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Speech In Our Modern World

KARL E. MUNDT

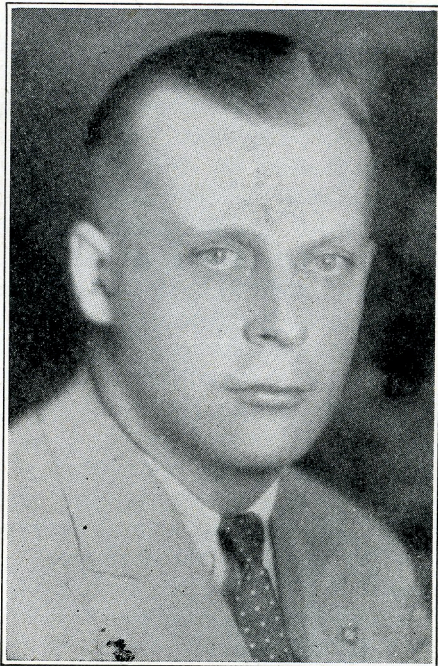
Member of Congress from South Dakota



After serving in Congress for seven years, I am more impressed than ever by the important part that effective speaking plays in the affairs of men. Consequently, when PKD's great and good Alfred Westfall asked me to pound out an article for THE FORENSIC which he has so well edited for so long, I could not resist yielding to the temptation to steal a Sunday afternoon away from other devices for the purpose of once again communicating with the members of the Pi Kappa Delta fraternity to which I am proud to belong.

Casual gallery visitors watching the House and the Senate in action sometimes go away convinced that persuasive public speaking no longer is as important as it used to be in influencing our national destiny or directing the role America is to play in the family of United Nations. I am unable to agree with those cursory commentators.

On numerous occasions in the House of Representatives, I have seen a close issue decided by the compelling speech of a proponent or opponent of an important cause. I have also seen it happen in the Senate. True, party lines



KARL E. MUNDT

and personal convictions determine the votes in advance of the floor debates on the part of many members, but it is equally true that on a great many issues sufficient members are undecided until the day of decision so that a stirring speech, a skillfully presented logical argument, or a burst of sentimental oratory may well influence enough votes to determine the final outcome. This is especially true when either of the two Houses of Congress has its members rather evenly divided between the two major parties.

The straight party vote in Congress with all members following the policies proposed by party leaders is the exception rather than the rule. On almost every vote there are deflections from both the major parties. Frequently, these deflections result from brilliantly presented arguments. Neither the Democratic nor the Republican leadership is disposed to take punitive action against its members for leaving the party position to vote in conformity with their own convictions, or with the desires or needs of their own constituencies. When these convictions are created or cemented by great speeches, or when the desires and needs of a particular type of constituency are forcefully set forth from the well of the House by an able speaker, it serves to emphasize the importance of effective speaking and to minimize the influence of party lines in Congressional procedures.

Some kibitzers of Congressional activities have carelessly concluded that because so much is decided in the committee rooms of Congress that it follows that effective speaking plays a lesser part in formulating public policy than would otherwise be the case. Quite the contrary is the fact.

Committees usually range in size from 15 to 17 to 25 or more in membership. In the Committee Room—in executive sessions with both the press and the public barred—bills are “marked up” before being presented to the Floor. It is in this “marking up” process—amending or rewriting the original bills—that able speakers exercise their greatest influence in the legislative branch of our National Government. It is here that the inarticulate member fares the worst and that the able debater, the influential speaker, the persuasive pleader earns his rich reward.

The Senator or Representative who is skilled in logic and debate wins many an important—albeit unsung—victory in the Committee Room. By his insistent and incisive pleading, by his persuasive use of all the great techniques of an able speaker, the Member of Congress who combines eloquence with erudition becomes a mighty power in determining the contents of legislation emanating from a committee room of Congress.

To this should be added the fact that in the Committee Hearings—that great American procedure in which John Q. Public gets his op-

portunity to advise his Government—it is the private citizen, the group representative, or the Departmental Spokesman who *speaks effectively* that actually influence the thinking and the decisions of the Committee Members who hear his testimony. General George C. Marshall and General Dwight H. Eisenhower are two conspicuous examples of military leaders who are also able pleaders before a Congressional Committee. In fact, if this country establishes a Unified Military Command to replace its existent separate War and Navy Departments it may well be that the result will come, in part at least, from the fact that Marshall and Eisenhower are so much more effective speakers than their counterparts in the U. S. Navy!

In the United States more than in any other country, save possibly only Britain, speech plays its most significant role in the conduct of public affairs. It frequently determines which candidates win and which are defeated. It often decides which officials exercise great influence and which serve in less important capacities. It is emphatically an important “tool of the trade” for anybody desiring to have a career in American public life.

Last Fall, I spent 63 days as a member of a special sub-committee of the House Committee on Foreign Affairs studying economic and political conditions in 20 countries of Europe, Africa, and Asia under authority of act of Congress. In all the lands we visited which included dictatorial countries such as Russia, Jugo-Slavia, Germany, and Italy, as well as Democratic countries such as Britain and France and “semi-self governing” regions such as Iraq, Iran, Egypt, Saudia Arabia, Poland and others, I was vastly interested in observing the part that effective speech played in the affairs of men.

In Britain and France speech is vitally important. In dictatorial countries with their State police, their opposition to free speech and free press, and their one party systems of government, neither speech nor freedom has very much significance. Even there, however, it is impressive to note that the *governing heads* of those unhappy lands utilized speech devices and techniques on the platform, behind the microphones, and thru loud speaker systems scattered throughout the major cities to sell their political nostrums to people too fettered to vote freely but who, none-the-less must be seduced into submission lest they unite and revolt against their top heavy governments.

In the “semi-self governing” entities, the rights of freemen to exercise their freedom were usually found to be in close harmony with the degree of free speech permitted and exercised within that country. The great cleavage among National Governments, today, is between those permitting freedom of opposition and those policing op-

position to freedom. In each case, *free and effective speaking* is the vital factor.

Those countries which oppose freedom of opposition and permit no minority political parties to function, insist that the right to speak on public problems is exclusively the right of the Government. Countries permitting freedom of opposition recognize the right to speak as being inherent in the citizenship of every individual. Thus the speech arts to which PKD dedicates itself, are an integral part of the great ideological conflict prevailing in the world today.

While serving as a college speech teacher, I used to enunciate as my personal definition of Education that, "Education is the process of training people to influence human behavior wisely." Over the years, no other device for influencing human behavior has ever equalled or surpassed the art of public speaking. Tyrants like Hitler used this important art or skill to influence human behavior "unwisely." In the larger sense Hitler was a highly uneducated individual. He knew how to influence people, but he did not know the proper destinations toward which to lead them.

Speech students in American colleges in 1946 are working with one of the most significant of all ingredients—the skill best constituted to influence the affairs of men. That skill "wisely exercised" can mean much in the preservation of freedom in America and in the projection of American ideals throughout the world. "Unwisely used" it becomes a menace of the first magnitude. A quick glance around the world today and a brief review of the last fifteen years of history provides all the evidence needed to demonstrate "influencing human behavior wisely" is not only the mark of an educated man or woman, but that it is also the unique opportunity confronting any able practitioner of the speech crafts.

Articulated adjectives, it seems, like atom energy have great potentiality for good or evil. Wanton use of either atom bombs or articulate power can wreak havoc in a nation or a universe. Used "wisely" either the atom or the adjective—in the hands of its most expert masters—can be a boon to civilization and a servant to mankind.

Pi Kappa Delta faces the future with a great opportunity to meet an unparalleled challenge. To it falls a large portion of the responsibility to train and inspire the wise leadership of tomorrow which will not only know what is best to be done, but which will also possess the skill and the speech techniques to achieve its objectives at home and abroad.

The Poets Teach a Speech Class

WILBUR E. MOORE
Central Michigan College



A short while ago, when it was necessary for one of our instructors of public speaking to be away for a day, I was compelled to take his place. Having little or nothing to add to his admonitions on speech composition and delivery, and knowing full well that whatever I, as a substitute might say, would be held lightly, I sought the aid and authority of a few ancient and modern rhetoricians and orators, who, I remembered, had succinctly stated sound precepts regarding oratory. However, as I tried to summon their spirits from the "vasty deep" of the past, I found them as unruly as the spirits called by Glendower. They would not come. In their place, however, came the spirits of a few poets who had something to say about speaking and who were eager to say it. Out of the past their spirits came, as motely in talk and manners as Pilgrims on their way to Canterbury: Homer, Chaucer, Milton, Samuel Johnson, Byron, Oliver Goldsmith, and Emily Dickinson. The prose-poet, Ingersoll, too demanded that he be admitted with the group, and although we were uneasy about what the great agnostic might say to college sophomores, we acquiesced. The blind bard of ancient Greece, the first to speak, held up to ridicule the loquacious, the disorganized, and the uncouth and, by way of example, referred to ludicrous Therites who "still chattered on, the uncontrolled of speech, whose mind was full of words, many and disorderly . . . Bandy-legged was he . . . and his two shoulders rounded, arched down upon his chest; and over them his head was warped, and a scanty stubble sprouted on it."



WILBUR E. MOORE

Lusty Chaucer heartily approved Homer's reference to brevity of speech and reminded us of the clerk who

Noght o word spak he more than was nede,
And that was seyð in forme and reverence,

And short and quik, and ful of by sentence.
 Souninge in moral vertu was his speche,
 And gladly wolde he lerne, and gladly teche.

John Milton urged us to read Book II of his *Paradise Lost* for a description of the debate in the high council of the world's first Nazi gangsters, and there to learn well our lesson of distrust of the Goebels and the Belials of the world.

On the other side, up rose
 Belial, in act more graceful and humane. [than Moloch]
 A fairer person lost not Heaven; he seemed
 For dignity composed, and high exploit.
 But all was false and hollow; though his tongue
 Dropt manna, and could make the worse appear
 The better reason, to perplex and dash
 Maturest counsels: . . .

Samuel Johnson, ardent student of Aristotle, wished to take the rest of the hour to expound his rhetorical principles, many of them culled at great labor from the ancients, but when stopped short urged that we emulate the high example of Thomas Hanmer, whom he praised in the following words:

In business dextrous, weighty in debate,
 Thrice ten long years he laboured for the State;
 In ev'ry speech persuasive wisdom flowed,
 In ev'ry act refulgent virtue glow'd:
 Suspended faction ceas'd from rage and strife,
 To hear his eloquence, and praise his life.

Unlike Johnson, who admired the orator of eminence, Oliver Goldsmith urged us to model our speaking upon that of the humble parson, the rural preacher, who spoke,

At church, with meek and unaffected grace,
 His looks adorned the venerable place;
 Truth from his lips prevailed with double sway,
 And fools who came to scoff, remained to pray.

Rebellious and unhappy George Gordon Byron startled the class, who, after listening to the pontifical precepts of Johnson and the breathy tones of Goldsmith, had begun to doze. Some were amused, a few angered by his satiric requests that they

. . . hear [Britain's] Motley orators dispense
 The flowers of rhetoric, though not of sense.

More of them were offended—because they suspected their own dullness, I divine—when he spoke of Castleragh as follows:

An orator of such set trash of phrase
Ineffably — legitimately vile,
That even its grossest flatterers dare not praise,
Nor foes — all nations — condescend to smile;
Not even a sprightly blunder's spark can blaze
From that Ixion grindstone's ceaseless toil,
That turns and turns to give the world a notion
Of endless torments and perpetual motion.

After Byron stomped off, it was shy and frightened Emily Dickinson's turn. Like many of the inhibited freshmen, she blushed and stammered out without introduction of any sort,

He preached upon breadth till it argued him narrow,
The broad are too broad to define;
And of "truth" until it proclaimed him a liar,
The truth never flaunted a sign.

As she hurried out of the class and back to her spirit home, all of us started guiltily, and then were strangely quiet. For some it was the first lesson in semantics.

Ingersoll, unhappy because so little time remained, arose and poured forth a tumultuous strain;

The orator should be a poet and a dramatist, a painter and an actor. He should cultivate his imagination. He should become familiar with the great poetry and fiction, with splendid and heroic deeds . . . The orators are produced by victorious nations—born in the midst of great events, of marvelous achievements. They utter the thoughts, the aspirations of their age. They clothe the children of the people in the gorgeous robes of genius. They interpret the dreams, they fill the future with heroic forms, with lofty deeds. They keep their faces toward the dawn—toward the ever-coming day.

The bell rang. The class stirred. Ingersoll stopped, disappointed. Then into the room burst the strangest spirit of all, Goethe, who shouted above the confusion of students picking up books, putting on coats, and starting for the door.

Habe nun, Ach! Pholosophie,
Juristerei und Medizin,
Und, leider! Auch Theologie
Durchaus studiert, mit heissen bemühm.
Da steh' ich nun, ich armer Thor!
Und bin so klug, als wie zuvor;

* * *

Drum hab ich mich de Magie ergeben,

In Rebuttal

P. J. HARKNESS

An editorial appearing in the **Exponent**, Northern State Teachers College, Aberdeen, South Dakota, for November 9th, 1945.



At a recent conference a speaker compared college students to "cattle browsing in the pastures of the *Reader's Digest*." He accused them of "having no philosophy of life," of "being reactionaries smug in the conceit of a diet of professorial platitudes." In other words the university professor believed that students do not, cannot, or will not think for themselves.

To college students who really wish to think for themselves and to those persons who wish to vindicate their beliefs, debate offers an opportunity. College debating is a means to an end. A debatable question is discussed pro and con. The debater must first acquire a background of knowledge through reading and discussion. With a background of subject matter the students learn to separate the chaff from the wheat. Thorough background preparation is most important in making the student a master of his subject. Confidence is engendered through acquaintance with material. Analysis of the problem follows readily. Mentally alert audiences appreciate a well organized presentation of a controversial issue. Today, too much time is wasted on placating the moronic fringe found in an average audience to the neglect of intelligent listeners.

Besides giving training in research and analysis, debate is a training in synthesis. Synthesis is so often missing in a student's experience. He can tear a proposition to pieces, but he is unable to put it together again. Here the debater has the advantage because he must learn to assemble his arguments in a concise form that will permit him to present them to hearers within a very limited time. All unnecessary words and phrases are eliminated—the debater must come to the point and argue clearly what he wishes to say. This procedure teaches the student to reason. It builds up an inhibition against emotional appeals, so often made in every day living.

The final step in debate is the contest. Here a student meets actual experiences. He contacts minds and personalities similar to his own. He competes with students from other colleges who know as much about the background of the question as he does. Above all else he must be able to argue the proposition without malice or anger. In intercollegiate debating the students meet life situations. If they are to be salesman, then they must sell their product to strangers—the debater is selling a mental product to strangers.

As to the qualifications of a debater, years of observation make the

Idaho Beta, Chapter 192

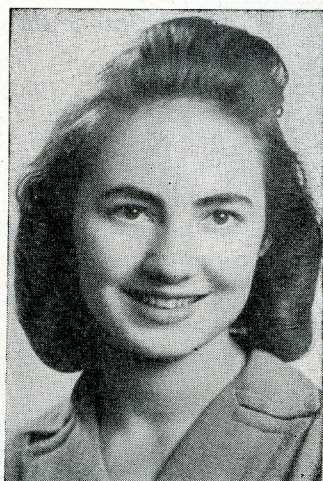
MARGARET ANN CRONIN



Idaho Beta, Chapter 192, of Pi Kappa Delta was established on the campus of the Lewiston State Normal School on March 3, 1945, just fifty years after the college was established to train teachers for the state of Idaho. Although L. S. N. S. still specializes in this field, it also has enrolled many liberal arts students taking courses in English, mathematics, etc. and many basic college students who take two years of junior college work before going on to specialized schools.

The present enrollment is limited by emergency conditions to 225, but is increasing steadily with the return of veterans and other former students. Special provisions are being made to prepare veterans with limited education for college work and to provide housing for veterans and their families.

Lewiston, Idaho, the home of the Lewiston State Normal School, is situated at the confluence of the Snake and Clearwater rivers at the lowest elevation in the state. The climate is very mild for northern Idaho, because of the protection provided by the surrounding hills and mountains and because of the low elevation. It is the largest city in northern Idaho and the scenic surroundings furnish opportunity to the students for both recreation and instruction. At



MARGARET ANN CRONIN
President, Idaho Beta

following "musts" important: The debater must be above average in college work. Usually the high C or B student is found on the squad. He must be willing to work—hours of research are necessary. He must be capable of developing an analytic mind. He must be tolerant of the other person's viewpoints. He must be willing to learn to take defeat as well as victory in intercollegiate contests. Sometimes defeat teaches lessons that winning cannot give.

The current debate season opened this last week. If you have the qualifications and wish to meet college students from all over the United States and are willing to get out of the browsing "pastures of the *Reader's Digest*," come out for *Inter-collegiate debate*.

present, a summer camp is being constructed in a nearby forest district and in the future summer sessions will be held there. The "Lewiston Hill Highway" leading out of the Snake river canyon is one of the most wonderful feats of engineering skill to be found anywhere on the national highway system.

The thirty acre campus is equipped with ten buildings, an athletic field, tennis courts, and other recreational facilities.

Until recently Lewiston Normal was only a two year school, but on December 1, 1943, the state legislature recognized it as a degree granting institution and courses have been extended to cover four years.

Forensic activities at Lewiston Normal are under the supervision of Rollie M. Brooking, who achieved the rating of special distinction in Pi Kappa Delta during his college debating activities. It was largely through his efforts that Pi Kappa Delta was established at L. S. N. S. Strangely enough, the officers of Idaho Beta 192 are all from the neighboring state of Washington this year. They are Margaret Ann Cronin, president; Bettie Jo Scharbach, vice-president; Frances Culver Pomeroy, secretary-treasurer; and Esther May Surry, corresponding secretary.

At the impressive installation ceremonies held last spring, Professor R. D. Mahaffey, Linfield College, McMinnville Oregon, officiated. He was assisted by W. H. Veatch, Washington State College, Pullman, Washington; and Don Lamka, former student of the College of Puget Sound, Tacoma, Washington.

During the past eight years Lewiston debaters have debated 506 debates with debaters from 48 different colleges and universities. Of these they have won 408, or over 80%. Most debating is done with other western colleges from Oregon, Idaho, Washington, California, and Montana.

This year's program began with a tournament at Gonzaga University in Spokane, with Gonzaga, Lewiston, W. S. C. and Whitworth participating. The next debate scheduled is the Inland Empire Junior College Tournament at the University of Idaho in Moscow with the U. of I., W. S. C., Whitworth, and Lewiston, all represented by their freshmen and sophomore debaters.

The President's Page



Your President very regretfully and reluctantly herewith announces that the National Council has been unable to complete satisfactory arrangements for a National Pi Kappa Delta Convention for this spring.

George Finley, our genial and hard-working National Secretary-Treasurer, has done his utmost to secure a Convention City for us. The other members of our National Council have rendered whatever assistance they could give. Finley has been in constant correspondence since early fall with every prospective city that came to his attention. He started out with a list of approximately ten possibilities. Eventually two of that group were sufficiently promising to seem to warrant having a more detailed investigation made of them. Dr. O'Connell and I spent two days investigating the convention facilities of Omaha, Nebraska, and Mrs. Finley spent several days at Tulsa, Oklahoma. Omaha was eliminated as a possibility when the Board of Education refused our request for the use of Central High School building for our contests. It insisted that our use of this building would interfere seriously with their renovation of the lighting system. The hotel rates at Omaha were also too high, ranging from \$3.50 to \$7.50 for a double room and a very limited number of rooms available at the minimum rate.

After the elimination of Omaha, Tulsa was our only remaining prospective Convention City. After Mrs. Finley completed her investigation of Tulsa, I received the following telegram from George Finley: "Tulsa won't do. Hotel rates not satisfactory. Superintendent wants to cancel spring vacation. Chamber of Commerce does not want Convention this year." In a letter that followed this telegram, Finley writes, "I hate to say it, but it looks to me now that a National Convention for 1946 is just an impossibility; it's another of those things we'd all like very much to have, but that we'll just have to get along without."

Aside from the difficulty of completing arrangements for contest rooms, our greatest obstacle to securing a Convention City for this spring is the fact that all hotels at present are having a rushing business. While the hotels at Omaha and Tulsa promised to take care of our delegates, they said we would have to take whatever rooms they could give us and pay the regular rates for them.

Although all of us are greatly disappointed, we may look forward with much anticipation to a splendid Convention in 1947. Norman

Hariel, Secretary of the Omaha Chamber of Commerce, is very enthusiastic about the prospects there for 1947. He is convinced that he can get a concession on hotel rates by that time and also feels that he can secure the use of the Central High School building for us then. Too, conditions will also be more favorable in Tulsa for 1947. There also may be other fine prospective convention cities by that time.

In the absence of a National Pi Kappa Delta Convention this year, may I urge each local chapter to do its utmost to be represented at its Provincial Convention. In fact, I think it would be desirable, wherever possible, for adjoining Provinces to plan for inter-Provincial meetings this year. I hereby request that all Provincial officers give this matter immediate consideration. If you can't arrange for a joint meeting with a neighboring Province, do your best to have a fine meeting of the chapters of your own Province.

Chapter Directory—1945-1946



State and College	Chapter President	Sponsor and Address
Alabama		
Alabama College	Helen Parrish	Ellen H. Gould, Montevallo
Arizona		
Flagstaff State	.....	Ralph Holly, Flagstaff
Tempe State	.....	Robert Plummer, Tempe
Arkansas		
Henderson Teachers	.....	Otis Whaley, Arkadelphia
Ouachita	Bill Kersh	R. C. Daily, Arkadelphia
College of the Ozarks	.....	Geo. C. Coleman, Clarksville
California		
University of Redlands	Betty House	E. R. Nichols, Redlands
Cal. Inst. of Tech.	Fred Burt	Boyd Marshall, Pasadena
Col. of the Pacific	Marilyn Dow	Edward Betz, Stockton
U. C. L. A.	Jenniellen Ferguson	Weslie Lewis, Los Angeles 24
George Pepperdine	Fern Brittain	Wade Ruby, Los Angeles 44
Colorado		
A & M	Virginia Williams	Alfred Westfall, Fort Collins
State Col. of Edu.	.....	S. R. Toussaint, Greeley
Western State	Marjorie Elpper	H. W. Taylor, Gunnison
Connecticut		
State University	.....	Andre Schenkre, Storrs
Florida		
Rollins	Ray Biggerstaff	N. C. Starr, Winter Park
Stetson	Nancy Brown	Irving Stover, De Land
University of Miami	Edwyn Lewis	Chas. D. Tharp, Coral Gables
Georgia		
St. Col. for Women	.....	Geo. Haslam, Milledgeville
Idaho		
College of Idaho	Marie Burgin	Edwin Schwiebert, Caldwell
State Normal School	Margaret Cronin	R. M. Brooking, Lewiston

Illinois

Wesleyan University	Roberta Henn-Smith	L. P. Dudley, Bloomington
Eureka	Winifred Barnes	L. E. Norton, Eureka
Carthage	.....	M. E. Chapin, Carthage
Bradley	Miriam Beyer	Clara E. Mawhinney, Peoria
Monmouth	Margaret Petran	Jean McInnes, Monmouth
Ill. St. Nor. University	Rosemary Browne	F. L. D. Holmes, Normal
McKendree	.....	F. C. Stelzriede, Lebanon
North Central	Elsie Moore	Guy Oliver, Naperville
Shurtleff	Margaret Heath	Frederic Fadner, Alton
Wheaton	Eleanor Paulson	C. L. Nystrom, Wheaton
W. Ill. St. T. C.	Janice Preston	H. F. Schory, Macomb
Augustana	June Berg	Martin J. Holcomb, Rock Island
De Paul	.....	Leo Shapiro, 64 East Lake, Chicago
N. St. T. C.	Mary Jane Eaton	Paul Crawford, De Kalb
The Principia	.....	Clayton D. Ford, Elsau
E. St. T. C.	Marianne Bowers	J. Glenn Ross, Charleston
Millikin	Dorothy Hanke	L. C. McNabb, Decatur
S. Ill. St. University	Thomas F. Barton, Carbondale

Indiana

Franklin	J. Daniel Kocher, Franklin
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Iowa

Wesleyan	Waunita Hobbie	J. Earl Vandagriff, Mt. Pleasant
Central	Maxine Huenink	Cunera Van Emmerik, Pella
Morningside	.....	Thos. E. Tweite, Sioux City
Simpson	John Beebout	Donald Ecroyd, Indianola
Parsons	.....	E. Starkey, Fairfield
Upper Iowa	.....	Ivadell Brause, Fayette
Coe	Winifred Deyo	J. Dale Welsch, Cedar Rapids
Western Union	.....	G. B. Kempers, Le Mars
Dubuque	.....	Donald Eyssen, Dubuque
Drake	Don Wine	Thos. F. Dunn, Des Moines
William Penn	Ruth Ellis	Maxine Dye Rabe, Oskaloosa
Luther	Marilyn Evanson	Richard Bergstrom, Decorah

Kansas

Ottawa	Opal Phares	J. D. Hansen, Ottawa
Washburn	.....	G. S. Fulbright, Topeka
Kansas State Col.	.....	H. T. Hill, Manhattan
Southwestern	Wilda McReynolds	Leroy Allen, Winfield
Emporia St. T. C.	Dorothy Lundsford	Geo. R. R. Pflaum, Emporia
Wesleyan	.....	Lillybelle Carlisle, Salina
Pittsburg St. T. C.	Dale Womble	J. R. Pelsma, Pittsburg
College of Emporia	.....	George Dunlap, Emporia
Baker	Mary A. Wilson	C. W. Brewster, Baldwin
Sterling	Edgar Seyb	Ruth Ann Hutchens, Sterling
Bethany	Valerie Nielsen	Emory Lindquist, Lindsborg
Ft. Hays State	Ladene Rouse	J. R. Start, Fort Hays
Bethel	Melvin Boehr	Melvin Gingerich, North Newton
McPherson	Annette Ronk	Maurice Hess, McPherson

Kentucky

Georgetown	Jane Geiger	Rena Calhoun, Georgetown
Centre	.....	....., Danville
Wesleyan	J. E. Coan	M. B. Kennedy, Winchester
Transylvania	.....	Mitchelle Clarke, Lexington

Louisiana

Louisiana	H. C. Brown	E. O. Wood, Pineville
Centenary	Jack Pulwers	Darrell Overdyke, Shreveport
S. W. La. Institute	Judith Mouton	Roy Murphy, Lafayette
La. Polytechnic Inst.	Betty Duke	....., Ruston

Maine		
Colby	.....	C. A. Rollins, Waterville
Michigan		
Kalamazoo	Marilyn Weatherbee	Ethel A. Kaump, Kalamazoo
Hope	Harriett van Donkelaar	Wm. Schrier, Holland
Michigan State	Kathryn Amaden	Paul Bagwell, East Lansing
Michigan State Normal	Jeanne Smith	J. P. Kelly, Ypsilanti
University of Detroit	Robert J. Diehl	Robert Affeldt, Detroit 21
Central Col. of Edu.	Marie Bower	W. E. Moore, Mt. Pleasant
Minnesota		
Macalester	Tom Hughes	Harriett McPhetres, St. Paul 5
St. Olaf	Betty Swasand	Mordella Dahl, Northfield
Gustavus Adolphus	Eugene Strinden	E. E. Anderson, St. Peter
Hamline	Betty Waidelich	Chas. Templer, St. Paul 4
College of St. Thomas	Donald Lewis	Max Schmidt, St. Paul 1
Concordia	Norma Lillo	W. E. Lillo, Moorhead
Mississippi		
Millsaps	Roberta Stewart	V. L. Wharton, Jackson
State College	.....	T. T. Bracken, State College
Missouri		
Westminster	.....	Mrs. John Randolph, Fulton
Park	.....	Carl O. Dallinger, Parkville
Central	Charles Nitzen	Cecelia Rudin, Fayette
William Jewell	Pauline Ehlers	P. Caspar Harvey, Liberty
Culver-Stockton	Bill Harper	L. L. Leftwich, Canton
Central Mo. St. T. C.	.....	Ben R. Craig, Warrensburg
NE. Mo. St. T. C.	.....	S. J. Collins, Kirksville
SE. Mo. St. T. C.	.....	Forrest H. Rose, Cape Girardeau
NW. Mo. St. T. C.	Yvonne Yeater	....., Maryville
Missouri Valley	Hazel Wicker	Dorothy Patterson, Marshall
Tarkio	Zoella Hogue	J. Ralph Neale, Tarkio
Drury	Virgil Anderson	Mary Cleve Pursley, Springfield
Montana		
Billings Poly. Inst.	.....	C. Howard McCormick, Billings
State College	Catherine Cowan	Bert Hansen, Bozeman
Nebraska		
Wesleyan	Jean O'Connell	Enid Miller, Lincoln
Doane	.....	M. C. Latta, Crete
Hastings	Josephine Asher	La Vaughn Boulden, Hastings
State Teachers	Margaret Jordon	H. A. Ahrendts, Kearney
State Teachers	.....	....., Chadron
University of Omaha	Marian Mortensen	C. Lloyd Shubert, Omaha
State Teachers	Jaqueline Plantenburg	Lenore Ramsey, Wayne
North Carolina		
State College	Leon Mann	Edwin Paget, Raleigh
Wake Forest	Bill McGill	A. L. Aycock, Wake Forest
Asheville	.....	....., Asheville
Lenoir-Rhyne	Christine Huddle	Albert Keiser, Hickory
North Dakota		
Jamestown	Mary Tarbell	Wm. T. Miler, Jamestown
Ohio		
Baldwin-Wallace	Gerald Cover	Dana T. Burns, Berea
Heidelberg	Jean Young	Marian Halverson, Tiffin
Hiram	Curtis Lyman	....., Hiram
University of Akron	Mary Burkley	Joanna Alogdelis, Akron 4
Otterbein	Roy Drummond	J. F. Smith, Westerville
Marietta	Stanley Morris	Mrs. Derry Bird, Marietta
State University	Alice White	Evelyn Kenesson, Bowling Green
University of Toledo	Rosina Mazziotti	G. H. Orians, Toledo 6
State University	Oliver Ocasek	James N. Holm, Kent

Oklahoma		
A & M	.....	Harry H. Anderson, Stillwater
University of Tulsa	Glen Smithe	Herbert L. Curry, Tulsa
Baptist University	.....	....., Shawnee
NW. State College	.....	M. A. Waggoner, Alva
Okla. City University	.....	J. J. Hayes, Oklahoma City
State Col. for Women	.....	Frances D. Davis, Chickasha
East Central State	Rudolph Hargraves	D. J. Nabors, Ada
Southeastern State	Juadina Stallings	T. A. Houston, Durant
Central State	.....	G. C. Watkins, Edmond
Oregon		
Linfield	Paul Koch	R. D. Mahaffey, McMinnville
Pennsylvania		
Grove City	.....	D. C. McEuen, Grove City
St. Vincent	.....	Patrick McGivigan, Latrobe
Seton Hill	Helen Hurley	Sister Theophane Geary, Greensburg
South Carolina		
Presbyterian	.....	Hugh Hatman, Clinton
Winthrop	Charlotte Plowden	....., Rock Hill
The Citadel	.....	Col. A. G. D. Wiles, Charleston
South Dakota		
Wesleyan	Jean Reynolds	Willard Jordan, Mitchell
Huron	Kenneth Hamstra	Mrs. La Verne Miller, Huron
Yankton	Lois Shefte	Wm. Lang, Yankton
State College	Vange Anderson	George McCarty, Brookings
Sioux Falls	Ed Keller	H. M. Jordan, Sioux Falls
State Teachers	Kenneth Buhler	P. J. Harkness, Aberdeen
Augustana	Joel Hanson	Edwin Gunberg, Sioux Falls
Tennessee		
Maryville	Marinell Ross	David H. Broggs, Maryville
Tusculum	.....	Allan Ragan, Greeneville
State Teachers	.....	Robert B. Cox, Johnson City
Tenn. Polytechnic Inst.	Myrtis Conry	Herman Pinkerton, Cookeville
Carson-Newman	Gene Cole	Lloyd Pierce, Jefferson City
Texas		
Southwestern	Edwin Cohen	Angus Springer, Georgetown
Trinity	John Silber	George Schrader, San Antonio
East Texas State	Elsie Adair	Maud Webster, Commerce
Howard-Payne	.....	W. A. Todd, Brownwood
Mary Hardin-Baylor	Yvonne Northrup	Emogene Emery, Belton
Texas Christian	Rufus Garrett	W. J. Hammond, Ft. Worth
North Texas State	Horace Mahan	Mrs. Olive Johnson, Denton
Hardin-Simmons	Martha Farr	W. A. Stephenson, Abilene
Baylor	.....	Glenn R. Capp, Waco
Sam Houston S. T. C.	Jane Walker	Earl Huffor, Huntsville
Southwest State	Joyce Kuelker	Lola Walker, San Marcos
Stephen F. Austin	.....	Burney E. Howard, Nacogdoches
Virginia		
Farmville St. Teach.	.....	Mary Nichols, Farmville
Washington		
Col. of Puget Sound	Martha Tousley	Chas. Battin, Tacoma
Seattle Pacific	Mildred Walker	Lillian Danielson, Seattle 99
State College	Sidella Clinger	W. H. Veatch, Pullman
West Virginia		
Wesleyan	.....	G. L. Glaumer, Buckhannon
Wisconsin		
Ripon	Shirley Franz	Bruno Jacob, Ripon
Carroll	Rispa Dowse	V. A. Utzinger, Waukesha
Oshkosh State	.....	N. S. James, Oshkosh
River Falls State	James Behling	Elsie Hoffman, River Falls
Whitewater State	Irene Schiefelbein	E. H. Evans, Whitewater

EDITOR'S PERSONAL PAGE

Where inconsistencies cease from troubling and logic is at rest

How forceful are right words. *Job*, VI:25.

The story of the creation of the world is told in Genesis in 400 words. The greatest moral code in the world, the Ten Commandments, has 297 words. Lincoln's Gettysburg Address was given in 266 words. OPA changes the price of cabbage seeds and gets out a bulletin of 2,500 words to tell about it.—*Sudan's Red Fez*.

But when men have realized that time has upset many fighting faiths, they may come to believe, even more than they believe the very foundations of their own conduct, that the ultimate good desired is better reached by free trade in ideas—that the best test of truth is the power of the thought to get itself accepted in the competition of the market, and that truth is the only ground upon which their wishes safely can be carried out.—*Justice Oliver Wendell Holmes*.

The sermon now ended.
Each turned and descended.
The eels went on eeling,
The pike went on stealing;
Much delighted were they,
But—preferred the old way.

I was a member of the Crescent Literary Society and I shall never forget the debating teams we had. One of the best adjuncts to an education was a fine debating society. I learned a good deal in those old societies that was of inestimable value to me later in the practice of law . . . It has always been my belief that more attention ought to be paid in our schools, particularly in our colleges and universities, to debate. The principal object should be to prepare the young man or the young woman for participation in public gatherings of all kinds . . . To my mind, if I were able to found a college or university, I would stipulate that debate should be one of the things that never should be neglected. The impressions made upon the mind in those debate sessions will live forever, even though we forget all about the questions debated and all about the arguments made, for gradually the human mind will grip and retain during life many valuable ideas of a very practical nature which will help that person through life, no matter what his occupation may be.—*George W. Norris*. (Quoted by Lionel Crocker in *Argumentation and Debate*).