speech Week." The "Better Speech Week" included students preparing speeches on "Better English" and dramatizations of "Better English" for the English IV [senior English] classes. Also, the student body and the faculty were given white tags that said "I Speak Good English." These white tags were replaced by a red tag when the individual misused spoken English. The February issue of The Column was the only issue located for 1921; so the results of the week's activities were unavailable. Interviews with individuals who were students at Watertown Senior High School in 1921 did not reveal any further information about the week.

The following article appeared in the first issue of The Purple and Gold on October 7, 1921:

The advanced classes in public speaking are continuing the work in oratory, declamation and dramatic readings. The first year public speaking classes have been studying pantomimes. However, the work in pantomimes is almost completed and the rest of the semester will be spent in discussing topics of the day.

The same issue of the paper introduces a new faculty member, Miss Florence Freeman, as head of the English Department. Her qualifications were listed as "a position at Iowa State Teachers College, located at Cedar Falls, where she was one of the instructors in English
and Public Speaking." An editorial in the February 17, 1922, issue of The Purple and Gold reports on "our one new class in rhetoric taught by Miss Freeman."

As the high school students moved into a new building in 1922 the public speaking courses continued. A student reported to The Purple and Gold that in his public speaking class "they have been studying the proper methods of voice control, tone placement and like subjects." In 1922-23 two public speaking classes were organized with Miss Marjorie Cates as instructor. During the second semester of this year the term "Public Speaking Department" was used by The Purple and Gold to describe these two courses. The "Public Speaking Department" consisted of "salesmanship, speeches, impromptus, reports of readings and speakers, and open forums."

Mr. Clifford King joined the Watertown faculty in 1927. In January, 1929, The Purple and Gold reported that "four members of Mr. King's public speaking class have worked out very fine orations."

An article in the next issue of the school newspaper explained the scheduling of the Public Speaking classes as, "Mr. King teaches Miss Porter's English II [sophomore] class from the standpoint of public speaking. Miss Goepfert is not teaching English IV to Mr. King's former public speaking class." Later the same year, 1929, The Purple and Gold reported:

Mr. King's call for sophomore public speaking volunteers, for the next semester, met with a generous response. Indeed, the demand has been so great that Miss Hydes will also give a six-weeks course.
Mr. King plans to have members of the class give several speeches a week, the main thought being to gain poise, and be able to form good speeches. During the latter part of the semester debate instead of speeches will be held regularly. 18

For the public speaking classes in 1930-31 the new instructor, Miss Frieda Gipson, emphasized, "... memorize short selections and practice giving them, working on appearance, voice and expression." 19

Speech Curriculum 1931-1958

Mr. Harold Jordan joined the teaching staff of Watertown Senior High School in September, 1931, as a teacher of speech and history. Also, joining the faculty at this time was Mr. Louis Anderson, who likewise taught speech and history. 20 To ascertain the speech courses taught while these men were the instructors in speech, Mr. Jordan was asked to complete a questionnaire. The following material is based on his response to the questionnaire.

Mr. Jordan recalled that he taught "two sections of Public Speaking for juniors and three classes in American History." 21 He responded that Mr. Anderson's teaching schedule included one Public Speaking class and various courses in history. Mr. Jordan said the content of the Public Speaking course was "selecting a subject, speech preparation, organization, delivery (posture, movement and gesture), voice, various types of speeches, interpretation, drama, radio speaking and debate." 22 When asked about a course outline, he said, "In the five years [1931-1936] the outline was altered in some respects, short speeches predominated the assignments--three to five minutes." 23 The Public Speaking course textbook was written by Lockwood and
Mr. Jordan said, "I do not remember a change of text during the time I was there [1931-1936], but I'm not sure. I remember utilizing Craig's text for my own use. I also used some college texts—Wolbert, particularly."

During the years Mr. Jordan was teaching at Watertown Senior High School a change in curriculum scheduling was announced. The *Purple and Gold* reported the change as:

Public Speaking has been discontinued in the Sophomore year in Watertown High School due to the fact that complaints have been received from teachers of Junior English that the ex-sophomores have shown inability in the use of correct oral and written English.

Henceforth, the semester of Public Speaking will be taken with a semester of American Literature, comprising the Junior year of English, . . . .

This change was initiated in September, 1934. The writer was unable to locate evidence that would clarify the disagreement between Mr. Jordan's comments about his teaching speech to juniors and *The Purple and Gold* report.

Student attitude concerning the material presented in the required semester of speech is reflected in this letter to students of Watertown Senior High School in 1937 by Miss Ester Okldale who had moved from Watertown to Brooklyn, New York. She wrote, "Then I have speech again. I think it will be a snap because I've taken a semester of it last year, but they go more into the technical part of it . . . they call it delivery skills."
A new speech course was added to the curriculum in 1944-45. Miss Dorothy Bailey was the new debate coach and was teaching the new debate class. The Purple and Gold quoted her while speaking of the class:

It is to enable all students who are interested in debating to learn more about it . . . . Students who take the debate class are not required to take speech during their junior year.30

This is the debate class that became a part of the method of selection of the debate squad members.31 Evidence indicates a debate class "for sophomores and juniors" was a part of the speech curriculum in 1949.32 It is not known whether this debate class was a continuation of the class initiated by Miss Bailey.

In February, 1952, Mr. Clayton Lorenzen, who had been a member of the Watertown faculty since 1950-1951 as a speech instructor, left the high school for a position with the Sioux Falls Crippled Children's Hospital.33 His staff position was filled by Mr. Wayne Hoogestraat. When answering the questionnaire, Mr. Hoogestraat described the three sections of junior speech classes he instructed as including, "Research, organization, and delivery of speeches . . . discussion, phonetics, oral reading and parliamentary procedure."34 Dr. Hoogestraat recalled the textbook available for the course was written by "Watkins and Frost."3536 During the Spring of 1952, Mr. Hoogestraat taught American Government as well as speech.37

Mr. Harold Sampson became "the Director of Forensics and Instructor in Speech at Watertown Senior High School in 1952."38
Mr. Sampson remained at Watertown through the 1957-1958 school year. In his response to the questionnaire sent him he made the following comments about the speech course he taught while at Watertown.

Speech Fundamentals--required of all WHS students ... taught during a student's junior year ... 
Advanced Speech--offered to junior and seniors ... included all aspects of speaking with emphasis on oratory. Discussion and Debate--this course was for the advanced students in their sophomore year. This course studied the theory and skills of discussion and debate ... the curricular title for the course was English II.39

Dr. Sampson recalled a textbook change, Ease in Speech by Painter,40 for the fundamentals course. This change was in 1953-1954 and to the best of his knowledge this text was used throughout the time he remained in Watertown.41

Speech Curriculum 1958-1969

In 1958-1959 Mr. James Mc Croskey became the Director of Forensics and teacher of speech at Watertown Senior High School. In response to the questionnaire sent him, Mr. McCroskey wrote a survey of the two years he spent in Watertown. He said:

In 1959, we moved the required speech course down to the ninth grade level. This was a general introduction to public speaking course. Prior to my arrival and during the time I was there, there was an elective debate course taught at the tenth grade level by Mr. Eugene Erlandson. I taught an advanced speech course, one semester in length, in my first year in Watertown. The next year this became a full year course. It was debate oriented the first semester and a Theory of Persuasion course the second semester.42

Mr. McCroskey explained the textbook used in the advanced speech course was Persuasion written by Brembeck and Howell43 for the second semester and Argumentation and Debate by Chenoweth44 for the first semester.45
The elective debate course referred to by Mr. McCroskey was taught by Mr. Eugene Erlandson from 1957-1958 through 1966-1967. Mr. Erlandson said the course included discussion, debate, declamation, extemp, literature and grammar. Mr. Erlandson reported this course was the same discussion-debate course taught by Mr. Sampson.46

The current Director of Speech Activities, Mr. Donus Roberts, joined the Watertown Senior High School faculty in September, 1960. Mr. Roberts explained the present speech curriculum in a personal interview and answered the questionnaire. He stated:

"The Speech Fundamentals," he described as, "regular speech fundamentals! The Advanced Speech course presents to students theories of argumentation, the structure of arguments, organization, persuasive rhetoric and group dynamics."48 The Communications course is "a seminar type course that is 50 per cent student taught. Interpretation, Radio-TV, speech correction, contemporary rhetoric and speech criticism are the subject areas included."49

When asked about the textbooks used in these courses, Mr. Roberts listed:

- Speech Fundamentals—Speaking Well by Loren Reid50
- Advanced Speech—Decision by Debate by Ehninger and Brockreide51
- Argumentation and Debate by Freeley52
- Oral Interpretation by Lee53
- The Dynamics of Discussion by Barnland and Haiman54

Communications——No full time textbook is used . . . just reference materials.55
Honored Speech Teachers

Watertown Senior High School has had an outstanding speech faculty. The South Dakota Speech Teacher's Association honors two teachers each year "who ... made an outstanding contribution to speech in South Dakota High Schools". A survey of the list of teachers previously honored by the Speech Teacher's Association revealed the following teachers who are or have been a member of the Watertown speech faculty.

April, 1954       Mr. William Turner
October, 1957    Mr. Harold Sampson
May, 1966        Mr. Eugene Erlandson
May, 1967        Mr. Donus Roberts
November, 1968   Miss Betty Sterner

Further evidence of the quality of the Watertown Speech faculty is this list of former faculty members and their current positions.

Dr. Harold Jordan is the Retired Department Chairman of the Department of Speech, University of South Dakota, Vermillion, South Dakota.

Mr. William Turner has been a member of the Department of Speech at Adams State College of Colorado, Alamosa, Colorado, and the University of Hawaii, Honolulu, Hawaii.

Dr. Wayne E. Hoogestraat is Chairman of the Department of Speech, South Dakota State University, Brookings, South Dakota.

Dr. Harold Sampson is Chairman of the Department of Speech at Central Missouri State College, Warrensburg, Missouri.

Dr. James McCroskey is the Director of Graduate Studies in Speech at Illinois State University, Normal, Illinois.

Dr. D. Waldo Tiezen was the President of Central Missouri State College at Warrensburg, Missouri.
Chapter III is a chronological account of the development of the Curricular Speech Education program of Watertown Senior High School. The first reported speech education class was a Public Speaking class organized in 1921. Oratory, declamations and dramatic readings as well as discussing topics of the day were the assignments of this Public Speaking class. In 1922, two classes in Public Speaking were organized. Public Speaking was the first speech education class offered to sophomore students at Watertown Senior High School. The sophomore Public Speaking classes were organized in 1929. The Public Speaking classes of Watertown Senior High School were established as part of a students junior year schedule (in September, 1934).

A new debate class was scheduled for those students interested in debate in 1944. This class could be substituted for the required junior level Public Speaking class. By 1952 three courses in speech education were scheduled as part of the speech curriculum. The courses were a Speech Fundamentals course, an Advanced Speech course and a Discussion and Debate course.

The required speech course was moved from the junior level to the ninth grade level in 1959. This required Fundamentals course is still taught at the ninth grade level.
In the 1968-1969 school year two speech courses were offered as electives to students. Advanced Speech introduces students to argumentation theory, persuasive rhetoric and group dynamics. The second elective course is entitled Communications. Communications is a seminar course which may include discussions of contemporary rhetoric, speech criticism, speech correction and interpretation.
FOOTNOTES


3 Ibid.

4 A. P. Sonstegard, Curriculum Director, Watertown Senior High School, Watertown, South Dakota, personal interview, October 21, 1969.

5 Ibid.


7 Ibid.

8 Purple and Gold, VI, October 7, 1921, 4.

9 Ibid., 1.

10 Purple and Gold, VI, February 17, 1922, 1.


12 Purple and Gold, VII, November 21, 1922, 1.

13 Purple and Gold, VII, March 24, 1923, 1.

14 Purple and Gold, VII, March 29, 1923, 1.

15 Purple and Gold, XVII, September 30, 1937, 1.

16 Purple and Gold, XVIII, January 16, 1929, 1.

17 Purple and Gold, XVIII, January 30, 1929, 1.

18 Purple and Gold, XVIII, February 27, 1929, 1.

19 Purple and Gold, XIX, May 22, 1931, 1.

20 Purple and Gold, XX, October 24, 1931, 1.

22Ibid.
23Ibid.
26Bibliographical reference to this author could not be located.
28Purple and Gold, XXII, September 10, 1934, 1.
29Purple and Gold, XXV, March 1, 1937, 1.
30Purple and Gold, XXXIV, October 3, 1944, 3.
31Purple and Gold, XXXIV, November 15, 1944, 3.
32Purple and Gold, XXXVIII, April 22, 1949, 3.
33Purple and Gold, XLI, February 7, 1952, 1.
34Dr. Wayne Hoogestraat, personal letter, no date.
36Dr. Wayne Hoogestraat.
37Ibid.
38Dr. Harold Sampson, personal letter, June 16, 1970.
39Ibid.
41Dr. Harold Sampson.
42Dr. James McCroskey, personal letter, June 3, 1970.
Bibliographical reference to this author could not be located.

Dr. James McCroskey.


Mr. Donus Roberts, personal interview, May 19, 1970.

Ibid.

Ibid.


Mr. Donus Roberts.

See Appendix A for a complete list of the members of the speech faculty at Watertown Senior High School.


Ibid. 11.


Dr. Wayne Hoogestraat, personal interview, June 23, 1970.

Dr. Wayne Hoogestraat, personal letter, no date.

Dr. Harold Sampson, personal letter, June 16, 1970.

Dr. James McCroskey, personal letter, June 3, 1970.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken as an attempt to present a chronology of the development of curricular and cocurricular speech education at Watertown Senior High School. The time period surveyed was from 1879 through the 1968-1969 academic year. In order to determine the curricular and cocurricular speech education data were gathered concerning these areas as well as data concerning the historical background of Watertown Senior High School.

The Watertown School District was organized in April, 1879, and the completion of the first school building was in November of that same year. This first building was located on the present site of Watertown Junior High School and was called Lincoln School. The first graduation class was in 1888 and consisted of five girls.

Four periods of school building construction occurred between the construction of Lincoln School and the completion of a new senior high school in 1961. The first building expansion was completed in 1888 and the building was called Central. It housed grade school students along with high school students.

The second expansion occurred in 1910. This building was used in combination with Central and housed the high school and junior high
school students. With this building expansion the high school curriculum was extended to include courses such as agriculture, manual training and home economics.

A new building for the exclusive use of high school students, was built in 1922. This structure completed a three-building complex that served as a center of secondary education through 1961.

In 1961 a new high school-civic arena complex was completed. With the movement of the high schools students to this new complex the junior high school students expanded into the old high school building.

The development of cocurricular speech activities and organizations was centered on the areas of Forensics, Theatre and Radio. Prior to the growth of these three areas Watertown Senior High School students participated in Literary Societies, rhetorical exercises, and graduation orations. The graduation orations probably have evolved into the current tradition of two graduating seniors being honored as class speakers at Class Night ceremonies.

Inter-class debates were popular contests at Watertown during the late 1890's and early 1900's. In 1926 the inter-class debates became part of the selection process for debate squad members and were expanded to include sophomores.

Inter-school debating was initiated in 1916 when Watertown Senior High School joined the South Dakota High School Debating League. The school year of 1920-1921 was the beginning of continuous interscholastic forensic activities for Watertown. Watertown Senior High
School won its first State Debate Championship in 1923 and has taken the title eleven times since that year. The Watertown forensics squad has won national honors as a member of the National Forensic League in the National Forensic League National Tournament.

Extemporaneous speaking and declamation have also been included in the forensic events in which Watertown has participated. It was pointed out that Watertown was participating in the South Dakota High School Declamation League in 1924 while it joined the High School Extemporaneous Speaking League of South Dakota in 1929.

Junior and Senior Class plays, one-act plays and three theatre organizations have comprised some of the theatre activities of Watertown Senior High School. Operettas were featured on the theatre schedule from 1923 to 1936 and musical comedies have become a part of the schedule since 1964.

The Senior Class play was among the first theatre activities to appear at Watertown Senior High School. It was first presented in 1916. The Junior Class play apparently was first begun in 1927.

The Actorettes was the first organized dramatics club in Watertown Senior High School. The club was formed in 1924 to study and produce plays and to purchase equipment for the stage. The Actorettes changed its name to the Purple Masque and the Gold Masque in 1937. The same year found Watertown accepted to membership in the National Thespian Society. This honorary theatre society produced plays and raised funds for stage improvement. Members of the National Thespian Society set a precedent in 1946 when they substituted a
vaudeville show, Ki-Yi Kapers, for the previously presented three act play. Ki-Yi Kapers has since become an annual event in the theatre activities calendar for Watertown Senior High School.

One-act plays were presented first by the Actorettes, then by the Purple and Gold Masques. One-act plays became a state interscholastic contest in 1956-1957, and Watertown Senior High School has prepared one-act plays for the competition since the state contest was begun.

The speech activity of Radio developed in 1932, when the high school began airing daily programs on the local station. A continuing student interest in radio evolved into the organization of a Radio Club in 1937. The purpose of this club was to train those who were interested in broadcasting. The Radio Club had various programs scheduled throughout the school year.

The Microphone Workshop replaced the Radio Club in 1948. Construction of a remote studio within the high school for the use of the students' programs was also completed in 1948. The Microphone Workshop continued various activities throughout the school years to May, 1953.

The cocurricular speech activities of Watertown Senior High School have been many and varied. The numerous speech organizations have provided the means for the local speech activities to have representatives in local, state and national interscholastic competition.
The development of curricular speech education was also reviewed chronologically. The period under study, 1879-1969, was separated into three periods: 1921-1931, 1931-1958 and 1959-1969. The lack of official written records hindered the complete development of this history of curricular speech education at Watertown Senior High School.

During the first period, 1921-1931, public speaking was the only speech education course offered. It was taught to both juniors and seniors. The course content varied from emphasis on the contest activities of declamation and oratory to the proper methods of voice control.

During the second period, 1931-1958, the sophomore public speaking classes were discontinued and public speaking was scheduled for one semester in the Junior year of English. The course content included selecting a subject, organization, speech preparation and delivery of the speech as well as interpretation, drama and debate.

A debate class was added to the speech curriculum in 1944. This debate class could be substituted for the required junior level speech class. A debate class was also taught in 1949 but it is not known whether it was or it was not a continuation of the course started in 1944.

By 1954 the speech education curriculum contained three courses; the Speech Fundamentals course, required of all Watertown Senior High School students, an Advanced Speech course and a Discussion and Debate course. The latter course was offered to advanced students in their
sophomore year. The Advanced Speech course was offered to juniors and seniors and included all aspects of speaking with emphasis on the individual events of the forensic activities.

The third and final period includes the years 1959-1969. Three speech education courses were offered during this period but changes in content and scheduling had occurred.

The required speech course was moved to the ninth grade level. The discussion and debate course continued to be offered until it was absorbed into the Advanced Speech course which included much the same speech activities as were offered in the discussion and debate course. A new course, Communications, was added to the speech curriculum during this period. The Communications course includes speech correction, contemporary rhetoric and criticism, among its areas of study. The speech education faculty of Watertown Senior High School has been honored for its excellence by the South Dakota Speech Teacher's Association.

Conclusions

(1) Watertown Senior High School has a long standing record of excellence in local, state and national forensic contests. This leads to the possible conclusion that--(2) Success in cocurricular speech activities while students at Watertown Senior High School has resulted in many of these students entering the profession of speech or in professions that complement the field of speech.
(3) Watertown curricular speech education developed in concert with the cocurricular speech activities and organizations.

(4) Watertown Senior High School was among the first of the secondary schools in South Dakota to include speech education in its curriculum.

(5) Speech offerings at Watertown Senior High School have grown throughout the years.

(6) Watertown Senior High School is continuing its evolvement in quality speech education.

Implications for Further Study

Combining this historical study with the studies of the development of speech education at Sioux Falls Washington High School and Yankton High School along with the completed studies of the speech offered in South Dakota's eleven colleges and universities could result in a broader understanding of the development of speech education in our state. Combining of all the historical studies with the surveys of speech training in South Dakota, the analysis and evaluation of speech courses and activities offered in South Dakota, and the history of organized extra-curricular speech for South Dakota could add to the growing body of knowledge concerning speech education. Any further historical studies would add to the available knowledge concerning speech in South Dakota and could enhance our understanding of the history and status of speech instruction.
The following list of Watertown Senior High School faculty members is composed of some of the individuals associated with instruction in speech education. The list was gathered from the high schools newspapers, high school annuals and personal interviews.

1908-1909 Miss Myrtle O. Shane
1917-1918 Miss Elizabeth VanDenburgh
1921-1922 Miss Florence Freeman
  Miss Margaret Nicholas
1922-1923 Miss Marjorie Cates
  Mrs. Susan Craig
1923-1924 Miss Gladys Grace
  Mrs. Susan Craig
  Miss Anna Sundholm
1924-1925 Miss Anna Sundholm
  Miss Mary Thurston
  Miss Minnie Ratzlaff
1925-1926 Miss Mary Thurston
  Miss Mabel Pfeiffer
1926-1927 Mr. Clifford King
  Miss Ester Daley
1927-1928 Mr. Clifford King
  Miss Agnes Hyde
  Miss Nancy Yeamans
  Miss May Gibson
1928-1929 Miss Agnes Hyde
  Mr. Clifford King
  Mr. Donald Erickson
1929-1930 Miss Agnes Hyde
  Miss Grace Schuster
  Miss Mary LaFleur
  Miss Dorothy Goepfert
1930-1931 Miss Grace Schuster
  Miss Freida Gipson
1931-1932 Mr. Harold Jordan
  Mr. Louis Anderson
  Miss Grace Schuster
1932-1933 Mr. Harold Jordan
  Mr. Louis Anderson
  Miss Grace Schuster
1933-1934  Mr. Harold Jordan
           Mr. Louis Anderson
           Miss Grace Schuster

1934-1935  Mr. Harold Jordan
           Mr. Elmer B. Eklo
           Miss Grace Schuster

1935-1936  Mr. Harold Jordan
           Mr. Cleon Reidinger
           Miss Carol Sanoy
           Miss Grace Schuster

1936-1937  Mr. Kenneth L. Graham
           Miss Helen Hendricks
           Miss Marion Karrigan
           Mr. Cleon Reidinger

1937-1938  Miss Marion Karrigan
           Miss Elaine Pagel
           Mr. D. Waldo Tieszen
           Mr. T. VanAusdall
           Miss Helen Hendricks

1938-1939  Miss Marion Karrigan
           Miss Phyllis Roberts
           Miss Phyllis Avery
           Mr. D. Waldo Tieszen
           Mr. T. VanAusdall
           Mr. Leverell Hoag

1939-1940  Miss Marion Karrigan
           Miss Phyllis Roberts
           Mr. D. Waldo Tieszen
           Miss Florence Bruhn

1940-1941  Miss Florence Bruhn
           Miss Marion Karrigan
           Miss Phyllis Roberts

1941-1942  Miss Florence Bruhn
           Miss Marion Karrigan
           Miss Phyllis Roberts

1942-1943  Mr. D. Waldo Tieszen
           Miss Grace Ahern
           Miss Florence Bruhn
           Miss Eva Nelson
           Miss Mertys Olson
           Mr. Merton Meinecke

1943-1944  Miss Grace Ahern
           Mr. Mirian Smith
           Miss Florence Bruhn
           Miss Eva Nelson
           Mr. Merton Meinecke

1944-1945  Miss Dorothy Bailey
           Miss Jennie Mae Heaton
           Mr. Mirian Smith
           Miss Florence Bruhn
1945-1946
Mrs. Juanda Larsen
Mrs. Minerva Lorange
Mrs. Lyle Nelson
Mr. D. Waldo Tieszen
Miss Florence Bruhn
Mr. Earl Devault

1946-1947
Mr. Andy Schenk
Mrs. Naomi Moede
Miss Florence Bruhn

1947-1948
Mr. William Turner
Miss Janet Brown
Mrs. Naomi Moede
Miss Florence Bruhn

1948-1949
Mr. William Turner
Miss Florence Bruhn
Miss Ruth Arnold

1949-1950
Miss Ruth Arnold
Mr. William Turner
Miss Florence Bruhn

1950-1951
Mr. Clayton Lorenzen
Mrs. Mildred Moore
Miss Joan Pearson
Miss Florence Bruhn

1951-1952
Mr. Clayton Lorenzen to January, 1952
Mr. Wayne E. Hoogestraat from January, 1952
Miss Florence Bruhn
Miss Penny Jorgenson

1952-1953
Mr. Harold Sampson
Miss Florence Bruhn

1953-1954
Miss Florence Bruhn
Mr. John Dutch
Mr. Rudy Stradinger
Mr. Harold Sampson
Mr. Herb Teske

1954-1955
Mr. Harold Sampson
Mr. Herb Teske
Miss Florence Bruhn
Mr. Rudy Stradinger

1955-1956
Mr. Harold Sampson
Mr. Herb Teske
Miss Florence Bruhn
Mr. Rudy Stradinger

1956-1957
Mr. Harold Sampson
Mr. Herb Teske
Miss Florence Bruhn
Mr. Rudy Stradinger
Mr. Eugene Erlandson
1957-1958
Mr. Harold Sampson
Mr. Eugene Erlandson
Miss Florence Bruhn
Mr. Rudy Strandinger

1958-1959
Mr. James McCroskey
Mr. Eugene Erlandson
Mr. Rudy Strandinger
Miss Florence Bruhn

1959-1960
Mr. James McCroskey
Mr. Eugene Erlandson
Mr. Rudy Strandinger
Miss Florence Bruhn

1960-1961
Mr. Donus Roberts
Mr. Eugene Erlandson
Miss Florence Bruhn
Mr. Rudy Strandinger

1961-1962
Mr. Donus Roberts
Mr. Eugene Erlandson
Mr. Lewis Feuerstein
Miss Florence Bruhn
Mr. Rudy Strandinger

1962-1963
Mr. Robert Lang
Mr. Donus Roberts
Mr. Lewis Feuerstein
Mr. Eugene Erlandson

1963-1964
Mr. Donus Roberts
Mr. Lewis Feuerstein
Mr. Eugene Erlandson
Mr. Robert Field

1964-1965
Mr. Donus Roberts
Mr. Lewis Feuerstein
Mr. Eugene Erlandson
Mr. Robert Field

1965-1966
Mr. Donus Roberts
Mr. Lewis Feuerstein
Mr. Eugene Erlandson
Mr. Robert Field

1966-1967
Mr. Donus Roberts
Mr. Lewis Feuerstein
Mr. Eugene Erlandson
Miss Karen Rasmussen
Mr. Robert Field

1967-1968
Mr. Donus Roberts
Mr. Lewis Feuerstein
Miss Karen Rasmussen
Miss Betty Stener

1968-1969
Mr. Donus Roberts
Mr. Lewis Feuerstein
Miss Karen Rasmussen
Mr. Wayne Klinker
Miss Betty Stener
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