

in the science of war and are convinced of its necessity there shall be war.

And what are we doing about all this? We are merely making peace medicine and "big talk." It is true that peace plans, education for peace, World Courts, International treaties, and Leagues all have their valuable place, and that talk, lectures on International affairs, peace orations, and sermons are needed to create a public opinion. But our peace machinery is useless, and our "Big Talk" is a lying mockery while we blind ourselves to the fact that our hickory saplings have already grown to such enormous proportions that they are even now being made into instruments of war.

Tonight our desire for peace swells to a mighty yearning. We vision ourselves with power to compel peace with our words. But the real test is what will we do? What will we do tomorrow when our peace words are cold? And the answer is: "We won't do anything." Why? Because the things we can do to help destroy the instruments of war seem so small that we scorn them. We, who are the people. We, who elect a Congress which appropriates 75% of our money for war. We do not even protest to our representatives. That would be futile you say. Perhaps! Then why not elect someone to represent us who would do our bidding and reduce our armaments? But we haven't even time to vote! Why not get our Nebraska legislature to make military training in our own state university optional rather than compulsory? These are the things we might do. But no! No, these are such small deeds that we discard them in favor of big words.

Come with me tonight to the Capital of our own state. Walk with me along Memorial Avenue lined on either side by half-grown elms. As we go, we can read names lettered on small bronze plates fastened half-way up those slender trunks: Leo Murphy, Hugh Emory, William Conway, Gerofe Kallemeyn, and on, and on. On May 30 this avenue will be lined with flags in honor of these who were our braves. As we stand before their memorial trees, we know that we, the young men of the earth, have no right to make talk, to make Peace Orations unless we are willing to do more than declare an end to strife, willing to do more than dance the Victory Dance, willing to do more than make peace medicine, willing when the morning comes to take some instrument of humble toil and help grub out our hickory stumps.

THE HILARIOUS HORDE

BY JACK ROE

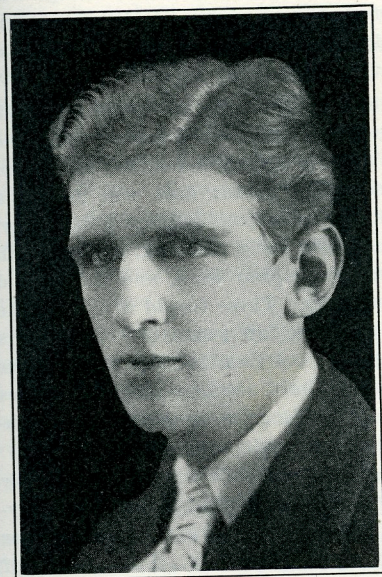
University of Wisconsin

Winner Second Honors in the Northern Oratorical League

(You may disagree with the author of this oration both as to the problem and its solution, but we believe you will at least be interested in the author's way of stating it.—The Editor)

Where do you place this oration in the National Contest?

IN 1890 there were 65,000 young men and women attending college in the United States. In 1928 there are over 812,000—an increase of more than 1,100 per cent. The number of students in our colleges today exceeds by 42,000 the combined populations of Nevada, Arizona, and Delaware. College education has become a fetish. The quiet, cloistered halls of yesteryear have been replaced by the noisy, teeming learning-marts of today. Expansion is the order of the hour. Taking our cue from Twentieth Century industry, we have come to feel that a large enrollment means a great university.



JACK ERNEST ROE

But expansion is not always the handmaiden of efficiency. The reasons are not far to see. In the first place a number of parasitical institutions have sprung up about our universities and surrounded them with an aura of magnetic romance. Professional college humor magazines represent the college youth as a hyper-sexed idiot frantically engaged in doing nothing in particular. Tomorrow is his horizon; yesterday his ancient history. Moronic movies picture the college man as an athlete with an 18-inch neck in hot pursuit of a co-ed with a 1 mm. brain. Hack-written novels present him as a nonchalant super-sophist, perpetually steeped in cheap gin and cheaper philandering. Sensation-seeking newspapers and sentimental alumni vie with each other to complete the picture.

Thus it is that on the high school

commencement platforms, above the drone of the valedictorian, the young graduate hears the siren call of college life. The Composite Collegian that he envisions is an attractive youth. His head is a total stranger both to hats and ideas. His clothes and his thoughts are tailored by experts. His conversation is an endless flow of witticisms, his vocation is attending sorority parties, his recreation is blowing out his brains upon the saxophone. He is more interested in neckties than in knowledge, more given to athletics than to erudition, more devoted to dissipation than to education. In search of this phantasm, the Composite Collegian, come many thousands of freshman each fall. They do not find him, but the universities spend many millions to maintain them during the search.

So far, in accounting for the influx of the mediocre, we have examined only those things that attract them to college. In the second place there are the factors that propel them away from home. Chief among these is the desire of youth to be independent—not at its own expense, of course. A considerable percentage of students come to college to escape from home. They want to be free from the petty tyrannies and the humdrum routine of home life. An understandable ambition, to be sure, but the primary function of a university is not weaning children from the home.

Many others leave the home for college because their parents want them to have so-called advantages. These advantages often are nothing more than freedom from the hardships that were steadying influences in their parents' early lives. Johnny may have loafed and blundered through high school, but Mr. and Mrs. Jones feel sure that exposure to the atmosphere of college will awaken his latent genius—or at least improve his grammar. And they may be right. But the chances are with the Cynic's Calendar: "You may lead an ass to knowledge, but you cannot make him think."

For many others coming to college is just another step along the path of least resistance. In this group are the persons who come because it is the thing to do. Here, too, is the woman who seeks a superficial veneer as a form of marriage insurance. Along with her comes the young man who desires a four-year siesta in indolence before accepting the responsibilities of maturity. Students of this type take their education in the early morning, somewhat in the manner of a booze-cure patient taking his sulphur bath, and then spend the balance of the day in more pleasant pursuits. These torpid drifters come in droves from Winona to Walla Walla, spend a few years in Liberal Arts and languor before flunking out or graduating, and then go back to the home town to work in Dad's business. They are grafters, leeches, public parasites—accepting the bounty of the state and disregarding its purpose. They contribute nothing to college and gain exactly what they contribute.

So we call the roster of the misfits—a veritable hilarious horde of lazy incompetents, feverish adventurers, and dallying dolts. But let me make myself perfectly clear. I do not presume to include the entire student body, or even a major portion of it in this category of the unworthy. I am aware of the great number of honest workers and serious students. I would be the last to advocate filling our universities with those who have no interests outside

the classroom. But there is one thing even worse—allowing our universities to become overrun with those who have no interests inside the classroom.

Every state university may be divided into two classes — those who will work and those who will not work. Within the former class fall the students who deserve the name. I do not refer in particular to the stray genius or the round-shouldered grind. I am speaking of the young man or woman who is anxious to learn, who is eager to study, who realizes that the sum of human knowledge is not symbolized by a high school diploma. When these students have tempered youth with experience, it is their capable minds that will aid in determining the destiny of the nation.

But what of those who will not work, the students who come to college to seek the Composite Collegian, to escape from home, or to follow the path of least resistance? Surely they do not pay reasonable intellectual dividends upon the millions of dollars allotted to university education. They maintain themselves in the university by clever cramming or nervous tutoring for a week at the end of each semester. They are virtually given their diplomas for four years of residence. Their contribution to the college community is the unfavorable publicity caused by the inevitable unfortunate exploits that serve as fodder for the Sunday supplements. These people cannot be forced to study to advantage, for there is nothing more worthless than the uninspired work of professor-ridden dolts. They cannot be endured in silence, for Youth is bound to be active in one way or another, and the student who will not work inevitably gets into trouble. And each time he gets into trouble, he gets the university into trouble with him. He comes to the university for no good reason; he is kept there for the same reason.

It is against this hilarious horde that I make my plea tonight. It has long been felt that every taxpayer's son is automatically entitled to a state university education—provided that he is not hopelessly incompetent. Certainly, under a true Democracy, he deserves at least a chance for such an education. But the state cannot do it all. The student must make a positive, sincere effort. If an excitement eater is not willing to work, he should not be allowed to interfere with those who are. The taxpayers should not be required to furnish finishing schools for congenial young idiots. After all, it is not the primary function of a state university to be a winter resort for juvenile morons.

If you have come with me thus far, you will not expect me to roll up my sleeves and produce the rabbit out of the hat. Unfortunately, this is difficult to accomplish. So far as I know, there is no nostrum, no panacea that will cure all the evils of our state higher educational system overnight. I do propose a specific plan, but its success will lie not so much in itself as in the building up of a conviction and a sentiment that will sweep it to victory.

The solution is not an easy one. We must bear in mind the fact that every taxpayer's son should be given a fair chance to get a university diploma if he really wants it. We must remember that what a man has done is not a sure criterion for determining what he can do. We must recall that the lazy genius often contributes more to society than does the hard-working dul-

lard. Bearing these things in mind, is there still a plan which will place our universities on a basis of efficient production? I think that there is.

The first step toward efficiency in our state universities is to cut down enrollment to those with both the desire and the ability to learn. The great flood of the purposeless must be stemmed. Perhaps the best means of restricting enrollment is to raise the entrance requirements. Perhaps a better means of restriction will be discovered in the melting pot of experience. Realization of the need for restriction is the demand of the moment. We must come forward fearlessly in opposition to the Open Door Policy in the registrar's office. The saturation point has been reached. The danger signal is up!

We should continue to give a diploma for four years of college work, but the curriculum should be divided into two periods of two years each. The first two years should be devoted to general study along broad educational lines. The last two years should be of specialization along lines of definite practicality. And most important of all, only the upper half of the student body should be admitted to the second period of study.

Consider the advantage of this plan. The great numbers of the unfit who come to college merely for the supposed economic advantage of a degree will be eliminated. They can tell at the beginning that they will not survive. The intellectual level will be raised. An average class of 1,000 freshmen will know at the start that they are competing for 500 places in the junior class. They will have something tangible to work toward. Those who do not survive into the final period will have had two years of cultural education which will make them better citizens. Yet they will not have had four years of sojourn in an atmosphere which develops tastes that they can never hope to satisfy. Everyone will be given a chance to achieve a degree, but no one will have a degree thrust upon him.

This plan will not, of course, cure all the ills to which the state university is heir. Eliminating the unfit will not of itself, unaided, transform the hilarious horde into earnest seekers after the truth. There must also be a toning up of the internal mechanism. But such measures as I have proposed represent the first essential step in the process. Continue under our present system and the state universities will founder in a morass of inefficiency. Eliminate the unfit and no longer will a premium be put on laziness; the pace will be set by the worker instead of by the laggard. Eliminate the unfit, the floodgates of educational waste will be closed and our state universities will cease to be rabbit factories. Eliminate the unfit, redeem the college degree, and bring in a renaissance of learning!

NOTES FROM THE NATIONAL SECRETARY'S OFFICE

The signs of the season point to 1928-1929 as a year in which Pi Kappa Delta is to be exceedingly active, in spite of the fact that it is not a national convention year. Early in September chapter officers began to write to this office inquiring about the official debate question, the new constitutions, *THE FORENSIC* and various and sundry other things. More such letters have been received this year than in any preceding year. Surely we're off for a great program even if this is presidential election year.

Naturally, new chapter officers are at a loss to know just what they may expect from the national organization, outside of fines if they don't answer official letters promptly. In the first place any of the national officers will be glad to furnish advice at any time, free, just like air at a filling station. And in the second place the secretary's office will send certain materials. You are entitled to membership application blanks, advanced standing blanks, key order blanks, constitutions, rituals for initiation and pledge ceremonies, entrance examinations for pledges, a membership card for each new member taken in, membership certificates at 50c each for those desiring them ("shingles"), coaching certificates for those who are eligible, and a copy of each number of *THE FORENSIC* for each active member. Look over your supply of material and write for what you need in plenty of time to get it when it is needed. Don't wait until the very last minute to write for it.

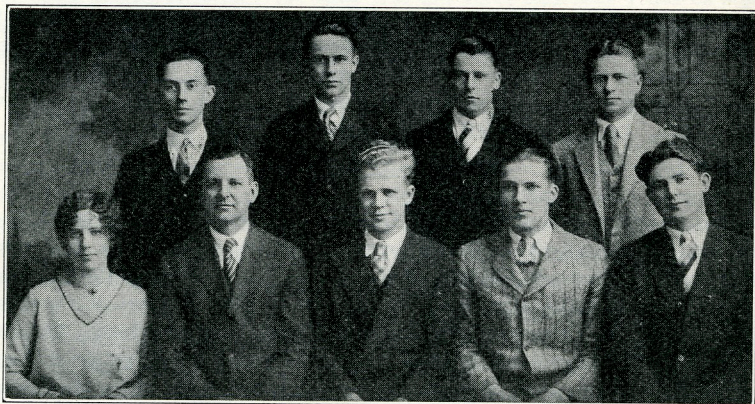
How many copies of *Winning Debates and Orations*, Volumes I and II, has your chapter purchased? These volumes give the debates and orations that won in the national contests of the last two conventions. Certainly every Pi Kappa Delta institution should have two or three copies of these books in the library. Get your coach to see that your library has them. Then many of the individual members of your chapter would find them worth owning. They come at \$1.00 each, postpaid and are ordered from the national secretary. Get your orders in early!

Keep the records of your members up to date in the national offices. This is especially important just now. The last convention raised the requirements for the advanced degrees. The new requirements went into effect July 1, 1928. They do not, however, affect records made before that time. For that

reason every member entitled to advanced degrees before this season begins should have his record brought up to date in this office at once. After he has participated this year his standing will have to be computed under the new requirements. If you need any Form B blanks (Advanced Standing blanks) let us know how many.

Every chapter is supposed to have a key-order book. Hunt yours up now. If you can't possibly find it let me know about it. Then, when you make out key orders read the blank carefully. Notice that you are to send in the orders "in duplicate." One order is kept in this office and the other is sent to the national jeweler.

Begin now to plan for your provincial convention for this year and the national convention for next year. See that your chapter has strong representation at both places. Do you know which province you belong to and who is its governor? You can find out by consulting the May number of *THE FORENSIC* for 1926 or by consulting the sheet entitled, "Facts about Pi Kappa Delta" which will be sent from this office upon request.



1927-28 P. K. D. GROUP AT RIPON COLLEGE, WISCONSIN

Henry Christofferson, center bottom row, was second place winner in Oratory at the National Convention Tournament held at Tiffin, Ohio, last April.

Vote of the Chapters on the Selection of the Official Debate Question

This report differs slightly from the one sent to the individual chapters because it contains some votes that were received after that report was sent out. In tabulating these results a first choice was counted as one point and a second choice as $\frac{1}{2}$ point.

VOTES CAST FOR MEN'S DEBATE QUESTION

**First, 48 points — Resolved, That a Substitute For Trial by Jury
Should be Adopted.**

First Choice of:

- | | |
|------------------------|------------------------|
| 1. Onachita | 19. Doane |
| 2. Redlands | 20. Nebraska Teachers |
| 3. Colorado Aggies | 21. Baldwin Wallace |
| 4. Colorado Teachers | 22. Heidelberg |
| 5. Eureka | 23. Hiram |
| 6. Carthage | 24. Otterbein |
| 7. McKendree | 25. Wofford |
| 8. Iowa Wesleyan | 26. Dakota Wesleyan |
| 9. Parsons | 27. Southwestern Texas |
| 10. Western Union | 28. Howard Payne |
| 11. Pittsburg Teachers | 29. N. Texas Teachers |
| 12. College of Emporia | 30. W. Va. Wesleyan |
| 13. Centre | 31. Georgetown |
| 14. Kentucky Wesleyan | 32. Akron |
| 15. Kalamazoo | 33. Heidelberg |
| 16. Olivet | 34. Tulsa |
| 17. Michigan State | 35. Maryville |
| 18. Ypsilanti | |

Second Choice of:

- | | |
|------------------------|--------------------------|
| 1. Western State | 11. Kansas Wesleyan |
| 2. Bradley | 12. Baker |
| 3. Lombard | 13. William Jewell |
| 4. Iowa Central | 14. Culver Stockton |
| 5. Buena Vista | 15. Nebraska Wesleyan |
| 6. Coe | 16. Cotner |
| 7. Ottawa | 17. North Carolina State |
| 8. Kansas State | 18. Oklahoma Baptist |
| 9. Southwestern Kansas | 19. Yankton |
| 10. Emporia Teachers | 20. Aberdeen |

- | | |
|-----------------------|-----------------------|
| 21. Texas Christian | 24. Sterling |
| 22. Virginia Teachers | 25. Transylvania |
| 23. Ottawa | 26. Central, Missouri |

Second, 20½ points—The Caucus or Convention System Should be Substituted for the Direct Primary as a Method of Nominating Candidates for State and National Offices.

First Choice of:

- | | |
|------------------------|-----------------------|
| 1. Western State | 9. William Jewell |
| 2. Central Iowa | 10. Culver-Stockton |
| 3. Ottawa | 11. Missouri Teachers |
| 4. Kansas State | 12. Texas Christian |
| 5. Southwestern Kansas | 13. Ottawa |
| 6. Emporia Teachers | 14. Sterling |
| 7. Kansas Wesleyan | 15. Central, Missouri |
| 8. Baker | |

Second Choice of:

- | | |
|-----------------------|------------------------|
| 1. Eureka | 7. Doane |
| 2. Carthage | 8. Heidelberg |
| 3. Simpson | 9. Wofford |
| 4. Pittsburg Teachers | 10. South Dakota State |
| 5. Gustavus Adolphus | 11. Howard Payne |
| 6. St. Thomas | |

Third, 19 points—Free Trade.

First Choice of:

- | | |
|----------------------|---------------------------|
| 1. Lombard | 7. Oklahoma Baptists |
| 2. Simpson | 8. Northwestern, Oklahoma |
| 3. Buena Vista | 9. Newberry |
| 4. Coe | 10. South Dakota State |
| 5. Westminster | 11. Aberdeen |
| 6. Nebraska Wesleyan | 12. Drake |

Second Choice of:

- | | |
|---------------------------|--------------------------|
| 1. Occidental | 8. Centenary |
| 2. Colorado Aggies | 9. Baldwin-Wallace |
| 3. Illinois North Central | 10. Otterbein |
| 4. McKendree | 11. Oklahoma City |
| 5. Iowa Wesleyan | 12. Presbyterian |
| 6. Western Union | 13. North Texas Teachers |
| 7. Hastings | 14. Franklin |

Fourth, 17 points—The Baumes Laws.

First Choice of:

- | | |
|---------------------------|----------------------------|
| 1. Idaho | 6. Gustavus Adolphus |
| 2. Illinois North Central | 7. Virginia Teachers |
| 3. Bradley | 8. U. of C. at Los Angeles |
| 4. Presbyterian | 9. Tusculum |
| 5. Yankton | |

Second Choice of:

- | | |
|----------------------|--------------------------------|
| 1. Illinois Wesleyan | 9. Hamline |
| 2. Dubuque | 10. Grand Island |
| 3. Kentucky Wesleyan | 11. Hiram |
| 4. Louisiana College | 12. Simmons |
| 5. Olivet | 13. West Virginia Wesleyan |
| 6. Michigan State | 14. Carroll |
| 7. Ypsilanti | 15. College of City of Detroit |
| 8. St. Olaf | 16. Heidelberg |

Fifth, 16½ points—Government Ownership of Hydro Electric Power.

First Choice of:

- | | |
|----------------------|--------------------------------|
| 1. Illinois Wesleyan | 7. North Carolina State |
| 2. Shurtleff | 8. Oklahoma City |
| 3. St. Olaf | 9. Ripon |
| 4. Hamline | 10. Carroll |
| 5. St. Thomas | 11. Morningside |
| 6. Montana State | 12. College of City of Detroit |

Second Choice of:

- | | |
|-----------------------|-----------------------|
| 1. Ouachita | 6. Kearney |
| 2. Colorado Teachers | 7. Southwestern Texas |
| 3. College of Emporia | 8. Georgetown |
| 4. Centre | 9. Akron |
| 5. Kalamazoo | |

Sixth, 10½ points—Recognition of Russia.

First Choice of:

- | | |
|---------------|-----------------|
| 1. Occidental | 5. Grand Island |
| 2. Dubuque | 6. Franklin |
| 3. Centenary | 7. Transylvania |
| 4. Cotner | |

Second Choice of:

- | | |
|----------------------|----------------------------|
| 1. Des Moines | 5. U. of C. at Los Angeles |
| 2. Westminster | 6. Drake |
| 3. Missouri Teachers | 7. Tusculum |
| 4. Montana State | |

Seventh, 7 points—Conscription of Capital.

First Choice of:

- | | |
|----------------------|-------------|
| 1. Des Moines | 3. Hastings |
| 2. Louisiana College | 4. Simmons |

Second Choice of:

- | | |
|-------------|--------------------|
| 1. Idaho | 4. Dakota Wesleyan |
| 2. Parsons | 5. Morningside |
| 3. Newberry | 6. Tulsa |

VOTES CAST FOR WOMEN'S DEBATE QUESTION

First, 46½ points—Resolved, That a Substitute for Trial by Jury Should be Adopted.

First Choice of:

- | | |
|------------------------|--------------------------|
| 1. Colorado Aggies | 17. Doane |
| 2. Colorado Teachers | 18. Heidelberg |
| 3. Eureka | 19. Hiram |
| 4. Bradley | 20. Otterbein |
| 5. McKendree | 21. Oklahoma City |
| 6. North Central, Ill. | 22. Newberry |
| 7. Shurtleff | 23. Dakota Wesleyan |
| 8. Iowa Wesleyan | 24. Aberdeen |
| 9. Parsons | 25. Southwestern Texas |
| 10. Western Union | 26. Howard Payne |
| 11. Dubuque | 27. Baylor |
| 12. College of Emporia | 28. North Texas Teachers |
| 13. Kentucky Wesleyan | 29. Monmouth |
| 14. Kalamazoo | 30. Georgetown |
| 15. Michigan State | 32. Tulsa |
| 16. Montana State | 33. Maryville |

Second Choice of:

- | | |
|------------------------|--------------------------|
| 1. Ouachita | 15. Cotner |
| 2. Western State | 16. Grand Island |
| 3. Illinois Wesleyan | 17. North Carolina State |
| 4. Iowa Central | 18. Oklahoma Baptist |
| 5. Buena Vista | 19. Wofford |
| 6. Ottawa | 20. Yankton |
| 7. Kansas State | 21. Texas Christian |
| 8. Southwestern Kansas | 22. Simmons |
| 9. Emporia Teachers | 23. Virginia Teachers |
| 10. Kansas Wesleyan | 24. Ottawa |
| 11. Olivet | 25. Sterling |
| 12. William Jewell | 26. Central, Missouri |
| 13. Culver Stockton | 27. Tusculum |
| 14. Missouri Teachers | |

Second, 19½ points—The Caucus or Convention System Should be Substituted for the Direct Primary as a Method of Nominating Candidates for State and National Offices.

First Choice of:

- | | |
|-------------------------|-----------------------|
| 1. Ouachita | 9. St. Olaf |
| 2. Western State | 10. William-Jewell |
| 3. Central, Iowa | 11. Culver-Stockton |
| 4. Ottawa | 12. Texas Christian |
| 5. Kansas State | 13. Ottawa |
| 6. Southwestern, Kansas | 14. Sterling |
| 7. Emporia Teachers | 15. Central, Missouri |
| 8. Kansas Wesleyan | |

Second Choice of:

- | | |
|----------------------------|-----------------|
| 1. Eureka | 6. Doane |
| 2. Bradley | 7. Howard Payne |
| 3. Lombard | 8. Baylor |
| 4. North Central, Illinois | 9. Franklin |
| 5. Simpson | |

Third, 18½ points—Free Trade.

First Choice of:

- | | |
|----------------|---------------------------|
| 1. Lombard | 6. Oklahoma Baptist |
| 2. Simpson | 7. Northwestern, Oklahoma |
| 3. Buena Vista | 8. Baldwin-Wallace |
| 4. Baker | 9. South Dakota State |
| 5. Westminster | 10. Simmons |

Second Choice of:

- | | |
|--------------------|--------------------------------------|
| 1. Redlands | 10. Oklahoma City |
| 2. Occidental | 11. Aberdeen |
| 3. Colorado Aggies | 12. North Texas Teachers |
| 4. Iowa Wesleyan | 13. Carroll |
| 5. Western Union | 14. U. of California at Los Angeles. |
| 6. St. Olaf | 15. Drake |
| 7. Hastings | 16. Georgetown |
| 8. Hiram | 17. Heidelberg |
| 9. Otterbein | |

Fourth, 12 points—National Marriage and Divorce Law.

First Choice of:

- | | |
|----------------------|-----------------|
| 1. Occidental | 6. Franklin |
| 2. Idaho | 7. Transylvania |
| 3. Missouri Teachers | 8. Akron |
| 4. Grand Island | 9. Tusculum |
| 5. Wofford | |

Second Choice of:

- | | |
|--------------------|--------------------------------|
| 1. Des Moines | 6. Newberry |
| 2. Dubuque | 7. Southwestern Texas |
| 3. Ypsilanti | 8. College for Women, Oklahoma |
| 4. Baldwin-Wallace | |

Fifth, 10½ points—The Curtis Reed Education Bill.

First Choice of:

- | | |
|--------------|------------------------------------|
| 1. Centenary | 5. U. of California at Los Angeles |
| 2. Olivet | 6. Drake |
| 3. Ypsilanti | 7. College for Women, Oklahoma |
| 4. Carroll | |

Second Choice of:

- | | |
|----------------------|-----------------------|
| 1. Carthage | 5. South Dakota State |
| 2. Parsons | 6. Transylvania |
| 3. Michigan State | 7. Akron |
| 4. Gustavus Adolphus | |

Sixth—10 points—Conscription of Capital.

First Choice of:

- | | |
|----------------------|----------------------|
| 1. Illinois Wesleyan | 5. Gustavus Adolphus |
| 2. Carthage | 6. Hamline |
| 3. Des Moines | 7. Hastings |
| 4. Louisiana College | |

Second Choice of:

- | | |
|--------------------|----------------|
| 1. Idaho | 4. McKendree |
| 2. Dakota Wesleyan | 5. Morningside |
| 3. Monmouth | 6. Tulsa |

Seventh, 4 points—The Baumes Laws.

First Choice of:

- | | |
|-------------|----------------------|
| 1. Redlands | 3. Virginia Teachers |
| 2. Yankton | |

Second Choice of:

- | | |
|----------------------|----------------------|
| 1. Kentucky Wesleyan | 2. Louisiana College |
|----------------------|----------------------|

Eighth, 3½ points—Government Ownership of Hydro Electric Power.

First Choice of:

- | | |
|-------------------------|----------------|
| 1. North Carolina State | 2. Morningside |
|-------------------------|----------------|

Second Choice of:

- | | |
|-----------------------|--------------|
| 1. Colorado Teachers | 3. Kalamazoo |
| 2. College of Emporia | |

Ninth, 1½ points—Recognition of Russia.

First Choice of:

1. Cotner

Second Choice of:

1. Westminster

The official question, therefore, for both men and women is:
 "Resolved: That a Substitute for Trial by Jury Should Be Adopted."

A glutton for statistics (we are not calling National Secretary Finley any such name in this connection, since he is not guilty. We are submitting this comment in the absence of better material which we hoped to get), might ferret out the following:

In comparison with the general voting public, based on returns of the 1924 presidential election, Pi Kappa Delta members are superior citizens. (Perhaps no person reading this needs such evidence.) In the presidential election of that year only 52.5% of the eligible voters registered their presidential preference. In the case of the men's question 73.2% of the chapters voted. On the women's question 66.6% voted. The larger vote in the case of the one is doubtless due to the fact that more of our 126 chapters have men's teams than have women's teams. Since the vote was by chapters and not by individuals we cannot prove the feminine debaters more negligent of their civic duty.

It will be seen that both groups were about equally interested in the three questions receiving the highest votes, they differing in first choice by only $1\frac{1}{2}$ points, on the second by 1 point and on the third by $\frac{1}{2}$ point. It is especially interesting to note the very decided first choice of both groups. The first choice in each case received more than twice the approval of the second. Does this not indicate that the question of trial by jury is "in the air"? We believe it does. If this is true, there will be real public interest in the Pi Kappa Delta question this year. Here is opportunity for our many chapters to contribute to the public interest and to its enlightenment on a most important American problem.



A Word From the College Last To Entertain Our National Pi Kappa Delta Convention

Ohio Beta Chapter, Heidelberg College, begins this school year with only six members, five men and one woman. The majority of the chapter was lost through graduation last June, and new members for this year have not yet been elected. Our small number, however, is no indication that we shall play a small part in the activities of our college.

Paul H. Sheats, president of our organization, placed first in the Ohio Peace Oratorical contest held in Cleveland last spring. Under the leadership of Mr. Sheats we are anticipating a successful year in oratory and extempore as well as debate. Our chapter is giving special attention to intramural activities this year, sponsoring extempore speaking contests among the men's and women's literary societies on the campus.

The privilege which we had last April of entertaining the national convention has brought an enthusiasm for Pi Kappa Delta both to us and to our college.

The "Secret" of Becoming An Orator

BY PROFESSOR CHARLES A. MARSH

(The earnest student of Oratory will find in this excellent article the real secret of effectiveness in this difficult field. The student who is "wishing" for a get-rich-quick highway to Oratorical fame, however, will not be inspired by the principle here stated. The author, Prof. Marsh, of the University of California at Los Angeles, was the third national president of Pi Kappa Delta.)

The Editor of THE FORENSIC has asked me to write a brief statement, setting forth the method followed by Miss Genevieve Temple in preparing her oration, "Beneath American Roofs," which was awarded first place in the Women's Oratorical Contest at Tiffin. He rather implied that there might be some secret about it, which other students would like to know.

Well, there is a secret, or at least an open sesame, the full importance of which but few students of oratory seem to realize. The secret is nothing more than downright **HARD WORK**, through an extended period of time.

Shortly after I returned from the 1926 Pi Kappa Delta convention at Estes Park, Miss Temple, then a sophomore, came to me and stated that she intended to begin preparation at once, with the hope that she might be chosen to represent our university in the next biennial contest. She said she was determined to work hard for the next two years, and asked for some suggestions as to how to proceed.

I called her attention to the fact that the first essential was to select a subject in which she was thoroughly interested, and concerning which she really had something worthwhile to say. It should also be a subject which would lend itself to an oratorical treatment. After some questioning we found that she had such a subject in the decadence of American home life.

Miss Temple went to work thinking about this subject, reading concerning it, and writing upon it.

At the same time she began daily work upon exercises for developing her voice, and for freeing her body for purposes of effective physical presentation. After a few months her voice, which lacked pleasing qualities and power at the beginning, began to show the results of her daily work.

It should be said that, for the most part, Miss Temple worked alone, coming to me only occasionally for additional suggestions. She is not a product of intensive coaching, to which I am decidedly opposed. Her development was a normal, natural one, resulting from her persistent daily practice and study. Practically no special coaching was given on the delivery of her oration.

In the spring of 1927 Miss Temple was chosen to represent her university in the Southern California Women's Oratorical Contest. Using the oration upon which she had been working for nearly a year, she was awarded first place. Later in the same year she again won first place in the contest at the meeting of the California Province of Pi Kappa Delta, in which both

men and women participated. She did not assume from these victories, as students too often do, that the work on her oration was now finished and that her presentation was all that could be desired. She continued to work as hard as before.

The method of preparation, then, was first of all to have a message in which she thoroughly believed, and then to work hard for two years, in a normal, natural way, to the end that both voice and body might be free and effective instruments for the presentation of that message from the public platform. No secret about it after all.



Ralph Parlette, Master Platformist, Writes the Editor

The Editor hopes to include from time to time statements from outstanding men of achievement in the speech field for the interest of our ambitious Pi Kappa Deltans. We feel that nothing is quite so practical as the word of those who have made good. Those who know Ralph Parlette will know when they read his comment below that what he has to say is not mere preachment. Various committees from all over the United States keep Mr. Parlette busy speaking and they are not frightened by his \$200.00 fee. In his public appearance he impresses one with his sincerity and he holds the interests of everyone throughout whatever time he cares to speak. Mr. Parlette, when not speaking, is busy travelling and writing. We quote from Mr. Parlette's letter:

"The greatest trouble I see with public speaking is that there are too many people who are doing public speaking with nothing to say. They are firecrackers and popguns on the warfront when they ought to get a load and the range.

"It is very important to get the outside graces and the voice and mentality. But it is a thousand times more important to get a cause. Get something so hot in the heart that it just has to spill out on the people round about. Then get training in how to spill it most humanely and artistically and it will be a far finer job of spilling. But Edward Everett had the training and Abe had the spill at Gettysburg. Many thought it was a cemetery for Lincoln, he thought so himself, until the official count was made.

"It is of vast importance to be able to speak to an audience. The big men of the land would rather be able to make a speech than make a million. They can make the million but they generally can't make the speech. I have heard men who lead huge industries confess at their desks that they would give their right hand if they could get up and say to a crowd what they can say at

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Other Speakers In Other Days

Even Bryan and Beveridge Had to Begin

College debaters should not despair if a large student audience does not turn out to hear their eloquence.

Is it not rather remarkable that as many attend as do, considering that students are lectured to hour upon hour throughout the day and considering the movies and other distractions which require no brain exercise?

Fellow debaters, if a small audience greets you, remember William Jennings Bryan's first political speech given when he was twenty years of age. Handbills had been distributed and other means of publicity used calling attention to the occasion—perhaps more publicity than is given to the average debate. When W. J. went "to the place of speakin'" there were besides the other two speakers who were to be on the program with him, four men. One of these was the owner of the grove where the "speakin'" was to be held, a man in control of a wheel of fortune, and two men in charge of a lemonade stand. The meeting was postponed.

Most orators do not fail as completely as Mr. Packard, cartoonist, admits that he failed in his oratorical experience. The occasion for him was that of the annual local oratorical contest.

Preliminary, semi-finals and final eliminations had been made leaving one other and himself to compete in the annual award contest. Three dignitaries from various walks of life and from distant points had been secured to judge the contest. The audience gathered was glad to pay an admission fee to attend. Came the hour of speaking, but the other contestant did not appear. He was ill. Whether he was scared of his opponent or the audience, Mr. Packard did not know, but there was only one contestant. Obviously there could be no contest, but since the local management needed the admission fees to pay the expenses of the judges, it was decided to give such program as they had.

The only speaker was duly announced and "orated" in due form. It was then the move of the judges. Accepting the responsibility of their office and with due dignity they went into secret deliberation after which they arose as a body and went over and gave their decision, to the boy who did not speak.

How Many Contests Have You Won?

The fact that Albert J. Beveridge entered college with only one suit of clothes, \$10.00 in cash and a three-year-old overcoat did not cripple his morale to the extent of developing an inferiority complex which prevented his winning contests.

On entering De Pauw University, he went to see the President of that institution. He mentioned to the president that he had noticed the catalog car-