

THE FORENSIC

OF PI KAPPA DELTA

ALFRED WESTFALL, Editor

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A Philosophy for the Director of Forensics

By DR. LEROY T. LAASE



(This is the second in a series of articles by Dr. Laase on the general theme of "Obtaining the Maximum Educational Values from Forensics.")



In a previous article, the thesis that speech contests possess potential educational values of great significance was developed. In this and a subsequent article, the writer proposes to set forth certain recommendations which he believes will facilitate attaining maximum educational values from forensics. I am fully aware that others might offer a different set of recommendations, but I offer these with the hope that they may serve as constructive suggestions and a stimulus to others who, like the writer, although not entirely satisfied with the present system, sees certain potential educational values in properly directed and conducted forensic contests.

The recommendations will deal with two topics: (1) The philosophy of the director; and (2) revisions in specific contest methodologies. Since the evils of speech contests were attributed primarily to weaknesses in specific directors and particular methodologies, this division is a natural one. We shall give attention in this article to the philosophy of the director. This philosophy can be summarized in four statements.

I. *Intercollegiate forensic contests should be conducted primarily for the development of speech abilities of talented students.*

The director must keep the educational aim of developing the speech skills of the student paramount at all times. It must not be prostituted in an effort to win decisions. The desire to win is not ignoble, but its essential value is as a means of motivation for the development of speech skills and not as an end in itself. Nor should the contest be camouflaged as a search for the truth by the participant for himself or his audience. The gaining of information and molding of opinion on current public questions is valuable, but it is an incidental by-product of the more fundamental aim. The guiding purpose of the director at all times should be the development of the student's speech skills.

The notion is prevalent that the director is not fulfilling his duty as an educator unless he carries this training to a large number of students. The number of students participating has frequently been used as a measure of a successful forensic season. The writer is certainly not in sympathy with the concentration on four, six, or eight varsity debaters; but he is of the opinion that there is little merit in numbers alone. Forensic training should be conducted primarily for talented students. It should be a supplement to and not a substitute for the classroom. Those students who have not attained proficiency in the fundamental speech processes should be referred to speech classes for this basic training. I like to think of forensic training as involving a hierarchy of skills. When the student has attained a certain degree of proficiency in the basic speech skills, he should be introduced to higher levels of activity of which forensics is one. When viewed in this sense, intercollegiate forensics will "evolve from and return to enrich the curriculum." The director will not be faced with a division of interest between curricular and extra-curricular activities. The latter will be confined to those whose ability is commensurate with the task, whether the number be few or many, and both curricular and extra-curricular work will tend to integrate into a unified whole.

II. *The forensic program should be varied in nature to facilitate maximum attainment of educational values.* Too much time has been spent in upholding the merits of a particular form of forensic activity as superior to some other. Too many forensic directors have assumed that the program must be either all decision or all non-decision in nature. Having decided on the superiority of a certain form, their program becomes all tournament debates, all non-decision audience debates, or all discussion and no debates, as the case may be. Likewise, some coaches will allow students to participate in extempore speaking but not in oratory; others permit participation in oratory but not in extempore speaking. Experimental variations in debate

and discussion and innovations in extempore oratory and after-dinner speaking are viewed as novel but not as involving fundamentals. Occasionally some director will seize upon some one of these experimental variations as *the* technique. Variety in program is the exception and not the rule.

Actual evaluation will show that all of these forms have their values and weaknesses. The choice of forms is not an *either . . . or . . .* proposition. A good program will utilize all forms which the director believes have something to contribute to the development of speech skills which are not contributed by other forms. A well balanced program will counteract the weaknesses of one form by participation in another which places a premium upon the same point. The director who approaches the program from this view will probably utilize decision *and* non-decision debates, critic-judge *and* audience-decisions, tournament *and* non-tournament debating, discussion *and* debate, experimental forms *and* conventional forms, extemp *and* oratory, . . . and so we might go on. Our point should be clear. The program must be varied if it is to facilitate the maximum realization of potential educational values.

III. *The amount and type of participation of each student should be determined by the needs and abilities of each individual.* We have already laid down the dictum that forensic training exists primarily for talented speakers. Some students will be ready for forensic participation their freshman year. Others may still not be ready their senior year. Both may be interested in forensics and the door to participation should not be closed. But the freshman with ability and high school experience may still well begin in regular public speaking courses. And the senior who is coming out for debate or oratory for the first time should be expected to use the extra-curricular activity as a supplement to, rather than as a substitute for, regular class work. The level of achievement at which the student is ready for intercollegiate forensic competition is not a static one, but at least a reasonable proficiency in the speech skills should be expected.

When, in the opinion of the director, the student can profit by participation in the extra-curricular program, he should be allowed to do so. The earlier participation may be limited to attendance at and discussion in debate meetings. When he has displayed sufficient knowledge of the question and ability to reason clearly upon it, he should be given an opportunity to participate in practice debates under the observation and guidance of the director. When he has demonstrated a working knowledge of the principles of argumenta-

tion and debate, he may be entered into intra-mural competition and taken before audiences to adjust him to competition and motivate him to put forth his best efforts.

When he has shown that he is ready for intercollegiate competition, he should be matched with debaters of a similar level from other institutions—if a freshman, against other freshmen; if an inexperienced upperclassman, against other beginning debaters. Decisions may well be foregone in favor of coach-analysis; it is conceivable that debaters may profit from some such experience without criticism. Then he may be taken to tournaments for underclassmen or given a position on a "B" team. Or he may be introduced to another question to meet some visiting team, to participate in demonstration debates before high school debaters on their question, or appear before some audience on a question which the members wish to hear discussed. If facilities are available for radio debating, he may be subjected to more careful training in argumentative preparation by using the exchange of manuscript form of preparation with teams from other institutions. In order to develop versatility and overcome specific weaknesses, he may be given experience in non-decision open-forum debate, experimental variations of conventional forms, panel discussions, and legislative assemblies. Eventually, though probably not during his first year and possibly not even during his second, he will become a regular varsity debater, appearing before audiences, making debate trips, and participating in tournaments.

There is some disagreement among teachers of debate as to the number of debates in which a student may profitably participate during a year. It must be clear from the above discussion that this writer does not believe that any arbitrary number can be set as proper. The amount and type of participation for each student should be determined by the needs and abilities of the student.

IV. *The contest should be utilized as a teaching situation.* Much of the teaching, it is true, has been done in preparation for the final performance. It is also true that some directors do much better than others in utilizing the preparation period for sound teaching. But regardless of the kind or amount of instruction given, the contest itself offers an opportunity for further instruction. All too often the contest has been accepted as merely a demonstration of the skill which has been attained. The orators finish, the judges' decision is announced, the coach praises or consoles his contestant as circumstances may prescribe, and aside from a possible post-mortem on the judges' decision, or a press report of the orator's victory, the event is closed. It is the contention of this writer that those of us who direct for-

encies have not fulfilled our obligations to the students unless we utilize the contest as a teaching situation.

There are several methods of using the contest as a basis for further learning. Critic-judge decisions may serve to give the participants insight into their inadequacies and accomplishments, but in many instances the decision is merely announced, and in tournaments contestants often go four, five, or six rounds without even knowing whether they won or lost, and receive no advice on how they might improve. Ballots and rating scales which embrace the points commonly accepted as essential to good public speaking or debating can provide contestants with at least partial insight into their needs and abilities if only judges and coaches would be willing to use them. Frequently through open forums or the use of a ballot which measures the shift of audience opinion on the proposition for debate or thesis of the speech, contestants can obtain an index of their achievement through the audience reaction. Whether or not any of these methods are used, the director can at least give his contestants the benefits of a "coach-analysis" after the contest is over. It is one of the most vulnerable times for teaching and should not be passed by. In order to utilize the contest as a teaching situation, both judging methods and contest procedures will need to be revised, but directors who wish to secure the maximum realization of the potential educational values will not hesitate to propose reforms. It is up to directors to assume the responsibility for seeing that contests are utilized as teaching situations.

If the philosophy for directors which has been summarized were actually followed, the writer believes that many of the current criticisms of contest procedures would soon disappear. It might be well, however, to give consideration also to certain revisions in methodologies which might aid in the director's attempt to insure the maximum attainment of educational values. This will be the substance of the concluding article of this series.

Report of Committee On Interchapter Relations and Chapter Standards

National Convention—Topeka, Kansas—1938



Herewith is presented the summary of answers submitted to the questionnaire circulated by the Committee on Interchapter Relations and Chapter Standards a few weeks prior to the National Convention of Pi Kappa Delta held at Topeka, Kansas, April 17-22, 1938. It will be recalled that the two major purposes of the questionnaire were: (1) To discover the most common practices of chapters, in order that a fair determination may be made of minimum chapter requirements (to be adopted by the society in convention), and (2) to make available to *all* chapters and to *all* officers information which is necessary to definition of administrative policies."

The first object was achieved when the Committee used the results of the questionnaire as a partial basis for its recommendations of minimum chapter standards. These standards were adopted by the Topeka convention. While the Committee did not entertain any belief that those standards cover all aspects of a chapter's activity nor that the standards, as adopted, would remain unamended over any appreciable number of years, the Committee does hope that the report adopted will serve as something *definite* and *substantial* from which Pi Kappa Delta may continually mold a greater society.

The second object of the questionnaire, it is hoped, will be attained in the presentation of this report, through the FORENSIC, in the midst of a season in which every chapter's interest should be highest. It is reported at a time in which the questions and answers may be suggestive and stimulating to those chapters, students, and forensic directors, who want to know "what the neighbors are doing," and who seek an answer to their question, "What can WE do to improve OUR chapter?" If *but one* chapter gains stimulation from this report, the Committee will feel that its work was worth the effort. May we hope that that chapter will be YOUR CHAPTER?

No attempt has been made to present a correlation among any of these figures—although it appears that correlations are possible. The commentaries which are inserted are *not* such as were written down and *subscribed* by the members of the Committee individually; the remarks are but notations of the Chairman presented as what he gathered to be the consensus of the Committee (without benefit of

stenographic service). But the Chairman wishes to thank each member of the Committee for her, or his, manifestation of sincere interest in Pi Kappa Delta by the effort and time and thought expended in the preparation of this report.

The Forensic

Does your chapter:

1. Have a regularly elected Reporter to the FORENSIC? Yes—22; No—85.

2. Reporter send stories *regularly* to the FORENSIC? Yes—7; No—99.

(Assuming, as the answers to (1) and (2) indicate, that only one-third of the chapters which do have Reporters were to report *regularly* to the quarterly, it appears that if all chapters were to elect Reporters there would be about 50 regular reports. The Committee believes that this figure would improve "with practice," but even at the minimum the Editor would be supplied with a much greater variety of copy and that the magazine would thus be improved both in quality and in interest to the whole society.)

3. Send regularly a copy of the student paper to the FORENSIC? Yes—34; No—72.

(Not only is it but little work to mail, or to have mailed, a copy of the student paper from each campus, but also this figure shows the habit to be better developed than that of sending in special reports. These files are invaluable to the Editor. It is believed that we should have 100% in meeting this requirement.)

4. Send clippings from the "public press" to the FORENSIC? Yes—13; No—93.

(This is an index of the extent to which forensic activity reaches and appeals to the general public. Other fraternities have found this type of material excellent for promoting a better magazine and in stimulating reading interest.)

5. Send pictures to the FORENSIC? Yes—27; No—79.

(While the Editor could not use all pictures that might be sent in by every chapter, if more chapters were thus to favor his office, he could more nearly "cover the nation with pictures".)

Chapter Organization

This section of the questionnaire was intended to produce, not a set of facts by which an arbitrary standard might be set up, but to sketch a picture of what the fraternity really does in regard to these items of activity and organization. A perusal of the Constitution of

Pi Kappa Delta should be made by every chapter president and sponsor with the view to seeing that their chapter is so organized as to meet the requirements of the fraternity. It is hoped by the Committee that these answers will be suggestive of remedial courses that may be pursued toward making each chapter stronger.

Does your chapter:

1. Have its own local constitution? Yes—50; No—56.
Have its own local by-laws? Yes—55; No—51.
2. Function under the administration of student officers? Yes—105; No—1.
3. Hold meetings regularly (other than “debate sessions”)? Yes—66; No—44.
4. Employ the Pi Kappa Delta ritual in initiations? Yes—97; No—9.
5. Use the recommended ceremonial paraphernalia? Yes—87; No—19.
6. Sponsor social gatherings? Yes—66; No—40.
7. Have a *local* forensic organization serving as a “feeder” to Pi Kappa Delta chapter? Yes—43; No—63.

(A *local* organization is not required in Pi Kappa Delta, but some chapters have found such an organization valuable. Some of the “local” groups are traditional, having been organized before the coming of a Pi Kappa Delta chapter to the campus. The use and value of these “locals” in which Pi Kappa Delta novices serve something similar to a “pledge period” can best be determined by local custom.)

8. Do members serve a so-called “pledge” period before initiation? Yes—34; No—72.

Chapter Relations with Campus Activities

Does your chapter:

1. Hold debates before collegiate organizations, as such? Yes—56; No—50.
2. Sponsor *intracollegiate* congressional debates in which “non-squad” students participate? Yes—35; No—71.

(This question and its answers show the possibilities of increasing campus interest in forensics. It may be that this type of work may discover talent that otherwise would lie dormant. Also, those who have used this technique have found it an excellent stimulant of campus interest in forensics.)

3. Sponsor any special activity exclusive of *intercollegiate* forensics? Yes—58; No—48.

(Those answering "yes" indicate the nature of these special activities by reporting such as "Speakers Bureau," "Open Forum," "Freshman Oratorical Contest," "High School Debate Tournament," "Intra-squad Tournament," "Peace Groups," "Interpretative Reading Contest," "Community Debates," "Intersociety Contests," "Radio Debating," "Dramatic Program," "Speakers at Civic and Community Clubs," "Student Assembly Program," "Annual Play," etc.)

4. Receive, in your opinion, proper recognition in campus paper?
Yes—92; No—13.

5. Have (any appreciable space) allotment in college annual?
Yes—101; No—5.

The chapters report the amount of space allotted, thus:

Less than 1 page.....	10	5 pages	1
1 page	52	8 pages	1
2 pages	26	Section	1
3 pages	5	No space	2
4 pages	5		

6. How many chapter members are:

Student Body Officers.....	202	On athletic teams.....	62
Class Officers	174	Members of other	
Publication Editors	76	(honorary) fraternities	527
Publication Managers	49		

(Note: In framing the question regarding "other fraternities," the word "honorary" was inadvertently omitted. Thus, while the Committee had intended to discover an index to the interest of Pi Kappa Delta members and their superior scholarship, this figure (527) is not reliable for that purpose.)

Chapter Relations with College Administration

This section was intended to give to the society a more accurate picture of the progress made by Pi Kappa Delta in achieving a greater recognition of forensics in the program of our colleges and universities. Though the questions leave much to be done, they do suggest what has been accomplished and, it is hoped, may point the way for those who seek to finish the task.

1. Does the college grant academic credit for participation in intercollegiate forensics? Yes—74; No—36.

Maximum hours granted (by colleges):

One hour	6	Eight hours	6
Two hours	20	Ten hours	1
Three hours	11	Twelve hours	1
Four hours	17	Fourteen hours	1
Six hours	10	Sixteen hours	1

(It should be noted that, while two hours is the maximum credit given by the greatest number of colleges (20), two-thirds of the colleges give *more than* two hours credit. The committee would like to know whether the chapters reporting more than eight hours have possibly included regular Speech Course credits.)

2. Does the college award (pay for) Pi Kappa Delta keys? Yes—38; No—73.

3. Is the key presented in a public ceremony (e. g. student convocation or assembly)? Yes—28; No—76.

4. How many of the faculty and administration are P. K. D. members?

Graduate Members

1 member	19	colleges
2 members	31	"
3 "	14	"
4 "	13	"
5 "	6	"
6 "	3	"
7 "	1	"
8 "	2	"
10 "	1	"
None	9	"

Honorary Members

1 member	26	colleges
2 members	13	"
3 "	7	"
4 "	4	"
5 "	3	"
7 "	2	"
10 "	1	"
None	49	"

(A summary of these figures shows that, of 109 colleges reporting, 90 have faculty members who have formerly been active in forensics, and these 90 colleges have a grand total of 256 graduate members. Of 105 chapters reporting on honorary members, 56 have faculty members who have been elected to honorary membership in Pi Kappa Delta, and that these 56 chapters have a grand total of 128 honorary members. Inasmuch as the laws of Pi Kappa Delta require that an honorary member shall have been active in forensics as a student or that he shall have manifested, as a faculty member, an interest in the forensic enterprise, it may be said that the chapters reporting roll up a total of 384 members of faculty and administration who should have a vital interest in forensics. The figures also indicate that forensic activity is a material asset in qualifying one for work in the field of Education.)

5. Does the college place a scholarship requirement (prerequisite) upon membership in student organizations? Yes—59; No—48.

Chapter Cooperation with Provincial and National Administrations

Does your chapter:

1. Promptly remit initiation fees? Yes—101; No—7.

Promptly remit "Advanced Standing Reports"? Yes—67; No—41.

(The Committee wishes to emphasize the importance of prompt remittance of these items. It seems that the reports should be 100% prompt, in order that the Secretary-Treasurer may always have available the most accurate information and in order that the students may receive proper and complete credit for their forensic achievements.)

2. Maintain a system of records to facilitate cooperation with national and provincial officers? Yes—70; No—38.

(While the report for "Minimum Standards" in the various chapters adopted at Topeka will call for a more careful record of chapter activity in order that a chapter may be, in some manner, evaluated in relation to all other chapters, the Committee is of the opinion that these records will be invaluable to the chapter and to the students. They should be helpful, also, in maintaining a higher degree of cooperation between the chapter and the college administration.)

3. Maintain a record of its entire graduate membership? Yes—53; No—55.

4. Keep posted on activities of its graduate members? Yes—55; No—53.

5. Ever presented for settlement by the national officers a question disputed by another chapter? Yes—5; No—103.

6. Would your chapter probably approve adoption by the fraternity of uniform "Record Forms" to show *some* of the information herein sought, such forms to be procured by the national officers and distributed *at cost*? Yes—97; No—11.

Chapter Relations with The Public

Does your chapter:

1. Present debates before civic clubs, churches, high schools, etc.? Yes—84; No—25.

(b) Mostly upon invitation—72; Mostly upon request of chapter—35.

2. Prepare debates upon *special* subjects upon request? Yes—54; No—53.

3. Hold *invitational* speech tournaments for high schools? Yes—54; No—55.
4. Conduct tournaments *for* high school forensic associations? Yes—54; No—58.
5. Maintain a bureau of student speakers to make talks on special subjects? Yes—42; No—66.
6. Send to “public press” stories of: “Coming events” Yes—85; No—22. Past events Yes—81; No—27.
7. Advertise forensic events by use of: (a) Handbills: Yes—9; No—100. (b) Placards: Yes—40; No—63. (c) Courtesy announcements, by churches, schools, etc.: Yes—56; No—58.
8. Give public recognition, through the news, announcements, reports, etc., of citizens who attend, and render service in, forensic events? Yes—74; No—35.
9. Send chapter members to serve as judge in high school contests? Yes—89; No—19.
10. Make it a *policy* to initiate distinguished citizens into honorary membership? Yes—24; No—84.
11. How many honorary members (non-faculty) are on your chapter rolls? Chapters reporting “None”—80. Remainder report—83 honorary members.

Respectfully submitted,

Committee on Interchapter Relations and Chapter Standards.

Mary A. Hill, State Teachers College, Flagstaff, Arizona.

J. W. Carmichael, Bowling Green State College, Bowling Green, Ohio.

Warren G. Keith, Winthrop College, Rock Hill, South Carolina.

Owen P. McElmeel, College of St. Thomas, St. Paul, Minnesota.

W. Prewitt Ewing, Chairman, 2229 Bancroft Pl., N. W., Washington, D. C.

Exchange for Back Numbers of The Forensic

I have extra copies of the FORENSIC for March, 1934; October, 1936; January, March, May, and October, 1937; January, March, and May, 1938. I am short copies of October, 1935, and January, 1936, issue, as well as of issues earlier than 1933. Does any one wish to exchange? Could we have a place in the FORENSIC to further these exchanges?

ED BETZ, College of the Pacific.

Speech Training Means "Everything"

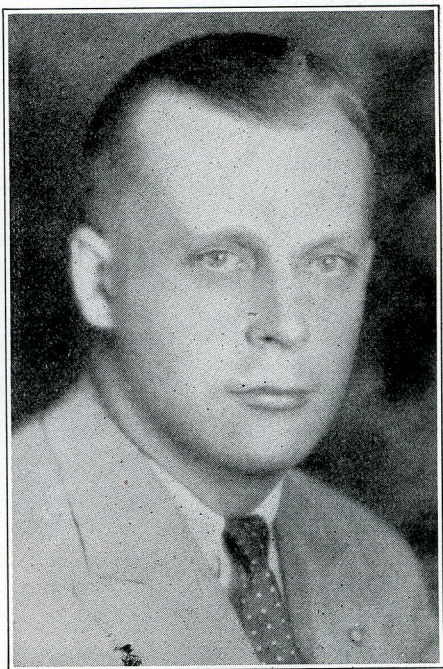


Greetings, Pi Kappa Deltans!

At the suggestion of our great and good editor, Alfred Westfall, I am writing a note to answer his question, "What part did your speech training play in your election to Congress?" I could answer his query in one word—"everything."

I feel certain that the exercise of what small ability I may have to express myself on the platform was the biggest factor in elevating (or demoting) me from the position of debate coach to Congressional freshman! I think this is pretty generally true of successful candidates for office, but it is most emphatically true in my own case. Witness the following:

Thru my activities as a debate coach, I came to know our genial and efficient National Counsellor, J. D. Coon of Sioux Falls. Thru his power of oratory (and native good looks!) "J. D." came to be State Chairman of the Republican Party. Thru the fact that I had delivered so many talks, good, bad and indifferent, in South Dakota at everything from christenings to golden weddings, I came to be widely enough known to receive the Republican nomination for Congress. After that, it was easy—with "J. D." pushing, pulling, promoting, and praying (and what a Baptist's invocation he can evolve!) the voters named his man to Congress and so my answer, "everything", becomes as accurate as a judge's decision in the eyes of the winner!



KARL MUNDT
Congressman from South Dakota

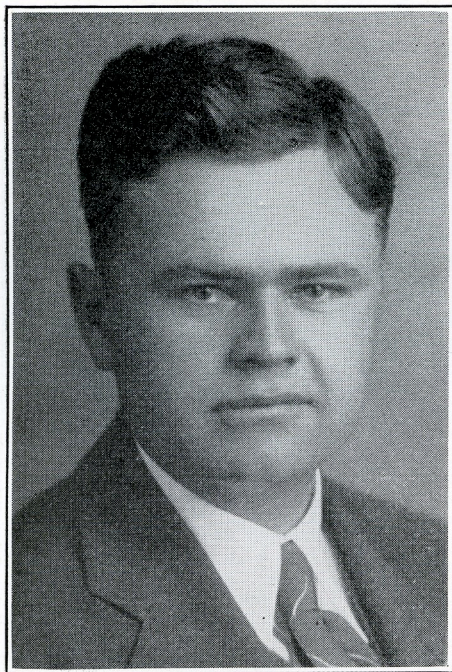
Of course, Pi Kappa Delta also gave me an early chance to practice politics in the raw. At the Tulsa convention, George McCarty (his

Congress via Pi Kappa Delta



On July 28, 1936, the Democratic voters of the fourth congressional district of Oklahoma cast an overwhelming majority vote for Lyle H. Boren as their nominee for the United States House of Representatives.

The youthful, boyish-faced, former school teacher, and member of the Eta Chapter of Pi Kappa Delta, East Central State Teachers College, Ada, Oklahoma, won the nomination over the colorful veteran congressman, the late "Cowboy" Percy Lee Gassaway.



LYLE H. BOREN
Congressman from Oklahoma
Oklahoma Eta

Going to Washington as the youngest member of congress, Boren set such an enviable record for a first-time congressman that he was quickly named as the Democratic nominee for congress a second time.

Lyle Boren was an outstanding debater in college and participated in many forensic activities as a well-known and active member of Pi Kappa Delta. It was largely through the efforts of Boren and the other members of the debate squad with their coach, W. V. O'Connell, the present vice-president of Pi Kappa Delta who is coaching debate at De Kalb, Illinois, at

the present time, that a chapter of Pi Kappa Delta was brought to East Central. Boren was a charter member of the fraternity, and his record as a debater and later as a member of congress shows that he represented his college with the greatest of honor.

Although it is very unusual for a first-time congressman to be given a place on any major committee, Boren was appointed to the powerful and important Interstate and Foreign Commerce Committee.

Continued on page 91

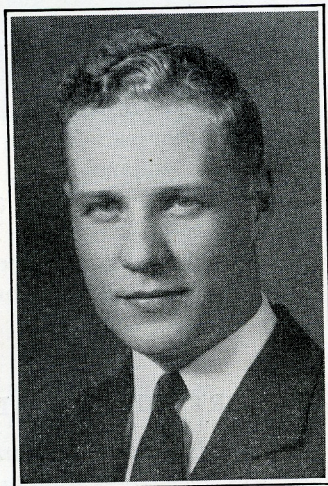
Pi Kappa Delta Helped Rhodes Scholar

I wish, first, to express my appreciation to the editor for this opportunity to reveal what forensic work and Pi Kappa Delta have meant to me. It is always much more desirable to evaluate such things in retrospect than during the first period of participation when our critical standards may be disturbed by our initial enthusiasm and the peculiar fascination of speech work.

The examination for the Rhodes Scholarship, which was entirely oral, dramatized for me, as no previous experience had, the value of speech training. As I told the committee of selection, I regard forensic work as one of the most important components of a college education. One secures confidence and a sense of poise which renders him more capable of meeting the exigencies of any situation. Debate demands rapid analysis which puts a razor edge on one's thinking, and more facility in expression is steadily acquired. The speech student learns to discriminate. He can recognize propaganda though it bears a pseudonym. He realizes as never before that no one has a monopoly on truth and that problems are solved in a spirit of tolerance rather than of dogmatism. Those, I believe, are the major contributions that forensic work can make to the individual student.

Membership in Pi Kappa Delta is a privilege indeed. This organization is grounded on something more than emotional attachment or social tradition. It epitomizes the endeavor to achieve perfection in the fine art of expression. Thus, we who are members should value it more highly because it caters to the intellect as well as the fraternal spirit. Never was this more evident than last year at Topeka when those of us who were present discovered that Pi Kappa Delta represented an accurate cross-section of the best thinkers among American college students.

I think the fact that we are college students and members of Pi Kappa Delta has a particular significance today. Whether or not



JACK HEIRES, RHODES
SCHOLAR
Yankton, South Dakota Gamma

Will graduate magna cum laude in June. Joined PKD as a freshman and is now a special distinction member. Plans to study law at Oxford.

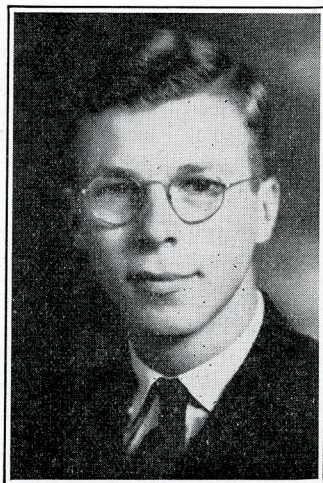
we have a "date with destiny" we know that it will require the mobilization of all our faculties to cope with the problems of this perplexed world into which we shall graduate. We have all been conditioned to accept the social, economic, and possibly political changes that are inevitable. In forensic experiments like the National Students Congress we have learned the technique of approaching those problems. We know the importance of intellectual honesty. We realize the necessity of dispensing with emotionalism and partisanship in venturing solutions, and under such circumstances our duty is self-evident.

In our speech training, then, we have the most effective method of combating the "isms". The more we use the privileges accorded us under the Bill of Rights the more reluctant we shall be to give them up as popular satisfaction with a government often is the result of effective salesmanship, we may do much to re-vitalize democracy by becoming more articulate and influencing the thought of those with whom we come in contact. It is our belief that eventually things are settled in the forum and not in the battlefield. While we may yet do so, let us choose our weapons. Rhetoric—not rifles.

ROBERT HUBBELL APPOINTED TO NATIONAL COUNCIL

Robert Hubbell of Hiram, Ohio Gamma, was recently appointed to the National Council by President Rose. Mr. Hubbell takes the place of Edwin Cash, College of the Ozarks, who is this year attending a college without a PKD chapter and who has therefore resigned.

Our new Student Representative is a junior, majoring in history and political science. He holds the degree of special distinction in debate. He competed in the national tournament at Topeka. He is president of the Ohio Gamma chapter and vice-president of the student body. He has a letter in track. He has been active in peace work and was vice-president of the International Relations Conference of the Ohio Valley. He recently served as speaker of the mock legislature held in Ohio.



ROBERT HUBBELL
Hiram, Ohio Gamma
Student Representative on the
National Council