

the Oxford Union and Bates College is to be held next week. I think bringing together the representatives of both sides of the Atlantic constitutes one of the surest modes of promoting permanent amity and true understanding between the English speaking peoples.

"Most sincerely yours,  
"CALVIN COOLIDGE."

### SEND IN YOUR MOTIONS

In the next issue, which will be the Pre-Convention number, the Editor is anxious to print a goodly number of motions which may be discussed by the chapters before the Convention meets and upon which the delegates may be instructed to vote by their chapters. Are there points upon which it seems that improvement may be made by Pi Kappa Delta, in her organization, in her management, in her magazine and its conduct? If there are, and we are sure that there are, let us have suggestions in the form of motions.

## CHAPTER LETTERS

### TEXAS ALPHA

It would doubtless interest you to know what our local chapter has been doing this session. The chapter consists at present of four active members: J. S. Cook, David Searles, Ruby Dunn, and Nina Nunn. There are two honorary members, Prof. W. P. Davidson, head of the department of Philosophy, and Prof. W. D. Wentz, head of the department of Public Speaking. We are quite enthusiastic over the work we are planning to do this term. We intend to have three boys' debating teams, including a triangular debate with two Texas colleges. Last year we had only one girls' team, but this year we are going to have a triangular debate for girls also. Besides this, we wish to have a team prepared to debate the official Pi Kappa Delta question with any team who may be touring through Texas. There is greater interest in oratory here this year than there has been for some time. There will be several to try out for the State Oratorical Contest. To stimulate interest in Pi Kappa Delta among the students, we intend to have three Pi Kappa Delta banquets. The first will be just after the debating try out, the next will be in the winter term, and the third in the spring term.

NINA NUNN,

Secretary of Pi Kappa Delta Chapter of Southwestern University.

### TENNESSEE ALPHA

The plans of Tennessee Alpha for this year are for a record season. The usual number of debates (men's and women's) with nearby colleges is planned, and in addition it is planned to try to secure a debate in which the opposing teams are made up exclusively of Freshmen. Negotiations for this debate are being conducted with the University of Tennessee. Further, the chapter plans to send a team to the National Convention. To make this plan a reality the chapter is offering a public entertainment, the proceeds of which are to be used to defray the expenses of sending the team to Peoria. Thanks to the enthusiasm of the members of the chapter these plans seem to be certain to be carried into execution. In addition a strong debate spirit is being aroused among the students. All these things point to a successful season for Tennessee Alpha. Greetings to all other chapters.

DAVID KING,

Corresponding Secretary.

### KANSAS ETA

Kansas Eta at Kansas Wesleyan University had its local oratorical contest on December 3. Two loving cups were given. Mr. Delmar Harris won first place and is to be our orator in the Old Line contest. Paul Burres won second place. Pi Kappa Delta fostered the contest and awarded the cups. On November 30 Mr. Cecil Godwin was initiated into the local chapter. The debate teams are continuing hard work preparatory to opening of the debate season. Our debate coach, Professor Templer, is on leave of absence, but will return for the second (307)



semester. In the meantime his forensic work is being done by Professors C. S. Miller and R. H. McWilliams. We are very fortunate in having as one of our faculty members this year Professor P. C. Somerville, one of the National Founders of Pi Kappa Delta. It adds interest to have on the campus one who is so vitally concerned with Pi Kappa Delta.

PAULINE GANOUNG,  
Corresponding Secretary.

### KANSAS BETA

Forensics at Washburn certainly have a bright outlook for this year. We have a new professor in Public Speaking and he is seemingly very well qualified to take up this work. Professor E. C. Beuler is a young man who has had a great deal of experience in debating and oratorical work and knows how to impart his knowledge to those with whom he is working. We have just finished a series of debates among the literary societies on the World Court question. The results were very satisfactory. Last year Pi Kappa Delta awarded a cup for the winning of this contest, a cup which must be won three years in succession. The Washburn Girls' Literary Society has won the cup for two years now. A school oratorical contest has been held and an alternate picked for the state oratorical contest to be held in the spring. Interest in oratory took a big jump in the college because of the contest. Next year's orator will not be chosen until next fall instead of choosing him in the spring as has been our custom. We are hoping to receive our copies of the Forensic soon.

Fraternally yours,  
JAMES W. MARLIN,  
Secretary of Kansas Beta.

## EXCHANGES

### (Olivet Echo)

The debating season, at least as far as formal intercollegiate contests are concerned, is over. It is nothing to be excessively proud of, nor exceedingly despondent over. The two teams have done much as Pickett's column at Gettysburg did: fought all they could and took the consequences. On the wrong side of the ledger are the five defeats; on the other are various other items. One of these is an unspotted reputation for clean debating and fine treatment of visiting teams. Our teams have shown first-class sportsmanship; they've never snivelled over an adverse decision nor quarrelled with the judges. And best of all, that whirlwind team from Ripon had nothing but good words for us, both as debaters and as hosts. However, this is only trying to console ourselves.

What about next year? Just this: It is an honor, or should be, to make the varsity debating team and to be honestly entitled to wear one of those Pi Kappa Delta keys. Now, if we as a school are to make our honors worth while and appreciated, and if we are to get anything more than defeats, we have got to demand that our honors be earned. Next year the adverse conditions under which our teams, both in athletics and on the platform, have been working will be largely done away with. There will be more veteran material. And in return for the privilege and distinction of representing Olivet after this in any contest, this college has the right to demand hard work, and still more work. We, the student body, will win victories for this old school as soon as we are willing to ask a person to give his best and utmost when representing us—or to step out and give his or her place to someone who will. Yet when we have a team that is doing all it can—then let's get behind and boost. We honor our representatives in any field of competition; we have the right to demand—and get—the best.



## (Kansas State Normal Bulletin)

Below are ideas that some of the K. S. T. C. students have on debating. Students who have and have not been on debate teams at K. S. T. C. were asked. Those students asked were very kind in responding to the reporter's question, "What do you think of debate at K. S. T. C.?"

Hildred Dungan, Senior—Do you want to learn that old team work mentally?

Do you want to learn to think and argue constructively and to the point?

Do you want to learn to study the world's problems thoroughly and intelligently?

Do you like mental combat?

Do you want to be a member of Zeta Kappa Psi or Pi Kappa Delta?

Do you want to wear an honorary forensic Key?

If you want to do all these things come let's debate.

Roy Hoglund, Sophomore—Debate teaches one to think quickly. It emphasizes the need of thoroughly studying both sides of every question, thereby enabling one to make decisions based upon facts rather than upon conjecture. It also gives valuable training in speaking before public audiences.

Mary E. Kitchen, Senior—Debate at K. S. T. C. is the most democratic institution in the school. It is open to anyone who cares to try regardless of his ancestry, age, classification, or social ranking. It offers an opportunity for self-development of a practical sort not given in any other department of the school. I regret very much that circumstances have prevented me from taking part in K. S. T. C. debate.

Wilbur V. Myer, Freshman—I consider debating as important as any class in the college curriculum, and more broadening and instructive in its scope than any other extra-curricular activity.

Lillian Valentine, Junior—Very often a teacher of high school English is asked to coach or judge a debate and if such a teacher has had a course in college he will find it invaluable. I hope to take a course in debate before completing my work for a degree.

Herman D. Behrens, Sophomore—We must build our debaters the same as we do our athletes. We cannot make a football team in one year, neither can we make a debate team in the same length of time. With this for our aim let us get into the fight while our college career is before us.

Mark H. C. Owen, Senior—Mr. William E. Sweet, Democrat, made himself governor of the "stand pat" Republican State of Colorado by his power of appeal through oratory. The Colorado press was apparently solidly against him. He met every conceivable form of opposition by appearing personally in every large and small community of Colorado. I heard Sweet make three speeches. Each time I was impressed with the fact that to succeed one must be able to clearly and forcibly express himself. In my opinion, there is no better training for this than participation in debate.

Everett Rich, Senior—The ever-growing popularity of athletics has tended to overshadow other intercollegiate activities. Debate particularly has suffered. But at that a debate key still carries certain specific advantages in obtaining a position when one goes out to teach, to say nothing of the training and honor it signifies. It is well deserving of more support.

Phon Johnson, Sophomore—I think that debating teaches one to hunt out exact facts. To be a good debater one must know what he is talking about, and convince the audience that he knows. It teaches one to be alert and attentive as his colleagues and opponents talk.

Clarence McGregor, Senior—Debate does more to get a person to see



both sides of the question than any other subject. While preparing for debate the coach and the debaters are drawn together in such a way that the experience is never forgotten. Much more interest is being shown in debate this year than ever before, and Pi Kappa Delta is doing much more good than ever before.

George Wedelin, Junior—Get acquainted with all the newspapers and magazines, and how to look up desired articles in them. Debate will help you to do this more than any other subject.

Now don't you think we ought to get behind our debate team and give it our heartiest support?

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(Monmouth Oracle)

There were three students who took part in the oratorical contest last Monday in chapel. There ought to have been a dozen.

It is true that everyone is very busy, and can scarcely cram another thing into already overcrowded schedules. But it seems that there must be something wrong when so few students come out for a contest such as this.

The value of an oratorical contest cannot be measured by the honor gained from representing the college before other schools. There is that point to be considered, to be sure. The thrill one gets from fighting for one's college, whether on the athletic field, or on the forensic platform, can be obtained in no other way. For that reason, alone, many ought to try out for this supreme honor.

Even the listening to three such orations as were presented in chapel Monday ought to demonstrate how much practical value it gives to write and deliver an oration. There is a saying, "Half of a man is himself, the other half is his expression." The old Greeks and Romans believed that oratory was the basis of all education. They spent their whole lives learning to speak with skill and charm. Modern educators are realizing more and more the value of learning how to speak clearly, powerfully, forcefully, and are putting courses in oratory in colleges and high schools.

It is no easy thing to write a good oration, nor is it any easier to deliver it. But that ought not to deter anyone from attempting it. There are very few people who can impress by their absolute ease when speaking before a crowd—a power that is an important factor for a successful life in any line of work.

And still we find that very few come out for these contests, which in our college life, offer us the very opportunities that we ought to be grasping at. Again we say, there is something wrong.

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(Westminster Fortnightly)

This is the time to think debating, and to think it good and hard. Talk it; let the fellows know you are interested. Find out how the debaters look at the questions to be debated. Are you familiar with Westminster's wonderful Forensic record? With thirty-four victories out of our last forty debates we stand practically without rival in this part of the country. Do you know that we have defeated Missouri University, Washington University, Colorado Agricultural College, the University of Wyoming, Denver University and practically every big school that dared to debate us? That is a record to be enthusiastic about. The team is asking some financial help this year and the least you can do is to back them with your last dollar. Buy a "Forensic Ticket" from Jimmy Smith or some other of the Mustard Seeds.



## (Fairmount Sunflower)

"Old time oratorical contests were exciting, but the present day contests have the advantage and are the best," says Mr. Bliss Isley, F. C. '06.

In an interview with Mr. Isley the reporter gained some information concerning Fairmount forensics in the early days of the school which should be interesting and amusing to all Fairmounters.

In 1902 there were eight schools in the Kansas State Oratorical Association. Fairmount was not a member at that time. In that year, however, the students and faculty had aroused such an interest in oratory that it was decided that a strenuous effort should be made to have Fairmount admitted. That year the contest was held at Southwestern. Those in charge at Fairmount decided that the best way to boost Fairmount would be to send a delegation to the contest and by various means arouse the other schools to think that Fairmount should enter the association. In those days the question of whether or not a school should enter was not based upon its scholastic standing but upon the amount of pep which they were able to show. Accordingly a delegation of fifty went to Winfield carrying hand bills and posters advertising the fact that Fairmount should be admitted to the association. At the contest the Fairmount group was allowed to sit together. As each speaker was introduced they would give nine "rahs" for him and end up with a yell for Fairmount. The same performance was repeated at the end of each oration, and needless to say before the evening was over the other schools were aware of the fact that Fairmount was showing some pep. The next day representatives of Fairmount conferred with the officials of the association and it was decided to allow Fairmount to become a member. What it meant to the school can be understood only by reading the number of the Sunflower that announced that Fairmount had become a member of the association.

The first oratorical contest in which Fairmount was represented was held at Atchison in 1903. Mr. Guy H. Findlay was the orator. The Sunflower for March, 1903, gives a graphic account of it. The orators had drawn for places in order of speaking and a K. U. man had drawn to speak first and Mr. Findlay second. Just before the contest it was officially announced that the K. U. orator was not eligible to compete and Mr. Findlay would open the contest. The K. U. delegation, which numbered into the hundreds, was indignant and determined that their orator should compete. Accordingly as Mr. Findlay came to the platform the K. U. man did likewise and both commenced to speak at once. Of course a general hub-hub occurred and the K. U. delegation voiced their indignation in no quiet manner. Finally when it looked as though the affair would end up in a free-for-all fight, Governor Hoch, who was in the audience, arose and announced that if the K. U. orator did not take his seat and their delegation remain quiet he would use his influence to see that the next state legislature cut off all appropriations to K. U. This had the desired effect, and after being introduced for the sixth time, Mr. Findlay delivered his oration. The rest of the contest went off very calmly, but of course ended up in a free-for-all fight between the two schools having the largest delegations, as was the custom.

In 1904 we find that Mr. Findlay again represented Fairmount and succeeded in placing third in the contest.

In 1905 the contest was held in Wichita and it probably stands out very clearly in the memory of all those who attended. It was held in the old Tolar Auditorium, which formerly stood at First and St. Francis. Excitement was running high and the auditorium was filled to overflowing. Fairmount and Southwestern had the largest delegations and each group was seated in a body. About a half hour before the contest started, at a pre-arranged signal, all of the Fairmount rooters made a rush for the stage. Southwestern anticipated something of the sort so they did the

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same thing. The stage was small and consequently a wild scramble followed. A group of Fairmounters reached it first and a large Fairmount banner was planted at the footlights by "Todd" Cloan. A wild scene followed. Scenery was torn down, the stage became too full, some were pushed off into the orchestra pit below. After a desperate battle the police and the stage hands quieted the mob and they once more resumed their seats. The contest was held in semi-darkness because with the exception of one or two all of the stage lights had been broken. Even though Fairmount had the best of the skirmish, they were forced to taste defeat because Southwestern won first place in the contest.

A short time after this occurrence the association ruled that anyone starting a riot at a contest should be required to pay for all damages, and for second offense the school was to be dropped from the association.

Mr. Isley has many interesting things to tell of Fairmount in the earlier days of the institution, but he says of the events: "Be sure to quote me as saying that even though the old oratorical contests were exciting the ones held now are much better and safer."

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### (Westminster Fortnightly)

The Literary Society at Westminster is partly with us, and partly a thing of the past, and possibly of the future. Life at school has been filled with so many activities and interests that Friday night brings out only a few fellows who from a sense of loyalty are determined to sit through another meeting in the hope that by some unforeseen accident it may prove better than the last. Or perhaps these fellows are looking for an extra two hours credit at commencement. Truly this is a gloomy outlook for the success of the Literary societies, though I'm not quite pessimist enough to fully believe that this is the true state of affairs. However, the societies are not up to the standard they should be, and it is for the present members to build them up into the place they deserve.

To say that literary work teaches the members some things that they cannot get in the college curriculum is true, but this is not the purpose in full for the existence of the Lethians and Logics. Men who go to college and soak up knowledge are not getting the full benefits of education. The wheels of their minds turning inwards, taking in all that may be gotten in school, stand a good chance of being set that way in perpetual uselessness unless they are turned outwardly occasionally through self expression.

This is the opportunity and service left to the literary societies. This, rather than more learning, is their purpose. The practice in expression may be considered as a bit more learning, but it would be better to consider it a chance to reverse the wheels of the mind.

Very likely if this scheme was developed and practiced, the old members would find it more worth while to return and the outsiders in school would see more value in joining.

Any man in school taking a full course of studies and participating in other activities of school will find himself as fully occupied as he desires, and taking in as much as his more or less receptive mind is capable of. Naturally then he does not want to take on anything more of learning or waste his time for recreation in fruitless boredom at a meeting of poorly prepared programs. But put to him the chance to get his mind in other channels, to train his mind in construction and productive thinking, and to organize his learning for better retention, and he will see something worth while, and will respond.

But there are our own selfish interests, too. We are all looking forward to our time to go out into life and its activity. We want to test ourselves and our college education in the actualities of life. Is it not folly to go into a race to match our strength and skill with another, having turned



down a chance to train and practice? How much more folly, then, to turn down now the chance to train ourselves for real life.

The ever-changing and ever-progressing world demands of its men that they organize, systematize, and supply their knowledge, and that they may be able to convey it that way to others. The man of today must tell the world. Here is our training ground. The preparation of our parts on each program is the practice, and the society is our audience. Is it necessary to draw any further conclusion?

But there is another side to the question, and in an all too practical world I dare not leave it out. I refer to the cultural side. In seeing the working of the minds of others, and in parading our own ideas is worthwhile and what is true. Then we begin to detect and remedy the faults in our thinking. We can correct our standard of values.

And again, perhaps fortunately, we can see the thoughts of more than just our group of members. The programs reach out and include the works of great men. Gems of literature, bits of humor, and the intelligence of all ages can be included in our programs. And after a while, as we get up to present our parts of each program, we find ourselves acquiring a pose, and mental clearness, and balance, combined with a literary taste, that will be a foundation for real culture in our lives. C. S. '24.

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#### (Michigan Normal College News)

The Michigan Epsilon Chapter of Pi Kappa Delta, the National Honorary Forensic Fraternity, gave a very fine and instructive program Wednesday morning, putting forth the cause of oratory and debating on the campus. The Epsilon Chapter is three years old, and boasts a membership of forty-seven former orators and debaters.

James Breakey of the faculty of the Conservatory of Music, and a winner as a debater during his college career here, pleased the assemblage with a number of piano solos, as a sample of his versatility.

Prof. F. B. McKay, who acted as chairman of the program, told briefly of the nature of Pi Kappa Delta and its active progress on the campus. None other is better qualified to speak in this capacity than Prof. McKay, who for so many years has identified himself with the forensic activities of the college.

Paul Ward, a veteran of last year's debating team, briefly but concisely outlined the program of debating and oratory for the coming year. Otto Nickel, another member of last year's winning team, pleaded for the cause of more speech work as a means of personal improvement. Prof. Martin A. Larson, assistant professor of English in the Normal this year, gave a few words concerning his experiences as a debater in Kalamazoo College, where he won his Pi Kappa Delta key. Kalamazoo College won from the Normal last year, but with Mr. Larson's allegiance transferred to M. S. N. C., the conditions may be reversed this year.

The program was closed by a few brief but terse remarks by Prof. J. S. Lathers, also of the Speech department, who with Prof. J. Milton Hover, is a faculty member of the fraternity. Student members now on the campus, in addition to the speakers of the morning, are Rolland Shackson and Dorothy Paxson of last year's team; Mary Humphrey of the 1921 Bowling Green debaters, and Eloise Ewell, who debated against Albion in 1918.

Pi Kappa Delta has a bright year before it, and its members are to be congratulated on their activity on the campus.

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#### (Kansas State Collegian)

##### The Languid Generation

The editors and managers of a number of college newspapers met recently to discuss the business of editing a paper. They all agreed that

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their greatest problem was this: The students in the colleges were not interested in anything. They would not read lectures, news of the outside world, nor topics related to education. The delegates agreed that they could not write what interests the majority, because the majority had no interests.

They compared notes, and discovered that students have "a frail passing interest in fads, the theater, books, facts, jokes, a languid tolerance for any ideas."

"Modern students, it appeared, cannot be shocked or won; they are pleasantly aloof from the bitter interests that tear the world. They read, but books are books to them, adjuncts to a serene academic progress—not chronicles of a living reality. The world is a little misty to them, a little remote, as if they were souls in some Maeterlinckian heaven waiting to be born."

It is true that the majority of students are only vaguely interested in problems outside the college. They are living in a world of their own—a sort of Utopia untroubled by the perplexing questions which confront the average citizen. They have their choice of several curricula, choose the one they are best fitted for, and follow it for four years. Their life is a regular routine, and each day goes according to schedule. Even the responsibility of getting through school lies largely with parents, and the faculty—some one will surely see to it that a student doesn't fail to be graduated, after four years of more or less faithful pursuance of the regular course of study.

The average student has visions of doing something big after he gets his degree. He has a certain smug assurance that the world will be waiting to receive him, and his fund of knowledge, with the proverbial open arms. He is ambitious, sincerely desirous to make good, but during his four years of preparation he is simply not interested in anything much besides the preparation.

Perhaps in this fact lies the reason for the average student's lethargic interest in self governing associations. What's the difference? There will be plenty of time after while to take part in politics; right now he is learning how things should be done.

After graduation comes the period of adjustment. The student who has been engrossed in school work, to the exclusion of everything else, is at a loss at first, and he gets some rude jolts before he finds out how big the world beyond the campus really is.

Then he realizes that there is a connection between town and gown, and that a closer attention to world affairs during his college years would have made him feel less like a stranger in a strange land during the first few months after graduation.

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#### (St. Olaf's Manitou Messenger)

Representatives of ten Middle West colleges voted unanimously in favor of the debate question: "Resolved, that Congress should pass a law embodying the essential principles of the (Wisconsin) Huber unemployment insurance bill, constitutionality conceded," at the Midwest Debate conference held in the Park hotel, Madison, Wisconsin, last Saturday, October 6. Thirteen delegates, representing colleges from Michigan, Illinois, Wisconsin and Minnesota, were present. St. Olaf was represented by Professor J. D. Menchhofer and Fredrik Schiotz.

This debate question is also in the form of a bill now before the state legislature of Wisconsin, and was drawn up by Professor John R. Commons of the University of Wisconsin. It was introduced into the house of representatives by Mr. Huber, whose name it bears.

The passage of the bill, it is thought, will alleviate and do away with unemployment. It provides that all employers shall form a mutual insur-



ance company from which to draw wages to compensate employees who, because of some unforeseen circumstance, have been dropped from employment. The bill also provides that the employee must be retained for a certain fixed period of time, such period to be stipulated in the contract between employer and employee.

St. Olaf's ten men's literary societies will debate this question in the annual inter-society contest the first part of December.

Two recommendations were acted upon and passed at the conference. One urges that all judges, serving at debates, shall be given fifteen dollars and expenses for their services. The other recommendation, as proposed by the secretary of the conference, proposes that Professor O'Neil of the public speaking department of the University of Wisconsin, submit a list of questions which a judge should ask himself before giving a decision in a debate.

The officers of the Midwest Debate Conference elected for the following year are: President, Professor Franske, Lawrence College; vice-president, Professor V. J. Searle, Olivet College; secretary, Professor Sylvester Toussaint, Ripon College.

Conferences are held alternately at Madison and Chicago. Next year the conference will be held at Chicago.

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#### (Washburn Review)

A team of Oxford debaters came all the way from England to meet a team of Americans from Columbia University. The debate was held in University Hall, on the Columbia campus, Oct. 9, with Dr. Nicholas Murray Butler, president of Columbia, presiding.

The subject was: "Resolved, That this house condemns the French occupation of the Ruhr." Oxford chose to take the affirmative, with Columbia defending the negative. But it is not the subject debated, nor the distance covered in order to hold the debate that causes us to comment upon it here. It is the entirely different manner in which the discussion was carried on from the stiff way which we are accustomed to in the Mid-West.

Ralph Burkholder, former editor of the Review, now enrolled at Columbia, attended the debate, and has this to say of it: "The Columbia debaters did not use a formally prepared argument, but debated in the English manner, e. g.—no time limit, just frank, easy-going speech.

"The discussion—it could hardly be called a debate—was entertaining and interesting, yet each side managed to make its points without undue effort.

"Wit, repartee, and humor occupied a prominent place, though it was never dominant, and always tended to make the argument move along more easily.

"The Columbia men were awarded the popular decision, and quite justly, for they actually outplayed the Englishmen at their own game.

"Which makes me wonder why Washburn does not become a pioneer in their field, and break away from the old formal type of debate which has become as rigid and non-elastic as the old short-story type?"

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#### (Park Stylus)

Since the time of Adam woman's ability to argue has never been disputed. Adam fell for it and so have many of his descendants, even the speed cops. Of course Park has neither speed demons nor speed cops among the ranks of the bobbed haired variety, therefore the race is open to all who can display and speed—in self expression. With the interest which is manifest in women's debates this year, it takes no prophet to tell that Park's co-eds will uphold the glory of their Alma Mater on the platform. And why not? Our women have the same opportunity that the men have and

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the same coach. Surely with the enthusiastic support of every Parkite we can "lift the flag of Park on high" after each debate.

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(Park Stylus)

Oratory has a prominent place in the schedules of most colleges and universities. Park College is no exception. We believe that it is as much a part of college activities as is athletics and that it develops the scholastic side of the institution. The training begins in the public speaking class and then goes to the club hall. From the club hall the work is carried to the local contest, which serves as a generator for intercollegiate work.

Oratory is not restricted to one's college career. Training gained through participation in various contests is always a valuable asset.

Park needs the backing of every student to make oratory a big thing this year. We have plenty of material developed and undeveloped so all that is needed is a little work on the part of the student body.

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(Michigan Normal College News)

The new evening group in practice and contest debating is opening its work with enthusiasm. More than twenty are enrolled, among them several old college debaters. The meetings are to be held in Room 38, on Thursday evenings, at 7:00 o'clock. This week's program scheduled a discussion of the subject of "Preparation for Debate," by Professor McKay, and a general debate on the subject of compulsory arbitration of labor disputes, led by Miss Wiseley and Mr. Goudy. Student committees will arrange the programs. It is listed as Speech 17a and is given two term hours credit. It may be followed by Speech 17b, also for credit.

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STATEMENT

The Federal Act of August 24, 1912 requires the following statement to be made and published twice a year:

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(Signed) JOHN R. MACARTHUR, Editor.

Subscribed and sworn to before me this 3rd day of January, A. D. 1924.

(Signed) INGA HOWARD,

Notary Public in and for the County of Los Angeles, State of California. My Commission expires March 24, 1925.





Walter Quackenbush



Mary Brady



Ethel DeHaven



R. A. Arnold



Wilma Mae Boyer



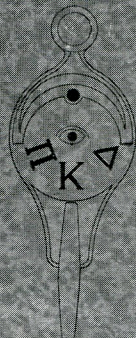
Rufus H. Hunter



John Stockton



David King



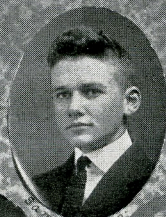
Roy Buffell



E. J. Smith



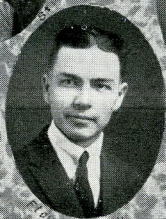
Anna Hamilton



Sam Feathers



Edward Campbell



Floyd Corry



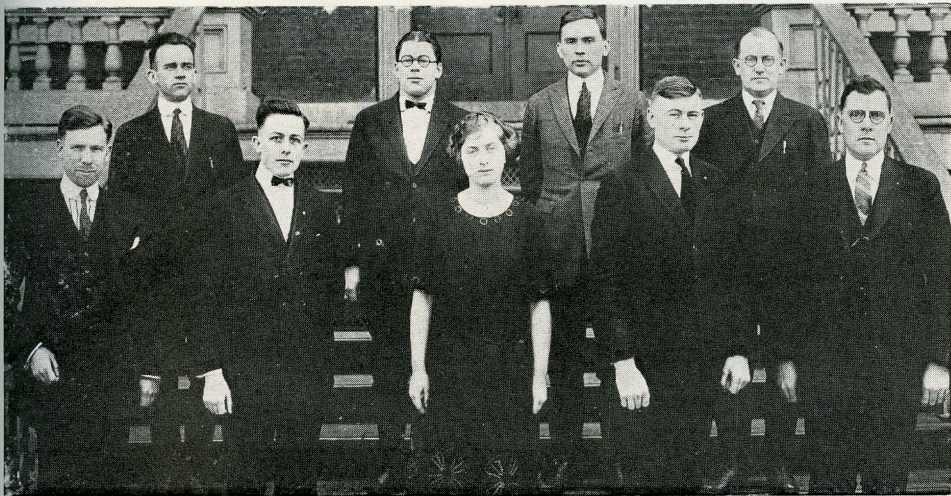
Leslie Fox



John Armstrong

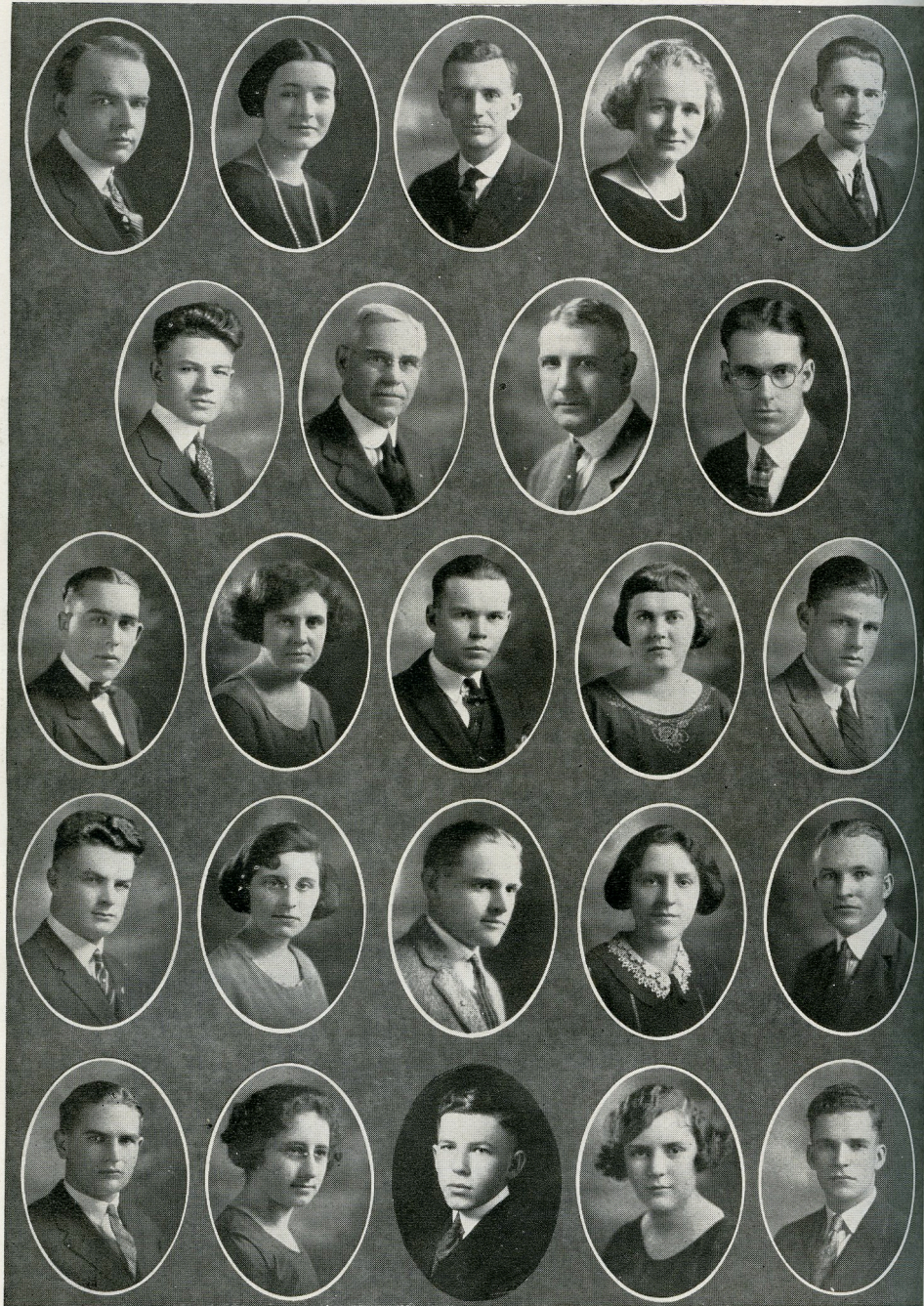
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