

## FORENSICS AND THE OMNIBUS COLLEGE

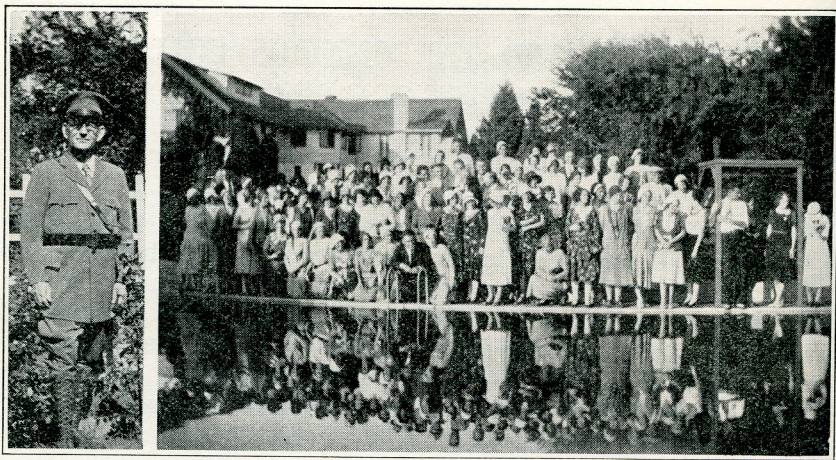
BY DR. J. THOMPSON BAKER  
Southwestern College

THE EDITOR of Forensic has asked me to tell what place there is for a Public Speaking Professor in the Omnibus College and its tours, or what advantages come to such a teacher from this Omnibus College. Perhaps first I should tell what the Omnibus College is. I can best do this by telling of my experience last summer. On July 16th 100 of us, all college trained people and almost all teachers, joined the western tour of the Omnibus College. It is rightly called "America's College on Wheels." Our caravan consisted of two big 36-passenger buses, three seven-passenger Packards, a cafeteria and a baggage bus. This caravan leaving Kansas made a more-than-8,000-miles trip of over seven weeks; its route traversed all but two of the western states and also Mexico and Canada. Carrying our own baggage and cafeteria, we camped wherever we stopped, and had our meals regularly in camp.

There were a number of teachers of speech on the tour, and I am sure I but voice their sentiments when I say that I have never spent a seven weeks from which I secured as much value for my chosen field of work; nor have I ever in such a length of time found more opportunity for the practical use of forensics.

When we arrived at a camp site and found 3,500 people awaiting us, with speeches by the mayor, secretary of chamber of commerce and congressman of that district, I assure you there was something for the public speech man to do; when we found one city welcoming us thru its Kansas club, 200 strong, the Kansas public speech man had to be on the job in replying to that welcome. When a chamber of commerce came twenty miles and met us on the way in a historic spot in the Rockies and served a wonderful dinner, while one of their representatives spoke eloquently for half an hour on historical data of that place, the public speech man simply had to make a good short speech in appreciation; and when a church of 1200 in a city near our camp asked for a speech on the Omnibus College and a sermon at the



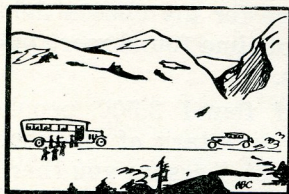


The Western Group of the Omnibus College and Dr. J. Thompson Baker, the Leader

morning hour, it was the professor of Public Speaking who had to thus speak twice before he got any dinner! Yes, there was abundant opportunity for speech practice.

But what he got worth while was far greater than what the speech professor gave. Seven weeks with those 100 teachers, traveling, seeing, learning, and exchanging ideas was worth much. When we visited Mexico and Canada and naturally compared things with our own country, there was almost unlimited debate—on the prohibition question, for example. When an

irate ranchman refused us passage thru his ranch, tho routed there on detour by the highway commission, it took much of good persuasion and argumentation to secure a way out. When our bus stuck for an hour with another bus on a bridge a mile long, but too narrow for two big busses to pass, it took much



argument and other "forensics" to extricate us. But, as you have already guessed, the greatest value from the Omnibus College is the material gathered for future use both in teaching and in public speaking. The wealth of material can not be even enumerated, but just a few places visited will suggest much: Carlsbad cavern, which has been explored thirty miles; Grand Canyon; Cliff Dwellers; Old Missions of New Mexico, Arizona and California; Mexico and Canada; Yosemite Valley and the big trees; climbing Mt. Ranier and sliding down the glacier on "tin bottom-

ed pants"; crater lake; Hollywood, and an hour on Mary Pickford and Doug. Fairbank's estate; half a day as guests of Micky Mouse corporation; Chinatown and Chinese theatre; Yellowstone park; Catalina; guests of Aimee McPherson and the Angelus temple; The Dalles and Columbia river highway; salmon fishing and canning; Pacific battle ship fleet. Scores of other similar attractions were ours to enjoy and profit by. Any teacher of



speech must realize what a lore of material for illustration and for description is here found. History, romance, literature and sociology are here in abundance, and in usable form of greatest value. Personally, I feel I have just taken my greatest course in post graduate study. "See America First" has a

new and bigger meaning for me. This Omnibus College grew from a small beginning made nine years ago when Dr. Wm. A. Goldsmith made the first tour in an old Ford car to Maine on a biology expedition, during a vacation. Only nine years, yet on first tour east this year, over 520 went; on second tour over 200. And on our "pioneer" trip west this year, 100—more than 800 altogether this year.



## BEVERIDGE THE DEBATER

(Continued from Page 90)

the Rooster Crows in the Morning from Observation and not from Instinct.<sup>8</sup> It is not recorded who won this grave, biological discussion.

Thus in the heat of actual debate, whether the subjects were serious or trivial, Albert J. Beveridge prepared for his subsequent career in the United States Senate. With the same technique and the same youthful vigor, he engaged in his memorable debate with Senator Hoar on the policy of the United States toward the Philippines, with Senators Quay and Foraker over the admission of Oklahoma, Arizona and New Mexico to the Union, and with the Aldrich Republicans over the features of the Paine-Aldrich tariff. In the national forum he fulfilled in brilliant fashion the expectations of his loyal classmates who gloried in his eloquence at Old DePauw.<sup>9</sup>

8. Gobin, *loc. cit.*

9. The name of Indiana Asbury University was changed to DePauw University while Beveridge was in school there.

## VOTE ON THE OFFICIAL DEBATE QUESTION

### FIRST PLACE, CAPITALISM, 50 POINTS

#### First Choice of:

- |                        |                         |                             |
|------------------------|-------------------------|-----------------------------|
| 1. Redlands            | 16. Detroit             | 30. Okla. College for Women |
| 2. College of Pacific  | 17. Hamline             | 31. So. Dakota State        |
| 3. Idaho               | 18. St. Thomas          | 32. Sioux Falls             |
| 4. Monmouth            | 19. Central (Mo.)       | 33. Maryville               |
| 5. Shurtleff           | 20. Gustavus Adolphus   | 34. Texas Christian         |
| 6. Iowa Wesleyan       | 21. Park                | 35. West. Va. Wesleyan      |
| 7. Western Union       | 22. Intermountain Union | 36. Commerce T.             |
| 8. Morningside         | 23. Nebraska Wesleyan   | 37. Ripon                   |
| 9. Penn                | 24. Baldwin-Wallace     | 38. Carroll                 |
| 10. Kansas State       | 25. Hiram               | 39. Upper Iowa              |
| 11. Southwestern (Ks.) | 26. Otterbein           | 40. Buena Vista             |
| 12. Hays               | 27. Akron               | 41. Dubuque                 |
| 13. Bethany            | 28. Bowling Green       | 42. Olivet                  |
| 14. Kalamazoo          | 29. Oklahoma City       | 43. Michigan State          |
| 15. Ypsilanti          |                         |                             |

#### Second Choice of:

- |                    |                        |                       |
|--------------------|------------------------|-----------------------|
| 1. Ouachita        | 6. Ottawa              | 11. Aberdeen          |
| 2. Colo. Teachers  | 7. Kansas Wesleyan     | 12. Baylor College    |
| 3. Colorado Aggies | 8. Baker               | 13. Henderson T'chrs. |
| 4. Forensic        | 9. Marietta            | 14. Linfield          |
| 5. Drake           | 10. Southwestern (La.) |                       |

### SECOND PLACE, RECOGNITION OF RUSSIA, 30½ POINTS

#### First Choice of:

- |                    |                        |              |
|--------------------|------------------------|--------------|
| 1. Conn. Aggies    | 8. Emporia T.          | 15. Newberry |
| 2. Colo. Teachers  | 9. Montana State       | 16. Aberdeen |
| 3. Forensic        | 10. Culver-Stockton    | 17. Yankton  |
| 4. Parsons         | 11. Doane              | 18. Madison  |
| 5. Ottawa          | 12. No. Carolina State | 19. Huron    |
| 6. Pittsburg T.    | 13. Marietta           | 20. Trinity  |
| 7. Kansas Wesleyan | 14. Ada T.             |              |

#### Second Choice of:

- |                  |                        |                       |
|------------------|------------------------|-----------------------|
| 1. Dubuque       | 8. Nebr. Wesleyan      | 15. Augustana         |
| 2. Iowa Wesleyan | 9. Detroit             | 16. Texas Christian   |
| 3. Western Union | 10. Akron              | 17. East Texas T.     |
| 4. Morningside   | 11. Bowling Green      | 18. West Va. Wesleyan |
| 5. Washburn      | 12. Okla. Col for Wom. | 19. Henderson T'chrs. |
| 6. Sterling      | 13. Hiram              | 20. Jamestown         |
| 7. Hays          | 14. Otterbein          | 21. California Tech.  |

### THIRD PLACE, CANCELLATION OF WAR DEBTS, 25½ POINTS

#### First Choice of:

- |                 |                       |                        |
|-----------------|-----------------------|------------------------|
| 1. Colo. Aggies | 5. Southwestern (La.) | 9. Puget Sound         |
| 2. Washburn     | 6. Dakota Wesleyan    | 10. North Texas T'chrs |
| 3. Sterling     | 7. Augustana          | 11. Jamestown          |
| 4. Baker        | 8. Baylor College     | 12. Henderson T'chrs   |

## Second Choice of:

- |                 |                        |                    |
|-----------------|------------------------|--------------------|
| 1. Redlands     | 10. Southwestern (Ks.) | 19. Doane          |
| 2. Conn. Aggies | 11. Bethany            | 20. Ada T.         |
| 3. Buena Vista  | 12. Intermountain Un.  | 21. Ypsilanti      |
| 4. Upper Iowa   | 13. Olivet             | 22. Huron          |
| 5. Parsons      | 14. Central Mo.        | 23. Baylor Univ.   |
| 6. Penn         | 15. Gustavus Adolphus  | 24. Ripon          |
| 7. Monmouth     | 16. No. Carolina State | 25. Carroll        |
| 8. Shurtleff    | 17. Hamline            | 26. Yankton        |
| 9. Idaho        | 18. Culver-Stockton    | 27. Michigan State |

A few votes were cast for other questions but no more than three for any one of them.

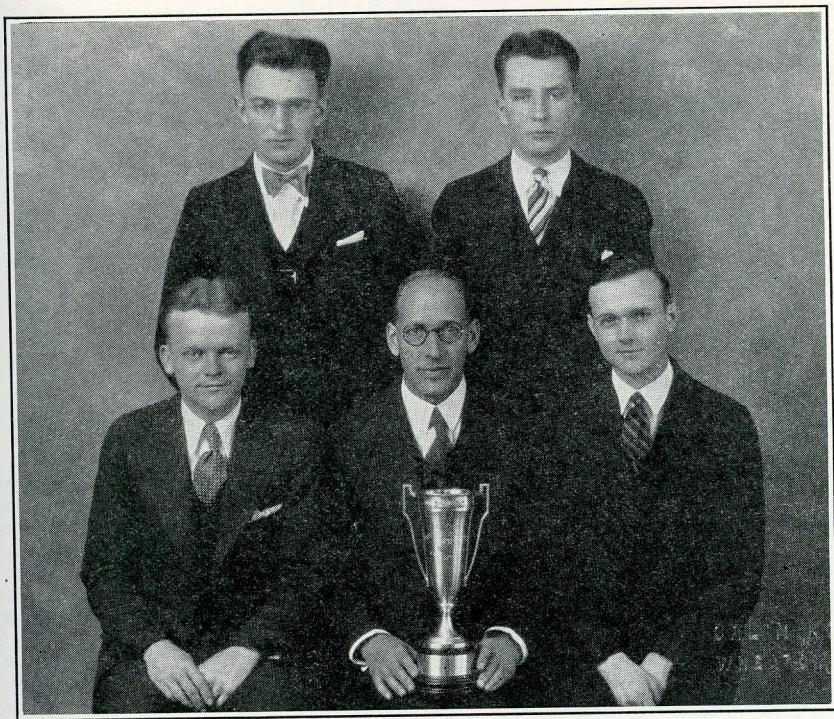
The official wording of the Capitalism question will be arranged by the National Council. It will be sent to the local chapters from the secretary's office as soon as possible.

The proposal for separate questions for men and women was voted down by a count of 49 to 24.

G. W. FINLEY, National Secretary.



## WINNERS IN MEN'S DEBATE



Back Row, Left to Right—Allan Zacen, Paul Allen  
Front Row—Douglas Roe, Prof. Herbert Moule, Otis L. Priddy

These representatives from Wheaton College, of the "baby" chapter of the Illinois Province, won first place in men's debate in the province tournament held at Oshkosh. Earlier in the year, Wheaton won the men's debate of the Illinois League.

# eT Coet[Ra—an] The iIKE— An<sup>D</sup> so FOr[h

## Using the wrong argument

College Student (being arrested): "But I shay, offisher, I'm a shtudent!"

Officer: "Ignorance is no excuse!"

\* \* \* \* \*

## KEEP YOUR EYE ON THE BALL

So the would-be golfer is advised. That advice is equally good for the would-be public speaker. "Keep your eye on the ball."

\* \* \* \* \*

## \$300 for Walking Backward

There is a man who boasts that he has traveled more miles backwards than any other man in the world. He leads show cattle into the ring at national and international livestock exhibits. As he exhibits his contestants, he walks backwards. He is "keeping his eye on the goal." He is interested in the animal that he is leading, not in the audience or in himself. He is not on exhibition.

He has led over \$100,000,000.00 worth of cattle into exhibit rings and he gets \$300 or more a lead.

He keeps his eye on the goal.

\* \* \* \* \*

## DEMOSTHENES, TWO TRAVELERS AND AN ASS

While Demosthenes was speaking to an assemblage of his countrymen he observed that many were inattentive. To gain their attention he introduced the following story:

"Once upon a time there was a traveler who, becoming weary in carrying his burdens over a mountain, bought an ass from another who traveled that way. As he went on his way he became hot from the rays of the burning sun, and lay down under the shadow of the ass to rest and cool. Soon the other traveler, the original owner of the ass, came along and asked that he be permitted to come into the shade, to which the new owner objected, saying that the object that produced the shadow was his and that the shadow must also be his.

At this point Demosthenes hurriedly left the platform. His audience, now fully awake, called to him to return. He did so, only long enough to say, "Oh, men of Athens, when I tell you something important for the life of your country, you sleep, but when I tell you a mere story, you awaken at once."

Moral—? Well, if we must attach a moral we might, if necessary, stretch a point and say that Demosthenes kept his forensic eye on the goal of audience attention.

## COACHING DEBATE TEAMS

PROFESSOR CHARLES A. MARSH,  
University of California at Los Angeles

IN any enterprise the end to be attained usually influences the means used to accomplish that end. In a discussion of methods of coaching debate teams, it may be in order to inquire: What is the purpose of this institution of inter-scholastic and inter-collegiate debating which is so extensively practiced in high schools and colleges today? Why do we engage in these debates? What are we seeking to accomplish?

One of three purposes may be our primary goal. First, we may be debating to win a decision over an opposing team. If we hold this view, debating is then primarily a contest—a game. The end is to win; honestly, if we can; but win. Debating then becomes largely a struggle between coaches. Undoubtedly this is the dominating purpose in some of the debating at the present time. Attention is concentrated upon a very small group of students who are given intensive training, or who are expected to memorize and eloquently recite speeches which have been prepared for them by their coach. Recently, the present speaker quizzed a group of debaters concerning the methods of preparation used in their high school debates. Some confessed that their whole participation in preparation was to commit to memory a speech which had been written for them. Others admitted that the coach analyzed the question and determined the issues and the case. In some instances, students prepared speeches, which were later carefully revised and rewritten by the coach.

As one high school coach has expressed it: "Many coaches write speeches, prepare briefs, help read, and do about everything except deliver the speech."\* Many high schools patronize publishers who specialize in ready-made debates. A letter recently received from one of these publishers began with this question: "Would you let \$4.75 stand between you and a successful debating season?" The letter went on to say that for the small sum of \$4.75 you could secure bibliography, briefs, speeches, strategy, and rebuttal notes on any one of many debate questions.

\*Raymond H. Barnard, in *Quarterly Journal of Speech*, April, 1928, p. 270.

Unfortunately these questionable practices are not limited to high school debating. The letter just referred to stated that fifty per cent of the colleges in the middle-west use material published by this company. Undoubtedly this is too strong a statement, but the fact remains that several of these firms continue to do business year after year. They must have some customers.

Instances are known to the speaker where college and university debate coaches have been guilty of all the sins we have already mentioned. We know of an instance where a university debate coach even selected the jokes which his debaters used in a contest with an Oxford team.

A second purpose which some hold to be the primary objective of debating is to establish the truth of the proposition. We would not be misunderstood at this point. We insist that debaters should always be in pursuit of the truth. They should always seek the facts. We would contend with Socrates that "The first rule of good speaking is that the mind of the speaker should know the truth of what he is going to say. \* \* There never is nor ever will be a real art of speaking which is unconnected with the truth." We would not tolerate the use of erroneous or distorted evidence. We would deplore unethical practices of whatever nature. Debaters and coaches who hold that a purely disinterested search for truth is the end of debating will not resort to the practices which are so often present when the end is to win the decisions.

But is it not rather presumptuous to suppose that the immature minds of students scarcely out of their teens can "establish the truth" of the type of propositions generally used in debates? What is "the truth" of the proposition, "Resolved, that the nations should adopt a policy of free trade," which is being debated by many colleges this season? On which side of this question is the truth? Is it possible that two college debate teams in ninety minutes of time, can finally settle this question which has challenged the thinking of statesmen for many generations? Does a decision in debate mean that the winning team is right and the losing team is wrong? We believe that is not the primary purpose of a debate, to convince the audience of the right and wrong of a proposition. Contest debating is not held for the purpose of establishing the truth of the proposition.

What, then, may be said to be the purpose of debating contests? If we are not debating primarily to win, and if it is impossible to establish the truth of the questions discussed, why debate?

We believe there is a third purpose which fully justifies all the time and effort expended on these contests. We believe that debating contests are primarily for the development of the students participating. We think they afford excellent opportunity for the study and practice of effective methods of speech-making. We contend that nothing should be done, either in preparation for a debate or while on the platform, which does not rebound to the lasting advantage of the student. Debaters properly coached should receive valuable training in methods of research, in analytical processes, in logical thinking, in organization of material, in skill to detect and to refute fallacious argument. To accomplish this, the students, not the coach, must prepare the debates. When debaters stand upon the platform they must present the results of their own work, not a speech prepared largely by the coach, or bought ready-made from some "bootlegger."

How, then, may we coach debate teams that these ends may be fully accomplished? In answering that question, I have been requested to explain the methods of coaching which I have been using for the past several years. To do this, I must be somewhat personal.

At the University of California at Los Angeles, we use what we call the "open squad system," rather than the usual "tryout." The first point of difference is that teams are selected after the students are thoroughly prepared on the question instead of being chosen early in the season and prepared afterwards. When we are ready to begin work upon a debate proposition, an announcement is made, calling all men who are interested, to meet at a designated hour. Usually from forty to fifty men respond. At this first meeting the method of coaching is explained for the benefit of the new men and an hour selected for the weekly meeting of the squad.

From four to six weeks (depending on the length of time before the first debate) is now spent in a general study of the question. Each man usually works independently. He is expected to do original research and to bring to the weekly meetings of the squad the results of his investigations. At the squad meeting the men engage in a free discussion of the subject, seeking first to understand fully every term included in the proposition and to determine the issues inherent in the question. The coach simply acts as chairman and endeavors to prevent more than one man from talking at a time. He also tries to give each man equal opportunity to participate. This is not always easy, for frequently the session becomes very lively with the eager-

ness of the men to enter the discussion. In an endeavor to secure a thorough analysis of the subject, the coach asks questions directing the line of discussion, but he refrains from interjecting his own opinions on controversial matters. He is seeking to have the debaters make a thorough analysis of the proposition unbiased by any opinions which he may hold on the question. Frequently at the close of a session, the coach proposes questions which the members of the squad are to be prepared to answer at the next meeting.

Since the coach is not preparing to debate the question himself, he does not read the special material upon the subject. His knowledge of the subject, except such general background as he may have had before the proposition was selected, comes from hearing the men discuss the question. It may be contended that, if the coach is not himself thoroughly informed upon the subject, he is not in a position to correct factual errors which the men may make. The members of the squad can be trusted to take care of such matters. If a member is making a mis-statement, some other member of the squad will quickly take him to task. It is better that the coach shall not know so much about the question that he will be tempted to influence the debaters to accept his views. The present speaker is happy to be able to say that, in over thirty years of experience in coaching debate teams, he has never in a single instance determined the issues for a debate or outlined a case or a speech. He does, however, criticize the work produced by the men, but never to any extent of interjecting his own ideas to replace those of the student.

After this period of general study, during which the men have participated freely in discussion, the members of the squad make five-minute speeches, in which each man is limited to the development of a single point. Here the interest becomes so keen that men frequently throw away the point they had intended to discuss and use their time in refuting arguments presented by previous speakers. Thus the men get valuable training and experience in rebuttal work.

Next, the men are divided into teams of two men each for a series of practice debates. Following each debate, the work of the men participating is fully and freely discussed by the squad. It is, of course, necessary to hold extra meetings of the squad to hear all these debates. These rounds of debate continue, with a change in the personnel of teams, as long as time permits.

About a week before the date of each intercollegiate debate, the coach selects from the squad the team for that particular debate. Teams are chosen for a single debate, never for the

season. A team may debate more than once. A man may be a member of two or more teams with a different colleague each time. The aim is to use the largest possible number of men, rather than limiting participation to a few stars.

As soon as a team is chosen, the two men decide upon the "case" they will present and then come in and talk it over with the coach. It should be understood at this point that the squad does not work out an affirmative or a negative "case" which all debaters must use. It will, of course, sometimes happen that a certain "case" will seem to a majority of the squad to be the strongest possible presentation of the question. But the will of the majority is never forced upon the minority. No debater is ever required to present any particular line of argument. At every stage of the work, the men are given the freest opportunity for individual expression.

Under this method of coaching, the men are prepared on all phases of the question, and they are able on short notice to speak either first or second on a team. The men are usually prepared on both sides of the question, but no man is ever required to speak on a side of the proposition against his convictions, if he has convictions on the subject.

The debaters use the extemporaneous method of speaking. Arguments are usually reduced to writing, but speeches are not committed to memory. The men are not coached in delivery. The regular class work in public speaking is depended upon to develop effectiveness in presentation.

May we say in conclusion that we firmly believe in decision debates. The contest feature impels the men to do their best work, but we do not make winning the objective. We know that a victory cannot add to, or a defeat subtract from, the real benefit which the speakers have received in debating a subject. Contestants should be taught to realize that they usually derive more benefit from defeats than from victories. I frequently say to students that, in thirty years of direct contact with public speaking contests, I have not observed one instance where a contestant was really injured by defeat, but I have known of numerous cases where students have been positively harmed by too much success. Many college debate coaches will testify that their most serious problems are often afforded by students who have won too many honors in high school. While preparing for contest debates the decision should always be a secondary consideration. The methods of preparation and of coaching should always be such as will secure for each student the utmost in personal development.

# PI KAPPA DELTA FORUM

## Deciding the Final Debate in the National Tournament

PROF. E. R. NICHOLS, University of Redlands

We should like to see the final debate and semi-final debates in the National Tournament at Tulsa decided in the following manner: (1) A critic judge to give his decision orally before the convention; (2) Three judges or five (as desired) whose combined vote (unanimous, two to one or three to two, or four to one) is to be regarded as one vote equal to the critic judge's vote. And (3) a vote of the audience (majority rule) to be counted as one vote. This will make the final decision three to nothing, or two to one.

The above plan has the advantage of letting everybody in on the decision who attends the debate, and as the audience is composed almost entirely of debaters and their coaches, it is not open to the usual attack made on audience decisions. Moreover, the decision of the critic and of the board of judges overbalances the audience two to one so the audience can not rule if it opposes both of the types of expert judges. If the board gives a divided opinion and the critic judge and audience side together with a minority of the board there is a correction of any bias that might be responsible for the board's split decision. If the critic is in the minority and the board and the audience are against him there is again a correction of a view of the debate or debating that does not suit the largest number of the hearers.

It would be interesting to see how such a combination of decisions works out in a debate crowd. It certainly would be fair, and could easily be applied also to the semi-finals debates. We believe that fairer decisions or more accurate decisions, to be precise, would result from the use of this system. What do you say—suppose we try it?

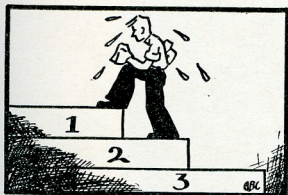
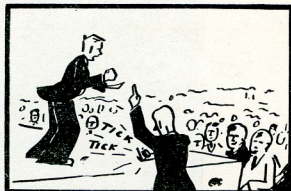
## Give Us More Time

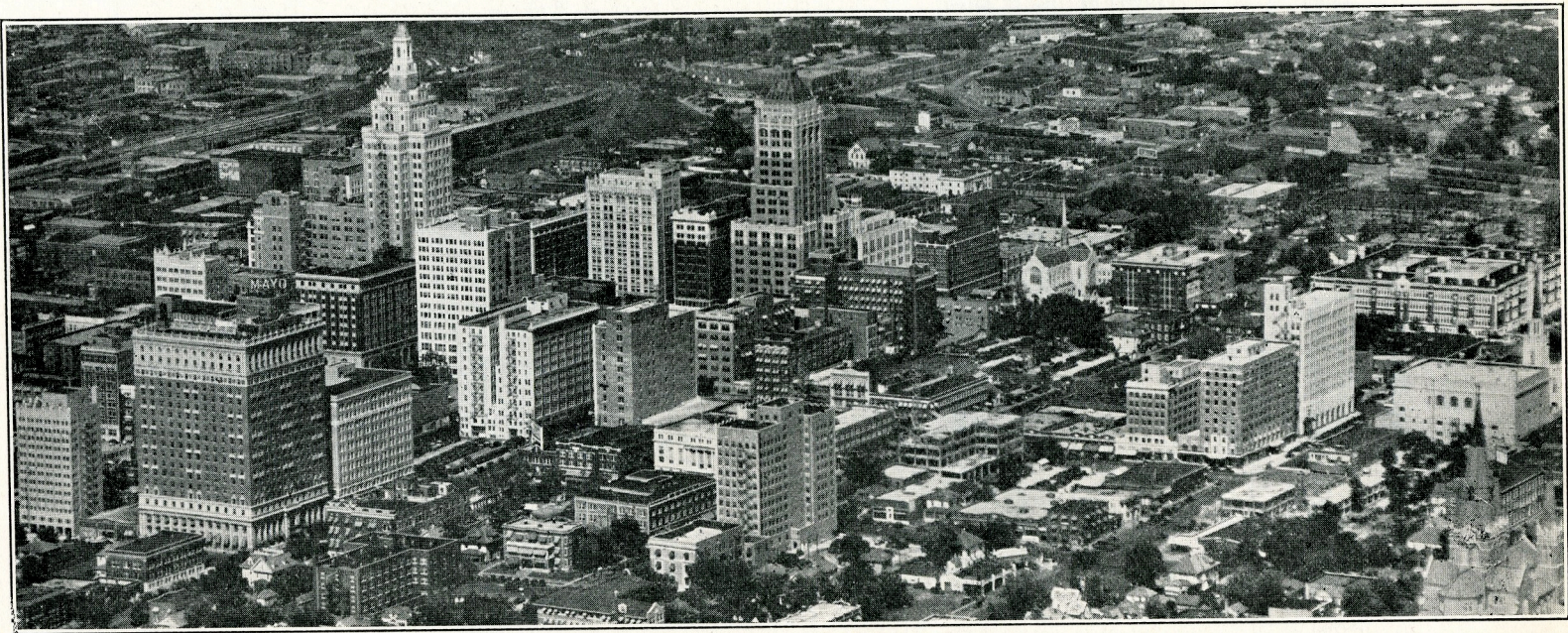
We have another suggestion to make to the committee in charge of the debate tournament, and that is that the time of constructive speeches be extended to twelve minutes and that the two closing rebuttal speeches be seven minutes in length.

This change would add a total of twelve minutes to the time used for a tournament debate, making 72 minutes all told. We do not believe that this is an excessive amount of time for tournament rounds. We certainly wasted enough time between rounds at Wichita going back and forth to make up for it. We hope that this will not be necessary at Tulsa. We need more compactness than we had at Wichita.

There are some distinct advantages to adding to the time for the debates. Most of us have fifteen, five and seven for our ordinary two men team debates. The adjustment to the tournament time would not be quite so difficult if only three minutes were cut from constructive speeches. We would have better debates as there would be more time to develop the cases. Our printed debates would compare more favorably with other printed debates and take on a look more of championship caliber than the ten minute speeches. Most subjects that we debate require more time if they are to be handled adequately. We do not need to worry about the audience problem and do not need the time cut for the sake of the audience. We could have just as many rounds in a day as we have now. More time would lessen rather than increase the strain on the contestants, and that is an item in a tournament that is to be considered in five rounds or more of trying to say all that you ought to say. The shorter

the time the harder the work and the more you have to worry. Going high in a tournament is a "gosh-awful" grind anyway and anything that we can do to lessen the strain would be a good thing.





Airplane View of Tulsa

## SEE YOU AT TULSA

When our national officers of Pi Kappa Delta chose Tulsa for our convention city, they had in mind among other important considerations those of geographical location, hotel accommodations, and the ability of the local chapter in securing cooperation on the part of the city in arranging for the convenience and efficiency of our tournament program.

We believe the visiting contestants will be interested also in the city itself, quite apart from the above considerations. Youth likes action, enthusiasm and confidence in the future. All of these traits we shall find in youthful, growing and confident Tulsa. Every growing city has its "superlatives," real or imagined. A while ago we heard some wag say of a mid-west city, "She may not be dead, but she is beautiful laid out." A sort of paradox, and quite nonsensical in this connection, but we just happened to think of it. Which suggests the further observation that Tulsa is not only "beautifully laid out" but is, in addition to that fact, very much alive, if we can believe the information provided by their progressive Chamber of Commerce. For please note that:

Tulsa is—

- the wealthiest city per capita in the world,
- the fastest growing city of her size in the world,
- the heart of the world's richest oil producing area,
- building more skyscrapers than any other city of her size, and stands 12th in number of tall buildings among all American cities.

Tulsa has—

- 185,000 population, having trebled in size the past ten years,
- a combination of fuel, power and water advantages unmatched by any other city in the country,
- probably the finest water supply of any city in America,
- public schools known throughout the nation for their high standard of excellence and efficiency,
- a Municipal Airport handling a larger volume of commercial business than any other airport in America,
- more fine residences in proportion to population than any other city in the world,
- a delightful year-round climate, neither too cold in winter nor too hot in summer,

—a rapidly growing university that will soon rank with the finest in the country.

The Tulsa Chamber of Commerce suggests that we "Point for the Southwest." And we know that many members of many chapters of Pi Kappa Delta are expecting to—

SEE YOU AT TULSA!



### ATTENTION! CHAPTER CORRESPONDENTS

Each chapter should appoint a chapter correspondent to co-operate with the Editor of The Forensic as suggested in the plan proposed last year. For your information and direction on this matter see the following references:

January Forensic, 1931—pp. 142-143.

March Forensic, 1931—pp. 199-200-202-203 and 210.

Address your communications and campus papers (if you must send the entire paper each time. Remember we prefer otherwise.—See the March Forensic, 1931, especially pp. 199-200) to:

George McCarty,

Editor, The Forensic,

127 Elm Street,

Iowa City, Iowa.

❖ ————— ❖

**If you are planning to compete in the contests at the next National Convention, You will want to study the winning speeches of the last three.**

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### Volumes I, II and III, P. K. D. Debate Annual

Winning Intercollegiate Debates and Orations, volumes I, II and III, are now on sale. Vol. III was published during the summer. In it appear the debates, orations, and extempore speeches which won the national contests at Wichita. Every chapter of P. K. D. and every library in a P. K. D. institution should have a copy. Each chapter should ask its library to order one or more. Individuals will want copies. Order now. The price is one dollar and fifty cents. All orders should be addressed to Noble & Noble, 76 Fifth Ave., New York City.

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## AMONG FORENSIC FOLK

NOTE.—Chapter Correspondents. Send the Editor your most interesting item each month.

Linfield College expects to sponsor a debate tournament in December or January. All the nearby colleges and universities are to be invited with no limit on the number of teams. The Pi Kappa Delta question and others will be used. The awards will be given to the teams, not the schools.

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And by the way, some winner of the gold medal provincial award for debate, who already has too many ornamental forensic pins, may want to do as Minnie Heseman of Linfield College has done—convert your pin into a ring. To do so, merely have the shank of the pin exchanged for a ring. Any competent jeweler will be glad to accommodate you.

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These two items from the chapter correspondent at Linfield places the correspondent as well as the college on our honor roll.

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On October 23rd Bowling Green State College will debate against the Dutch universities debate team on the proposition, "Resolved, That this house favors international agreements providing for free trade among the nations." Bowling Green is to uphold the negative and will be represented by Miss Marguerite Courette and Mr. Leonard R. Linsenmayer. These students were members of the teams who won the debate tournament in the Province of the Lakes last April.

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Miss Ruth Leavengood, who holds the B. A. degree from Ohio Wesleyan, where she majored in music and speech, is now a member of the faculty at Iowa Wesleyan, where she will have charge of speech and dramatics.

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### Advertisement for Us

Shurtleff has met with unusual success in oratory the last three years. Two years ago Boris Alexander, the student from Russia, placed second in the state in oratory and then won the

Pi Kappa Delta provincial, interstate contest. Last year Katharine Cossum placed second in the state contest for women. This year Shurtleff has earned honors equivalent to all these. First, Geraldine Doyle won the Illinois state contest and took third in the provincial meet. Then, Bob Steen defeated the Wisconsin state champions to take second in the provincial contest. By placing contestants among the leaders in these big contests year after year, Shurtleff is building up a reputation. Because of the almost total lack of enthusiasm in the student body about oratory we fail to appreciate the value we are receiving. Everytime a Shurtleff man makes a name for himself and his school, he is making our education at that school worth more to us.—An editorial in "The Shurtleff Pioneer."

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Neil Fulton, three-year debater on the Carroll College teams, a winner of Special Distinction last season and president of the Wisconsin Beta Chapter, will probably be one of the representatives of that chapter at the National Convention at Tulsa.

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Prof. Evan E. Anderson, head of the speech department at Gustavus Adolphus and co-editor of the University Oratorical Annual, announces that the success of this Year Book of College Oratory has made it advisable for this series to be published hereafter by Noble and Noble, Educational Publishers, 76 Fifth Avenue, New York, who are also the publishers of our Pi Kappa Delta "Winning Debates and Orations."

Mr. Anderson will continue in his editorial capacity on the annual which is published each year in September and contains the winning orations of national oratorical contests.

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## P. K. D. SCHOOLS WIN IN NATIONAL THEATRE TOURNAMENT

In the Sixth Annual National University Theatre Play Tournament held April 16-17-18 in Evanston, Illinois, under the sponsorship of the Northwestern University School of Speech and Theatre Arts, Nebraska Wesleyan University won first place presenting Steele's "The Giant Stair;" the College of St. Thomas won third presenting McMullen's "The Flash."

Nearly fifty schools made application to be contestants in this year's tournament and the first twelve were selected for appearance. In the six years of its existence almost every state has been represented and this year's participants were from eight different states.

Hamline University, Minnesota Delta, won the tournament last year.

Honorable mention for acting went to five representatives, among whom were: John Gran of St. Thomas College, and Margaret Servine and Madge Buelow of Nebraska Wesleyan University.

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### IOWA DELTA

Last season's forensic schedule of the Iowa Delta chapter of Pi Kappa Delta at Morningside College was one of the most extensive of its history. High lights of the year's experience were marked by a long tour through five eastern states and the provincial convention held at Morningside.

Iowa Delta teams participated in 29 debates covering a large territory bounded by Denver on the west and Michigan on the east. Several of these clashes were held before civic clubs and high schools. The annual contest with the University of South Dakota was staged before the Sioux City Junior Chamber of Commerce. A high point of interest in the season's schedule was a debate with Gustavus-Adolphus, winners of first honors in the 1930 national convention.

The tour was an innovation at Morningside College. Four debaters, accompanied by the coach, covered 2500 miles, meeting schools in Iowa, Illinois, Indiana, Michigan and Ohio. Results of the trip justified the additional burden placed upon the debating squad by the use of two different propositions and numerous new and novel methods of debating. The chapter found that such trips stimulated interest in debate and promoted better relations with colleges ordinarily out of its territory.

Seven new members have been admitted to the Iowa Delta chapter, and most of the old members have won advanced degrees. The active Delta chapter teams were under the direction of Prof. John W. Parlette, head of the speech department.

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## WATCH US GROW

Last membership—No. 10806, issued to Jack Collings, General Chapter, (Rollins College.)

Last Key ordered—No. 8085, Ray A. Cromley, Caltec.