

Practices In High School Debating

IN an effort to discover practices followed in debating among the high schools of South Dakota, we sent out a questionnaire a year ago, from which the following information and conclusions were determined:

The questionnaire was sent to the members of the South Dakota High School Debating League of one hundred and twenty-five members. About one-fourth of the schools replied to the questionnaire. Some of these replies were given only in part. Our questionnaire covered oratory and extempore speaking also, but we will confine our comment here to the "findings" only on debate.

An average of fourteen students in the schools reporting participated in the preliminary debate tryouts. An average of six to seven students finally made up the debate teams. One-fifth of the schools did not require that their debaters prepare on both sides of the question.

We were interested in learning whether one side of the question won most of the judge decisions. We learned that the affirmative won only three times more than the negative. This was interesting in view of the comment one often hears to the effect that, "The affirmative nearly always wins;" "The last speaker being for the affirmative gives such an advantage that the negative has little chance;" "The negative wins most often because the affirmative has the burden of proof."

On the matter of judging systems as used, schools were about evenly divided on the expert or critic system and the three-judge system. When the critic judge was used, in most cases such judge was a teacher of speech. In many cases when a critic judge was used, he was not required to give an analysis or criticism of the contest.

The critic judge seemed to have voted as often for the visiting team as for the home team. This was interesting too in view of the varied statements, "The judge will vote for the home team;" "If in doubt, the judge will vote for the visiting team" (perhaps to carry the "evidence" that were he not sure of his decision, he would vote for the home team).

In answer to the question, "Was the critic judge satisfactory?" the "yes" answer predominated. As to system of judging preferred, the critic judge system was favored, but qualified by the remarks, "If he can avoid hobbies;" "If qualified;" "If with analysis;" "If three experts, not one."

To the question, "Is your instructor in speech trained for this particular work: (a) in having had experience as a student in former contest work; (b) in having taken college courses preparatory for teaching speech;" the answers were nearly always in the affirmative. Since the degree of experience referred to and the extent of training was not mentioned, only in this

general way, perhaps the answers should not be taken as being very significant. Then too, probably in most cases the teachers in question filled out the questionnaire.

We asked in this connection also whether speech teachers taught other courses. As would be expected in smaller high schools, they were required to teach everything.

Many schools give from a fourth to a half unit of credit for debating. One-tenth of the schools reporting award forensic medals to those graduating. One-half of the schools did not answer the question regarding the giving of medals for forensic achievement. Some schools release debate participants from other class work, "when necessary." Some think of debating as being extra-curricular, like tennis and glee-club. (Some schools give banquets in honor of those who achieve in this field. Some students are free from "giving book reports." Some schools give extra-curricular credit. One-fourth of the schools elect participants to membership in the National Forensic League.



IS IT TRUE OF SPEECH?

Now, the right way to go to work—strange as it may appear—is to look at pictures until you have acquired the power of seeing them. If you look at several thousand good pictures every year, and form some sort of practical judgment about every one of them—were it only that it is not worth troubling over—then at the end of five years or so you will, if you have a wise eye, be able to see what is actually in a picture, and not what you think is in it. Similarly, if you listen critically to music every day for a number of years, you will, if you have a wise ear, acquire the power of hearing music. And so on with all the arts.



There is an ancient legend which tells us that when a man first achieved a most notable deed, he wished to explain to his tribe what he had done. As soon as he began to speak, however, he was smitten with dumbness, he lacked words, and sat down. Then there arose—according to the story—a masterless man, one who had taken no part in the action of his fellow, who had no special virtues, but afflicted,—that is the phrase,—with the magic of the necessary words. He saw, he told, he described the merits of the notable deed in such a fashion, we are assured, that the words "became alive and walked up and down in the hearts of all his hearers." Thereupon, the tribe seeing that the words were certainly alive, and fearing lest the man with the words would hand down untrue tales about them to their children, they took and killed him. But later they saw that the magic was in the words, not in the man.

—KIPLING.

Debating To Win

BY PROF. H. D. HOPKINS

(Prof. Hopkins is head of the Speech Department at Heidelberg University where the last National $\Pi K \Delta$ Convention was held. He is now National Fourth Vice President of Pi Kappa Delta.)



WHENEVER a group of debate men are gathered together, somewhere in the conversation you are sure to hear the complaint that debate is waning. This may be an unrationalized result of failure to secure popular support for the debate program or it may be an honest opinion produced by local conditions. Its refutation is the matter of a mere review of debate schedules carried on today both in secondary schools and colleges. Thruout the conversation will be frequent charges of gross inefficiency in the preparation of and conduct of debate, even unveiled charges of lack of fundamental honesty in those who have these activities in charge.

These two lines of comment and criticism assert that debate has "arrived" but that it has not arrived in wholly satisfactory state — that we have much yet to do to justify its present pretentious proportions. This is the background for the consideration of this article.



OHIO BETA CHAPTER, PI KAPPA DELTA
Heidelberg University

We shall each have to decide for ourselves whether debate is a sport, an activity, or a specialized purposive training. After all, where we place it does not much matter. The same principles will still apply. But winning involves another element. To win, in one sense, involves decisions and records and in that it resembles a sport. But beneath these superficial values are those of training in the stuff that comprises debate—efficiency in technique, development of personality and character, proficiency in the matter of speech, mental keenness and alertness and finally fundamental sports-

manship. True, these may every one be included where to win means to get decisions and build records, but it is equally true that many if not all may also be forgotten where an end may serve to justify any means. If by "to win" we mean to achieve the objectives we set for ourselves then successful debating involves at the outset a determination of these objectives.

Let us consider for the moment the wide spread front of debate as we know it, with its background in public and legislative halls, dignified by Webster and Lincoln, entertained by Darrow and seriously purposive tho not always dignified in political campaigns. Radio and press have provided an immediate and nationwide audience. In our own field, conventionalized for whatever purpose we set up for it, stands first the formal type, pursued to a decision—expert or in experts as finances and inclinations dictate. Then follow a host of special forms:—the no-decision debate, the open forum debate with discussion only, the open forum with unqualified audience decision and with decision from shift of opinion, open forum arranged in triangles with all teams debating before foreign audiences, the mixed debate, involving a swapping of members and requiring quick adaptation to other material and development, the impromptu or twenty-four hour debate involving hasty preparation and ability to go a long way with a little. Then, while this list is not exhaustive of methods and forms at large in the field, we have the "Oregon" type with cross examination following the regular speeches, and the type brought to us by English teams, prepared specifically for the audience, often pure burlesque with entertainment its aim and often developed to fit the needs of globe-trotting teams that come to us prepared (?) to debate either side of any question that the school that will finance them may request.

The preparation for these varied forms of debate becomes the next step in our discussion—preparation varying from even an absence of supervision to the far extreme where the debaters become merely the mouthpieces for the thinking and writing of the coach. Often preparation is a long and exceedingly careful process, in regular classes of required attendance, carrying full college credit. The training is the all important thing and the debate itself and its outcome but incidental. Again, the degree of preparation depends on the objectives we set up for debate. Let us apply this training—small or extensive—to the wide programs now attempted by many colleges, separate teams for men and women, for freshmen and upperclassmen, for alternates and regulars, all designed for the public and not for the class room and we have a fairly accurate cross section of what preparation must be.

There is a corresponding diversity in the conduct of debate, varying from the coach who is content to put poorly trained and poorly prepared teams into competition, with no apparent concern for the effect on both participants and those to whom debate should exhibit an attempt at least to reach some perfection in the art, to the coach who resorts to every stratagem to build a record, please his president and so intrench himself in his job. We involve here the clever wording of the question, the selection of judges, and the distortion of debate strategy so as to secure unfair and unwarranted advantages of opponents. I am not here advocating the judgeless debates, where

the teams are fit to be judged, but the elimination of judges is surely to be desired to the method of cataloguing prospective judges on everything from politics to religion. The insistence of college heads for winning teams has been a powerful incentive to employ these methods of judge selection—methods no longer even questionable and exemplified by one coach who proposed that the home school should select all judges for the home debates—then the home teams could win, and everybody would be satisfied. There is so much bitterness, so much poor sportsmanship, so much unethical conduct bordering on actual dishonesty in this problem of debate arrangements that this entire paper, if criticism were its purpose, might be devoted to this field. I seek here, however, not to criticise but to show the lack of common appreciations and the presence of menaces which challenge us to check up on ourselves if debate is to prosper.

As we pass on into what constitutes effective debating, we cannot criticise the judge for his failure to always know, according to our standards, himself. This great variety of debate styles itself is evidence of a similar uncertainty in the mind of the coach. We have exclaimed against debates which are pure memory contests, not here raising the question of whose material it is—memory work extending clear thru to the last canned card of the last canned rebuttal—insistently dragged in, not because it is vital but because it is prepared.

Opposed to this method of preparation is debate that is purely extempore, constructive as well as rebuttal; and again, the happy medium employing ability to weave a debate around certain memorized portions, introduced to meet the needs of each new case. Perhaps we should pause here to offer that the pure extempore where long pursued on one subject may approach the completely memorized, as repetition creates artificiality. Applied to all these methods are the special mannerisms of presentation, representing a wide departure from common standards. The employment of force and vigor, the tendency to rant, to employ brute force, often seeking to convince by shouting, table pounding and stimulated personal animosity toward an opponent are not uncommon practices. I have even seen unbridled passion lead to use of language of common street brawls with the epithets of a thug and a gangster banded back and forth between teams—college teams.

In contrast to this far extreme is the increasing tendency to promote culture and poise—with debaters in formal or semi-formal dress, courteous, gracious, pleasing, and gathering force from sheer charm of presentation,—not affected or unnatural but stressing the side of the cultured speaker, serious, virile, civilized, and over all—mentally keen. In addition to these factors with their wide divergence is the judgment as portrayed in the debate of what in the coach's mind is of greatest value in the process of persuasion and conviction, such as authority, analogy, reason and logic, humor, analysis or facts, and many others, alone or in combination.

The value of this analysis of conditions existing in debate as it exists today is to show the tendency toward chaos especially in the small college attempting to do all these things and giving only a veneer of value to the

debater and contributing only confusion to the audience we seek to cultivate. If the purpose of debate be to mold public opinion, or to influence action thru presentation of solid argument effectively shot thru with persuasion then we may well question the value of so frantic an effort toward experimentation and the effort to secure popular support by the introduction of novelty at the expense of solid preparation. I grant freely that I am assuming that much debate on so scattered a technique is below par but the rule of reason is so strong that I am willing to couple it with personal observation and let it stand.

Out of this experimentation must come common standards which take from this wide array of debate such of its good features as indorse themselves and then discard the balance—unifying our efforts and our methods. We need standards of the purpose of debate, of the conduct of debate, of methods of debate, of sportsmanship in debate, of personal objectives sought for those who participate. We need standards of common honesty.

With a consciousness of the need of a basic common standard to which we could all subscribe I am offering this survey which I am pleased to call a "code of ethics" for the forensic field. It is not new nor all inclusive and in it I have only sought to restate principles the review of which might be salutary. I am sure the thinking on these things will aid me to better keep my feet on the ground in my own department. For convenience only I am dividing this code into four phases of debate: arrangements, conduct of the debate, content, and performance.

Arrangements

1. Negotiations, involving response to correspondence and determination of details should be courteous, sincere and cordial—and fair.
2. The entertaining school should consciously be a friendly host—promoting good will and mutual appreciation as an adjunct of the debate itself. Entertainment of the visitor that provides for all his wants, which makes him comfortable and not to feel like an invader and yet respects his desire for rest and seclusion before the debate should be the spontaneous contribution. This graciousness of entertainment cannot be assumed. It comes from the heart and is part of your general attitude toward debate.
3. Consideration of the wants of the opponent should extend to the platform where adequate attention should be given to table needs and arrangement of the platform fair to both teams.
4. Debate should develop sportsmanship in audiences, educating them so that they come open-minded, with will to attend both sides and by playing their part prove a stimulus not to the home team alone but to both. Unbalanced applause is a factor in this.
5. Selection of the chairman is an important detail. He should be chosen with an eye to efficiency to fill his part and ability to add to the general tone of the debate, requiring courtesy, interest, familiarity with names and terms and an understanding of requirements of conducting public meetings.

Conduct of the Debate

1. A code of ethics should stress the expert quality of judgment coupled with either public or private analysis. It should further emphasize the value of the single judge in whose hands the risk of error in case of a close debate is no greater than with three or more judgeless debates are not an issue here for if the standards of a common code of ethics are met the evils of the judge system will disappear. Involved here is the serious practice of jockeying for special advantage in selection of judge, seeking not to secure men of high qualification for the service but judges suspected of being prejudiced—favorably prejudiced—from friendship, obligation or occupation.
2. Ethics should ban the selection of special questions in conference upon which one school by virtue of local or special conditions would hold an unfair advantage.
3. Debate ethics should discriminate between strategy that is fair and strategy that seeks an unfair advantage. Here we might list as objectionable, the following:
 - (a) Unfair and unreasonable interpretation.
 - (b) Intrusion of the fourth man on the platform after debate is in progress.
 - (c) Unfair delay in advancing vital points.
 - (d) Misuse and overuse of questions.
 - (e) Distorted charts and maps.
 - (f) Over emphasis of propaganda.
 - (g) Garbled letters, quotations and authorities.
 - (i) Coaching from the sidelines.
 - (j) Use of letters, maps, etc., at time and place to deny opponents full opportunity to examine and meet.
4. Debate ethics surely should be based on sincere respect for truth. Zeal for victory should not progress on full or half misstatements or misrepresentation of facts.
5. Debate ethics if debate contributes to individual development must promote sportsmanship both in defeat and in victory. Post mortems and star chamber sessions should be constructive and not destructive. Presence of questionable tactics should be met by avoidance of future debates with the offending team, this being the best and only method of promoting wide acceptance of proper standards.
6. Debate ethics should discountenance all but purely original work. The temptation of the coach to lend his own style both in thought and writing must be overcome if the debater is a factor.
7. Further, this code should place a premium on individual thought, discouraging the borrowing of whole arguments from other sources. Individuality within team work is evidence of personal development.
8. Debate ethics should frown on the capitalization of local conditions, unknown to opponents, tending to produce an audience reaction which is

outside the realm of debate. Arrangement of the platform, advantage taken of special condition of acoustics or lighting, the supposed friendly greeting so placed and worded as to make the opponent uncomfortable—these are all specific instances.

9. Finally, debate ethics should require rational programs and the elimination of meaningless experimentation seeking to popularize debate at the expense of thoroughness.

Content of the Debate

Much that has been said of the debater can here be said of the team and debate as a whole:

1. It should as a whole be individual work, of the team under supervision and not of the coach. The coach should have firmly grounded convictions on what constitutes real supervision lest in his zeal he discount the opportunity for individual development.
2. Again we stress the element of thought, original development, meaning by original not novel, but thought thru and not copied at least second hand from the many convenient sources which compile debates, prepare bibliographies and briefs and even commercialize the writing of speeches.
3. There is also the matter of team thoroughness. Thought must spring from this and if pursued will itself check experimentation which deals with novelty rather than thorough research, much thinking, careful analysis in the assembly of proof and argument.
4. What about style? Do we seriously enough consider the fact that argument should be somewhat disguised or dressed up for presentation? The day of firstly, secondly, thirdly should be past as debate speeches approximate more and more the literary finish of other well rounded speeches. They must obey the dictates of unity, coherence, and mass. Attention to style is a necessity if debate is actually to mold public opinion.
5. Finally, this literary quality must come to its point of highest effectiveness in debate to secure the goal of persuasion. It should be extempore from start to finish where this goal can be reached. The debater should be striving to reach the point of development where this is his logical method and in it he finds himself using all his energies, conscious of audience conditions, of the necessity of constant adaptation to opponents' arguments, and to audience conditions.

Performance

1. Debate should develop self control. Clear thinking is impossible without it. Ranting, storming, abuse of opponents, all set up loss of dignity which counters the very fundamental purpose of debate and virtually all speech. The toleration of these traits is a positive injury or deterrent to the development of effective speech habits.
2. The debater should have abundant good nature. Thru it he quicker reaches his audience and its possession contributes to the culture which

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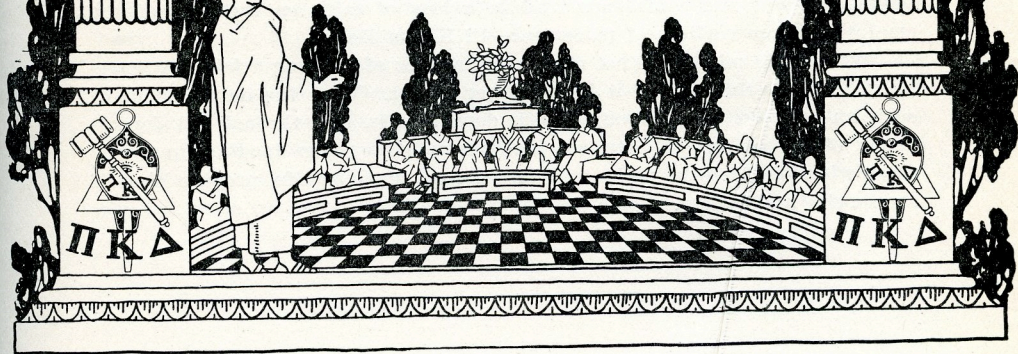
HENRY VAN DYKE

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me to astray,
"This is my work; my blessing, not my
doom;

"Of all who live, I am the one by whom
"This work can best be done in the right way."
Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring
hours,

And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

From *Music and Other Poems*, Scribner's, 1919.



Honesty In Advertising

Is the College Output—the Graduate—a Dependable Product?



AS MENTIONED elsewhere in The Forensic, we favor putting into operation the suggestion of President Veatch, that Pi Kappa Delta establish a bureau of recommendations for its members. Such an arrangement would result in real service, both to the individual and to the communities served. Undoubtedly our representatives would have a better chance of receiving appointments in the first place, and the individual placed through our bureau would be free from paying 5 per cent of his first year's salary. We believe it isn't vanity on our part to say that the average school board or superintendent of schools would value the recommendation of our organization above that of a teacher's agency, no matter how respectable the latter organization might be, since ours would come solely from a desire to serve.

Although we believe our organization is held in this regard, we feel that by insistently holding to the principle of honest recommendation, we could increase our good name and by that fact make greater in the future our word as a means of influence in our attempt to further serve. This principle is not a new one. Many business organizations have taken pains to 'guarantee their products.' Some newspapers and magazines have gone a step farther, dependent in part no doubt upon the business advertised to "make good" with them, guaranteeing the quality of the product advertised in their pages; in a way, guaranteeing the other fellow's business. Through this means, advertisers are more in demand. The reputable concern wants to deal with a reputable medium of advertising. The advertiser, of like mind, is equally anxious to advertise the organization whose product, when placed, will reflect credit on the medium that helped to place it—the advertiser. In order to build up public confidence, they must refuse to give publicity to the faulty and dependable product.

Is it not equally true that our bureau, if such is to be established, must hold to the same principle? The attempt to place a prospective teacher, or indeed an individual in any department of service, in a place where that individual cannot succeed, results in failure for the individual with its consequent loss of self confidence, and in a loss of faith on the part of the employer in the medium of placement—Pi Kappa Delta.

We have in mind here not merely the matter of "getting a job" for somebody. We are thinking of it in its larger aspect. With the development of such an attitude, through our speech departments, and through all departments of the college, the student will, through the years leading up to the place where he is to be "released" into the after-school life, prepare himself for service and society.

We have in mind, in this connection, the attitude often expressed, or if not expressed seemingly accepted, that if one can "get by", if one can learn to meet people well, put personality into one's handshake, if one can, in short, "be a good fellow" and put up a bold front, he should worry about the future. The world will anxiously await his graduation day and force him into its large positions.

People holding positions of any note soon learn that that principle is not operative, in spite of what seems to be a very wide acceptance of it. Cameron Beck, personnel director of the New York Stock Exchange, speaking before the South Dakota Educational Association last November, said that high position is not in any way connected with a pull; that he has never seen it work out in life. To be sure, certain individuals have an opportunity,

YOU

"You are the fellow who has to decide
Whether you'll do it or toss it aside;
You are the fellow who makes up your mind
Whether you'll lead or will linger behind—
Or be contented to stay where you are,
Take it or leave it. There's something to do!
Just think it over. It's all up to you."

through their relationships of various kinds, to be known and to come in contact with larger opportunities, but the effective meeting of the responsibility finally, must come through preparation and intelligence and the will to do. That is a platitude which should need no reiteration here. As teachers later, or in other fields of activity, you will rediscover that old principle.

We have heard a good deal of chatter regarding the value of certain experiences as a means of placing one in high position and as a means of holding him there after he gets there. For example, we have heard that the wearing of a fraternity pin, social or honorary, will place one far on the way. It may be, and in the case of the honorary key undoubtedly is, an indication of certain desirable qualities in the personality of the wearer, but as an end-all it positively is not. The best example of this type of chatter was that which the editor heard as a student at the university on the occasion of a football pep rally. A professor of a law school, (whether carried away under the inspiration of the moment of "downing" an old rival of the school in the contest that was to come, or whether seeking the popular clamor of the student body, I do not know) indulged in this remark, "If my students in law can win battles on the gridiron, I have no fear of their winning battles in the law courts." That remark, according to our very humble judgment, is "100 per cent pure" nonsense. It is the type of chatter that one often hears at pep rallies. Such philosophy is not as dangerous as it otherwise would be, because we presume, generally those who hear these remarks understand that they are not to be carried over into life after the hour of the pep meeting.

As a bit of analysis, let us look into that statement. If this law professor would agree to such a statement, undoubtedly he would say also that a professor of medicine would be equally justified in saying, "If my students of the medical school can win battles on the gridiron, I have no fear that they will also win battles against death when they must take up the duties of physician and surgeon." Every lawyer undoubtedly will insist that it requires as much intelligence to "do" law as it does to become a physician. Yet surely no one would agree to this physician's statement, even though he might at the first hearing accept the lawyer's remark. We need take no time here, considering our readers, to point out that if one is to become a scientist, a specialist, as one must do to become a physician worthy of a name, he can learn his work only through many years of application and study in the laboratory, and that booting the pigskin will contribute absolutely nothing toward his technical skill.

Did you notice a while ago that when Tex Rickard had need of a doctor he did not send for an all-American guard to help him in the difficulty? He sent for Dr. Mayo, who was undoubtedly in his opinion, America's greatest

There are no fairy folks who ride about the world at night
To give you wings and other things to pay for doing right.
But if you'll do to others as
You'd have them do to you
You'll be as blest as if the best of fairy tales were true.

—ALICE CARY.

physician. Why should he not send for the greatest? America's millions of people have for twenty years contributed to Mr. Rickard's bank account, in the payment for entertainment which Mr. Rickard's superior judgment in such matters has promoted. He sent for a great physician, a man who "knows his medicine". Dr. Mayo as a student of medicine may or may not have been an athlete. We doubt very much whether Mr. Rickard looked into his athletic record. And did you notice also that Mr. Rickard wanted Dr. Mayo so much that he sent in search for him, not finding him at his great hospital, four aviators? And did you notice also that these aviators were not mule drivers who had never driven a plane? In other words, he wanted on this occasion a great physician—not merely one who had sat in class in a medical school and had had conferred upon him a degree.

What has this to do with Pi Kappa Delta and our proposed employment bureau? Merely this, that if we are to develop a real service through such a bureau we shall have to adhere strictly to the principle of honesty in advertising, of putting first things first, of representing the prospective employee as able to do in a highly acceptable manner the task under consideration. If the students in speech or in any department can come to see themselves and their tasks in this light, our bureau and other sources of recommendation will not be handicapped in the lack of available candidates.

Come Over Into Macedonia and HELP US!

As the heading above suggests, we want your help, and we hope you may scan through this department on receiving each issue of *THE FORENSIC*, and if there is any matter which concerns your chapter in particular or if you can *help us*, please do so promptly.

We have appreciated the fine response of individuals and chapters. It has been almost, but not quite, one hundred per cent. On the part of some of you it has been perfect. It is no fault of yours, if you are of that responsive group, that some of our chapters have failed us.

The plan of mailing *THE FORENSIC* to individual members obviously cannot be entirely satisfactory until we have the names and addresses of all groups. One chapter prefers to have the copies sent as before because, as they explain, they have a central reading room where it is more convenient that these be received and distributed. If such is your choice, please let us know. Until we have some kind of word from you, we will be in doubt as to what ought to be done. Of course if we do not have your individual mailing list, we must continue to send them in bulk as before. We have adopted the plan this month in so far as it was possible. Let us know your wishes.



ORATORY VS. EXTEMPORE SPEAKING

Some people would solve the oratory problem as an activity in inter-collegiate forensics, by doing away with oratory and majoring in debating and extempore speaking as being more useful in our day.

Shall we eliminate or forget Demosthenes with his articulation-development pebbles and emphasize extempore speaking in our leisure-lost more practical age?



SEND FOR YOUR PICTURE

From time to time, our publishers make cuts from pictures sent us in connection with requested copy. After these cuts are made up and used in *THE FORENSIC*, they are left with the publisher unless you request that they be sent to you. This notification is to inform you that these cuts are yours

if you want them. It will be our policy from now on to send these cuts to you, thinking that you may find some use for them.

If pictures of any members of your organization have been used in *THE FORENSIC* in recent years, cuts for same are now at the office of our National Secretary-Treasurer, Finley. They may be had by sending such request to Professor Finley.



SHOULD WE USE THE SOUTH DAKOTA PLAN OF EXTEM- PORE SPEAKING IN OUR PROVINCE CON- VENTION CONTESTS?

In event of your using the South Dakota plan of extempore speaking in your local or provincial convention contests, kindly write your reactions, with any suggestions which may occur to you for the improvement of that plan, to the editor of *THE FORENSIC*.

If this plan is to be used again in the final contest at the National Tournament at Wichita next year, should we not adopt it quite generally in our various provinces this year and extend its use to the preliminary national contests as well as in the final next year?



WRITE US SOMETIME—

What can *THE FORENSIC* do that will best serve you and your chapter?

Do you read the orations and debates of students, or the contributions of our coaches? If not—?

What subjects shall we discuss in *your* magazine? What do you consider most valuable of the material used in *THE FORENSIC*?

What features or departments shall we add?

Remember it is your magazine, not the editor's. If left to him, he will include merely what he likes.

WRITE US SOMETIME!



YOU HELPED US WITH VOLUME II

National Secretary Finley writes me that he has been very successful in selling Volume II to high schools, who are this year debating our last year's Pi Kappa Delta question. He has sold several copies of this volume to high schools in four different states. No doubt the recommendation of some of you regarding the availability of this Pi Kappa Delta publication has helped to get it before those who need it.

Remember that by doing this you bring into the national treasury of Pi Kappa Delta the necessary funds to pay for the printing of the debates and orations, and you also enlarge the service of Pi Kappa Delta.

THANKS

Some time ago in a form letter sent to chapters, among other requests for help, the editor asked that chapters mark forensic news in their papers when convenient. Quite a number have done so. For this we thank you.

It becomes quite a task to look through the various papers from our more than one hundred chapters. If some Pi Kappa Delta member would see to it, it would be a help to the editor if he would not only mark the copies, but also not send copies which do not contain news. Of course the editor should receive at least one copy a month, in order not to put you on the "fine" list.

IT IS THE LAW

The Editor is mailing to our national Secretary-Treasurer the list of schools that have not compiled with Article 5, page 11, under "Forensic News". Please note and "govern yourself accordingly".

There are several of our chapters that must be placed on the "fine" list. That's fine for our national treasury, but hard on our Constitution.

It is the law!

In the fourth century before Christ the young men of Athens took an oath upon reaching their majority. It occurs to us that this oath would not be inappropriate for any Pi Kappa Delta member.

The oath of the young Athenians was as follows: "We will never bring disgrace to this our city by an act of dishonesty or cowardice; nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public's sense of civic duty.. Thus in all these ways we will transmit this city not less but greater, better, and more beautiful than it was transmitted to us."

WAS IT EVER INTENDED THAT GIRLS SHOULD BECOME ORATORS?

What about the girls and oratory? Can they write orations? Can they "deliver" the ideas, assuming that they can get together the oratorical content? (Women speakers, I'm merely passing on the question I heard another ask.—The Editor).

Do girls have as good a chance of winning an oratorical contest, even granting excellent material and the ability to clearly state the same? We have in mind the judge difficulty. Mr. Coach, as judge, can you vote for girl orators, provided they really are superior to the men contestants? Some coaches may be inclined to favor the girl contestant because, "she is weaker than her opponent;" "she is handicapped by voice;" and because "well—oratory should be reserved for the men."

Do you feel, coaches, contestants, or other readers, that effectiveness in oratory requires the strong physique and the resonant voice of the male of the species?

To what extent does the prejudice factor in judging prevent fairness to contestants?

To the question, should girls have an opportunity in this field of activity, and to the questions, is it valuable to them as an activity and is it desirable that they participate, we presume most everyone would answer in the affirmative. To the question, however, does the girl contestant have a fair chance, from the standpoint of winning, if in competition with men orators, there will be a great difference of opinion.

What can we do about it? Shall we hold separate contests? Shall we accept only judges who have passed "prejudice-free" intelligence tests?



WHO'S WHO IN PI KAPPA DELTA

I propose for the "brotherhood" of Pi Kappa Delta a national Achievement Contest. Most colleges have beauty, popularity, or other such contests. The Achievement Contest would be more in keeping with the ideals and program of Pi Kappa Delta.

How can it be done? As to the details, I am not sure. Perhaps you can think about it and offer suggestions. This much occurs to me now. We might have each chapter interested in doing so send us the name of its most outstanding member, enumerating his or her various achievements, emphasizing those of speech. A committee of our national officers could go through the material submitted and make eliminations to, say a half dozen candidates. The main facts of these candidates could be printed in *THE FORENSIC*, and the chapters as a family indicate their opinion as to whose achievement is greatest.

Would such a contest be interesting and in keeping with Pi Kappa Del-