

THE FORENSIC

OF PI KAPPA DELTA

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The Extempore Speaking Contest

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Hamline University, Minnesota Delta

One thing that can be truthfully said of our time is that we are contest conscious. There are beauty contests, contests in dancing, walking, kraut eating, log rolling, hog calling, and a hundred others. The educational world has caught the general idea and is promoting more contests every year. Not so long ago educational institutions competed with one another in athletics, oratory, and debate. Today there is interscholastic competition not only in those fields, but also in music, spelling, dramatics, reading, extempore speaking, after-dinner speaking, discussion—yes, even in scholarly attainments in various subjects such as history, literature, and art appreciation. Some there are who think we are “contested” to death.

Perhaps it is wise for us to spend some time, occasionally, exchanging opinions and discussing experiences with reference to this whole subject. Possibly in that way we can sooner decide whether contests have genuine value and deserve a place in the educational set up, or whether they constitute a kind of fad that will pass and be forgotten. I have been asked to speak about the extempore speaking contest.

I don't know just when this form of competition took its place along with oratory and debate. Pi Kappa Delta was conducting extempore speaking contests as early as 1924. Possibly it was used before that time. Who originated it I do not know. At first it seems to have been regarded with some doubt by many of the colleges. Even today many institutions that regularly participate in debates and in oratorical contests do not go in for extempore speaking. The records of Pi Kappa Delta, however, seem to indicate a growing respect for this type of competition. At the national convention of Pi Kappa Delta in 1934, the number of colleges represented in extempore speaking was approximately the same as the number represented in oratory. Both extempore speaking and oratory, however, were far less popular than debate.

Doubtless there are local differences in the manner of conducting extempore speaking contests, but, speaking broadly, the method is the same. A general subject is announced perhaps two months in advance of the contest. Those who expect to compete must make a study of this subject. Some time before the contest a disinterested person is asked to subdivide the general subject into specific topics. These specific topics are inclosed in an envelope and sealed. Those competing draw for place and then one hour before they are to speak, they draw a subject. The one hour they may spend organizing their ideas, but they have no access to libraries or other sources of material except such as they may have along with them in the form of a card index or a book. In any case, one hour is much too short a time in which to find material and organize it into a speech. The contestants are compelled to use such knowledge as they have. The rules usually permit two hundred words of notes and limit the speeches to ten minutes. Sometimes it is required that each speaker in a contest answer a question asked him by one of the other speakers. The chairman determines who is to ask and who is to answer each question. Judges are supposed to take into account not only the main speech but also the answer given to each question. I think Prof. George McCarty of South Dakota State is the originator of this question and answer method. Details of the rules and procedure may be changed *ad infinitum*, but the general idea remains the same.

I presume every form of speech contest is intended to test something, or, in other words, to provide a basis for comparing individuals or teams in competition. What, then, does competition in extempore speaking actually test? To me it seems to provide a technique for testing the competitors in at least four ways. First, their knowledge on some general subject; second, their speaking vocabulary and their ability to use it effectively; third, their ability to organize their

knowledge quickly, and fourth, their ability to adjust quickly to new social situations.

It is quite evident that the contestant is expected to acquire knowledge on the general subject. Otherwise it would not be announced some two months before the contest. It is evident, also, that the preparation must be broad. Otherwise the contestant may draw a subject on which he has read nothing and consequently one on which he can speak but lamely. Of course, there is an element of luck in the matter of drawing topics. Some of them are perfectly obvious. No student would miss making some preparation on them; nor would he be without some knowledge even if he had made no special preparation. Others come as a surprise. In that case, the contestant is in a difficult position. In a tournament he may have a chance to get back in the running because he appears in several rounds of speeches and the rankings of the judges in all usually determine his fate. In a single contest, however, where only a few colleges participate, a lucky drawing may easily determine the winner.

The broad preparation essential to success in extempore speaking seems to me to be educationally sound. Unlike debating where a wealth of statistics and other detailed information are necessary, extempore speaking demands a perspective on the whole subject. It is one of the blessings of this form of contest that the air is not clogged with statistics. And yet, in listening to extempore speeches, I have been surprised to note what a grasp of the subject the speaker showed. In other words, the preparation did not seem to be superficial. If the survey course in the social sciences is sound, I don't see why the method of preparing for extempore speaking by general reading in the literature of the subject is not sound. The extempore speaker may not know to a hair how many dollars France still owes us on her war debt, but he may have a pretty wide usable knowledge of the whole subject of cancellation. He may not know how many paid athletes are to be found at the University of Winnemac, but he may have a workable knowledge of the subject of intercollegiate athletics.

Of course, the real educational value of acquiring knowledge on any subject depends upon the subject. All of the following have been used in the various national tournaments of Pi Kappa Delta: Marriage and Divorce, The Present Crime Situation, The Influence of the Press, The American Home, College Athletics, American Agriculture, Woman's Place in the Modern World. None of these subjects seems trivial and a knowledge of them would seem to be useful in providing a basis for the better understanding of what one reads, useful in conversation, useful in thinking about current social and economic problems.

A few moments ago it was suggested that the extempore speaking contest provides a basis for comparing individuals as to their speaking vocabulary and their ability to use it effectively.

We talk a great deal in these days about the purpose of college training. We tell our students that they are supposed to learn to think. We say to them, "It is not so much the information you acquire, but have you learned to think?" I am afraid that many students interpret this to mean that information is something that is quite unnecessary to the thinking process. But actually, information is the tool with which we think. To a large extent, our information is useful in controlling the behavior of others only in so far as we can put that information into language and use that language in speech. The opinion is fairly general among psychologists, I believe, that we do our thinking in terms of words. Some actually define thought as subvocal speech. Now, if this definition is true, it follows that whatever increases our speaking vocabulary widens the range of our thinking. The student, in the course of his preparation on a general subject, such as, "American Agriculture" or "The Influence of the Press," necessarily adds many new words to his speaking vocabulary. Some of them are absolutely new to him, some are built up from the reading vocabulary where they may have been as vague and formless as primeval fog. Every word added to the speaking vocabulary is a new tool with which to think. The extempore speaker must be able to use, in speech, his store of words dealing with the subject under discussion. Not only that, but he must be able to use the words accurately and fluently. The contestant who must stop often to grope for the word he wants, or the one who uses fine, large, mouth-filling generalities when the meaning he is trying to arouse demands exactness and careful distinctions, creates an impression on the judges that is likely to count heavily against him when the ballots are examined at the end of the contest.

I think we may safely say, also, that the extempore speaking contest puts a premium on talking to the point. Usually the rules provide that the speaker who wanders from his specific subject is to be penalized by the judges. It is well that this is so. Otherwise a speaker might sneak up on his subject, touch it lightly and then drag in some old phase of the general subject upon which he happened to have some information. Such tactics can not win if the judges know their business. If the judges do not know their business, the fault does not lie with the nature of the contest, but with the coaches who select those judges and perhaps fail to instruct them.

I believe that no one has yet set up an experiment to determine just what training in extempore speaking does to the speaking vo-

cabulary. Pending the development of such a test, we must rely upon our observation. My own opinion is that the extempore speaking contest and the training that normally precedes it definitely increases the speaking vocabulary and makes it more workable. For that reason, if for no other, it seems to me the extempore speaking contest is educationally sound and worthy of preservation.

Earlier in this discussion I suggested that the extempore speaking contest furnishes a basis for judging the student's ability to organize his knowledge quickly. Remember, the extempore speaker does not know what his topic is to be until one hour before he speaks. In the very nature of things his knowledge of the whole subject is general. When he pulls that little slip of paper out of the hat, he is confronted with the problem of selecting the items of his information that bear on the specific topic assigned to him, he must arrange them in some order, perhaps he must reject some of his facts and illustrations so that he may keep inside his time limit. In other words, he must be orderly in his thinking. The judges are apt to "crack down" on the contestant whose speech starts nowhere and gets to the same place. In reading the stenographic reports of many extempore speeches and in listening to many others, I have been surprised to note how well those speeches are organized, how they progress from point to point, how they show emphasis of space and position. That organization has to be made quickly. There is no more than an hour to prepare. It must be a matter of habit, a characteristic way in which the mind works. It is impossible to say in any given case just how much of that habit is due to training in extempore speaking and how much of it is due to training in debate or other mental activities. However, we may say that the extempore speaking contest puts a premium on habits of careful organizing, classifying, emphasizing and making the speech march. Education, we are told, is largely a matter of forming habits. Sound education, then it would seem, is the process of forming habits that are useful and beneficial to the individual and to society. What, then, could be more sound educationally than an activity in which the training tends to develop habits of orderly thinking? As I see it, training in extempore speaking does just that and the contest that terminates the training actually rewards orderly thinking and penalizes the lack of it.

My fourth claim for the extempore speaking contest was that it provides a basis for judging the students who compete as to their ability to adjust quickly to a new social situation, or, if you prefer it, a new speech situation. Extempore speaking, more than either the oratorical contest or the customary form of debating, approximates normal life situations. No contest duplicates the type of situation one

is likely to meet in everyday life. The oratorical contest with its committed speeches, practised gestures and polished composition seems very artificial. The debate is less so perhaps, but even it is governed by a lot of traditions and conventions. The extempore speech, demanding as it does a rapid organization and effective use of the knowledge one has at his disposal, comes very close to ordinary life situations as we are called upon to meet them from day to day. The contest itself often presents something of a surprise to the speaker. In a tournament such as the one held biennially by Pi Kappa Delta, the audience may consist of five, fifty, or five hundred people. Possibly only the solemn-faced judges make up the audience. The contest may be held in the parlor of the First Presbyterian Church, in a class room of the local high school, or in a banquet room of a hotel with every seat filled and people occupying every inch of standing room. I have heard contests under every one of these conditions. Extempore speakers must adjust to these conditions as they meet them.

My own observations leads me to believe that extempore speakers, as a group, are adjustable people. Perhaps it would be too strong a statement to say that students become socially adjustable because they participate in extempore speaking contests. It might be more accurate to say that socially adjustable people naturally go in for that form of contest. Whether any casual relation exists would at least be difficult to demonstrate. However, I doubt if anyone would deny that it is sound educational practice to provide opportunity for students to develop their most pronounced talents. We have passed the stage in education where it is considered the proper procedure to concentrate attention on the normals and subnormals and let the talented take care of themselves. The extempore speaking contest offers an opportunity for those with abilities in social adjustment to develop those abilities still further. To me that seems sound education.

Before closing this discussion perhaps I should mention a few criticisms that are occasionally leveled at the extempore speaking contest. We are told that no one knows what a good extempore speech is, that there are no standards by which such a speech can be judged. It would seem that where judges show a reasonable degree of uniformity in their opinions, there must be some basis for the agreement. In other words, the judges must have similar opinions as to what constitutes a good speech. Such information as I have been able to collect indicates that there is quite as much agreement among judges of extempore speaking as there is among judges of oratory. Is extempore speaking so different from debate or oratory as to place it in a class by itself? I think the evidence of the judges' ballots proves

that it is not. It can be judged and has been judged successfully for years.

Some critics of extempore speaking have said that this form of contest puts a premium on making a little information go a long way. There is some truth in the criticism when it is directed at the practice of requiring a speaker to carry on for at least eight minutes when his subject can be turned wrong side out in five. That old minimum time limit did sometimes lead to a painful stretching out of material. Often the result was pretty thin. In Minnesota we changed the rule. We set a maximum time limit, but no minimum. When a speaker has said all he has to say on the subject, he quits even though he has talked no more than five minutes. The results of having no minimum time limit are gratifying to coaches who were familiar with the old practice.

Another criticism of the extempore speaking contest is that it gives training only to those who need it least and that it takes the time of the instructor away from students who are in genuine need of help. The truth of this criticism we can not deny. It does give training to those who need it least. But at the same time it gives training to those who seem to profit most by that training. As I stated a moment ago, we have passed the stage in the development of educational techniques where it is considered a virtue to spend practically all of our efforts on the halt and the lame and the blind. We now try to find something the student can do fairly well, something in which he is interested, and then give him a chance to develop his ability. It is just as sound educationally to give opportunity to our best extempore speakers as it is to give opportunity to our best artists, singers, tennis players, or actors. In any case, this criticism can be made of all contests. Interscholastic competition presupposes that coaches will select their best to represent their institutions.

Still another criticism of the extempore speaking contest is that it is impossible to train for it. Those who object on this basis usually say that if you train a student for participation, that student's speaking ceases to be extempore in nature, and if you do not train the student, there is little of value to be gained from taking part in the contest. It would seem that those who voice this criticism are really falling into the error of confusing impromptu with extempore. The term extempore does not imply a lack of preparation, but it certainly does imply that delivery must not be memoriter. The extempore speaker must be prepared, much more widely in most cases than the student who delivers an oration that he has committed. The extempore speaker should know his subject, but he depends upon the inspiration of the moment to supply him with the exact language in which he ex-

presses his knowledge. With this understanding of the term, certainly there is nothing in the extempore speaking contest that precludes broad general preparation. Nor is there any reason why the student who expects to participate should not practice speaking on various phases of the general subject. Why should he not talk before some of the speech classes, or in his literary society, or in his Sunday School class, or even to his coach? He can not possibly know what topic he will draw in the contest. There can be nothing ethically wrong about practicing as much and as often as his time will permit.

Many other criticisms might be brought against the extempore speaking contest, many other things might be said in its favor. The experience of no one teacher or no one institution should be regarded as conclusive. Doubtless we have different objectives and emphasize different things. Some one may yet devise a test that will show just what an extempore speaking contest does for those who participate in it. However, nothing of the kind has thus far been invented and until it is we must worry along, exchanging opinions and comparing experiences. Whatever may be the opinion of others, based on their individual experiences, to me the extempore speaking contest seems to be founded on the soundest educational principles and to produce the best results of any of the forms of competition designed for individual students. My students like it and believe it gives them a kind of training they do not get in debate or oratory or in the class room. As I see it, the man who first devised the extempore speaking contest had a genuinely constructive idea, an idea which deserves to be preserved and developed as a useful tool in speech education.

THE DEBATE OF THE PRESIDENTS

Presidents of four forensic societies debated the question of federal aid to education over the radio November 14. President George McCarty of PKD spoke for the affirmative. The debate drew the attention of thousands of high school debaters who are this year discussing this question in their state leagues.

Copies of the debate are now available through the University Press, Norman, Oklahoma. The price is fifteen cents, or two copies for a quarter.

Prof. J. E. Smith, Rhodes Scholar and a Nebraska PKD, is coaching debate at Hiram.

Alabama Beta Chapter

Alabama College

Alabama College, the State College for Women, was established in 1896 in Montevallo, Alabama. It is a standard college, granting the B.A., B.S., and B.M. (Music) degrees, and has eight hundred fifty young women listed in the usual enrollment. In 1925 the college was admitted to full membership in the Southern Association of Colleges; in 1928 it was admitted to membership in the Association of American Colleges; in 1931 it was approved by the American Association of University Women, and the School of Music was accredited by the National Association of Schools of Music.

When Alabama College was founded the campus consisted of thirty acres. Since that time it has been found necessary, from time to time, to add to it and at present it contains about one hundred and six acres, including the land upon which the training schools are located, which was given to the college by the Town of Montevallo.

Montevallo is a picturesque village near the geographical center of the State. The unusually beautiful scenery of the surrounding country adds greatly to the atmosphere of the place, a valuable asset to the college.

The buildings include Palmer Hall, a handsome auditorium with a seating capacity of about 1600. One of the finest institutional pipe organs in the country is in this auditorium. The stage provides a proscenium thirty-five feet wide and twenty-one feet high; a stage depth of thirty-three feet, and sixteen feet working space on either side of the playing space; an olio curtain, reversible gold and black; and a gray sateen cyclorama masks the entire stage. The footlights are adjustable major in sections, and floor sockets, three on each side, provide for five connections each. The switch board is a \$5,400 instrument and a source of interest and pleasure to us. Palmer Hall also houses the administration offices.

A main dormitory in three units is occupied by freshmen and sophomores; Hanson by juniors; and Ramsay by seniors.

WAPI, broadcasting station jointly owned by the three teaching state educational institutions, is located in Birmingham with a remote control station in Palmer Hall, which broadcasts college programs.

The dramatic productions on the campus offer opportunity to the entire student body through various groups. Alabama Players, the honorary group of players into which membership is achieved



AN UNDEFEATED DEBATE SQUAD

Standing, left to right: Lenice Vaughan, Azalia Painter, Eunice Thomas, Ruth Fleming, Corinna Musick, Mildred Cabaniss, Marjory Goff. Seated: Nell Hines and Alice Stallworth.

by points acquired from playing in other groups and also production assistance, gives two plays a year. Last year "The Servant in the House," and "Hay Fever," were produced, while this year, "Quality Street" is the first offering.

Achieving a Pi Kappa Delta charter has been a slow but steady climb and at present enjoys the center of the stage.

A forensic club was founded in 1925 through Student Senate and the debate class. Debates were scheduled with other women's colleges in the years 1925 and 1926.

The following year these women's colleges were not interested in meeting us again. Men's teams did not consider it dignified to do so. Hence forensics went in the direction of oratorical contests for several years. When a team of men condescended to meet Alabama College, interest was again renewed in debate. Victories over men's teams encouraged considerably and each year funds were increased for a debate program. When we concluded a year without a defeat we were considered worth sponsoring in a still bigger way, and

a committee assisted in keeping campus interest growing. With the advent of Pi Kappa Delta on the campus, in 1934, a new program was set up, to wit:

A general manager to direct the scheduling of and arrangement for inter-collegiate contests; freeing the coach from the business arrangements for the purpose of more time for specific debate and oratorical drill; the appointing of an assistant coach to insure further development with a student assistant, president of Alabama Beta of Pi Kappa Delta, to support these coaches, makes many ventures possible. A freshman coaching staff of two faculty members and a student assistant insures future forensic developments. We are looking forward to a big year, culminating in South Atlantic Province meeting on our campus in April.

On November 15, 1934, Professor Nesbitt of Millsaps College, Jackson, Mississippi, with three students from Millsaps, arrived on our campus for the purpose of installing the local forensic club into Pi Kappa Delta. The initiation took place at six P. M., in Palmer Hall, and the installation of officers and chapter immediately following.

At 8 p. m. a banquet was served by a class in foods in the Home Economics dining-room. The dining table was decorated in the colors of Pi Kappa Delta by means of white candles with red tulle, white place cards laced with red ribbon, and a center piece of red carnations.

The big event closed with well wishes from our visitors, and a hearty acceptance to return to our campus to meet us in formal debate and take part in the contests in April at the Province Convention.

ELLEN HAVEN GOULD, Coach.

According to a survey conducted by Prof. E. R. Nichols of Redlands, the PKD question leads all others in popularity. The leading questions are listed below:

Arms and munitions, reported by 82 institutions; federal aid for education, 20; collective bargaining through non-company unions, 14; state medicine, 10; nationalization of munitions, 9; government ownership of public utilities, 8; limitations of incomes and the agricultural adjustment act, 6 each; statehood for Hawaii, 5; Townsend Old Age pension and uni-cameral legislation, 4 each; advertising, collectivism, and N.R.A., 3 each. Many more questions were reported by one or two institutions.

Arizona Alpha Chapter

Arizona State Teachers College

In 1899, the little city of Flagstaff, dissatisfied with the Insane Asylum which its state legislators had obtained for it, sought to have the buildings which had already been constructed, converted to another use. A long legal battle ensued in the state capitol at Phoenix, after which the boosters of Flagstaff were granted another gift. This gift was the Northern Arizona Normal School.

This school opened with a faculty of two members and a student body of about thirty. Through the years which have followed, the campus has been enlarged, instructors have been added to the faculty, new buildings have been added to the original group, and the student body has increased more than fifteen-fold. In 1925, by an act of the state legislature, the name of the school was changed to the Northern Arizona State Teachers College. A few years later, by another legislative act this name was shortened to Arizona State Teachers College. In 1928 Flagstaff was accredited by the National Association of Teachers Colleges as a class "A" Institution. In 1930, the school was admitted to the North Central Association.

Flagstaff today boasts a college with a faculty of about forty members and a student body of five hundred. The school is steadily growing.

In 1927, the development of speech arts first became an extra-curricular activity. In that year a debate squad was first organized. This new activity did not grow very rapidly, however, until it came under the sponsorship of Dr. Mary A. Hill, who in 1929 became the head of the English Department. The school had recently become a member of the newly organized Arizona Junior Speech Arts League, and freshman and sophomore students soon began to compete in extemporaneous, dramatic reading, and oratorical contests with students from the four other Arizona colleges which comprised the League. In the Fall of 1931 this youthful speech association held a round-robin debate tournament—its first. This tournament marked the real beginning of inter-collegiate debate in Arizona State Teachers College.

Later, during the same year, at the invitation of Whittier College and the University of Redlands, both a man's and a woman's team participated in a Pi Kappa Delta practice debate tournament which was held at Redlands. The following year Flagstaff again

sent two teams to the annual University of Redlands tournament. The showing that these men and women made was excellent, and they were sent to the regular Pi Kappa Delta district tournament the following spring.

As graduation had claimed most of her veteran debaters, Dr. Hill relied almost entirely on underclass men and women in the debate tournaments of the year '33 and '34. To the Redlands practice tournament, Flagstaff sent three teams. These teams were so fired with the friendly, competitive spirit of debate, inspired in them by the tournament, that they had no sooner returned to Flagstaff than they began to help train newer and less experienced debaters for the next tournament which was to be held at Pasadena. As the result of their enthusiasm, Arizona State was represented at the district tournament by a squad which included coach, two judges, an orator, and seven debate teams.

At this time the efforts of Dr. Hill and her squad members were gloriously rewarded, and Arizona State received the first chapter of Pi Kappa Delta to be granted to any Arizona school.

The new chapter, called the Arizona Alpha, was installed formally November 15, 1934. Professor E. R. Nichols drove to Flagstaff from the University of Redlands to conduct the inaugural ceremonies. He was assisted by Professor Baccus and three debaters from the same institution.

Forensic activities are well under way here at Flagstaff this year. An A. S. T. C. team lost a close decision to a University of Redlands team in a pre-season debate. The following week-end Flagstaff's team of sophomore girls placed first in a round-robin tournament held by the Arizona Junior Speech Arts League at Tempe. The underclass men's team which represented our school in the same tournament also succeeded in winning the majority of its debates. A single men's team was sent to the Pi Kappa Delta Tournament which was recently held in Salt Lake City.

A unique social group, sponsored by the forensic societies of the campus, holds Open Forum weekly in an attractive stone cabin which was built with student funds by student labor. This organization has no officers, its meetings are conducted by a chairman appointed each week by the faculty advisors, Dr. Hill and Miss Lynn. The weekly meetings at the Open Forum cabin are open discussions of campus problems or of current events.

Each Spring a course in argumentation is offered to freshmen students. The enrollment in this class is always limited. It is in this class that the greater portion of our present debate squad received their primary debate training.

Illinois Omicron Chapter

DePaul University

De Paul University campus is located on the North Side of Chicago. The university buildings and campus occupy one entire block and parts of neighboring blocks. The university auditorium, formerly known as the college theatre, with a ground space of 125 by 113 feet and a seating capacity of 1,500, is one of the largest auditoriums in the City of Chicago.



JOSEPHINE VERHELLE
President Illinois Omicron

The university building is a seventeen story building situated in the Downtown Loop at 64 East Lake Street. The College of Law, College of Commerce, Secretarial College, School of Music, Graduate School, and the Evening and Saturday divisions for extension work in the College of Liberal Arts and Sciences are located in the skyscraper. It also contains the lecture halls, laboratories, and administration offices of the downtown schools. There are three large libraries for the College of Law, the College of Commerce, and the Liberal Arts Department. On the seventeenth floor there are large recreation rooms and promenades. A little theatre and a model courtroom are located in the building, where debates, plays, etc., are presented.

De Paul University was founded by the followers of St. Vincent De Paul, the Fathers of the Congregation of the Mission. His Eminence George Cardinal Mundelein is chancellor of the University, and Very Reverend Francis V. Corcoran, C.M., Ph.D., S.T.D., is its president.

De Paul is still a very young university, and has had meteoric development in assuming its place among the outstanding Catholic universities of this country. The institution which twenty-five years ago claimed only a single Northside structure and a small group of students today has ramifications in every field of education, a total enrollment in excess of seven thousand, and one of the world's few

skyscrapers devoted to the pursuit of knowledge. De Paul includes the Colleges of Law, Commerce, Liberal Arts, Secretarial Science, and School of Music and Drama, Loop High School, and the Academy.

The College of Law was incorporated in 1897 as the Illinois College of Law, and became affiliated with De Paul University in 1912. In 1925 the school was made a member of the Association of American Law Schools, a group which requires the maintenance of a definite standard by all its members, and the following year the department was fully accredited by the American Bar Association. In connection with the College of Law, there is the Francis X. Busch Library, a collection including 15,000 volumes with the latest cases and annotations available.

The College of Commerce was established twenty-one years ago and now has more than 400 full-time day students, with more than 300 evening and part-time students enrolled. It occupies three floors in the loop skyscraper. The Accounting Department is one of the three in Illinois registered in New York University's classification of accounting departments. The College has the recognition of the North Central Association. The library of the College of Commerce contains well over 7,000 volumes.

The College of Liberal Arts, Day Division, is situated on the Uptown campus. Its origin dates back to 1898, when seven members of the order of the Congregation of the Mission came to the North side of Chicago to establish St. Vincent's College. On the opening day of the College there were sixty-nine students enrolled. It is recognized with full accrediting by the North Central Association. At present there are more than 400 students enrolled. The College has its own library.

In the Downtown College of Liberal Arts for extension work there are 1700 students enrolled, more than three hundred of whom are doing graduate work. This department was established in 1911. A score of professors, each a recognized scholar in his field, form the faculty.

The Secretarial College was established in 1918. In 1928 the College was accorded recognition by the North Central Association.

Add to these Colleges the School of Music and Drama, the High School, and the Academy and you have all De Paul.

The organizations representing the University are the Student Activity Council; Pi Kappa Delta, Omicron Chapter; the De Paulia Staff, which edits the weekly De Paulia, a member of both the National Collegiate Press Association and the Catholic School Press Association; the De Paulian Staff, which publishes the yearbook; and Pi Gamma Mu and Blue Key Honorary organizations.

JOSEPHINE VERHELLE, President.

Illinois Xi Chapter

Augustana College

Augustana College of Rock Island, Illinois, has had a most colorful history in which forensics and forensic organizations have played a part of vast importance.

In 1860 a group of reverent Swedish and Norwegian colonists organized the Augustana Synod. At that same convention it was resolved to establish a school for the education of future ministers and parochial teachers. Accordingly, a school attended by about twenty students under the tutorship of one professor was located in Chicago. Within a short time the Norwegian element withdrew to organize a synod of their own. The members of the convention of 1869 resolved to move the school to Paxton, Ford County, Illinois, in view of a general southern movement in Swedish immigration. It was necessary later to change the location again when the immigration shifted. Rock Island, Illinois, was finally decided upon as the center of the Swedish community and a picturesque bluff was purchased. Here Augustana College has developed, besides its original seminary, a liberal arts school of considerable size. At the present time there are eight hundred ninety-nine students enrolled in the liberal arts college, the school of music, and the theological seminary.

Augustana College is on the approved list of the Association of American Universities, is a member of the North Central Association, and is given a Class A rating by the University of Illinois.

Augustana has distinguished herself in many different fields. Her college chorus, under the direction of Henry Veld, has made many extensive tours and has received most favorable comments from music critics. The annual presentation of Handel's "Messiah" has become an event of established importance. Augustana's library, besides being one of the finest of educational reference libraries, possesses many notable collections and many very valuable books. In forensics the school has been exceedingly successful, especially in the past few years, and the newly organized chapter of Pi Kappa Delta should be an added impetus to the growing interest in these activities. Not only academically is Augustana prominent but she has considerable prowess in the athletic field as well. This year (1934) the undefeated football team earned the title of champions of the Little Nineteen, a league of Illinois colleges.

The development of forensics had its beginning in the year the

school was founded in 1860. At that time a literary group called the Phrenakosmian Society organized for the "mutual improvement in elocution, composition, and debate." In 1882 another group organized the Adelpheic Society which provided a wholesome rivalry to the older club. Each organization published papers: *Phrenokosmiana* and *The Censor*. In the 1890's the debating activities were taken over by debating clubs. About 1925 the clubs were reorganized into "The House of Representatives" and "The Senate." "The Senate" gradually became inactive, and with the lack of competition "The House" ceased to exist. In recent years debate has been open to any student of the school. A chapter in a less active national forensic society was relinquished in the Spring of 1933 for a chapter of Pi Kappa Delta. Debating activities are now arranged by a Forensic Board of Control.

Since the first regular intercollegiate debate with Luther College in 1905, Augustana has been quite successful in her interschool forensic activities. Recent years especially have brought many successes. In 1930 the women's teams won first in the League of Illinois Colleges. The next year they won second place. The men's teams have ranked high in the League in nearly every year of participation. In 1934 Augustana was represented in the Southwestern College tournament by two women's and three men's teams. In the last tournament in the senior men's division, Augustana won third place; in the women's division she tied for fourth place, and in the junior college division she tied for fifth place. Augustana was the only school represented which had all of its teams ranked among the upper half of the participants. Forensic activities at Augustana are unusually extensive; in 1933, twenty people were active in debate alone. In oratory for 1933 an Augustana student with his oration "What Would You Call It?" won first place in the men's division of the state oratorical contest, and was successful in the national tournament. The women's representative won first in the state contest with her oration, "A Defense of My People."

The local Illinois Xi Chapter of Pi Kappa Delta was installed by Professor Toussaint of Monmouth, Illinois, May, 1934. In the short time since its organization it has been unusually active. There are nine members and five debaters were invited this fall to become pledges.

Martin J. Holcomb, debate coach at Augustana, deserves very much credit for the sudden expansion of forensic activities. After several years of successful high school coaching, he was called to Bethany College, Lindsborg, Kansas. Under him that college became noticeably stronger in forensics. One of his teams won second place

in the national Pi Kappa Delta tournament. It was through his efforts that a chapter of Pi Kappa Delta was organized there. In 1931 he came to Augustana. It is only since he became coach that the school has developed its forensic program to the extent of participation in tournaments. Through him Augustana was granted a chapter in Pi Kappa Delta. Professor Holcomb is assisted by Theodore LeVander, formerly of Gustavus Adolphus College, who is coach of oratory. It is most certain that under their directorship interest in forensics will continue to increase, and the forensic program will expand even further.

WILSON McINNIS PARTLOW, President.

A Natural Approach to Philosophy, Lewis Guy Rohrbaugh, Ph.D., Noble and Noble, 1934.

Forensic students should be drawn naturally to a study of philosophy. Philosophy is the mother of sciences. It was the first attempt of man to organize knowledge and to solve the riddle of the universe. All other branches of knowledge have been split off from it. The greatest minds of history have made their contributions to it. The story of philosophy is the story of arguments that have raged from the golden age of Pericles to the present time. The methods and arguments of the greatest thinkers of ancient Greece and Rome, medieval western Europe, and the modern world illuminate its pages. Without a knowledge of philosophy no man is fully prepared to attempt to influence the thinking of his fellow men. It seems necessary always to begin the study of philosophy with the history of discarded theories. The beginner, however, is repelled by too much about Heraclitus (circa 563-470 B. C.) and his ilk. He wants something which will help him to solve his present problems. In Dr. Rohrbaugh's new book the ancient history is reduced to a minimum. The author attempts to present the student with the best in current writing and thinking concerning the problems of today. Especially to be commended are his chapters on Ontology, Life, The Meaning of Mind, Good and Evil, and Epistemology.

For a readable and understandable introduction to philosophy Dr. Rohrbaugh's book is ideal.

Glenn R. Capp, debate coach last year at Oklahoma Baptist, is now teaching and coaching at Baylor, Texas Iota, Dr. Courtney having given up the debate work to devote all his time to the English Department. During his college days Coach Capp engaged in over two hundred debates. He conducted a tournament at Baylor January 18-19.

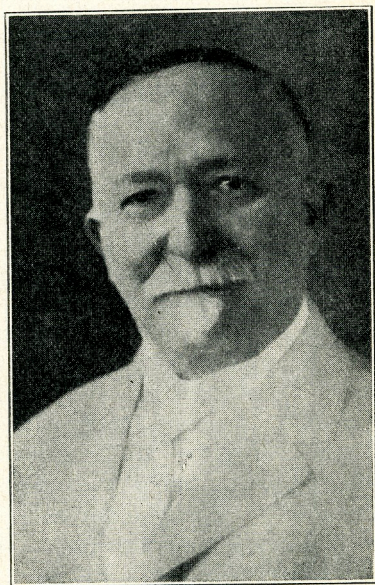
Michigan Theta Chapter

Battle Creek College

Like all progressive schools Battle Creek is a college with a purpose. Aptly located in the "Health City of the World" our school is allied with a rich health program which has many immediate facilities. The famous Battle Creek Sanitarium is located just across the way, and the smoke of the Battle Creek Food Co., is visible a few miles west and south of the campus. These are two of the institutions that make this city truly famous.

Battle Creek College has a unique and varied history. It began as a school for Sanitarium nurses in 1880. About twenty-five years later a second school—the school of Home Economics—was added. Four more years went by before the school of Physical Education was established. One ought also to mention the American Medical Missionary College here which later merged with the University of Illinois. At last in 1923 final steps were taken to unite these schools as a college empowered to award degrees. And in 1925 a Liberal Arts school was provided. Not until this last named date did the institution become co-educational. (Lucky men! The women still outnumber us 3 to 1.)

One could not write or speak very long about Battle Creek College without mentioning its founder, Dr. John Harvey Kellogg. Dr. Kellogg is also the founder of the Sanitarium, a great institution which he organized, built, and improved almost single-handed over a period of more than fifty years. Feeling that there was a need for establishing some agency for educating others to the principles of biologic living as set forth by the Sanitarium, Dr. Kellogg established the School of Nursing in 1880 which has since grown into a co-educational institution with students from all parts of the United



DR. JOHN HARVEY KELLOGG