

THE FORENSIC

SERIES 9

NUMBER 2



OF
PI KAPPA DELTA

NOVEMBER, 1923

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LOCAL CHAPTERS

Arkansas

Alpha—Henderson-Brown College, Arkadelphia.

California

Alpha—University of Redlands, Redlands.

Beta—Occidental College, Los Angeles.

Gamma—California Institute of Technology, Pasadena.

Delta—College of the Pacific, San Jose.

Epsilon—University of California Southern Branch, Los Angeles.

Colorado

Alpha—Colorado Agricultural College, Ft. Collins.

Beta—Colorado Teachers' College, Greeley.

Connecticut

Alpha—Connecticut Agricultural College, Storrs.

Illinois

Alpha—Illinois Wesleyan University, Bloomington.

Beta—Eureka College, Eureka.

Gamma—Carthage College, Carthage.

Delta—Bradley Polytechnic Institute, Peoria.

Epsilon—Hedding College, Abingdon.

Zeta—Monmouth College, Monmouth.

Eta—Illinois State Normal University, Normal.

Indiana

Alpha—Franklin College, Franklin.

Iowa

Alpha—Iowa Wesleyan, Mount Pleasant.

Beta—Central College, Pella.

Gamma—Des Moines University, Des Moines.

Delta—Morningside College, Sioux City.

Epsilon—Simpson College, Indianola.

Zeta—Parsons College, Fairfield.

Eta—Upper Iowa University, Fayette.

Theta—Coe College, Cedar Rapids.

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LOCAL CHAPTERS

Kansas

Alpha—Ottawa University, Ottawa.
Beta—Washburn College, Topeka.
Gamma—Kansas State Agricultural College, Manhattan.
Delta—Southwestern College, Winfield.
Epsilon—Fairmount College, Wichita.
Zeta—Kansas State Teachers' College, Emporia.
Eta—Kansas Wesleyan University, Salina.
Theta—Kansas State Teachers' College, Pittsburg.
Iota—College of Emporia, Emporia.
Kappa—Baker University, Baldwin.
Lambda—Sterling College, Sterling.

Kentucky

Alpha—Georgetown College, Georgetown.
Beta—Center College, Danville.

Maine

Alpha—Colby College, Waterville.

Michigan

Alpha—Kalamazoo College, Kalamazoo.
Beta—Olivet College, Olivet.
Gamma—Hope College, Holland.
Delta—Michigan Agricultural College, East Lansing.
Epsilon—Michigan State Normal College, Ypsilanti.

Minnesota

Alpha—Macalaster College, St. Paul.
Beta—St. Olaf's College, Northfield.
Gamma—Gustavus Adolphus College, St. Peter.
Delta—Hamline University, St. Paul.

Missouri

Alpha—Westminster College, Fulton.
Beta—Park College, Parkville.
Gamma—Central College, Fayette.
Delta—William Jewell College, Liberty.
Epsilon—Missouri Wesleyan College, Cameron.
Zeta—Culver-Stockton College, Canton.

Montana

Alpha—Montana Wesleyan College, Helena.
Beta—Montana State College, Bozeman.

Nebraska

Alpha—Nebraska Wesleyan University, University Place.
Beta—Cotner College, Bethany.
Gamma—Doane College, Crete.
Delta—Hastings College, Hastings.
Epsilon—Grand Island College, Grand Island.

Ohio

Alpha—Baldwin-Wallace College, Berea.
Beta—Heidelberg University, Tiffin.
Gamma—Hiram College, Hiram.
Delta—University of Akron, Akron.

Oklahoma

Alpha—Oklahoma A & M College, Stillwater.
Beta—University of Tulsa, Tulsa.
Gamma—Oklahoma Baptist University, Shawnee.
Delta—Northwest State Teachers' College, Alva.
Epsilon—Oklahoma City College, Oklahoma City.

Pennsylvania

Alpha—Grove City College, Grove City.

South Carolina

Alpha—Wofford College, Spartanburg.
Beta—Presbyterian College of South Carolina, Clinton.
Gamma—Newbury College, Newberry.

South Dakota

Alpha—Dakota Wesleyan College, Mitchell.
Beta—Huron College, Huron.
Gamma—Yankton College, Yankton.
Delta—South Dakota State College, Brookings.
Epsilon—Sioux Falls College, Sioux Falls.
Zeta—Northern Normal & Industrial School, Aberdeen.

Tennessee

Alpha—Maryville College, Maryville.
Beta—Tusculum College, Tusculum.

Texas

Alpha—Southwestern University, Georgetown.

Washington

Alpha—College of Puget Sound, Tacoma.

Wisconsin

Alpha—Ripon College, Ripon.

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THE FORENSIC

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NOVEMBER, 1923

No. 2

A NEW DEPARTURE IN FORENSICS

F. B. Ross, Kansas Zeta

The history of the growth of forensics in this country is replete with interest. In its earliest stages the art of persuasion was manifest in debates on current problems in which both parties to the controversy were vitally interested and which both were attempting to solve but each by a different formula. In this form it has survived, in part, the rapid changes in other types of human expression and activity and is still a much used means of weighing differences of opinion and of disseminating information on important matters among the general populace. However, in the second quarter of the 19th century the same principle herein involved was adopted in the play life of the race resulting in the development of the rural and urban lyceum or debating circle. In this institution many of our most versatile speakers and eminent statesmen had their first introduction into public life. After a half century of usefulness and with the advent of more rapid means of transportation and transmission of news and finally with the consolidation movement among the country schools, this most valuable and much beloved social agency, which had been so successful in combining recreation and education, has gone out of existence almost entirely and its decay marks the passing of an historic landmark.

Contemporary with the last half of the life of the country lyceum the spirit of forensics was caught by the college and university men and women and soon appeared in the form of inter-collegiate and university debates. But it did not stop here. In the past decade and a half the high schools have quite universally adopted this phase of the art of expression as a regularly recognized extra-curricular inter-scholastic activity.

In the earlier days of inter-scholastic forensics one contest a season was considered quite sufficient after which each school was again more or less isolated until the following year. How different today. High schools have their district and state leagues, colleges and universities their state and inter-state organizations and their national fraternities while all three of these institutions send teams on long forensic tours.

The high school that has possibly been most spectacular in this undertaking is Oklahoma City. In the spring of 1922, H. B. Summers, now the coach of Park College, took two men and toured six central states, meeting as many as twelve opponents from such city schools as Rock Island, Ill., Council Bluffs, Ia., Joplin, Mo., Topeka, Kans., Bartlesville, Okla., and others. Of the colleges and universities following this practice that deserve special mention are Redlands University, University of Southern California, Colby, Ripon, Park, Morningside, Colorado Agricultural College, Harvard University, the University of Utah, and finally Bates, a little college of five hundred students in Lewiston, Maine. In 1921 Bates crossed the Atlantic and met Oxford, Sheffield, and Edinburgh under the flag of King George; and one year later Oxford returned the visit and met Bates under the Stars and Stripes. This little college has startled the forensic world during the past three years by its unprecedented series of victories.

With this rapid expansion of interest came the critic judge system, the open forum and extemporaneous methods of debating, the dual, triangular, and pentangular contract arrangements and finally the series of elimination

contests leading to a final encounter for state or district championships. Yet with all this progress the old practice of one debate at a time still persisted. Recently, however, a new feature has been developed, namely, that of holding a number of debates in tournament form exactly as a series of basketball games would be played. This idea was initiated in the Southwest Central Division of Pi Kappa Delta composed of the states of Kansas, Oklahoma, and Texas, when representatives from fourteen colleges and universities in these states, having chapters of Pi Kappa Delta, met at Southwestern College, Winfield, Kansas, March 14-16, 1923, in the first forensic tournament ever held in the history of forensics.

The program consisting of oratorical contests for both men and women, an extemporaneous debate and the regular tournament debate, (twelve in all) was carried out, being governed by a few simple rules. The only restrictions placed upon participants in these events were, first, that the entrants must be bona fide under-graduate students carrying at least twelve hours of college work with a passing grade, and, second, that no student could enter either oratorical contest who had won first or second place in a state or inter-state contest.

In the tournament debates teams were composed of two speakers, each with ten minute constructive and five minute rebuttal speeches. The national Pi Kappa Delta question was used throughout the series. Changing the personnel of the teams was permissible for the succeeding debates. Sides in all debates were either chosen by lot or agreed upon by the competing teams. Opponents in the first round of debates were chosen by lot but in the succeeding contests teams were automatically paired as a result of the eliminations from the brackets in the preceding rounds.

That this meet was a success was evidenced by the enthusiasm and spirit of sportsmanship and good will shown by all present and by the fact that the entire program was carried out as per schedule. The oratorical contest for men was held the evening of March 14 with nine contestants, Fairmount College, Wichita, Kansas, winning first place. At eight o'clock A. M., March 15, the first round of the regular tournament debates was begun and continued throughout the forenoon with the exception of one hour, from ten to eleven, when it gave way to the oratorical contest for women which was held before the entire body of Southwestern students and delegates. Miss Ruth Fulton of Kansas State Teachers' College, Emporia, won first honors.

The afternoon was taken up by a business meeting and the second round of debates. At 6 o'clock the Winfield high school debating squad served a banquet to sixty Pi Kappa Deltans. At eight o'clock the extemporaneous debate between Southwestern College, Winfield, Kansas, and Kansas State Teachers' College, Emporia, took place, the latter winning a two to one decision.

At eight o'clock A. M., May 16, the semi-final debates in the regular tournament were held from which Baker and Fairmount emerged victoriously. Each team hastily prepared for the final encounter which was held at ten o'clock before seven hundred students, delegates and townsfolk.

The Baker team was composed of Messrs. Nickle and Case, two veteran debaters who have won enviable reputations through Kansas, Missouri, and Iowa as logical thinkers and convincing speakers. Fairmount's colors were upheld by Messrs. Hough, a freshman but a powerful speaker and a master of himself and his subject on the stage, and G. Vernon Kelly, a senior, a four year debater and the man who tied for first place in a national oratorical contest. These teams are no doubt as good as Kansas ever puts out. Though the house was crowded, the speakers held the rapt attention of the listeners throughout the debate and displayed forensic ability equal to that of the large university teams. With the chairman's announcement of the judges' decisions in this contest, the first forensic tournament ever held came to a close with Baker University as victor.

The success of this tournament is only indicative of what we might expect in the near future. The South Dakota and Northwestern Iowa chapters held a Province Convention and Tournament at Aberdeen, April 26-27. Missouri and southeastern Iowa as the Central Western Province of Pi Kappa Delta, arranged a similar meet held at Westminster College, Fulton, Missouri, May 3-5. It is not beyond reason to predict that with the next biennium many other Provinces will hold like meets which will possibly ultimately result in inter-provincial contests. At any rate the accomplishments at Winfield prove that debates can be held in tournament style with just as great a degree of sportsmanship, satisfaction, success and accuracy as can a series of athletic contests.

Personally I commend this system for use among high schools, believing that it will eliminate many of their present difficulties. Under the plan operating today the state is divided into districts. Each school meets each other school in the district in a dual debate. In turn the district winners meet in dual debates until finally the two emerging as victors meet at the state university to contest for state title. All this is good but it means excessive traveling, much of it being duplicated, and entails the expenditure of large sums of money and yet in no event is there more than one debate held at a place at one time. My idea would be to reduce the number of divisions in the state and hold a tournament at a central point in the district at which time all the debates would be held in a period of two days in exactly the same manner as a series of basketball games would be played in an athletic tournament. At the conclusion of these district meets let the winning teams, or possibly the two ranking highest in each district, meet at the state university for the final tournament.

Such an arrangement would do several things. It would reduce the cost at least one-half, it would mean a great saving of time lost from school work, it would prevent prolonging the debate season to extend over several months, it would foster a greater fellowship and higher degree of sportsmanship by bringing several teams in contact with each other at one time and all this would result in a greater interest in forensics.

With the tournament plan should go the single critic judge method of deciding debates. This, too, would reduce expenses and at the same time assure a more nearly expert decision than does the present method of picking judges at random. No person can judge a debate who knows nothing at all about the art and yet a large per cent of those called upon to act in that capacity at present are of this class. With the single judge plan fewer persons would be needed; consequently experts could be sought and when a judge is conscious of the fact that he must explain why he made his decision, the very best that is in him will be challenged. I see in this combination the beginning of a new day in forensics.

Prof. J. W. Milne of Michigan Aggies took one of his teams on a three weeks' debating jaunt last spring visiting Milwaukee, points in Illinois, Indiana, and Ohio, Washington, D. C., Philadelphia, New York, Boston, and Orono, Maine. Three subjects were debated in eight debates: Compulsory arbitration, Cabinet form of government, and Invasion of the Ruhr—the last an impromptu debate with but twenty-fours for preparation. This debate was the last of the trip with the University of Maine and both teams worked all night in preparation. M. A. C.'s schedule was a follows: Compulsory arbitration: Marquette University, won by Michigan; Illinois State Normal, no-decision; Purdue University, won by Michigan; Wilberforce University, won by Wilberforce; Amherst College, won by Michigan. Cabinet form of government: Bluffton College (Ohio), no decision; Akron University, won by Michigan. Ruhr Invasion: University of Maine, won by Michigan.

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FROM THE LITERARY DIGEST

The Literary Digest of April 14, 1923, had an article entitled "Bates Wins Debates" which is of such interest to our readers that we quote it entire as follows:

"What college holds the debating championship of the country? Disregarding the above headline, any reader is privileged to take three guesses, and then acknowledge that he doesn't know. The Outlook (New York) ventures what appears to be the safe assertion that 'very few Outlook readers or daily newspaper readers, for that matter, in the United States, know that Bates College, numbering only a few hundred students, wears the crown of American intercollegiate debating.' The conspicuous position of Center College of Kentucky is recalled, but then Center College achieved a reputation in football, 'and football,' observes The Outlook writer, 'provides a surer path to the front page than debating.' Two years ago Bates College added new laurels by crossing the Atlantic to meet the pick of Oxford, Sheffield and Edinburgh on the platform, and won the verdict in two debates out of three. The vote may not have been strictly on the merits of debating, however, since the question argued was the advisability of canceling interallied war debts, and the Bates College men favored cancellation in two or three places. The decisions in British collegiate debates result not from the opinion of appointed judges, but from the general voting of the audience, and 'at all three places the vote overwhelmingly favored cancellation.' Last fall Oxford, on a return visit, was beaten by a vote of two to one under the American system of judges, and 1,186 to 370 by popular verdict, on the question: 'Resolved, that the United States Should at Once Join the League of Nations.' The verdict was granted, we are told, 'not on the merits of the question, but on the superior merits of the debating team in logic and delivery.' After a succession of further victories Bates was greeted by the New York Times with the editorial encomium that by stint of stern discipline and argumentative discussion this little college of a few hundred students has become the power center of college debating in America.' Together with its eight recent consecutive victories, Bates has won forty intercollegiate debates out of fifty-two in which she has taken part. The Boston Herald comments, referring especially to the Bates-Oxford debate:

"For many reasons we wish these debates might stir the public to enthusiasm. If great audiences hear them, and if the interest in them is extended enough to command liberal amounts of newspaper space, we think the reflex influence on the average American undergraduate will be salutary. As things are now, college athletics are featured and intellectual competitions of every kind are not. The men who 'do most' for their schools are those who score touchdowns and bat out home-runs. For overemphasis on college sport and underemphasis on scholarship we are inclined to think the graduate body more responsible than the students themselves. To be sure, a high-stand man sometimes is a 'grind' and nothing else, not a 'mixer,' not very likable, not interested in the general activities of the institution.

"But we would like to see these debates make sufficient impression on both the general public and the undergraduates to help a little toward a needed readjustment of values. Not that a debater who is not inerrant in his use of adjectives will obtain the attention that a football man gets when he sprains a knee, nor that a college the size of Bates, which wins debates against such universities as Harvard and Yale, will get such headlines as does Center when it plays Harvard to a standstill on the gridiron. Not until some fundamental changes are made in human nature will the wranglers in the forum receive the recognition that comes to the gladiators in the stadium.

"But these wranglers ought to have greater recognition. Think what Bates

has done. She has won 40 debates in 52 against small schools and great universities. In 1920 and 1921 she won seven consecutive victories, with Cornell, Harvard and Yale numbered among the vanquished. She faced great odds at Oxford. The subject was that of the non-intervention policy of America in European affairs. In this country the arguments are weighed by a small body of judges, who render the decision. At Oxford the audience itself, of graduates and students, settles the question. And Bates, with a team chosen from a few hundred students, appeared in that historic Oxford Union to support a view-point which ran counter to all the opinions and prepossessions of their English hearers, and in the argument, against a team chosen from the 6,000 members of the 22 colleges of Oxford University, Bates performed the miracle of getting more than a third of the vote.

"Manners of speaking differ, of course. But the difference between the English and the American manner is the opposite of what most of us would suppose it to be, according to the professor of law and politics at Hamilton College, who says in the New York Times that the 'comments of the English press indicated that the Americans excelled in logic and reasoning ability and were more earnest,' and that 'the English speakers were more emotional and impulsive and witty and eloquent, and were given to oratorical climaxes.' They had 'the parliamentary grand manner'; the Americans 'followed more the procedure of the court-room and the precedents of the American bar.'

"George L. Moore, writing in The Outlook, believes that interest in American debating might be much improved if we would adopt some features of the English system. As Mr. Moore points out:

"There are no judges brought in from the outside upon whose opinion the decision rests. Instead, the will of the auditors is expressed by balloting. The manner of procedure at Oxford is embellished by tradition and is solemnly carried through. At the other universities some of the tradition, perhaps, is lacking, but the system is identical. The chairman of the debate proposes the motion. At Oxford he is the president of the Union and is seated on a sort of throne. This year's president is an American, R. M. Carson, of Oriel, a Rhodes man and a fine representative, incidentally, of American scholarship. The presidency of the Union is considered the highest honor at Oxford. Mr. Carson is always pointed out to visitors as 'the American who made us vote for Prohibition.' This achievement was the result of a speech he made at the Union on American Prohibition. The achievement assumes a considerable magnitude when one realizes that the typical Oxford attitude toward Prohibition is amazed disbelief that it can exist anywhere.

"When Mr. Carson, as chairman, proposes the motion, the first speaker affirms it, followed by a speech of negation, two more speeches (one of affirmation and one of denial), and one speech from each side to sum up. So far the procedure is not unlike that used in America, but from now on it is radically different. In an American college music or some other form of entertainment is introduced at this point to lull the minds of the audience until the judges have made their decision. In England the fun is just beginning. When the chosen debaters of the evening complete their arguments the question is open for discussion by the house. In all three of the contests of the American team this year this was the longest and most interesting part of the meeting. One speech from the floor was twenty minutes in length and surpassed the efforts of the debaters themselves for scope of understanding and trenchancy of expression. At Edinburgh adherents of the Labor, Socialist, Conservative, and Liberal point of view fought keenly for supremacy. When the chairman deems the forum closed, the vote is taken. There are two doors, one for the ayes and another for the noes, and all the members of the house choose their exits with care, depositing their votes in the two boxes—aye and no—provided for the purpose. At Oxford

these receptacles are heavy carved oak, darkened by age; and Tradition—that ubiquitous fellow—has decreed that the aye box is a square foot greater in capacity than the no, for no other reason than tradition and that the boxes, of course, were made that size.

"The general effect of this forum method of procedure and the popular vote is to keep interest in debating quick and fresh. The audience is more responsive than an American debate audience, and it is larger. One isn't admitted except by ticket! Many an alumnus of an American college will remember being begged to attend a debate 'to support the team.'

"The reason for an English university man going to a debate is that he is interested in the question at issue and more than likely plans to say something for his opinion. This difference in attitude and motive reveals an interesting contrast between what the student across the Atlantic thinks about and talks about, and the mind of his American cousin. What surprised the American debaters this year more than anything else was the table talk and other conversations of the British collegian. He is a keen student of politics and social questions, and isn't ashamed to make them subjects of everyday discussion along with cricket and rowing. His conversation is witty, bright, clever, full of chaffing and joshing, but much more solidly based than American college talk. The Oxonian, the Edinburgh undergrad, and the Sheffield man showed themselves possessed of information and able to give it out easily and interestingly and to receive in kind. This ability is reflected in the debates, which are conducted in the conversational style. Formal argument in a solid, businesslike, 'cold facts' manner, which is the substance of the American college forensic style, is rarely used. Debate in Britain is made to serve a desire to acquire a clear, cogent, and interesting manner of speech. Expressing his views as brilliantly as possible is the sole justification for debating, in the opinion of the British collegian, and so rooted is this point of view in the university consciousness that the American debaters were courteously advised not to regard the recent rencontres as academic contests, but merely as 'a friendly interchange of views.'

"The amount of wit, humor, and whimsicality in the British speeches amazed their American antagonists, who had been trained to use humor carefully and in the form of a story with a point. Spontaneous wit was sprinkled through all of the other discourse, from both the debaters and the speakers from the floor. Occasionally it seemed irrelevant, as when one of the young Oxonians began his pleading somewhat as follows:

"Dear Mr. Chairman (pause)

"I am going to be confidential (long pause)

"I have a brother (whispered)

"He occasionally (pause) speaks to me (pause)

"Recently he finished his studies and decided to sip from the spring of knowledge in an American university.

"He matriculated (prolonged pause)

"Soon afterward he became ill.'

"And more in the same vein. There were also some facts in his discourse, but he had somehow acquired the gift of using them for penetrability rather than for weight. What such a speaker lacks in capacity to impress he gains in the ability to amuse and entertain, which is often a better method of cultivating receptivity in an audience than gravity and a businesslike array of facts.

"All of the English college debaters cultivate the light, deft touch. Those who admire Chesterton and Shaw attempt the paradox and the aphorism, and do them rather well. They even garnish their table talk with this sort of thing."

AN INTERESTING CONTRIBUTION

In the course of the last year our National Secretary-Treasurer received from Professor H. A. White of Washington and Jefferson College some most valuable material with regard to forensics on the Atlantic seaboard, material which he was good enough to say we might use. This unfortunately was crowded out of the spring number. Professor White, as Secretary of the Debating Association of the Colleges of the State of Pennsylvania, was in an especially advantageous position to secure information. He sent questionnaires to 165 colleges and universities in the United States and received answers from 84. The material we give consists of the answers to these questionnaires, of recommendations concerning the list of judges used throughout Pennsylvania, and of an article upon the Open Forum or Judgeless Debate, written by Professor Philip M. Hicks of Swarthmore College. These we now present to our readers.

WASHINGTON AND JEFFERSON COLLEGE
Department of Rhetoric and Public Speaking
Washington, Pennsylvania, November 25, 1922.

The questions and summary of the chief replies are given below. If a college uses two methods of choosing judges, for instance, both are accounted for in the results. Since six colleges report no intercollegiate debating relations, the actual replies are 78.

1. What general type of subject (e. g.; social, political, economic) do you find most satisfactory for intercollegiate debates?

Economic subjects are first choice by 35 of the 78 institutions and second choice by 19 others; political subjects, first choice by 15, and second by 14 others; social, first choice by 14 and second by 4 others. Six report no special choice, 7 use all three kinds without special choice; 4 "cannot generalize"; at least 12 altogether, in all groups, emphasize the element of timeliness rather than that of particular type.

2. How do you agree with your opponents as to what subjects shall be used in an intercollegiate debate? Kindly outline any special methods you employ in selecting or in agreeing upon subjects.

Subjects for debate are chosen by a conference in 24 institutions, four of which also use some other method besides; one side proposes the question and the other chooses the affirmative or negative in 18, three of which also use a second method in some instances; in the case of triangular debates largely, propositions are submitted by correspondence and then all vote as to preference, in 22 institutions, seven of which report a central board or secretary to manage the correspondence and voting, and in one instance at least, the secretary belongs outside the three institutions that are to debate; in 3 cases the voting method is combined with conference to reconcile differences and agree on the details of the debate; in a dual debate, in 3 cases colleges alternate in choosing question; in 2 cases one side submits lists of several questions, opponents choose one, and submitting side chooses to defend or refute; one large university allows an outsider to suggest question; 7 choose question adopted by a national forensic society; 3 choose a general topic several weeks in advance and allow some outsider to suggest wording one day or one week before; in 2 instances the question is chosen by a committee of alumni of competing colleges.

3. To what extent do you use formal or set rules for an intercollegiate debate? A statement of the principal rules or a copy of them would be greatly appreciated.

Several misinterpreted this question. The results here given, however, seem fairly to interpret the replies.

Simple rules, governing length of speeches, eligibility, judges, and similar matters are reported by 35 institutions, six of which mention 12 minutes