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ORATORICAL NUMBER
CHAPTERS

ALABAMA
Alpha—Alabama Polytechnic Institute (inactive), Auburn.

ARKANSAS
Alpha—Henderson-Brown College, Arkadelphia.
Beta—Ouachita College, Arkadelphia.

CALIFORNIA
Alpha—University of Redlands, Redlands.
Beta—Occidental College, Los Angeles.
Gamma—California Institute of Technology.
Delta—College of the Pacific, Stockton.
Epsilon—University of California, Southern Branch, Los Angeles.

COLORADO
Alpha—Colorado Agricultural College, Fort Collins.
Beta—Colorado Teachers' College, Greeley.

CONNECTICUT
Alpha—Connecticut Agricultural College, Storrs.

ILLINOIS
Alpha—Illinois Wesleyan University, Bloomington.
Beta—Eureka College, Eureka.
Gamma—Carthage College, Carthage.
Delta—Bradley Polytechnic Institute, Peoria.
Epsilon—Hedding College, (inactive), Abingdon.
Zeta—Monmouth College, Monmouth.
Eta—Illinois State Normal University, Normal.
Theta—Al-Kendree College, Lebanon.
Iota—Northwestern, Naperville.
Kappa—Lombard, Galesburg.

INDIANA
Alpha—Franklin College, Franklin.

IOWA
Alpha—Iowa Wesleyan University, Mount Pleasant.
Beta—Central College, Pella.
Gamma—Des Moines University, Des Moines.
Delta—Morningside College, Sioux City.
Epsilon—Simpson College, Indianola.
Zeta—Parsons College, Fairfield.
Eta—Upper Iowa University, Fayette.
Theta—Coe College, Cedar Rapids.
Iota—Western Union College, Le Mars.
Kappa—Buena Vista College, Storm Lake.

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

KENTUCKY
Alpha—Georgetown College, Georgetown.
Beta—Center College, Danville.
Gamma—Kentucky Wesleyan College, Winchester.
Delta—Transylvania, Lexington.

MICHIGAN
Alpha—Kalamazoo College, Kalamazoo.
Beta—Olivet College, Olivet.
Gamma—Hope College, Holland.
Delta—Michigan Agricultural College, East Lansing.
Epsilon—Michigan State Normal College, Ypsilanti.
Zeta—College of the City of Detroit, Detroit.

MINNESOTA
Alpha—Macalester College, Saint Paul.
Beta—St. Olaf College, Northfield.
Gamma—Gustavus Adolphus College, St. Peter.
Delta—Hamline University, Saint Paul.

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

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

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

NORTH CAROLINA
Alpha—State College, Raleigh.

NORTH DAKOTA
Alpha—Jamestown College, Jamestown.

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

OKLAHOMA
Alpha—Oklahoma Agricultural and Mechanical Arts College, Stillwater.
Beta—University of Tulsa, Tulsa.
Gamma—Oklahoma Baptist University, Shawnee.
Delta—Northwest State Teachers' College, Alva.
Epsilon—Oklahoma City College, Oklahoma City.

OREGON
Alpha—Linfield College, McMinnville.

PENNSYLVANIA
Alpha—Grove City College, Grove City.

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

SOUTH DAKOTA
Alpha—Dakota Wesleyan College, Mitchell.
Beta—Huron College, Huron.
Gamma—Yankton College, Yankton.
Delta—South Dakota State College, Brookings.
Epsilon—Sioux Falls College, Sioux Falls.
Zeta—Northern State Teachers' College, Aberdeen.
Eta—Augustana College, Sioux Falls.

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

TEXAS
Alpha—Southwestern University, Georgetown.
Beta—Trinity University, Waxahachie.
Gamma—East Texas State Normal College, Commerce.
Delta—Howard-Payne College, Brownwood.

WASHINGTON
Alpha—College of Puget Sound, Tacoma.

WISCONSIN
Alpha—Ripon College, Ripon.
Beta—Carroll College, Waukesha.
PI KAPPA DELTA

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OUR ORATORICAL CONTEST

On the following pages appear seven orations written and delivered by members of ΠΚΔ. All of these orations have won high honors in national contests. In connection with each oration are some criticism made by some professor of public speaking or other authority on student oratory. Most of the critics call attention to the fact that orations are written to be spoken and not read. As this is true, we can not, of course, judge the real value of the oration apart from the orator. On the other hand, unless the orator has some powerful thoughts well phrased to express, his oratory becomes mere sound.

The Forensic wishes to conduct a novel kind of oratorical contest with the orations printed here. It wishes to make each reader a student of the orations and a judge of their worth as written compositions intended for oral presentation. Please read over each oration carefully and the criticism of it, and then send us your ranking of the orations. It will be necessary for each reader to vote on each of the seven orations. Use the blank on page 48.

Do not forget that whatever our vote, it will not change the fact that certain student speakers with these orations have gone thru national contests and have won the places indicated. Our contest judges them on an altogether different basis. Do not be influenced too much by the criticism of the oration. While in each case the criticism is helpful and fair, remember that each judge had but one oration before him when he wrote his comments and that he was not comparing one oration with another, but measuring it against his own standards of oratory.

It is hoped that the publication of these orations, the criticisms concerning them, and later on the votes of the readers of the Forensic, will give us something which will be helpful to the student who is preparing an oration.

Send in your vote at once, so that the results may be published in the next Forensic.
CRITICISM OF "THE POWER OF YOUTH"

FREDERICK B. McKay, Professor of Speech
Michigan Epsilon, Michigan State Normal College

I ordinarily suggest to my students, in criticizing their speeches, that I might confine myself largely to excellencies, but that it is usually more profitable to talk about defects. I so proceed on this interesting oration by Miss Thomas.

First, a condensing of the paragraphs would help the reader to concentrate on the important ideas. Paragraphs 1, 2 and 3 constitute a paragraph, as also 4 and 5, 6 and 7, 8 and 9, and 15 and 16. This still leaves seventeen paragraphs, while a dozen, properly developed, should cover the topics discussed in a student oration. Of course, paragraphing does not appear in the delivery, but, if correctly done, the writer has a more logical grip on it when delivered.

Now to the ideas and their sequence. The opening illustration, so well chosen and so artistically and feelingly done, strikes a high level. The oration is off to a good start. However, there is considerable wobbling before the modern illustration which follows gets squared away. Paragraph 6 is an unsuccessful attempt to make the transition. The assertion that "youth is beginning to take stock of itself" is nowhere developed, and, when one reads paragraphs 14 and 15, he gravely doubts it. In paragraph 8 is another budding idea, which would certainly have proved confusing or have required a lot of explanation, if it had been developed. Who is going to decide as between President Wilson and Senator Lodge, for example, which was young and which old? If age means a set conviction I should say that Wilson was old. This is a disturbing idea. Following paragraph 5, the Athenian illustration should have been applied to modern times. Then should have been elaborated the Great War as a concrete illustration of this modern application, as happens in paragraph 9 and following.

When one reaches paragraph 13, one wonders just what the writer means. Would she have brot some of the young men around the council table, or would she have barred the old men not of Wilson's type? One begins to wonder too, at this point, whether youth, just because it is youth, really has espoused the cause of peace. Of course it is probably true that a large percentage of educated young men and women have, but how about those not in college or even in high school? And did not the youth of two decades ago make the Great War? I cannot think that youth, while it is still to be called such, if I know what she means by "youth," will ever enter into what might properly be called a "partnership" in world affairs. I think that the plea of this speech would have been more consistent and effective, had it emphasized the education of all young people against war and for peace, by showing how their ideas and ideals, when they become the elders, will rule the world, and have particularized, perhaps, on the special opportunities for university men and women to take leadership. The force of the final appeal largely falls, unless youth is made intelligent about its great mission.

I have already exceeded the word limit permitted for this criticism. It is a pleasure to go over such interesting student effort. I wish that we had a few thousand Miss Thomases as a background for the future world council table.
THE POWER OF YOUTH

Winner of First Place in the II KΔ, National Women's Oratorical Contest

DOROTHY THOMAS, California Epsilon
University of California, Southern Branch

It was in the winter. Brave Athenian youth, lithe of limb and stout of heart, had stood like a wall of adamant about their beloved city. The enemy had been repulsed, but not without loss of life. And so it came to pass that in the most beautiful suburb of the city, on what was known as the state burial ground, the citizens of Athens, following the law of their fathers, assembled to lay to rest their heroic dead.

After the coffins of cypress wood had been lowered into the earth, Pericles, elected by the city for his wisdom and public service, stepped forth and spoke. His first words were in praise of the fathers who had laid deep and broad the foundations of Athenian democracy. He went on to describe the equal justice for all, the restraint of reverence, the control of law, that were the fruits of government by the people. Wealth and prosperity had come to Athens, but Pericles cared not for these things. It was the soul of Athens, refined by affliction, beautified by service and glorified by the sacrifice of her brave and devoted sons that he wished to portray to the assembled citizens. With every fresh description of her worth and beauty, his imaginative soul took wing to new heights of eloquence until he burst forth,

"Such, then, is the city for whom, lest they should lose her, the men whom we celebrate died a soldier's death: and it is but natural that all of us, who survive them, should wish to spend ourselves in her service."

In the glowing imagination of this sensitive Athenian, Athens appeared as a beautiful woman, for whom soldiers fought and died, and for whom the survivors of the Samian war should spend themselves in service. It is a noble conception—worthy of lovers of beauty and equality, of liberty and justice.

From the time of the democracy of Pericles, even unto the present, wars have levied a frightful toll upon the youth of many lands. The call has come to the young and brave, to stout hearts and to valiant souls. With high hopes they have marched away from parents and homes, to do their duty by the commonwealth.

Many have never returned. In some peaceful spot, on some sunny slope, perhaps in foreign soil, their bodies lie in a mute testimony to the unfailing heroism of youth. Youth has never failed to answer the call of duty; it never will fail.

But now in our modern democracy, nearly 2500 years after the age of Pericles, youth is beginning to take stock of itself. It is becoming conscious of its place in the scheme of things. It is beginning to reason that if it must bear the brunt of war it, too, should participate in the councils of war. Athenian Democracy gave to the world the principles that what concerns
all should be settled by all, and in many things modern democracy is the heir of Athenian democracy, but in regard to war we seem to have followed the principle that what most vitally concerns the youth is to be discussed and settled by their elders.

Sir James Barrie, in his classic address to the students of St. Andrews, made a stirring appeal to the youth of the world. He said, "The League of Nations is a fine thing, but it will not save you, because it will be run by us." He went on, "Youth has too long left exclusively in our hands the decisions in national matters that were more vital to them than to us. The time has arrived when youth must demand, not leadership, but partnership in world affairs."

It is difficult to differentiate between the young and old. There is no definite relation between youth and years, nor yet between age and wisdom. President Wilson retained to his death the salutary prudence of youth. He was not of the old regime, and therefore not of the old world diplomats.

The Great war was brought on by these old world diplomats. They managed it; they ended it. The terms of peace were drawn by them, and the chaos of Europe today is tragic proof of their lamentable failure. Their ideas were too rigid. They thought that what had been won by force, could be settled by force. They left out of account the incontestable fact that any scheme of social, political, or economic reorganization must depend to a large extent upon the good will of all parties concerned.

It was inevitable that the diplomats of the old regime should do just what they did. Their training had been in the diplomacy of race jealousy, trade rivalry, balance of power and national sovereignty. They thought in terms of the Napoleonic age. Their faces were set toward the past. They took a low view of human nature and justified it. They overlooked entirely that good will cannot be secured by pressure, either economic or military; and that without good will the best laid plans will surely miscarry. They regarded the peace settlement as chess players regard a game of chess, a cool and calculated contest of wits, to see which could first cry "check-mate!"

Let us now turn to what the youth of the world might have brought to the peace settlement. It would have come to the councils with an imperfect knowledge of technical diplomacy, but with no deepseated animosities toward former enemies or present allies, with no carefully worked out scheme to further this nation at the expense of that, with no secret desire to balance this power against that, so as to give predominance to a third. It would have been more ingenuous than the old men who sat about the peace table. It would have made technical blunders, no doubt, it might have been led into historical inaccuracies; but the soul of youth, disciplined by war would have been drawn instinctively toward the goal of lasting peace. Its diplomacy would have been human. Its adjustments would have been flexible. It would have taken into account the good will of all parties to the agreements. It would have brought to the council table some of the camaraderie and broad catholicity of the field and camp.

Young men did not fight shoulder to shoulder and against other young men without gaining a new respect for the courage and fortitude and endurance of the human soul. War is a humanizing experience for those who survive the ordeal of fire; but it seems to be de-humanizing for those who look on from behind, and who play with armies as men play with pawns and knights. The peace settlement needed humanizing. It bore the marks of men who had seen war, but had actually not been a part of it.

Incontestably it would have been a grave mistake to have turned out all the old men who gathered about the peace table and to have replaced them by young men. Age possesses a richness of experience of which youth cannot boast. Age represents judgment and knowledge, qualities which are needed for world re-organization. But it was a serious error not to take into
account the ideals and aspirations represented by youth which had borne the war upon its shoulders, until they were bent and broken before their wonted time.

Youth had high hopes that this war would be the last. They fought to make it the last, had they been consulted in the making of peace, they would have seen to it that it was the last. They would have risen above the dry technicalities of professional diplomacy and youth calling to youth across national boundaries would have sworn to solemn covenant, that never again would they face one another in arms. Thus they could have laid the foundation of a perpetual camaraderie based upon mutual hatred of war, upon mutual respect for bravery and courage and upon mutual toleration and good will. Lasting peace is not a matter of paper guarantees; it is a matter of good will.

Why was it, then, that youth was not consulted in the making of the war, nor in the making of the peace? The answer is not far to seek. Before the war youth had not become conscious of its place in world organization; it had not equipped itself for participation in world affairs; it had not organized itself to make its influence felt. It willingly left to older men the management of the world. It was an old man’s world.

The armistice found youth bewildered at the sudden ending of it all, exhausted by the hardships of the trenches, and desiring rest and quiet. At once the war lords were eager to recreate a new world out of the wreck of the old. They set about it, with what result we know. They lacked world-building vision; they lacked the human qualities necessary for a new international order. They used only old materials, and the structure they built up soon began to crumble. As Dr. Wilson of Harvard University said, “Six dictatorships in Europe today, to make the world safe for democracy!”

The World war and the making of peace cannot be recreated. But the future is open before us. It is a process of creative evolution, and every creative force which makes itself felt contributes to the process. Regarding peace as the goal, what part may youth have in bringing us nearer to its realization? As the Abbe Sleyes said of the third estate of France, “What has it been? Nothing. What is it destined to become? Everything!”

So we may say that youth has counted for too little in world affairs, because the rules of book diplomacy have outweighed in value the living spirit of toleration and good will which characterizes youth.

But good will is not enough. There must be mutual agreement to realize peace; there must be intelligence and knowledge how to go about it. The young men and women of today realize this. They are preparing themselves for participation in world affairs by study of history and economics. They are interested in politics, in international law, and in diplomacy. These matters are profound, but they are not below the depth of the active mind of youth.

Following realization of their place in the world, the young men and young women must be organized to make their ideas effective. National militarism is organized; greed is organized; trade rivalries are organized; and if youth is to forge ahead in the face of organized opposition, it too, must join its forces of mind and heart, and set up some machinery to utilize them effectively. Some fellowship of young men and women, international in scope, with national and local associations must be established. The particular form is immaterial, the substance of the idea is all that is necessary to retain in mind.

In this league of the future, University young men and women should take a leading part. They have the best opportunity to study the working of the social forces in history and politics. They have the best opportunity to think clearly on public questions, to gather material, to organize opinions and judgments. Thus they are singled out as the natural leaders, and the success or failure of such a movement would depend largely upon them.
CRITICISM OF "THE UNFULFILLED PROMISE"

FRED G. BALE, Professor of Public Speaking

Formerly of Iowa Zeta, Parsons College, now of Albany College, Oregon

"The Unfulfilled Promise" doesn't promise much—in its first paragraph. The "toy" idea seems to me utterly inappropriate applied to mankind's dream of world peace, even tho the world has not yet realized that dream. In a discussion of leadership, one wonders if a man can be justly called one of the world's greatest leaders, if the people of the world were "unwilling" to or "incapable" of following him. Isn't the first essential of leadership the ability to draw an actual following?

This oration arbitrarily decides upon "institutions" which might be the basis for peace, without giving grounds for the choice and proceeds confidently by just as arbitrary and superficial a process of elimination to the conclusion it set out to reach, namely that nothing is adequate to bring peace but education, which it tells us, includes all others and "is the basis for each."

The author seems able to dissolve and melt all problems in the crucible of Education. I doubt if many of us will find it possible to follow to this conclusion.

My main criticism of this oration is that it places Education as the greatest means for accomplishing peace, seemingly passing religion by as incidental. Her treatment strikes me as anti-climax. It is a matter of opinion perhaps, but, as Dr. Ellwood points out, no amount of education, knowledge, science, can be counted on to build a Christian world, except that it be consecrated and fired with the passion of Christianity and its great motive power of love and brotherhood and service.

After all this is said, however, I want to commend this orator for a number of thots on peace. In spite of her outline, her final appeal is for the awakening of the hearts of the people that the ideals may become a reality.

Not one of these orations on Peace but makes a contribution to the realization of that goal.

The mental and spiritual equipment of the modern young woman will be especially needed to solve the problems of war. She will not be carried away by propaganda and war hysteria, because of strong mentality developed in thinking on social problems and discussing them. On the other hand, she will never run so far toward pure intellect as to fall in sentiment and emotion. She hates war with a deadly hatred, and is willing to organize with young men to make her views on armed conflict felt. You may sneer at the idealism of youth, you may call it sentimental and emotional, but the driving force behind any social movement is not intellect; it is sentiment. People must feel before they will act. They must feel and feel deeply.

At the World Court of Peace, the soul of womanhood, the mother-heart of the world must first be considered. All youth must be considered. Youth must scorn those war lords who refuse to forsake the old rules of diplomacy, even though they jeopardize peace. And youth will not fail. Youth is daring, youth is idealistic; youth is human and versatile, youth is tolerant. And it is upon just such qualities as these—courage, idealism, humanity and toleration that the foundations of everlasting peace must be laid. This is the power of youth.
THE UNFULFILLED PROMISE

Winner of Second Place in the Inter-State (Old Line) Oratorical Contest

EDITH HOOTMAN, Kentucky Delta
Transylvania College

Every nation is like a child; it must have its toys and those toys are words. It selects one, plays with it, vaunts of it before other nations, then suddenly discards it to choose another which will in turn be toyed with and bandied about, then forgotten—unless it has become no longer a mere toy but something without which a nation cannot exist. In 1776 that word was Freedom; in 1861 it was Union and Equality; in 1916 it was Democracy. Freedom, Union, Equality, Democracy, all four have remained, honored, loved, and cherished, indispensable to the nation’s welfare. Now that dominant word is Peace. Everywhere we hear it, Peace lectures, Peace Funds, Peace associations and Peace conferences. Yet this word is not a new toy. Men and nations have played with it often before, but always it has been laid aside, a toy of which they have grown tired. Never has it been retained as a vital necessity.

It has been nearly two thousand years since the promise of peace was given to the shepherds on the hill near Bethlehem. Nearly twenty centuries have elapsed since God sent his messenger to those lowly worshippers with the immortal words, “Glory to God in the highest, and on earth peace and good will toward men.” We still repeat the promise, but does it carry with it today the same hope and the same faith in the goodness of the Almighty which it did then? After we have lived through such an experience as the world war, after we have seen villages torn down, acres and acres of land devastated, womanhood dishonored, manhood maimed and murdered, are we to turn away from God and say, “He has had nearly 2000 years in which to fulfill His promise. He has failed His people, and His book is worthless?” Many have done so. Many have lost their faith and placed the blame on God. Yet ought we not first to look back and see where we may have failed the Creator, where we may have thwarted the fulfillment of that promise? I repeat, we are not the first to demand peace. Following the pain and ravages of every war has come the inevitable plea for peace. No conqueror, no ruler, no president ever asked for the control of a state without first giving to the people a promise of Peace. Some have never tried to fulfill it; some have tried hard; many have failed.

This is an age of logic and reason. Ought we not then, before we conclude that Peace is impracticable and impossible, to use that same logic and reason which has guided practical America in all of her scientific research and business? The first steps in such a study of Peace and its possibilities would be to decide what institutions might be the basis of Peace. There are six of these—first, governmental organization; second, military power; third, economic success; fourth, religion; fifth, leadership, and sixth, education. To test the stability of these institutions as the basis of Peace, we can secure our facts from history.

Under the ancient Emperor Diocletian, Rome rose to the highest success where she remained for nearly a hundred years, then fell. No country ever had a more ideal organization of government, yet we read that it bred discontent and unrest among the people and brought the nation to bankruptcy. We might organize the world with its tribunals and courts, the organization might be perfect in its details, yet that would not bring Peace. Organiza-
tion is only the machinery of government; many more factors are needed to make it function properly.

Next, military power. Rome also tried that. Colonies and provinces were garrisoned with her soldiers. Did they bring peace? For a time, yes. But the power soon weakened. Too much attention was paid to the army; agriculture and commerce suffered so that when the barbarians swept down from the north the armies could not hold them back. The military power could not protect the organized government without the economic support of the country. Is it, then, economic success which is needed?

We need not go back far in history to find a country which excelled in all three of these institutions. That country was the German Empire. She had a wonderfully well-organized government; she had power to back that organization; she had economic prosperity. Equipped with all these, what caused her downfall? Her ideals! She lacked religion, not religion in the narrow sense, for the Germans were devout worshippers, but that religion which comes direct from God, which breeds sympathy and understanding and unselfishness—the principles of Christianity. That religion was not strong enough to dominate the policy of the nation. One thing more is needed. We cannot hope for peace while men exist who do not possess the desire for Peace, who enjoy war because it brings them personal gain. All men must be dominated by God’s policy of good will toward men—the religion of Christ.

But can religion alone bring Peace? Can the desire to have Peace make it certain? We have seen the work of many an honest pope who was trying to bring Peace to the world, fail utterly as soon as his personal power was gone. Great rulers have brought Peace to their realms through this same policy, but invariably we find that Peace ending at the ruler’s death. The principles of humanity need someone back of them to put them into action, to place them before the people, to explain them so that all will seek to follow. Wise leaders, then, are another essential to Peace.

Many people today are saying, “We have a wonderful plan for world organization. We can have power to put this plan into action. We have economic prosperity. We have a working religion. What we need now is a leader. I ask you, “Has the world ever produced a greater leader than the late President Wilson?” But you say, “He has not given us peace.” Was it because he was not a leader or because the citizens of the world were not willing and not capable of following? There was a time when a genius, a great leader, a national hero could grasp the torch of progress and carry it practically unhampered far into the fields of advancement. After he had gone ahead and lighted up the way, the rank and file of humanity would have followed. Now, a leader, no matter how brilliant, no matter how courageous is shackled to that rank and file. He cannot move without dragging them with him. He can point out the way and explain the course, but to forge ahead is not in his power. And do they follow unwillingly? Not at all! Humanity today demands an explanation, a guarantee before every step it takes. I am not condemning this lack of blind hero worship. I would rather laud it. I do say that the great mass of humanity which casts the vote should be able to recognize progress, should be able to comprehend a leader. True we need leaders, but more than leaders we need a trained and intelligent public. And that training can come only through education. William B. Butler gives the aim of education as the control of individual life, of national life, and of international life. The control which it seeks is one of knowledge, wisdom and skill, resulting in happiness. Here, then, lies the one factor which alone has not been tried. All others have had the test and failed. Yet this one factor which will include all others and is the basis of each has remained neglected through the centuries.

Democracy and Peace go hand in hand. For a successful democracy, we need governmental organization; we need sovereign power; we need economic
stability; we need religion; we need leaders, and last of all, since government is still of the people, by the people, and for the people, we need a trained and educated people, a people who can back that organization of government with a comprehension of its principles and sound legal and political judgment; who show their recognition of the state's sovereignty by respect for its laws; a people who enjoy economic prosperity because they are skilled laborers and trained thinkers and can convert that labor and thought into financial success, a people who can select leaders of merit, who will follow those leaders intelligently or discard them when they would lead astray; a people who not only know and desire to follow the principles of Christianity, but also know how to follow and how to put them into action. A people who have in their souls the ideal of Peace and a determined purpose to make that ideal a reality. Children must be taught the feeling of universal brotherhood. We must outlaw war as we have outlawed piracy, not by physical force—but by that force which never fails—moral force—public opinion. Is this possible? The answer is: Are children born with hatred in their hearts? Can the seed grow unless it is first planted? Then let us destroy the seed before it finds a place to grow.

How shall we proceed with such a task? Last year the mayor of one of America's greatest cities prohibited the use of a certain history text because it gave a few reasons to vindicate England in the Revolutionary War. That is the way not to proceed. Let us not teach wars only in so far as they are needed to explain the periods of Peace. Let us cease to glorify war heroes while we allow great Peace heroes to go unmentioned. Psychologists say that the only successful way to break one habit is to replace it by another. Let us replace the habit of love for adventure in war with the habit of love for adventure in Peace, the adventure which attends pioneering in the fields of business, science, engineering and honest politics. Let us replace the hatred of nations by the hatred for war.

Every leading nation has at some time held sway over the known world. Every leading nation except America. Let America now come into her own! Let America conquer the world! Not with her statesmen, not with her merchants, not with her soldiers, but with her ideals, for all else will perish, but ideals live on forever. Let us help Germany's starving families; let us aid Russia's poverty-stricken students and let us keep recruiting ever an army of red-blooded Americans, citizens of the world, an army equipped with bayonets of wisdom, grenades of knowledge, and swords of Christianity, an army which will make everlasting and victorious the crusade for Peace.

The promise sung by the angels is still unfulfilled. For two thousand years we have missed the true significance of that promise. To whom did God give the promise? To the Emperor of Rome? To Herod? To the priests or scribes? No, He gave it to the shepherds, common people. It was to them he gave the promise and through them we must seek its fulfillment. Would you make the word Peace more than a mere toy? Would you make it a challenge? Then you must instill in the hearts of the nations the ideal of Peace. Would you install in the hearts of the nations the ideal of Peace? Then you must instill it in the hearts of the people. Would you make the word Peace lasting? Would you make the ideal a reality? Then you must teach the people the way to Peace. In no other way can be fulfilled the divine promise, “Glory to God in the highest, and on earth Peace and good will toward men.”
CRITICISM OF "WOMANHOOD AND WAR"

J. R. PELLSMA, Professor of Speech

Kansas Theta, Kansas State Teachers' College of Pittsburg

Just because the Editor overheard me condemn with unstinted praise the oratorical effort of Miss Fulton, at the Peoria convention, he has asked me publicly to attest my guilt or innocence. I plead "guilty" with an unusual degree of pleasure.

The composition of an oration represents only about twenty-five percent of its total value. Orations are not to be read, but heard. The now generally abandoned idea, so universal a few years ago, the grading of oratorical manuscripts on a basis of fifty percent prior to their delivery did a great injustice to many a loser in a forensic contest. Annually I refer my students to the after-dinner speeches found in the first three volumes of Modern Eloquence, and annually the cry of "punk" ascends in unison from the class. Doubtless these speeches were great successes when delivered but they have lost seventy-five percent of their real power when set in cold type. A bird singing among the foliage of a tree is one thing; when in a gilted cage, or on the dissecting table, another.

Miss Fulton's oration was unusually well delivered, and now being accorded the privilege of reading the manuscript, I still maintain my former appreciation.

As a basis for criticism, permit me to quote myself (Essentials of Speech, p. 255) : "An oration should be written upon some fundamental and universal subject, some theme which will move men to action. . . . It must be on some phase of Duty, Happiness, or Virtue.

The model oration must have an appropriate introduction, in length about one-tenth of the entire production. It may be a general statement, etc.

The body of the oration should be divided into two parts: 1. The Problem, and 2. The Solution. The Problem deals with some present need . . . . some wrong which should be righted. . . . The Solution solves the problem; explains the remedy for the past or present ills. . . . The conclusion is an appeal to the audience to accept the orator's solution to the problem. . . . The conclusion should be as long as the introduction, and to be effective, it must be made as personal as possible."

Also, Quarterly Journal of Public Speaking, V. 1, No. 3, p. 269: . . . "a great speaker is the man who has a message appropriate to the occasion—a theme of public interest— and can give it to the world in voice and manner that is technically correct."

The theme of Womanhood and War is fundamental, universal, and timely. It was not a mere exhibition of oratorical pyrotechnics, but Miss Fulton took advantage of the occasion to deliver a message—a real message from her heart; as she afterward said, "I believed every word of it."

The audience has a right to demand three things as to subject matter: (1) that it be truthful, (2) that it be appropriate, (3) that it be interesting. We find no fault with Miss Fulton's statements on the "material" side. Limited exaggeration is always permissible from a platform, so, we shall pass over the statement that the last war "grew out of nothing." Again there are those who might desire to give Christianity more credit in effecting peace, but we hold with the author.

As to Style, an oration must have Unity, Clearness, Force and Elegance. Under Unity we observe that the problem is adequately developed and consumes about three-fifths of the speech; the solution is clear-cut and satisfying, and commands the other two-fifths. It might have been better had the relative time given to problem and solution been exchanged. The problem of war is universally admitted, but an adequate solution—aye, there's the rub! (Continued on page 12)
“WOMANHOOD AND WAR”

Winner of Second Place in the Π K Δ Women’s National Oratorical Contest

SUSAN FULTON, Iowa Zeta
Parsons College

Men have fought since the beginning of time. History records countless wars, and for every one the leaders have given some new and noble reason. If one single war had ever accomplished the idealistic purposes for which it was supposedly waged, the human race would be infinitely above its present brutality. But no man ever inspired a war from altruistic motives. Behind every battle stands some selfish captain, lusting for wealth and power or glory or adventure. Men have ruled this world, all these centuries, for no one’s good but their own. And in seeking their own advancement, men have found war the tool readiest to their hands. A man risks in war, if defeat comes, only the cheap lives of his fellow mortals, but if he is victorious he gains mastery over every conquered creature.

Thus through the ages has Might made Right. The strong man has dominated and degraded his weaker brothers; all men have joined in subjugating women. As long as war remained personal combat, women were the chief spoil of the victor. Every man had to protect his own, and in return for that protection she became his domestic slave. She was only an onlooker at the martial game, even though it so deeply concerned her. No matter how much she desired to stop war, no woman had the power.

And women did long for peace, even more than men hoped for war. Perhaps their motives were not impersonal either. A man forgets, in the parading and the shouting, the price his brothers and children will pay in blood and tears and hatred, for the war that brings him the money and fame his selfishness demands. But a woman knows that to her war never brought anything but desolation and death. The gay war songs and bright flags do not deceive her. She sees the walking misery behind them. War may be the blessing of one class of men, but it is the curse of every class of women. From rich and poor alike it takes away fathers and lovers and husbands and sons. Little children whose fathers are away in battle, cry for bread, and watch their mother’s heart shrivel in a constant flame of anxiety. Young girls, just waking up to the divine passion of love, see their lovers torn away and sent out to die. Since the war-lords are careful to pick the flower of youth first, some mother has to watch every boy go out to kill or be killed. She has to see the high ideals she has so carefully taught him, go to smash in a blaze of hate. She feels his sense of human tenderness turn to brutality. And when she knows through what awful agony he was brought into the world, it seems insupportable to her that he should be ground in the mill of war for canon fodder, or that he should cause any other woman the sorrow she would feel at his death. It is this sense of universal kinship through motherhood that unites all women against war.

We humans seem to value only what we pay a high price for. Men, who pay no price for life, throw countless lives away without compunction. A woman, who has paid for a new life with days and nights of suffering, knows that God never created anything valuable enough to repay a mother for a lost son.
In all the time that women remained slaves and were treated as property, there was only one short period when it seemed that men had realized and would stop, the horrors of warfare. Two thousand years ago the angels' song at Bethlehem promised "peace on earth." Jesus came to teach brotherhood, and the representatives of professional militarism, the Roman soldiers, nailed Him to the cross. The men who professed to be His followers fled away, and only the women who loved Him remained at His side. When love for their leader finally overcame His disciples' fear, and they started to preach His gospel, the women rejoiced, and dared to hope for peace. Before, it had seemed unattainable, but now, though womanhood was as powerless as before, the men themselves had seen Christ's vision of universal brotherhood. Surely they would bring peace!

Vain hope! The apostles preached the law and the Prophets well, but they forgot the Message of the Star. The peace on earth Jesus died to bring, they threw away. War has been carried on just as whole-heartedly since He lived as before. Battles have been fought for the same noble principles, not one of which has ever been acted upon. The very name of Christ, who died for love has been used to inflame hearts of so-called "Christians" to greater fury. Think of the crimes committed in that name during the Crusades. And since then hypocritical followers of the Man of Galilee have tortured and killed each other in more devilish ways than the worst "heathen." Is it any wonder that intelligent pagans refuse to be converted to a religion whose followers cry "Love your enemies" and "To Hell with Somebody" in the same breath?

Each generation of men seems to demand a war. The last war had no excuse. It grew out of nothing. The craze for fighting was as contagious as

(Continued from page 10)

The Introduction is of the "general" type, and of sufficient length. The first sentence is brief, pointed and a universally accepted statement. Excellent. The Conclusion is altogether too brief. Only the last line contains a direct appeal. Sequence, Coherence and Transition command our approval.

Clearness is a very important element in oral composition. There can be no substitute for clearness. Note the ambiguous construction in, "Wise men are admitting it, all over the world," "to work for all men, like Pasteur, instead of their own selfish ends, like Napoleon." Pronoun incorrect in last sentence. With few exceptions simplicity and definiteness were well observed.

We should have preferred more "concreteness"—figures of speech—especially metaphors and similes. However, note the force of "tied for life to pieces of men," "ground in the mill of war for common fodder," "watch their mother's heart shrivel in a constant flame of anxiety," and especially, "Women traded their beloved ones, and husbands, and lovers for service stars, blue and even gold, etc."

There is force in the direct discourse in the story of the British soldier. This also marks the climax. So many orators do not appreciate the value of climaxes. Note the strength of such phrases as "economic shackles," "Women found that they had given priceless human beings in exchange for lifeless bits of cloth and enamel."

In order that elegance may not be violated all words and phrases of an oration must be kept on a high plane. Hence such phrases as "go to smash," and "We humans" should be avoided. Also omit conjunction of sibilant sounds "Angels' song," and the use of the possessive in "Jesus' doctrine."

We close as we began: An oration must be heard to be appreciated. In my humble opinion this is a mighty good oration, but if everybody thought so it would stand condemned. "Woe unto you if all men speak well of you." Neither do I expect everyone to agree with my criticism: I do not want them to, so "lay on MacDuff and . . . ."
the influenza. Men all over the world went mad for a chance to get into battle. And by a master-stroke the leaders won the approval of the women. They said, "This war will make the world safe for democracy, and thus end war forever." Women hoped so sincerely for the end of all war that they were deceived into believing this promise would be kept. They determined to help win the war.

In the last few decades, women have been slowly ridding themselves of their economic shackles. The war freed them altogether. As men went away to fight, women left their homes, and did the men's work. This was not a condition peculiar to America. In every country the women made themselves so vital a part of the war machinery that both sides refused to consider women non-combatants any longer. Hereafter, as at the end of the World War, women will be treated as active fighters, and as such will be fought by air raids, starvation blockades, and poison gases.

It would not have been possible for the Allies to win the war had they not had the cooperation of their womanhood. Women traded their beloved sons and husbands and lovers for service stars, blue and even gold—stars whose only value lay in the high ideal they symbolized. Those women believed that the price they paid for those stars was not too heavy to make real their dream of lasting peace. As long as men seemed truly to be striving to make that war end all war, the service stars were a glory to their wearers,—a sign of a spiritual victory. But when the women discovered that this war to end all war was to end it only until the profiteers and munitions-makers could manufacture another, the beauty of the service stars vanished. Women found that they had given priceless human beings in exchange for lifeless bits of cloth and enamel.

But, if women learned that men will never stop war until they have destroyed civilization, if they are allowed to murder each other unhindered, they also learned that womanhood has the power to force men to stop fighting. Woman has been a slave, but now she is free. And hers is not only the power, but hers is the responsibility, to do this thing. She owes it to the unborn children of the race that they shall inherit an earth full of human brotherhood, instead of beastly hate and fear.

Let no woman say, "Men make war. Women cannot make peace." That was true, but it is true no longer. Wise men are admitting it, all over the world. If women decide that war shall stop, then war is doomed. The way is clear. Let women refuse to help keep an army supplied with food and clothing and devilish weapons, and that army will never take the field. The solution sounds simple. It is simple. But every woman must have the courage to practice Jesus' doctrines, while men profess His name, but follow Mars.

If brave, far-seeing women will but lead the way, surely we can have the united action of all the mothers who have seen their sons wrecked, mentally, morally, and physically, in the hall of war; of all the wives, deserted for an "Honor" that never existed; of all the young girls who became war brides in the mad excitement, and then either found themselves tied for life to pieces of men, or had their hopes of dear husbands and beautiful children buried in foreign trenches. Those women had the courage to send their loved ones to die for an ideal; surely they have the lesser courage, themselves, to live for it. When they do so, peace will be secured for this generation. Then there still remains the problem of the new.

That too can be solved. For we young girls, who are the mothers of tomorrow, can shape future events. It is for us to teach our children to really worship Jesus, instead of Caesar, to work for all men, like Pasteur, instead of for their own selfish ends, like Napoleon; to add to the sum of human wisdom, like Newton and Edison, rather than to destroy it, like Attila the Hun. We must teach them that no man is truly great until he somehow advances human happiness, and that no criminal is so evil as he who tears 485
I like the tone of this composition for its simplicity, sanity, and tolerance. While in a measure it is necessarily an ex parte plea, still it avoids excesses of partisanship. I am sure this composition, delivered by a person who looked the part of the modern girl, would get and hold the attention of a good many types of audience. So on the basis of point of view and general attitude toward her subject, I would rate this young woman’s composition high.

In addition there is much to commend in the concreteness of the discussion. Most college youngsters are all for the abstract; generalization piled upon generalization, abstraction upon abstraction, until the listener becomes dizzy or dull in the attempt to find something to tie to in the maze of impalpable generalities. This subject lends itself to concreteness, and is above the average on that count. The absence of strain for verbal effect and of fine writing suggests that when delivered by the right person it would be easy to listen to.

One or two adverse comments come to mind. It seems to me that there is something of a contradiction in the two pictures of the modern girl; in one she is beautiful in her willingness to carry responsibility, and in another case she is a lazy loafer. I can see how these two pictures may be in a way con-

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down the good work of other men. And above all we must teach our children that though they must never slay each other like brute beasts, life still means war—war against poverty, war against disease. When they have learned this lesson, Christianity will no longer be a desired dream, but a beautiful truth.

All the disillusion of the past is expressed in this letter from a British soldier to the mother of a German aviator he had killed.

“It’s your son. I know you can’t forgive me, for I killed him. He had your picture in his pocket. I am sending it back, though I should like to keep it. I suppose I am his enemy, though I don’t feel so at all. I’d give my life to have him back. I know you must have loved him. My mother died when I was quite a small boy, but I know what she would have felt if I had been killed. War isn’t fair to women. God! How I wish it were over. My own heart is heavy. I felt it was my duty.”

All the hope of the world for the future lies in the spirit that prompted that German mother when she answered the boy’s letter by writing:

“There is nothing to forgive. I know the torture of your heart since you have slain him. To women, brotherhood is a reality, for all men are our sons. That makes war a monster, that brother must slay brother. Yet perhaps women more than men have been to blame for this world war. We did not think of the world’s children as our children—and now my heart aches with repentance. When this war is over, come to me. I am waiting for you.”

These letters embody the spirit of peace in their agony of disillusion with war.

For ages, Peace has been represented as a woman. Surely this is prophetic, for women never before had the power to make actual the peace for which they longed. Now we have the power, let us, by the help of God, fulfill the prophecy.
THE MODERN GIRL

Winner of Third Place in the ΠΚΔ Women's National Oratorical Contest

EDITHA TODD, Colorado Alpha
Colorado Agricultural College

As a representative of a class of people who, in the past few years have been much criticized and condemned, altho little understood, I wish to plead with you the cause of the Modern Girl.

Watch her as she jams her rolled felt hat down over her bobbed hair, grabs a roll of books, a tennis racket, or a bag of golf clubs, and swings off, free as a young boy in her flat heeled oxfords and short fringed skirt. Her brilliant wooly sweater makes a bright splotch in the morning sunshine and her eyes meet the new day with jaunty frankness.

In every office you will find her. She answers the telephone, keeps the books and files the reports. Nine-tenths of the letters of the business world are typed by her fingers. She has become so indispensable to her employer, that without her, his business would stop.

In the restaurant and store she waits on you, slangy, painted, dressed in cheap imitation, oftentimes, of her luckier sisters, who wear real jewels, real furs, and real marcelles in their hair. In her eyes there is wisdom, cynicism, a knowledge of the world and its hypocrisies.

Over our country’s highways she rides, motors, and hikes, scarcely distinguishable from her masculine companions in her tweed trousers, and often their equal when it comes to climbing a mountain, handling a plunging horse, or tramping the long trail.

In the dance hall she is legion. Perhaps the cheap tawdriness of her ballroom finery disgusts you—a pitiful effort towards beauty. Perhaps its rash extravagance shocks you. Her rouged cheeks, flashing eyes, and reckless laughter fill you with dismay.

She is a highly imperfect creature. Our newspapers have censured her in glaring headlines. She swaggers thru our magazines with a flask in one hand and a cigarette in the other. The watching world condemns her immodesty, trembles at her daring, and blushes at her frankness. I need not repeat some of the more startling criticisms launched against her. They have been heralded abroad in the daily press.

And yet this girl represents the womanhood of the next generation. Is it any wonder that thinking people shudder when they realize how much they are about to entrust into the hands of these irresponsible, exotic creatures? Can these laughing, shocking, Modern Girls hold inviolate the sacred heritage of womanhood that is being left them?

When one compares this girl with the fine womanhood of a generation ago, there is the feeling that she can not possibly meet her responsibilities as a woman. How can she? She is too different! But consider the world in which she lives. It too has changed.

In 1825 the girl left her home only for the short time spent in the grammar school. That home was her college and her mother gave her an extensive course in gardening, pickling, preserving, packing meat, making butter, cheese, and soap. Before she left her teens she was married to
sistent, yet their consistency is left to the reader and is not made clear by the writer. Then, there is a palpable defect in the paragraphing. I count twenty-four indentations as for paragraphing. This presumes to represent, if our theories of paragraphing are correct, twenty-four topics or major observations. This is altogether too many for a composition of this length, especially if it is to deliver well. Eight would be plenty. What is more eight would make the composition speak better. Ideally every paragraph should have a rise and fall, something of a climax. Twenty-four climaxes is going it pretty strong, except that very few of these paragraphs have any movement at all.

This brings me to a discussion of the most vital issue on a composition like this: Is it only an essay; or can it be made into a speech? My judgment is that this is more essay than speech, especially from the point of view of paragraph structures. Let this young woman read Wendell Phillips' public addresses and there she will find what I mean by paragraphs that begin, move, and come to something. One cannot help delivering Phillips' type of paragraph with superior speaking effect. Let her not consult Burke; Burke put the house to sleep, while Webster needed the Websterian front and manner and voice. For the effect of simplicity conjoined with power a paragraph of from one hundred fifty to two hundred words, with an easy beginning, an interesting development, and a strong finish, is best calculated to hold the attention of an audience. It can thus begin on their emotional level, develop by any method—narrative, descriptive, expository, argumentative—and can finish with an effect which leaves the speaker's purport impossible to escape.

I suspect if I heard this composition delivered by the writer, I should find fault with the speech as such. We all understand, I assume, that there is no such thing as "a speech" on paper. Such can be, and is, only a written composition. It is never a speech until the human voice and body project it to an audience. This composition turned into a speech might easily lack some of the fundamental necessities of good public address. For so much would depend upon the bodily freedom, vocal flexibility, and interpretive sensibility of the speaker.

Yet with this composition a person skilled in speaking, especially in interpretation, could hold interest throughout. That type of speaker or interpreter, however, who tends to talk for fifteen minutes with the same level of force and without the necessary changes in resonance and vocal quality, would give the audience some dull moments toward the end, if not most of the way. Also the speaker who tends to plant both feet flat on the platform, lock the arms at the side or behind the back, stiffen the joints in the neck, shoulders, hips, and knees—such a person would find great difficulty in getting the maximum of attention to this composition unless he or she had remarkably fine command of voice. If voice and body were both inflexible, the speech might be pretty uninteresting indeed. I have seen all kinds of students who could utterly kill all the meaning and dry up all juice in the very best oratorical compositions ever written by being inert of body and dull of voice.

So by way of summary let me say that this composition is well conceived for temper and fairness, with touches of concreteness to brighten it; it commends the writer for breadth of mind and clearness of vision. If the writer, as speaker, is skilled in speaking and knows the dangers involved in her lack of paragraph structure, I have no doubt that the type of audience usually found at a speaking contest would find this very pleasing.
enter her own home and there take up the life job for which her mother had trained her.

But machinery was invented. Mills and factories were built that took over the multitude of tasks which had formerly been the housewife's duties. And women followed their work out of the home into the industrial world. A voice of protest has arisen against feminine invasion of industry. But women have always worked. The fact that our cloth is no longer made on the antique spinning wheel but is woven by intricate machinery in vast mills—that fact does not relieve woman of her share of the world's work.

This great change has resulted in many new and puzzling conditions. The complaint is made that the girl entering the industrial world, deserts her home and no longer cares for home life. There is a general lament over the fact that she is so different from her grandmother. She is not gentle, feminine, and modest, but is becoming mercenary, aggressive, is taking on masculine attributes in place of her discarded feminine virtues. Worst of all, her contact with the business world is lowering her moral standards. In many cases, these accusations may be true. But are they fair? Do not forget that we have left our homes because an industrial revolution has forced us to do so. You would not have us remain at home idle. Nor would you permit us to return to the old way of doing things. If contact with industry, with man's sphere of activity, lowers our moral standards is it a healthy place for man? Since we cannot stay out of the economic world, is it not about time that place were made fit for both men and women?

As for the comparison with her grandmother to which the modern girl is continually being subjected, surely it is unjust to expect the girls produced by modern conditions to be like the girls of a century ago. Indeed, it is not a question of whether she is like the girl of yesterday. The vital thing is, will she be able to meet the problems of the girl of today? Many things are impeding the girl's development towards the high ideal that you hold for her.

Homes are becoming less and less attractive. There is a great deal of difference between the little ivy covered cottage, with its rose garden, and all the romance that clings to it, and the three room apartment, 6th floor back in the city. To-day over half our population is urban. As a result, homes are being crowded back and up, until little of privacy or true family life remains, while outside amusements are daily being made more attractive. Education is increasing in importance and yet many of our girls have no opportunity for that training and preparation for life that they need. With child labor still legalized in some states, thousands of girls are working long hours under unsanitary conditions at less than living wages. What sort of homes will they build? Can they be successful mothers? How can these girls be expected to reach the high standard set for American women? The very attitude of the world towards the girl is a stumbling block in her development towards a finer womanhood. For example, the connoisseur of feminine beauty judges a woman as one would a fine horse. He considers her a source of amusement and pleasure, a mere plaything.

But the hostile attitude of a condemning world is the most difficult for the girl to meet. There is an intolerance that comes from misunderstanding, lack of confidence expressed in skeptical remarks without sympathy or kindness. Such intolerance is driving the girl down. When she must face that in her own home it saps her ambition, her desire to please her folks, and makes her foolish in her headstrong independence of all restraint. But when a girl has the sympathy and interest of her parents and friends she earnestly endeavors to reach whatever ideal they may hold for her.

In spite of these many difficulties, the girl has made some advances that are worthy of commendation. It is hard to realize that but a few short centuries ago women were chattels, men's property to be bartered and sold as men saw fit. Even today this condition exists in some of the more back-
ward countries. But in America, we have won our freedom, we have established our independence. In education we have broken down all the old barriers erected against our sex and have invaded every known profession, from that of the civil engineer, to the writer of free verse. But a few years ago our political equality with men was recognized. Economically, too, we have proven our independence and ability to do our share of the world's work. Even tho you do call us tomboys because of our athletic sports, we have, in the last twenty years, increased our stature by one inch and lengthened the span of our lives by several years. This shows that we are developing our heart and lungs and muscles, until today we are better fit for life, physically, than women have ever been before. In the same period, infant mortality has been cut in half. This decrease in the death rate of children is due to the fact that girls have thrown off their old reticence and are insisting upon exact scientific knowledge of all matters concerning the bearing and rearing of children and so are better prepared to care for them when they come.

Why do you of the past generation criticise us so severely?. We are your only hope for the future and if we fail, will not you be partially to blame? Why are we so often held up for public condemnation, when surely we are not such a great deal worse than the young men of our generation? We are all bound up together. What we accomplish will be built on the foundation that you have laid. What progress this old world makes will be thru the joint efforts of old and young, men and women. The world can go no further than its womanhood.

We Modern Girls recognize this vital fact and this is our pledge to you. We shall not fail to pass on undimmed the torch of feminine purity and sacred idealism that our mothers have given to us. As American girls our opportunities as well as our responsibilities are great. We shall teach those who come after, those future citizens of the United States, the ideals of honor, unselfishness, and service that are the very foundation of our country. We shall teach them that war is wrong, and cruel, and monstrous, thus making sure that peace for which so many of our brothers gave their lives. And we shall hold aloft the ideals of liberty and democracy, charity and brotherhood, that are the true greatness of America. This shall be our service to our race.

And you, if you have misunderstood us and condemned us, will you not help us now with your sympathy and advice? See to it that every girl gets an opportunity for the training that she needs, both for her place in the industrial world, and for her future status as a woman of tomorrow. Stamp out in your community the licentious amusements that are increasing their hold upon the youth of our nation. See to it that every child has a fit and proper place for clean sports and amusements. Drive out the bootlegger, for he would as soon sell his deadly concoctions to your sister or your daughter as to a confined drunkard. Insist upon a clean press and better moving pictures. Above all, see to it that every class of womanhood is respected for we can never have true reverence for women as long as one class of women is honored and another licensed. In short, be to the Modern Girl, the friend, the counsellor, the companion that she needs.

We are not asking you to lower the standard for the Modern Girl. Raise the goal as high as you like, for her goal will be the destiny of the world. If it is lowered, she suffers first of all, but if it is raised, if, with your help, she goes on to a finer, nobler conception of womanhood, then the whole world moves forward with her. Unless she goes on, the race must turn back.

This, then, is the final plea of the Modern Girl:

"Be just, be kind, be fair,
To every girl, every where."
I am asked by President Westfall to criticise briefly the winning oration in the National Pi Kappa Delta oratorical contest held in April last at Peoria, Ill. I hesitate somewhat to do so in the fear that I may discourage the young orators in their praiseworthy efforts to produce orations that are models of good reasoning and eloquence.

I was unfortunate enough not to be present at the last national convention. It would have pleased me much to have heard Mr. Simon Heemstra deliver this particular oration that I have been asked to criticise. I never read an oration that seemed to offer more stumbling blocks in the way of proper delivery. How in the world he could get through it and still hold the interest of his audience is quite beyond my powers of comprehension.

In thought the oration is pretty trite. I can find in it nothing whatever that is new. Again the speaker asks well toward the beginning of the address, "What special mission have we as a people to perform in the present state of affairs? Well, let us see. Shall we examine conditions for a few moments as they exist today?" He then proceeds to neglect entirely any discussion of the "special mission" until he arrives at next to the last page of his manuscript, devoting all the rest of the address to an examination of the conditions. I do not call such an address well arranged in respect to thought. I hoped that he would discuss fully the "special mission." The discussion of the "special mission" is contained in the last three paragraphs in which he says, "but of what use merely to propose a solution? The revival must be inaugurated by us, fellow students." Just what revival he has in mind I do not quite grasp, and yet this is his "special mission." That the writer could successfully answer so large a question in two paragraphs, plus a rather old quotation from Holland, is the great defect of the oration.

Another criticism is the numerous short sentences. This style is what we call in journalism the Bing-Bing-Bing style. It destroys all sustained thinking, and a reading of this oration is simply a reading of topic sentences. I wonder again how the young orator ever found physical strength enough and breath enough to see himself comfortably over these hurdles.

There is one other serious criticism of this oration, and that is that it does not read like the effort of an undergraduate. I do not mean by this that older heads may have assisted, or that it may have been gathered from unending sources, but it sounds too mature altogether; it does not sparkle with the spirit of youth but has every characteristic of old age. An undergraduate, at least here in the East, would not think of saying, "Our philosophy is pragmatism"; neither would an undergraduate say, "We are living in an age of unparalleled manifestations;" neither would an undergraduate be likely to say, "The world is a congeries of different philosophies, of different passions and of different desires;" neither would an undergraduate say, "Hence, when nations should be united in a common brotherhood striving to promote the highest welfare of civilization, there is to be found on every hand naught but unmeasured pride, cupidity, revenge, and fatuity,—all of them links in the devilish chain dragging Europe to her ruin."

I also offer the criticism that the writer assumes altogether too much when he says in the midst of his oration, "My friends, we are divided. There is no united American front on the vital issues of the day." This is easily said but with greater difficulty proved. In debate assertion is of little consequence, and I should say in this oration the author has asserted altogether too much. We may be going about the solution of our problems here in America in different ways but I am not ready to say that we are
divided to the extent that there is any imminent danger such as the young orator would seem to suggest.

It would be possible for me to write a brief word highly commending this oration and have Mr. Heemstra feel that he had reached the height of his oratorical ability. In offering the criticism that I do I am trying to be of the greatest possible help to Mr. Heemstra. Any young man who is able to deliver an oration at a Pi Kappa Delta convention and win first prize is the type of young man who is able to take honest criticism and profit immensely by it. The criticism I offer is genuine.

* * *

SOLIDIFIED DEBATING, F. O. B. CEMETERY CITY

Dear Editor of the Stylus:

The institution of inter-collegiate has the death rattle in its throat. Today a debate is like a page torn from Dunn and Bradstreet's. An arithmetic book of figures is read, a section of "Who's Who" is quoted and the audience is no better off than before. No flashes of wit and humor, no personal opinions by the debaters, no emotions to water the dusty facts.

Circumstantial evidence is unreliable. If you were to go into a building where six men are tyrannizing over twenty-five restless hearers, and had witnesses with you, you can prove it is an inter-collegiate debate, but if you merely take the aspect of the speakers you will swear that six boys are calling prices on the stock market curb.

This is why forty persons last year heard the Wisconsin-Illinois debate, while next door a pacifist was telling 5,000 people about war. In one building a "safe," dead subject was marching to the funeral strains of columns of "Who's Who" authorities; in the other, a thinker was discussing a pertinent issue, not from a cemetery of authorities, but from the gray matter in his own head. Can you blame the 5,000?

The abuse Mr. Coolidge receives is awful. The Affirmative quote him with much gusto. The Negative claim is staunchly Negative. He is also firmly Affirmative. That much is clear.

Those splendid Oxford men, including ex-Premier MacDonald's son have revealed to us our shortcomings. They were not bitterly determined to win the decision; they did not spout like adding machines. No but they discussed their subject from the ethical and moral and aesthetic sides, and cheerfully invited their audiences to draw up chairs about the pleasant hearth-fire of their conversation. They smiled.

My observations are not gathered from Park's campus. Our club debaters, I am convinced, are equal to the varsity teams in many state universities. But debating is on the decline and the fault lies with those debaters who are slaves to outworn traditions, who offer to ever-hopeful audiences not their own reflections and moral and ethical facets of the question couched in conversational style, but facts and figures piled mountain high and as dusty as Death valley.

Very truly yours,

KENFORD NELSON.

—The Park Stylus.

* * *

"Civilization or War?" delivered by Earl Hoover of Ohio Epsilon, Otterbein, was awarded second place in the state contest. E. E. Voelkel of Wooster won first place. Third place went to W. R. Dayton of Wittenberg on the oration, "Within the Shadow."—The Tan and Cardinal of Otterbein.
OUR UNCROWNED KINGS
Winner of ΠΚΔ Men’s National Oratorical Contest

SIMON HEEMSTRA, Michigan Gamma
Hope College

(Mr. Heemstra’s picture appeared in the Forensic of May, 1924.)

We are glad to be here today. It is a joy to meet in the spirit of fraternity. And men should meet in this spirit, especially those who in the future are to guide the course of human activity. Conventions of this kind, I believe, are particularly important. We listen to speakers, we discuss plans, we are informed and guided by authority; and, after it is all over, we return to our colleges with new enthusiasm to direct forensic activities. We represent that part of society, it seems to me, which lives above the average level, and are therefore responsible for maintaining and raising the standards of that level.

We Americans are a busy people. Our philosophy is pragmatism. We are intensely practical, absorbed in the spirit of doing things. We are a zealous and an industrious people. And under our system every individual has the right to work for himself, to do those things he is most interested in and best fitted for doing. We have liberty and independence in our action and thinking. And yet, characteristic as all this may be, we are guided on every hand by managers, administrators, leaders, and statesmen.

As a nation our prestige in international affairs is great. Constantly other countries seek our opinion and advice. American statesmen are being intrusted with some of the greatest responsibilities of international life. And why are they? What is so peculiar to our leadership? What is so significant in the unique American frame of mind? What special mission have we as a people to perform in the present state of affairs? Well, let us see. Shall we examine conditions for a few minutes as they exist today?

We are living in an age of unparalleled manifestations. In one field the promoters of peace, of law, and of justice, are striving to assert their ideals; while in another the instigators of hate, of fear, and of war, are displaying even greater efforts. The world is a congeries of different philosophies, of different passions, and of different desires.

Only yesterday, it seems, we emerged from the bloodiest war of all history. Every nation was deeply disgusted with the crime and brutality of it. War became recognized as the greatest menace to modern civilization. The idealism of universal peace and common brotherhood prevailed. Then came the Peace Convention, so-called, and alas! suddenly the noble objective namely, making the world safe for democracy, vanished. The ingenuity which had guided world progress for centuries likewise defaulted, giving place to passions and jealousies. In a moment the victory of battle was translated into terms of defeat.

The desire to settle disputes of war on a basis of reason and justice and in a spirit of friendliness was totally wanting at the Paris Conference, nor has it become manifest even today. We hope the work of the Dawes Commission is a step in advance toward stabilization. But there are many obstacles to overcome. The old animosities are still keenly alive. Unwillingness in Germany to break or bend is a big obstruction in the way to reach a good understanding. On the other hand, the French objective of crippling Germany’s economic power, and even destroying it, is equally hazardous to complete restoration. One nation has deflated its money to make reparation payment impossible, while the other has overburdened its people with taxation insisting on reparations by a policy of forceful aggression. At a time, therefore, when nations should feel, by virtue of their excessive sacrifices in the war, that a fair and reasonable settlement is imperative, they continue to grab each other by the throat, struggling, as it were, for final mastery.
Nor that only, but disagreements and quarrels between the Allied Powers themselves lead to further complications. The Poincare-Baldwin communications a few months ago demonstrated the antagonistic attitudes of governments which should be cooperating in policies of reconstruction and reestablishment of harmonious relations between peoples. Hence, when nations should be united in a common brotherhood striving to promote the highest welfare of civilization, there is to be found on every hand naught but unmeasured pride, cupidity, revenge and fatuity,—all of them links in the devilish chain dragging Europe to her ruin.

This malady, however, is not only deeply rooted in Europe, but is gripping all western civilization. Of course, we of America are differently constituted from the European peoples. Our motives and our life are manifestly distinct. We are devoted to principles and ideals. We believe in liberty under law with equal opportunity for all. We stand for government based on character and service. We cherish Christianity as the true philosophy of life. Our thinking has always been high and noble, obsessed with a will and passion to do the right, to make reason, justice, and the will of God prevail. And because of these virtues, we, indeed, hold a lofty position of influence and usefulness in the world.

On the contrary, there is at present a trend in our life endangering our highest motives. The menace of lawlessness is constantly being referred to. Incidents such as the Williamson County episodes horrify us. Disregard for law and order has become manifest in every section of the country. Again, we are informed through recent revelations made by Secretary Hughes that there are Red elements in America precipitating, if possible, a revolution. Then we hear of religious dissension and race and class hatred. Corrupt politics have been conspicuous for some time. Men are buying their places in the legislatures. Radicals champion progressivism and then proceed to block all practical legislation. During the last five years Congress has been a harbor of different blocs and factions, each opposed to the other. We thought the late President Harding could unite these diverse elements, but he failed at the sacrifice of his life. My friends, we are divided. There is no united American front on the vital issues of the day. We seek selfish ends. Everywhere there is an unsettled state of mind. Deception, suspicion, and cynicism stalk through the land. We are alarmed to think what tomorrow may bring forth.

Observation of these facts leads to inquiry as to the causes of present conditions. Have men degenerated? Have they become careless and indifferent? Are we failing to live up to our ideals? Why is it that fraud, selfishness, dishonesty, and hypocrisy are creeping into the political philosophies of every nation? Why do so many statesmen, men in whom people place their greatest confidence for hope of the future, pursue policies disregarding all public welfare and regarding only, it seems, the idea of retaining their office and their positions? Why do people continue to be greedy, to envy, to hate? Here, it seems to me, is the reasonable answer: The minds of men have been directed toward the wrong goal. Our thinking has been crooked. Such activities as we view with alarm are the outcome of vicious motives, wicked ideas, evil passions, and wrong beliefs. The mechanisms of learning, of industry, and of government are for the most part sound. The difficulty lies not in our institutions and systems; it is in the men behind them—in their thinking and doing.

What the world needs today is a great revival, a renewal of spirit, something which will re-awaken our emotions, kindle our conscience, and direct our passions. We must fall in love with other things than those we now love. There must be renewed obedience to law, respect for righteousness, and devotion to the American constitution. There must be a revival of ideals, of enthusiasm for humanity, of confidence in our fellowmen, and of the spirit of co-operation among the world’s workers. Men must live as brothers. What
the world needs most today is brotherly love. The lamented President Harding, in his last address, his valedictory, said, “I tell you, my countrymen, the world needs more of the Christ; the world needs the spirit of the Man of Nazareth, and if we could bring into the relationship of humanity among ourselves and among the nations of the world the brotherhood that was taught by the Christ, we could have a restored world; we would have little or none of war, and we would have a new hope for humanity throughout the earth.”

These words of our martyred President, my fellow-citizens, are a testimony that only a thorough revival will re-establish good-will among men and will insure honesty, sincerity, and justice in our dealings with one another. By it men will see the futility of their present policies, the fallacy of their present philosophies. It is the only way to restore faith in mankind, belief in the power of truth, confidence in the laws of righteousness, and the conviction that all men are truly brothers and that no individual, state, or nation can hope to prosper if its own welfare is gained at the expense of the misery or destruction of another. A spiritual renascence is the only solution of the present day problems.

But of what use merely to propose a solution? The revival must be inaugurated by us, fellow-students. It is our bounden duty. It is our present business, because we are the leaders of tomorrow and as Americans are we not peculiarly fitted for this undertaking? We have a noble heritage of character, we have a great vision of what is to be and what should be. Shall we accept the challenge of leadership in restoring the world to more noble living? Are we willing to dedicate ourselves to the purpose of vindicating the principles of truth, of justice, and of love?

Some time ago a prominent New York attorney and a Presbyterian minister met at a convention in Buffalo. During the course of their discussion concerning current events the attorney made this remark: “What we need in our life today is more Christian character and personality.” The supreme demand of the hour is for noble, courageous, and virtuous leadership.

The poet Holland, in his poem, entitled, “Men Wanted,” says:

“God give us men! The time demands
Strong minds, great hearts, true faith, and willing hands.
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who will not lie;
Men who can stand before a demagogue,
And damn his treacherous flatteries without winking;
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking.
For while they rabble with their thumb-worn creeds,
Their large professions, and their little deeds,
Mingle in selfish strife, lo! Freedom weeps!
Wrong rules the land, and waiting justice sleeps!
Can you say, “Take down your sign, I'm your man?”

This is the challenge. You are Our Uncrowned Kings. You wear the purple. We look to you for kingly conduct. We look to you for leadership.
CRITICISM OF "GRAPPLING WITH THE IRON MAN"

E. R. NICHOLS, National Historian
California Alpha, University of Redlands

This oration is very good of its kind, but is lacking in originality. The same thing has been done too many times before for it to attract any particular attention. The writer states his problem well, but fails to state his solution equally well. He skimps the space given to the solution and talks in general terms and platitudes, whereas he was quite specific in stating the problem. That is to say merely that he is unable to go beyond the "material" he has read on the subject.

He assumes an eight-hour day. May it not be true that sooner or later science—industrial science—may shorten the working day—and that the daily grind will not be so great a tax on human endurance? Again, does not the brain worker become just as tired of his job, just as fatigued and as mentally and physically undone as the factory laborer? Has he hit upon a problem of life, then, rather than a mere detail of organized industry? Is it not true that we all need education for leisure? Perhaps it is a fault of our industrial age that we take too little time for leisure, possibly not. Again can we not trust the average man to find recreation and pastime—in fact to live—as he pleases?

The mental defectives seemed to me to be dragged into the argument to strengthen the indictment, but it is an altogether different problem. It is social, not industrial and the effect of industrial conditions upon it is slight provided we solve the problem of child labor which is again a different problem. The propagation of defectives is a matter of birth control and sterilization—a social reform quite apart from the subject under discussion—but it is hinted at in the oration as a grave danger—but no solution is advanced except "education for leisure" which means nothing to a moron.

The oration raises too many unanswered problems and then deals with them inadequately. The ideal plan for the problem oration is to take the first half for the statement of the problem, and the second half for a solution. The introduction leads into the statement of the problem and the peroration pleads for the adoption of the solution. The writer has attempted to follow this plan but has weakened in the solution and in the peroration. For that reason his work lacks real appeal at the end where it should be strongest.

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Morningside College has just completed an extensive series of intersociety debates for both men and women. Debating squads have been picked. The women are Lenore Benedict, Margaret Spencer, Alice Robins, Marguerite Held, Carol Moen, Muriel Hughes, Bernice Trindle, Luella Smeby, and Marion Leslie. The men are Max Kopstein, Henry Te Paske, Lester Bentz, Harold Larson, Charles Emerson, Frank Leamer, Jack Rogers, Donald Hartzell, Jot Ott, Earl Josten, Henry Wright, Henry Kitchen, Lester Leitch, Paul Coombs, and Odes Hilton.—*The Collegian Reporter.*

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Iowa Gamma, Des Moines University, is planning a very ambitious debating program. The women expect to travel thru the South, debating Washington University, St. Louis, Missouri Wesleyan, Drury, University of the South, Emory, Elon, Bridgewater, and Davis and Elkins. The men will travel towards the Pacific, debating Huron, Cotner, Nebraska Wesleyan, Hastings, Brigham Young, Westminster, Colorado College, Washburn, Ottawa, Kansas City University, and William Jewell.—*Des Moines Highlander.*
"GRAPPLING WITH THE IRON MAN"

Winner of Second Place in the II K A Men's National Oratorical Contest

ROBERT MORTVEDT, Minnesota Beta
St. Olaf College

"First, the man and the beast; then, the man and the hand-tool; now, the man and the machine tool." Pastoral, agricultural, industrial—such has been the evolution of human toil. The contemplative civilization of the East has been dominated by agriculture and the handicrafts. But Western civilization, a product of energy rather than contemplation, has swept beyond agriculture and the handicrafts, has harnessed natural forces, and invented machines that have multiplied manpower. Its peoples have wedded science to toil, system to acquisitiveness, and education to production. To them no obstacle has been insurmountable; with gain as the cardinal index to success, they have forged on to the industrial leadership of the world.

When we compare Western civilization, founded upon the machines, with the civilization of the Orient, built upon the backs of infinite slaves, we exult that we are the sons of a generous fortune. But our exultation arises from blindness. Hitherto, we have regarded our machines with indulgence; we have tended them as faithfully as David herded his flocks of old, for in them we have seen, not only our means of existence, but our instrument for conquering the world. Nevertheless, a study of the current consequences of the machine inevitably results in a revelation of its menace. We are beginning to realize that with its benefits there are concomitant evils, which, unless counteracted, will render the machine a curse.

The cry of industrialism has been for automatization, the incorporation into a machine of a function that previously belonged to the operator. The twentieth century witnesses the consummate product. So perfect is the automatic machine that it inspires awe. There is beauty in its construction, fascination in its complexity. The intricacy, exactness, and scope of its work are marvelous—an inanimate structure of steel surpassing man in speed, precision, and endurance—the Iron Man of our century.

Through the automatic machine, industry has become an infinite subdivision of manufacturing processes. In the making of an upper of a shoe, for example, four hundred fifty operations are performed—each by a different man. Likewise, the worker's function has become almost negligible. The machine is contrived to outstain mind from the operator's task: a man stands all day moving metal rings across a six-inch platform, each movement requiring the use of the same muscles; his only task is to see that the rings enter the machine in the proper position. So monotonously simple is the work that he needs little strength, almost no intelligence. The benefit to the manufacturer is increased production and standardization of product. But the consequence to the worker is his being robbed of the necessity for intelligence and craftsmanship. He is constantly tortured by the suppression of his individuality. There is never an opportunity of improving or varying the product; never an imparting of his soul; his personality might well have
been checked at the factory door. The subjugation of the operator is almost complete; he is being rendered a mere automaton, a bondsman to industry. The infinite sub-division of industrial processes and the humanization of the tool have reduced his job to a ceaseless, nerve-wracking grind!

This monotonous use of the same muscles, and ruthless invasion of personality are productive, in turn, of even more far-reaching consequences. Psychiatrists inform us that the overtaxing of certain muscles and association areas produces toxic poisons resulting in a pathological fatigue which causes violent reactions. It is certain that this is the source of much of our industrial and social unrest. A conflict is raging between the automatic machine and the human mind, and every hour sees millions of minds silently rebelling at the "vast repetitive processes" of industry. The listless monotony of feeding the same machine with the same quantity of material, at the same pace, so as to produce an infinite number of identical articles, is lethargizing the mind. One student of industrial conditions declares, "We are putting the brand of industry—stupidity—upon the brows of our workers." The definite tendency towards making man an automaton is weakening his mind; the law of "use or lose" is running its course. When Henry Ford was asked what might be the consequences of a man's working for years at a specialized task, he replied, "It drives him crazy."

Stupidity is but one consequence of the reign of the machine. Its indirect effect on the morals of our youth becomes equally clear. Before the age of twenty-five, they have attained the height of their earnings, and long before that, economic independence of their parents. The automatic machine has contributed a buying-power far in excess of their ability to use wisely. They have not an intellectual and moral ballast commensurate with their ability to spend. They have money to go where they please; they go. They can spurn authority and age; they do. They have leisure to use or waste; they waste it. Their uncontrolled economic power, augmented by the desire for emancipation from their slavery to the machine, causes them to fling themselves into riotous living. "My court," said a Detroit judge—and Detroit is an outstanding center of automatization—"is the scene of a procession of beardless boys." With unwavering insistence, a study of the causes of our youthful delinquency brings forth an indictment of the Iron Man.

Less obvious than either of the foregoing evils, but more insidious in its consequences, is the use the automatic machine makes of the mental defective. When adjusted to his environment, the defective is an asset to the employer because of his immunity to many evils that torment the intelligent worker. He is less worn by monotony and clatter; less subject to labor-strain. He does not rebel at the invasion of his personality. His obedience to supervision obviates factory-troubles and labor disputes. Our automatic system places a premium on mental deficiency! The late C. H. Parker, while visiting the Chicago stockyards, had his attention called to a woman whose hands made one simple movement each second, thirty-six hundred times an hour. The hands were swift, precise, intelligent; her face was vacant, stolid, expressionless. And while he watched, the superintendent commented, "She is one of the best workers we have. It took a long time to pound the idea into her head, but when this grade of woman absorbs an idea, she holds it. She is too stupid to vary. She is as sure as a machine. For much of our work this woman is the kind we want."—The unambitious worker, too ignorant to question the factory system is the ideal!

Besides tending to drive intelligence out of industry, automatization engenders a more ominous evil. When intelligence was a vital factor, a salutary check was placed upon the marriage and reproduction of defectives. Today the barrier of intelligence is removed. A demand for unintelligent workers, and high wages, has made marriage and reproduction of defectives possible. The result is that America is producing a proletariat "whose contri-
bution to the state is labor-time and children capable only of supplying more labor-time." A democracy, whose very existence depends upon intelligence, is fostering the reproduction of defectives. America is offering her sacrifice to speed and quantity production. The use of machinery, without countereacting agencies, is causing a decline in physical and mental efficiency.

America has given the automatic tool its opportunity; it is unquestionably here to stay; we would not have it otherwise. Its possibilities of rendering this a better world are unfathomed; but to obtain its benefits we must solve its problems and guide the continuing evolution of the system with intelligence. At the outset we must face the challenge of the multiplication of defectives. Some investigators rely upon the servile-class theory—that ultimately all manual labor must be done by a degenerate class; consequently their solutions urge that the process take its course. Others look to the employer, hoping that his sense of social responsibility will prevent his hiring defectives. Still others point toward the legal avenue—that even as some states enforce a health requirement for marriage, they can enforce an intelligence requirement. Suggested solutions are not wanting; but the problem is too new, too vast to lend itself to an A B C solution. It cannot be solved in a moment; perhaps not in a generation. Before steps can be taken in any direction, however, there must be a will, on the part of the thinking class, to face the issue squarely. We must see the situation in its true light, and realize its tremendous import. Of one thing we are certain: the solution can never come from the defectives! The challenge is to the intelligent citizens of America!

This makes one issue clear: If America would have the blessing rather than the curse of the Iron Man, she must check its degenerating influence on the minds of her intelligent workers. Research has demonstrated that the prevention of degeneration hinges largely upon two defences that can be reared against the inroads of pathological fatigue—simple habit in performing one's labor, and a variety of interests to intrigue the mind during and after toll. Habit serves as a barrier against fatigue by permitting the thoughts of the operator to roam elsewhere. However, if his thoughts center about his suppression under the factory system, or linger on other real or imagined evils, his thinking becomes subversive. But if he engages in thinking about the betterment of factory conditions, about plans for a community skating-rink, or about the book he is reading, his artistic thinking becomes an invigorating power. Realizing this, the shop and community must utilize their possibilities. The shop must entertain a sympathetic attitude, perhaps adjust hours of labor, vary the task, introduce joint control, and recreation facilities. The community must encourage the worker to plan his recreation, to organize his political or radio club, to live a varied life. It must render its social advantages a constructive force.

All these measures, broadening the mind through varied interests, point toward the most determining factor in saving the minds of our workers—education, the source of diversified interests. Through education we must safeguard the mind of the future worker by opening his eyes to the variety of interests that can occupy his thoughts during labor and leisure. Thus, before he falls under the spell of automatization, education can perform an intellectual vaccination that will insure him against fatigue. In this age when men surrender their personalities during eight hours a day, the vital portion of their lives is unquestionably their eight hours of leisure. Our major educational problem in this field, then, is not to teach men how to toll, but how to use their leisure—how to live! It is not living to be a fraction of a machine; it is the price men pay for leisure. If using leisure correctly is living, "education for leisure is education for life." The education of the future must open wider the realms of music, art, literature, and science; not only teaching that they are great, but why they are great. It
CRITICISM OF "THE SWORD OR THE CROSS"

J. D. COON, National Counsel
State's Attorney, Minnesota County
Sioux Falls, South Dakota

"If to do were as easy as to know what were good to do, chapels had been churches, and poor men's cottages princes' palaces." That is the way I feel about any comment from me on an oration. It is especially difficult to criticise an oration apart from its speaker. The man, the subject and the occasion make an oration.

The Oration "The Sword or the Cross" commends itself to me for its splendid idealism. That is its chief point of merit. However, I feel that its chief merit is also its chief fault. The whole composition is too idealistic. At least the solution set forth in Part III should be practical, so that it could be immediately applied to my own community today. Too many college orations are wholly idealistic with the solutions too remote from the actual work-a-day problems as they are.

Part I of the oration setting forth the illustration of the "Christ of the Andes" is very good, mainly because it is built around the illustration, speaking of definite nations, giving us a picture which we can see. The words are not strong but the picture is.

Part II of the oration depicts the awfulness of the Great War. It accomplishes the purpose of making us hate war, and it brings us up ready for the solution. The last sentence of Part II reads: "Must we not do something—Now?" Part III sets forth the solution. That is a disappointment, an anticlimax. I am sure that if men are to be persuaded to act, they must be directed to something definite on which they may act. The whole of Part III is preaching and words with no immediate, definite action suggested. There is not even an illustration to rivet our attention or to clarify the thing or to make us remember and carry away the idea set out in the words. We all agree that "War is Hell" and that "Love is the greatest thing in the world." However, war will not be eliminated by the repetition of these beautiful phrases. Surely, there is something that can be done in the colleges, in the public schools, or in international relations, concrete examples of which can be brought to our attention. To arouse the feelings of an audience without utilizing them for action, is like taking us to a theater merely for the purpose of seeing the show. The end of oratory is action. This oration has failed in this respect.

must create an interest in community, national and international problems. It must engender a love, a passion that will dominate man's leisure.

Above all, education must teach both the employer and the employee to appreciate the Man in the worker; to know that he has a spiritual nature which grows as it comes in contact with the deep thoughts of men; a nature which enables him to hold communion with the Divine; a nature which can keep him in harmony with life though his toil be monotonous and nerve-wracking; a nature which can exalt his personality even while his muscles serve the Iron Man. Education must reveal to him ideals. It must enable him to find compensation for the limitations of his daily toil in the richness of the life of his spirit. It must teach him that life is either beautiful or squalid as we interpret it; that as life goes on, fate becomes less, character more; that "character is destiny."
THE SWORD OR THE CROSS

Winner of Third Place in the ΠΚΔ Men’s National Oratorical Contest

DON C. LEWIS, Iowa Zeta
Parsons College

I

Two thousand years ago the Great Teacher said, “Sow and ye shall reap,” also we hear the Poet saying:

“Plant lilies and lilies will grow,
Plant roses, and roses will bloom,
Plant hate, and hate to life will spring,
Plant love, and love to you will bring
The flowers of the seeds you sow.”

For more than half a century Chili and Argentine have been on the verge of war. Each country stood prepared to jump at the other’s throat because of a mutual lust for territory and power. Both countries claimed and sought control of the fertile valleys of the Andes. The location of the boundary was in bitter dispute.

“Plant hate, and hate to life will spring.”

Hate dominated every action and every motive. Force was their only weapon. Continued preparation for war impoverished both nations. The very social fabric of the two countries were crumbling. It seemed that both Argentine and Chile were facing the last stretch of their existence. The seeds of hate that had been planted throughout the decades were springing to life and destroying the love, the happiness, the realness of human existence.

Finally, an open break between the nations seemed inevitable. Every available man and resource were mustered and ready for war. But upon the very eve of that threatening catastrophe, someone conceived a new method. In place of the usual method of hate and force, a method was proposed that embodied the ideal of love and brotherhood. Delegates from both sides met and through arbitration, made possible by the change of the dominant motive from hate to love, settled the long outstanding dispute. At last the ideal had been grasped. The seeds of love there planted have brought these two sister Republics together into the strongest relation of international brotherhood. The ideal of love became real to the millions of inhabitants of the two countries, and to express the ideal that had been instilled in them, they erected upon the highest pinnacle of the Andes a Colossal bronze statue of the Prince of Peace. It is known as Christ of the Andes. Visible for miles around, this likeness of the Man of Galilee—emblem of love and brotherhood—disseminates to all the spirit of peace, symbolizing that no longer does “might make right,” that force should not rule the earth, and that peace brings the greatest joy and well-being.

II

1914 saw the world plunged into the greatest carnage of flesh and blood that had ever been known. Man was placed against man, home against home, nation against nation; all mankind was plunged into the mad business of killing. War was no longer a battle of brawn and skill, but became a battle of science and gas. Invisible monsters sailed through the air raining torrents of shell and fire upon women and children, schools and hospitals.
churches and homes. It became everybody’s fight and everybody paid the price.

Every nation in central Europe had been preparing for the struggle for years. Men had been trained in the arts of warfare, and the people had been trained in the home, the church, the school, to be ready and obey the commands of the rulers. Hate for every nation and race but their own had been instilled in them. All was in readiness. The assassination of the Serbian prince in August, 1914 was but a pretext for war, but it was the torch that set the world on fire. In less than a month all Europe and part of Asia was engaged in the mighty struggle of human supremacy. Before its close, every nation had felt the consequences.

April, 1917 brought the entry of America into the struggle. The purpose of our entry seemed to be different. We went in to make the “world safe for democracy.” Every resource of this mighty nation was mobilized to bring the war to a hasty conclusion. Our participation in the war was for an ideal,—to bring PEACE to all mankind. We would democratize the world. We would fight this last war to end war forever. We would usher in a new order where love was the ruling passion. We would bring peace in the light of the teachings of Jesus the Christ.

Like the dawn after the storm, the armistice was signed after almost five years of that hell that had shorn all Europe. Peace had come at last and the men that had gone through the struggle were ready for it. It appeared to them to be the dawn of a new era. Love dominated their hearts and their actions. The ideal seemed to be real. Yes, the ideal of love, of brotherhood seemed real. At least, it was real to the men who gave their lives for the cause. It was time that this mad killing of brothers cease.

America came from the struggle but slightly scathed, but would to God she had been slashed and torn, if by such tragedy she had only learned the meaning of war. The men who went to the front knew what war meant and they came back to see such a thing abolished. But we who stayed on this side have become boastful and conceited. We saw not enough of war to know what war means. The ideal had not been burned into us by suffering. Already we have forgotten the cry, to make the “world safe for democracy.” The cry now is America for America. Those men who went over and especially those who never returned left the trust to us. Have we kept the faith?

“We are the dead; short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie—
In Flanders field.”

Take up our quarrel with the foe!
To you, with failing hands we throw
The torch; be yours to hold it high!
If ye break faith with us who die
We shall not sleep though poppies blow
In Flanders field.”

Those are the words written by a soldier poet who now lies in Flanders field. Shall we keep faith with them?

Ten million men, the flower of the world’s manhood, are sleeping the long sleep on the shell torn battlefields of France and Belgium. Ten million more have been shattered and torn and must go through life maimed and crippled. Many an empty chair is to be found in the homes of the mothers who sent their boys across, and many a broken heart still aches for the sons and sweethearts who paid the supreme sacrifice. Must we not do something to stop this suffering and slaughter of human life? Now!

III

By the teachings of Christianity, war is never justifiable, at any time or under any circumstances. “No man is wise enough, no nation is important
enough, no human interest is precious enough to justify the wholesome destruction and murder which constitutes the essence of war." War is hate and hate has no place within the realms of human life. War is hell and hell has no more place in the human order than in the divine. War has caused more suffering, pestilence and greed than all other causes combined. Either war can be abolished or the teachings of Christ are mere empty words. We must take our stand against war uncompromisingly or cease calling ourselves Christian.

Every attempt at Universal Peace has failed. Why? Because hate has remained the dominant motive of nations and peace cannot be assured until the world accepts the only logical conclusion, that any plan will fail that does not have as a basis trust and love. "Love the uttermost." "Love thy neighbor as thyself." "But I say unto you, love thine enemies." "Forgive seventy times seven." "Resist not, but overcome evil with good." Then what remains? It remains to change the heart of man and this is to be accomplished by teaching the principles of Jesus Christ. Not as they have been taught for the past two thousand years, but as He would have us live them in all sincerity and truth. And then just as it took place in the republics to the South, we will exalt the Master in all men. We must accept the solution that goes beneath the surface and removes the basic cause of war. We must accept the challenge of the Cross and change the hearts of men. No other solution can suffice.

To forgive, to serve, to love supremely, to meet injury with service and evil with good, this is at once to conquer every difficulty, stay every peril, and win mankind. As surely as violence makes enemies, so surely does love make friends. Love can do anything. Love is the greatest thing in the world.

And when all men change their hearts from seats of hate to seats of love, and the dominant motive of mankind be service and love, then and only then can world peace be a reality. The heart must see the day. The heart must contain the ideal.

There are two paths open to us—the one of hate and war, the other of love and peace. The challenge is before us. Will we accept the sword or the cross?

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FINAL REPORT OF THE AUDITING COMMITTEE

We, the auditing committee appointed by former National President Charles A. Marsh, have examined the records of former national treasurer Alfred Westfall for the year ending March 31, 1924, as published in the May Forensic, and find this report to be a true and accurate statement of the handling of the society finances for this period. We have also examined the records from April 1, 1924, until June 31, 1924, at which time the records and balance on hand was turned over to the present national treasurer, G. W. Finley, and have found this report to be a true and accurate statement of the finances of the society for this period. The present treasurer also acknowledges the receipt of all balances due the society as shown by these reports.

Respectfully submitted,

G. W. FINLEY, Chairman  
*Colorado Alpha*

J. D. MENCHHOFFER  
*Minnesota Beta*

A. E. LEACH  
*Kansas Kappa*
ORATORICAL NUMBER

The Editor of the Forensic wishes to extend his thanks to the orators who permitted the use of their orations and pictures in this number, and to the busy men who wrote the comments on them. The result is an oratorical laboratory experiment which should be of real value to any one writing an oration.

* * *

NORTH CAROLINA ALPHA

We welcome to our number chapter 108, the North Carolina State College of Agriculture and Engineering.

To our new chapter we extend our best wishes. It is our desire to advance forensics in every laudable way. Call upon us to help you, and plan in turn to contribute something to the good of the order. We are merely a cooperative association. Unless each contributes something, we can accomplish nothing. If each does something to make forensics more vital, we shall all move forward.

An active chapter amounts to something. Undertake some definite task. Unless you are striving to accomplish something, your chapter will not amount to anything. Don't permit it to become an organization which collects a membership fee and confers upon its members the right to wear a key. Such an organization is not justified on any campus. It is a constant outgo which brings in nothing.

This is the Alpha Chapter in a new state. Much is expected of an Alpha chapter. It should put us in touch with all the desirable institutions of the state.

* * *

THE BOOK OF JUDGES

One of the big accomplishments of the year is the publication on a book of debate judges compiled by Professor H. B. Summers of the Kansas State Agricultural College. The original plans for the book were Mr. Summers'
At the Peoria convention he presented a survey of the work he had done and was authorized by the convention to proceed with the work and given the financial backing and cooperation of the society. The results are the book which was published during February.

The book contains the names of tried and proven debate judges in most of the states of the union. Each one is rated by some institution for which he has judged, many of them by a large number of institutions. The society, of course, is not responsible for the ratings given the various judges. It merely records what others think of them. It has, however, made every effort to get fair ratings on every one.

This is only another one of the lines of service ΠΚΔ is performing. This book supplies a forensic “Dunn and Bradstreet” for the institution that is traveling into far territory and must pass on judges of whom it knows nothing.

Help the society to keep up this rating. Send us any additional information you may get concerning these judges. Remember, and this is important, that we have listed here only a few of the available judges. Don’t limit yourself to this list. You will wear out these judges. Try out others and help us to add them to our list so that we shall have an expanding list that increases in value each year.

Forensic interests everywhere must recognize their obligation to Professor Summers for his task. ΠΚΔ is proud of his accomplishment and publicly thanks him for this great piece of work.

* * *

THE CLASSICAL DRAMA

The California Gamma chapter at the California Institute of Technology has adopted the custom of giving a classical play each year to raise funds to send its delegates to the national conventions. This has become an annual institution, and altho the chapter is handicapped by the fact that it is in an institution limited to men, its performances have been highly successful.

“I really feel,” writes former National President John R. MacArthur, the dean of the institution, “that if the chapters would adopt such a policy as ours and make the classical drama one of the big events of the college year, enlisting the cooperation of society leaders and club presidents, they can easily raise enough money to send delegates. Last year we gave Sophocles’ “Philoctetes” this year, Terence’s “Phormio.” Next year we are thinking of Sophocles’ “Oedipus.” It is pretty ambitious, but I think we can handle it. We feel that the classical drama is very suitable material for members of ΠΚΔ to work upon. The Greeks considered tragedy as a variety of oratory and the training our men get in forensic work fits them well for classical drama. If we were a coeducational institution we could do more.”

The big thing about this is that it gives the chapter an annual activity which interests it. The members feel that ΠΚΔ is an organization that accomplishes something. It is much better for the members themselves and for the forensic interest in general, to have the chapters earn thru some activity the funds to send their delegates to the national convention. California Gamma has set a fine example. It is a lead every chapter could follow.

* * *

EXTENSION DEBATES

In Wisconsin several of the colleges are carrying on open forum, no-decision debates over the state. These debates give the colleges opportunities
to get in touch with the high schools and towns surrounding. Some have reported over three hundred in attendance.

In Montana the State Agricultural College and the State University are conducting a series of eight debates over the state. In Michigan the debaters have been appearing in churches and before voters leagues. In Colorado several colleges are to meet in Denver for a tournament. There will be several debates each day before churches, high schools, luncheon clubs and labor meetings.

This is taking debating to the people. There is one important step yet undertaken however. It is to select a topic for the discussion which is of vital interest to the members of the audience.

The movement is a good one. It should be continued. The extension system of debates has great possibilities.

* * *

GOOD FELLOWSHIP

A college paper which recently came to the Editor's desk contained the following:

"Another delightful feature of the debate was the treatment accorded the debaters. Nothing which could have been done to make their stay pleasant was omitted. The dinner after the debate was delightful and informal."

"We were met at the train," writes a debater in another paper, "and taken to our hotel rooms. After dinner the president of the college dropped in to ask what could be done to make our stay pleasant."

One quotation is taken from the paper of a college which had lost and the other from one which had won. In neither case was there the expression of anything but kindly feelings. Unless such kindly feelings can exist after a debate, I wonder how worthwhile the debate has been?

* * *

NOTICE OF POSITIONS

Pi Kappa Delta wishes to serve its members and to advance forensic interests by putting its members, who are best trained from their college work, in touch with coaching positions in both high schools and colleges. To do this it will need the cooperation of all who are interested.

If you know of a position, send us word so that we may tell some one about it. If you desire a position or wish to change positions, let us know.

We have already this year several requests for positions and a few for coaches. All we do is to act as a go-between. There is no charge for this service.

* * *

COLLEGE EXCHANGES

The Forensic is anxious to exchange with the college paper of each institution which has a chapter of the society. Each number of the magazine should contain some forensic item about each chapter. In case there is nothing about a chapter in any issue, it is because either no exchange has been arranged, or the college paper contained no forensic news.

The Editor has written over 250 letters to chapter presidents and college editors in attempts to arrange these exchanges. At present The Forensic is receiving papers from 100 colleges. Seven have failed to respond, altho no fewer than six letters have been sent to each one of them.

The rest of the chapters wish to have your forensic news and you can give your institution some good publicity by seeing that forensic items are made available for publication.
North Carolina State College of Agriculture and Engineering has at present, a plant worth at least $4,000,000, with additional buildings worth $1,000,000 contemplated and actually under construction. One of these practically completed, is the Frank Thompson Gymnasium, the largest gymnasium in the South. D. H. Hill Library is another new building, about two-thirds completed, that will be a source of pride to those connected with the college. Thus, you see, the plant is worth approximately $5,000,000 at the present time. The enrollment this year is 1,275—all men. During the time the college has been in existence nearly ten thousand men have been students here. Of these, 1,575 are graduates, having attended four years. It is a significant fact that 881 have settled in North Carolina and have become some of the best and most productive citizens of the state. Those who have gone to other states are making good; some, in fact, have achieved enviable reputations.

The State of North Carolina is, by far, the most progressive of the Southern group; in fact, it is regarded by many people (and not all of them are Tar Heels, either) as being at present the most progressive state of the Union, especially as regards educational improvements and extension, and transportation development. The old saying “North Carolina is a valley of humility between two mountains of conceit” (referring to Virginia and South Carolina) no longer holds true. In that every interesting series of “state” sketches which appeared first in The Nation and later compiled into two volumes entitled These United States, this commonwealth was referred to as “A Militant Mediocrity.” That it is, certainly! And it is on the upgrade, with middle class leadership pointing the way.

That a patriotic atmosphere prevails at the College is evidenced by the fact that, during the World War, one out of every five men who ever attended school here, (or nearly 2,000) was in the service; and, of this number, one out of every three was an officer. Thirty-three made the supreme sacrifice. To these the Alumni Association is erecting a memorial clock tower, with chimes, which, when completed, will cost $100,000. This tower is located on the college campus, and the work on it is about one-third done at this time.

The college has at present a faculty of 125 professors and instructors, and its curriculum is standard in every respect. There are three general departments, or “Schools,” as they are called: the School of Agriculture, the School of Engineering, and the School of Science and Business. These are divided into some thirty-odd departments. The college grants only one baccalaureate degree—that of B. S. There is a Graduate School, which awards the degree of M. S. upon completion of a fifth year of specialized work, and the degree of Ph. D. on completion of work usually required for that degree by the better American colleges and universities.

The college was founded on October 3, 1889, and was first known as the North Carolina School of Mechanic Arts. A few years later this title was changed to the North Carolina College of Agriculture and Mechanic Arts. In 1917, the General Assembly of the State changed the name of the institution to the North Carolina State College of Engineering and Agriculture.

The college campus is located within the limits of the City of Raleigh, the capital of North Carolina, a mile and a quarter west of the capitol. Of the 486 acres of land owned by the college, thirty are in the campus, 35 in orchards and gardens, 15 in the poultry yards, and the remainder in the experiment farm. Few colleges combine in equal degree the opportunities of the country and the advantages of a city as does State College. The climate is ideal, free from extremes of heat in summer or cold in winter. Raleigh enjoys about the same climate as the well-known North Carolina resorts, Pinehurst and Southern Pines, which are within 150 miles of the city.
The public speaking activity of the college has for over thirty years centered in two student literary societies—the Leazar and the Pullen, each named in honor of a founder and benefactor of the institution in its early days. Each society has an active membership of about one hundred, and meetings are held weekly. In addition to the regular programs for these meetings, a series of inter-society contests are held each year, monthly, beginning in November. The schedule is as follows: November—Declaration Contest; December—Oratorical Contest; January—Senior Debate; February—Junior Debate; March—Sophomore Debate; April—Freshman Debate. A medal is awarded to the winner of the Declaration Contest and of the Oratorical Contest, and to the speaker who is adjudged the best debater in each of the four debates. Each society awards a jewelled pin to every member who represents it in any of these contests.

Before 1917, there was very little inter-collegiate forensic competition. Only two debates were held up to that time—one with Alabama Polytechnic Institute, and one with Elon College. Last year, encouraged by the friendly attitude of the present administration, the leaders of the two literary societies arranged for a triangular debate with Virginia Military Institute and Virginia Polytechnic Institute. State College won from the former, and lost to the latter. The proposition debated was: Resolved, That the French were justified in occupying the Ruhr.

In the summer of 1924, the Executive Committee of the college, at the instigation of President E. C. Brooks and Dean B. F. Brown, of the School of Science and Business, decided to employ a full-time professor of Public Speaking and to give him authority to carry out a progressive program of competitive forensics, both within and without the institution. Accordingly, Professor C. C. Cunningham, who in 1923-24 was serving at the University of Arizona and who was, during the summer, teaching courses at the School of Speech of Northwestern University, Illinois, was engaged to take charge of the Public Speaking department at State College.

Professor Cunningham is a native of New Jersey and was first introduced to interscholastic debating when he was a pupil in the Commercial High School, of Brooklyn, N. Y. He was, in 1906, a member of the team which won the championship of Greater New York. Later, at Colgate University and at Beloit College, he was a member of victorious debate teams, and as a representative of the latter institution, placed second in the Wisconsin State Oratorical Contest of 1914.

Except for two years during which he taught English and two years during which he served in the United States Army during the World War, Professor Cunningham has been a teacher of Public Speaking and a Coach of Debate teams, since graduating from Beloit College in 1915. During that time his teams have participated in thirty-four contests, with the following results: No decision contests, four; mixed-team contests (one speaker from each school), two; debates won, nineteen; debates lost, nine. Victories won by his teams include wins over the University of Chicago, the University of Michigan, Notre Dame University, Butler University, Purdue University, and the University of Southern California. He has also coached the following winning orators: the winner of the Interstate in 1915, the winner of the South Dakota State contest in 1916, the winner of the Indiana State contest in 1921, the winner of the Indiana State Peace contest in 1921, the winner of the National Peace prize in 1921, the winner of the Indiana State contest in 1922, the winner of the Interstate Contest in 1922. Professor Cunningham is a member of Phi Beta Kappa and of Delta Sigma Rho, having qualified for the latter in both debate and oratory.

During the current school year, the following intercollegiate public speaking activity is being carried out by the North Carolina State College: open forum Oxford-style debates with the University of North Carolina in fall and spring terms; a similar contest with Trinity College (now Duke
University) in the fall term; triangular debate with Virginia Military Institute and Virginia Polytechnic Institute in the winter term; participation in the State Peace Oratorical Contest in the spring term.

Interest in public speaking, both class work and competition, has greatly increased during the present year. The literary societies are in a flourishing condition. More than a score of men are trying out for places on the varsity debate teams. The inter-society class debates are being carried out with greater interest and keener rivalry than ever before. The present administration of Doctor E. C. Brooks (who was formerly State Superintendent of Public Instruction) is highly sympathetic toward all forms of Public Speaking activity. Doctor Brooks is himself one of the most forceful and effective orators in the Old North State, and was a prominent debater when he was a student in Trinity College.

* * *

OXFORD-TULSA DEBATE

Oxford University met the debaters of University of Tulsa in Tulsa January 9. Two thousand people heard the debate. The debate changed 79 people towards the affirmative and 87 towards the negative. The vote on the proposition of making the ministers responsible to a popularly elected assembly was 276 in favor of, 350 opposed. Oxford, of course, upheld the affirmative. Tulsa was represented by Andrew W. Coleman, Alexander D. Moody, and Forrest A. Fields. The Oxford men were M. C. Hollis, J. D. Woodruff, and Malcolm MacDonald.—The Tulsa Collegian.

* * *

La Verne defeated Redlands in the last women's debate of the league schedule. This was the only debate Redlands lost. The final results were as follows:

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—University of Redlands Campus.

* * *

Arkansas Alpha, Henderson-Brown, is attempting debates for women for the first time this year. Misses Helen Grayson and Margaret Moose will represent the college against the Arkansas State Teachers College. Misses Mildred Hall and Doris Owens will meet Oklahoma City College. The men will debate Conway, Kansas Aggies, Ouachita, College of the Ozarks, and Hendrix. A team will also probably be sent to the provincial ΠΚΔ contest at Westminster College, Fulton, Missouri.—Henderson Brown Oracle.

* * *

California Delta, College of the Pacific, won a debate from the San Mateo Junior College, on the question, Resolved, that the United States should subsidize directly the aircraft industry of the country.—The Stockton Daily Evening Record.
Where inconsistencies cease from troubling and logic is at rest.

* * *

"To be rational is so glorious a thing that two-legged creatures generally content themselves with the title."—Locke.

* * *

"Say first, of God above or man below,
What can we reason but from what we know?"
—Pope, "The Essay on Man."

* * *

The sluggard is wiser in his own conceit than seven men who can render a reason.—Proverbs.

* * *

A PROBLEM IN LOGIC

Here is one to try your logical teeth on. The statement is true and the proof for it is contained in the evidence given. See if you can trace the proof.

If the number of cows in Colorado is less than the number of hairs on any one cow’s tail, then it must follow that at least two cows have the same number of hairs on their tail.

If you don’t like your logic in terms of Colorado cows, try the same thing in chemistry. If the number of different atomic weights is less than the number of elements, it must follow that at least two elements have the same atomic weight.

For the first correct explanation received the Forensic offers a Maxim silencer for a radio loud speaker.

* * *

"I’ve heard old cunning stagers
Say, fools for arguments use wagers."
—Butler, "Hudibras."

* * *

"If thou continuest to take delight in idle argument, thou mayest be qualified to combat with the sophists, but never know how to love with men."—Socrates.

* * *

"There is no good in arguing with the inevitable. The only argument available with an east wind is to put on your overcoat.—Lowell.

* * *

"I do the very best I know how: the very best I can: and I mean to keep doing so until the end. If the end brings me out all right, what is said against me won’t amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference."—Abraham Lincoln.
SOUTH DAKOTA CONTESTS

South Dakota state contests were conducted in two divisions this year. In the northern, Harold Smith, State College, won first, and Clifford Curran of Mines won second. In extempore first and second places were won by Lester Thonssen of Huron and Vern Cleveland of Eastern Normal. This contest was held in Huron. The same day a southern divisional contest was held in Sioux Falls. Marcus Houge of Augustana and Spencer Shaw of Dakota Wesleyan won in oratory while Howard McBuney of Yankton and Carmi Lawrence of Augustana won in extempore.

The winners in these contests moved on to State College the next day for the finals. Here Marcus Houge with "Our Common Heritage" won first in oratory giving Augustana, the 100th ΠΚΔ chapter, her first state victory. Spencer Shaw speaking on "The Call of the Pioneer" was second, while "America's Peril—Japan" given by Harold Smith won third. Huron's representative won first in the Extempore contest. He spoke on "Woodrow Wilson." Howard McBuney of Yankton won second speaking on "Outside Activities versus Scholarship." The winners received prizes of $25. The winning oration was broadcasted from the college station.—South Dakota State College Industrial Collegian.

NATIONAL ORATORICAL CONTESTS ON THE CONSTITUTION

The Better America Federation of California, Randolph Leigh, Director, has asked ΔΣΡ and ΠΚΔ to assist in conducting its national oratorical contests on the constitution.

The federation is conducting one contest among the high schools of the country. We can give these schools our assistance in many ways, coaching their speakers, helping them to find material, and offering our services in conducting and judging the contests, local and district. The Augustana orator who won the South Dakota state contest this year is a freshman who continued into college oratory the study of the constitution he had begun in the high school contest last year.

The whole country has been divided into seven districts this year for an intercollegiate contest. Each college is invited to enter. All entries must be in by March 14. The manuscripts for the orations are due April 17. The regional contests will be held towards the last of May. The final contest will be held in Los Angeles June 5. First prize is $2,000 and seventh is $300. The prizes total $5,000.

The orations must be original compositions requiring not more than ten minutes for delivery. They are limited to the constitution and must be on one of the following subjects: The Constitution, Washington and the Constitution, Hamilton and the Constitution, Jefferson and the Constitution, Marshall and the Constitution, Madison and the Constitution, Webster and the Constitution, Lincoln and the Constitution.

This is certainly a worthy enterprise. ΠΚΔ should join in it wholeheartedly. Every institution should enter an orator. Whether or not we win, we should support such a laudable effort. If one of our members should win, he would be bringing a great deal of honor to ΠΚΔ.

All who are interested are urged to address Randolph Leigh, Director, 604 Hibbs Building, Washington, D. C.

Cassell Higley, Hiram, will represent Ohio Gamma in the state oratorical league.—The Hiram Advance.

Amos Stolen will represent St. Olaf in the state oratorical contest.

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Wm. Reeves is Carroll's orator this year. The Wisconsin Beta people have held a freshman debate with Milton. No decision was given. The Co-eds won from Milton but lost to Oshkosh in their triangular. Misses Dorothy Yonker, Catherine Thomson, and Lenore Poe spoke for the affirmative while Misses Helen Garbutt, Donna Schlagenhau, and Beatrice Baxter upheld the negative. The no-decision debates over the state with Beloit and Ripon are being well received.—The Carroll Echo.

Professor Albert Craig Baird, the man who began the intercollegiate debating between England and the United States, while acting as debate coach at Bates College, Maine, has accepted a position with Iowa University. Professor Baird is planning to take a representative American team to tour England during the coming scholastic season.—The Nebraska Wesleyan.

At a dinner at the home of the debate coach, Professor Harvey, William E. Partee was selected as captain of the debate squad at Missouri Delta. His team mates are Harold Roberts, Albert Howard, Ben Franklin, Ashby Bush, A. P. Stone, Jr., W. Prewitt Ewing, Walter C. McPherson, and Roy Donahue.—The William Jewell Student.


Chester Biesen, Allison Wetmore, and Merrill Guernsey of Washington Alpha won an audience decision over University of West Virginia. The chapter is sponsoring some debates between the freshmen and surrounding high schools.—The Puget Sound Trail.

Northern Teachers College will be represented in debate by the following women: Beryl DeHaven, Amanda Clausen, Evelyn Mara, Hulda Olsen, Sylvia Friel, and Katherine Sanders.—The Exponent of South Dakota Northern Teachers College.

Our National Secretary, Professor G. W. Finley, reports that he has issued key 2763 to Lettie J. Davis of Howard Payne, Texas Delta. Membership card 4538 was issued to Marvin L. Snipes, North Carolina Alpha, State College.

George H. Fields and Wilfred Wimmell, Missouri Gamma, represented Central on a debating trip to Colorado. They debated St. Mary's, Kansas Teachers at Hays, Denver, and Colorado Teachers.—Central Collegian.

Paul Bledsoe at Texas and Arthur West at Vanderbilt are former East Texas Teachers College debaters who are continuing to advance in forensics. Both are members of their Varsity teams.—The East Texan.

Missouri Wesleyan will be represented in women's debating this year.—Missouri Wesleyan Criterion.
Oklahoma City College will be represented in debate by the following: women, Elizabeth Roberts, Ruth Zenor, and Jeanette Louderback; men, Everett Welborne, Roy Jones, Ellsworth Brewster, and Edward Potts.—Oklahoma City College Campus.

Olivet won from Hope, February 13. The debaters were, representing Hope and the affirmative, Albers, Essenbaggers, and Hoffman; for Olivet and the negative, Janes, Paxon and Pollard. The ΠΚΔ question was used.—Hope Anchor.

Oklahoma Beta at Tulsa is planning an extensive debating program for both men and women. Besides attending the ΠΚΔ provincial at Oklahoma Aggies, it will send teams on several debating trips.—The Tulsa Collegian.

North Dakota Alpha will be represented in oratory by Mr. James and Mr. Headen. The chapter is also sponsoring a debating tournament between the literary societies.—The Jamestown Collegian.

Akron has a new coach of debating in the person of George F. Weber, an alumnus who has been coaching debating at Dodge City, Kansas, for the past two years.—The Bucketeer.

South Carolina Beta at Presbyterian will be represented in debate by Ligon, Milner, LaMotte, Fliedner, Benn, and Underdown.—Presbyterian College Blue Stocking.

Oklahoma Alpha, the Aggies, have been engaging in intercollegiate cross-word puzzle contests with Oklahoma University and other institutions.—The O’Collegian.

Charles Bryant, Chauncey Acrey, M. Ewing McPhail, and Fletcher McKinney have been selected to represent Trinity in debating.—The (Texas) Trinitonian.

Oklahoma Baptists have won 16 out of the last 22 debates. They are planning a debating trip thru Kansas, Missouri, and Arkansas this year.—The Bison.

Herbert McClure and Roderick Lee Houts will represent Missouri Eta against the Utah Agricultural College.—Central Missouri Teachers College Student.

Oklahoma Aggies are conducting a series of inter-society contests in debating, oratory, declamation, and extempore speeches.—The O’Collegian.


Paul Vincent will represent Huron in the state oratorical contest. "In Hoc Signo Vinces," is the title of his oration.—Huron Alphomega.
Indiana Alpha, Franklin College, will be represented on the platform by
the following people: George Utterback, who won the local oratorical prize
of fifty dollars, will represent the college in the state contest. Men’s de-bat-
ing teams, Thomas Bush, Arthur Curry, James Elder, Howard Havron,
Eugene Kenny, Nathan Neal, Gerald Quick, and George Utterback. Women’s
debat ing teams, Audra Bedster, Birdena Donaldson, Kathryn Glick, Mary
Packer, Elizabeth Sharp, and Dorothy Shultz.

The California Gamma Chapter at the Institute of Technology gave its
annual classical play January 30 and 31. Phormio, a comedy by Terence
was presented four times. The funds realized from the play are to be used
to send delegates to the next national convention which will be held in
Colorado. The play was a success and much appreciated by the audiences
which attended the performances.—The California Tech.

For the first time in the history of the Southern California Women’s
Forensic League, an extemporaneous contest will be held between the colleges.
The contest is scheduled to be held in Redlands, March 17. Disregard for law
is the subject which will be discussed. Dr. Rinehart of Mills College will
subdivide the topic.—University of Redlands Campus.

Miss Dorothy Green will be Buena Vista’s representative at the women’s
state oratorical contest. The title of her oration is “The Crucifixion.” The
following men have been selected for the debate teams: Leslie Redenbaugh,
Herbert Hurley, Theodore Karges, Glenn Mills, Don Carter, and Morris
Slutsky.—The Buena Vista Tack

Colorado Beta, Colorado Teachers College, has held three debates up to
date. On February 10 girls debates were held with Wyoming and Colorado
College. Zelma O. Baker, Edna C. Walter, and Christine Vaughan lost to
Wyoming while Margaret Ruth Taylor, Lorena K. Mason, and Fern Fender
won from Colorado College.

The Stockton Advertising Club and the Stockton Lions Club have each
offered a prize of $25 for the best orations on Stockton and “Lionism” given
by a student of the College of the Pacific, California Delta.—The Pacific
Weekly.

Warren Van Camp and Donald Sham, Sophomore debating team of Cal-
ifornia Alpha, debating the Japanese exclusion question, on a recent trip
defeated Fresno State College but lost to College of the Pacific. Pacific
was represented by George Burcham and Harold Milnes.—University of
Redlands Campus.

Albert Barnhard, Illinois Alpha, the blind student who represented
Illinois Wesleyan in debate for two years, is now taking graduate work at
Harvard University. Mr. Barnhard is the only blind Eagle Scout in America
and a very successful musician.—Illinois Wesleyan Argus.

South Dakota Eta, Augusta, is sponsoring inter-society contest in speak-
ing. Much interest is being shown and work in intercollegiate forensics
is going forward.—The Augustana Mirror.
Illinois Theta at McKendree College will be represented in debate this year by the following students: Affirmative, Walter L. Bailey, Milburn P. Akers, and Robert Adair; Negative, John B. Zimmerman, Paul Schuwerk, and Louis Peterson.—The McKendree Review.

The following students have been selected for the debate teams at Illinois Beta: Affirmative, Max Corey, Floyd King, Neal Crawford, and Gladys Thompson; Negative, Willard Shelton, John Long, Walter Gibson, and Garland Waggoner.—Eureka Pegasus.

February 7 John Bothell and George Bowman defeated Wilfred Wimmell and George Fields of Missouri Gamma at Central College. The Pi Kappa Delta question was used in all of these debates.—The Teachers College Mirror.

We are still correcting the list of delegates at the National Convention at Peoria. The following were present from Carthage College, Illinois Gamma: George Arbaugh, George Carl, Chris Sorenson, and Walter Jepsen.

Coe College will be represented by the following teams: Affirmative, Reno Silliman, Harold Allison, and Vernon McIlraith; negative, Warren Kehn, Homer Jones, and George Simpson.—Coe College Cosmos.

Hal Beck, athlete, debater, and orator at California Institute of Technology, one of the delegates at the last national convention, was married recently to Miss Miriam Quigg.—The California Tech.

Miss Jane Corbitt who won the Fawcett Oratorical contest, will represent Upper Iowa University in the women's state contest at Cedar Falls, February 20.—The Upper Iowa Collegian.

Debates have been scheduled with the following institutions: for the men, Indiana Central, State Normal, Wabash, and Butler; for the women, Kalamazoo and Dennison.—The Franklin.

Professor E. M. Erickson, Lombard College, Illinois Kappa, has recently published a second article of "The Disappearing Voter" in the Kiwanis Magazine.—Lombard Review.

Mildred Zellhoefer, President of the California Beta chapter at Occidental, reports that the chapter is active in advancing forensics and is carrying out ambitious plans.

Leland Tallman, formerly of Parsons College, but now attending the University of Southern California placed first in the Bowen Cup contest in Extemporaneous Speaking.

Miss Ruth Plank, with the oration "Child Slavery," won the local oratorical contest and will represent Kansas Delta in the state.—Southwestern Collegian.
Michigan Epsilon won at home and lost at Mount Pleasant in a dual with Iowa Alpha. Normal was represented by Edward Stahl, Jacob Weitzel, and Loy LaSalle at home and by William Underwood, Harold B. Locke, and Will H. Irwin away. The debating teams are to present the Pi Kappa Alpha question to the Ypsilanti League of Women Voters. The debaters went to Ann Arbor to hear the debate between Michigan and Northwestern. Otto Nickel, a former Normal debater, was one of Northwestern's representatives. Paul Ward, captain of the debating team, has recently been elected president of the student council. Richard Ford, 1923, another Pi Kappa Alpha man, is the author of "All Soul's Eye," a play that has recently been successfully presented at the Ypsilanti Playhouse.—The Normal College News.

Miss Phyllis Belknap, Charlotte Swenson, and Helen Correll are representing Kansas Aggies on a debating trip. They have won from Ottawa and Missouri Wesleyan, Penn, and others. They have had no-decision debates with the men at Baker, and women at Simpson and Morningside. Miss Belknap had an attack of tonsilitis before the debate at Penn. One of the Penn debaters was "borrowed" to take her place and at Simpson Mrs. Carroll of Drake University team was "borrowed."—Kansas State Collegian.

With Governor B. S. Paulen presiding in the legislative hall of the state house, and with Chief Justice William A. Johnston, Justice Marshall, and Justice John S. Davidson of the supreme court acting as judges, the University of West Virginia won a two to one decision over Washburn, Kansas Beta, before a crowd of over five hundred people. Washburn was represented by Theodore Metz, Lawrence Evans, and Charles Carpenter.—The Washburn Review.

The women of Iowa Eta, Upper Iowa University, divided honors with Morningside in a dual debate. The debaters were, for Upper Iowa, Agnes Galbreth, Fern Urenn and Edith Frieden, for the affirmative; Eleanore Parker, Vera Decker, and Agnes Corbitt for the negative. Morningside was represented at Fayette by Alice Robbins, Margaret Spencer, and Bernice Trindle.—The Upper Iowa Collegian.

California Alpha defeated Whittier February 12. The Redlands team consisted of Merrill Brininstool and Dwayne Orton in the constructive speeches, and Orton and Warren Van Camp in the rebuttal. The California league is this year using a system which permits different men to speak in the constructive and rebuttal speeches.—University of Redlands Campus.

The men's team of Kansas Gamma, Kansas Aggies, will make a debating trip to the west coast meeting Colorado Aggies, Wyoming, Montana, Washington, Oregon, Leland Stanford, and the University of Southern California.—Kansas State Collegian.

Hope opened its forensic season with an open forum style debate with Michigan Aggies. Wabeke, Yntema, and Wesselink did the speaking.—The Hope Anchor.

Miss Marjorie Drake won the women's extempore contest at Iowa Alpha and will represent her college in the state contest.—Iowa Wesleyan News.
Professor J. H. Lawrence, Debate Coach at Kansas Iota, College of Emporia, has announced a schedule of twelve debates, half of which will be held in Emporia. The institutions which will be debated are Park, Ottawa, Kansas City School of Law, Kansas Teachers at Pittsburg, Missouri Wesleyan, Oklahoma Baptist, Baker, Phillips, Oklahoma Aggies and Oklahoma City. Some of these institutions will be debated twice.—Emporia College Days.

Baker, Kansas Kappa, recently celebrated her sixty-seventh birthday. In the last twenty-five years Baker has engaged in seventy-five debates, meeting eighteen different institutions, and winning forty-nine of these contests. The debate teams this year will consist of Loren Keve, Dwight Williams, George Stoskopf, Murray Havens, George Walters, and Chester Irwin.—The Baker Orange.

Ripon, Wisconsin Alpha, dropped a debate to Marquette. In addition it has held no-decision debates over the state with some of the other institutions. At Tomah, Carroll and Ripon debated while at Two Rivers, Lawrence and Ripon met. These contests over the state are being well received and are attracting interest.—Ripon College Days.

The Washburn women, Kansas Beta, defeated the women from Kansas Alpha at Ottawa and Kansas Zeta at Emporia. The Beta women are Lorraine Bates, Anne Brewster, and Thelma Woods on the affirmative. and Ruth Rowe, Theresa Raida, and Helen Peppard on the negative. —Washburn Review.

John Campbell, with the oration "Our Neglected Heritage," Velma Oline with "If Not Patriotism—What?" and Violet Sherrow, with "Materialism Against Humanism," will represent Kansas Lambda in the Old Line, Women's and Peace oratorical contests this year.—Ye Sterling Stir.

Kansas Theta, the Teachers at Pittsburg, will be represented on the platform this year by the following: Women's teams, Misses Zora Riggs, Ina Dix, Ada Taylor, Winifred Noonan, Evelyn Delling, and Willa Prouty; men's teams, Jones, Hodgson, Ducket, Davis, and Rowe.—The Collegio.

February 11 Misses Frances Dester, Opal Miller, and Hildegarde Mattson won another unanimous decision from Kansas Teachers of Emporia. The attendance has been good with the whole college interested and the yell leaders at work before the contests.—The Bethany Messenger.

Southern Branch of the University of California won its debate with the University of Southern California and California Institute of Technology. The debaters were Bill Berger, Arthur White, Charles Scottland, and Harold Kraft.—The California Grizzley.

Maine Alpha has scheduled debates with Middlebury, Lafayette, New Hampshire, and Maine. The debating teams expect to make a trip thru New York debating several colleges along the way.—The Colby College Echo.
Michigan Delta, the Aggies, were represented by W. E. Dobson, F. A. Harper, and Carl W. Kietzman, in the open forum debate with Hope. Other teams have been selected. The women are looking forward to a trip thru Illinois and Iowa. Recently some of the debaters under the direction of Coach D. C. Eckerman gave a forensic program at the People’s Church.—The Holcaed.

“In Defense of Youth,” delivered by Walter Kraft won the fifty dollar prize in the Randall contest. Mr. Kraft will represent Hamline in the state contest. The following will compose the debate teams: Merrill Abbey, Harlowe Bowes, Everard Broberg, Paul Carlson, Ralph Moore, Clarence Rolloff, Gordon Schendel, and Albert Schweiger.—The Hamline Oracle.

Minnesota Alpha, Macalester, annually conducts a series of discussion and extemporaneous contest among the high schools of the state. The contests were started by Professor Glenn Clark and are sponsored by the efforts of the ΠΚΑ chapter. Over eighty high schools have taken part in the contests.—The Mac Weekly.

The freshmen debating teams of Michigan Beta recently won from Albion but lost to Kalamazoo in debates on the Japanese question. The local oratorical contest was so hotly contested that the final decision of judges was a tie between Harold Janes and Robert Kemper.—The Olivet Echo.

The ΠΚΑ chapter at Gustavus Adolphus conducted a freshman oratorical contest which was won by Miss Edna Lindberg and Mr. Wilbert Benson. The debate teams held two no-decision debates with Waldorf in preparing for the opening of the forensic season.—The Gustavian Weekly.

Misses Agnes Hyrup, Lucile Kaul, and Elsa Johnson, opened the forensic season for Kansas Mu by winning a unanimous decision from Kansas Aggies. Bethany has six debating teams selected and in training.—The Bethany Messenger.

Fairmount, Kansas Epsilon, will not be represented in the Old Line oratorical again this year. It is planning, however, to send delegates to the ΠΚΑ provincial at Stillwater, April 2, 3, and 4.—The Sunflower.

Kenford Nelson won the fifty-four dollar prize in the local oratorical contest at Missouri Beta with the oration “Broken Lives.”—The Park Stylus.

Winifred Johnson and Edmund Babbitt will represent Michigan Alpha in oratory this year.—The Kalamazoo College Index.

Kansas Alpha was represented in the Women’s Pentangular league by Misses Hoornbeek, Griffeth, and Jaeger, on the affirmative, and Ireland Hogue and Lynch on the negative. They lost to Kansas Aggies and Washburn.—The Ottawa Campus.
CHAPTER 107, TEXAS DELTA, INSTALLED AT HOWARD PAYNE

Howard Payne now has a full fledged official chapter of the National Pi Kappa Delta Forensic Fraternity. The installing services were held at the Southern Hotel during the holidays on Monday evening, December 20th. Mr. William Justice of Southwestern University officiated in the ceremonies and in the administering of the oath. Pi Kappa Delta is a national honorary forensic fraternity being represented in twenty-seven different states, and having chapters in over one hundred colleges and universities. Howard Payne was admitted during the summer quarter, but is just now officially organized as one of the regular fraternity.

The purpose of this organization is to foster efforts in oratory and debating with a view to establishing high standards among all its chapters in these college activities.

Those who constituted the chapter members and were initiated at the first meeting were: Prof. O. E. Winebrenner, Miss Lettie Davis, John N. Jackson, Jack McDermott and Robert See. Others who were elected but not initiated were: J. E. Zimmerman, Earl Thompson, Margia Giles and Billie Herring. All those initiated will receive from the institution the adopted emblem of the fraternity, a gold pin carrying two jewels, a pearl and a ruby.

Those who attended the banquet in the parlors of the Southern Hotel in addition to those initiated were: Dr. and Mrs. Edgar Godbold, Dean Thomas H. Taylor, Prof. W. J. Gayden, Miss Carrie Harris, L. S. Richardson and Charles Ferris.—The Yellow Jacket.

IOWA GAMMA HAS AN AMBITIOUS PROGRAM

Des Moines University, out in good old Iowa, is very much interested in debating this year. Dr. Hanson, debating coach, is conducting the work in a way new to the university. Sixteen people, in tryouts, made the debating squad which will train much in the same manner as a football team until two weeks previous to a scheduled debate. At that time, three who have done the best work in practice will be appointed to represent the school in that debate. The remainder of the squad will continue to work together while the three are having special training and work in addition. Then two weeks previous to the next debate, three will again be chosen; they may be the same people, or they may be new ones who have shown the most improvement.

Dr. Hanson hopes in this way to give every one on the squad the chance to enter at least one college debate. The debating squad is very much interested in the plan, and is working with Dr. Hanson to bring the best results.

The university is offering unusual forensic prizes this year. Those who participate in college debates this year will compete in a debate at the end of the year to determine the best debater. To that student will be awarded a prize of $100. To the student who wins second goes $75, and to the student placing third $50.

An oratorical contest will also be held during the next semester. The orator winning first will receive $75; the one placing second $50; and the one placing third $25.

Dr. Hanson, the coach, has done much individual work in securing the money. The local chapter of Pi Kappa Delta has assisted him ably.

Two debating trips are being planned this year. A women’s team has a series of debates in the southern states practically arranged, and the men’s team are completing plans for a western debating tour.

Montana Beta, the Aggies, won a debate from the State University. Ed Bell and Winton Weydemeyer represented the Aggies. The ΠΚΔ question was used, the affirmative winning. The same Aggie team with the addition of Ray Beatty won from Montana Alpha. The two man team also won from Washington State.—The Weekly Exponent.

Nebraska Alpha opened the debating season with a double victory over the Beta chapter at Cotner. Wesleyan’s affirmative consisted of Merrill Norlin, Herbert Gray and John Casteel. These people represented the negative: Howard Hamilton, Charles Paine and Paul Copeland.—Nebraska Wesleyan.

The affirmative of Olivet, Michigan Beta, consisting of Maurice Mcllwain, Wesley Nicholson, and Carl Nelson won from Western State Normal, while the negative consisting of Harold Janes, George Paxon and Donald Pollard won from Hope. This puts Olivet in the lead in the league.—Olivet Echo.

Iowa Eta, Upper Iowa, engaged in open forum debates with Luther College. The Upper Iowa teams consisted of the following: Kenneth Rawson, Clair Hoyt and Clifford Headington. The negative was made up of William Tate, Vaylard Hurmence and John Lyford.—Upper Iowa Collegian.

Buena Vista, Iowa Kappa, won the Iowa Women’s State Oratorical Contest at Cedar Falls February 19. Miss Susan Fulton representing Iowa Zeta at Parsons won second, and the representative of Iowa Alpha Wesleyan, won third.—Upper Iowa Collegian.

John Casteel, who delivered the oration “If We Would Be More Perfect,” won first place over six other contestants in the local contest at Nebraska Alpha. The prize to the winner of this contest is a year’s tuition at Wesleyan.—The Nebraska Wesleyan.

Sterling, Kansas Lambda, divided honors in a dual debate with Kansas Eta at Kansas Wesleyan. The Sterling affirmative consisting of Denmead Davis and Kenneth Porter were defeated by Mr. King and Mr. Clare Baldwin.—The Sterling Stir.

Carol Holmberg, Kansas Mu, was awarded the University of Kansas Scholarship amounting to four hundred dollars for the year 1925-26.—Bethany Messenger.

Sixty couples attended the annual ΠΚΔ formal dance given by the California Gamma chapter at the California Institute of Technology.—The California Tech.
II KΔ PROVINCIAL CONVENTIONS

The Kansas-Oklahoma provincial convention will be held in Stillwater, Oklahoma, with Oklahoma Alpha as the host, April 2, 3, and 4. There will be a debate tournament and contest in oratory and extemporaneous speaking.

The Missouri-Iowa Provincial will meet with Zeta, Culver-Stockton, April 23, 24 and 25. There will be a debating tournament and separate contests for men and women in oratory and extemporaneous speaking.

The South Dakota provincial convention will be held at Mitchell, with Dakota Alpha as hosts the first week in April. There will be the usual contests in debate, oratory, and extemporaneous speaking.

At the recommendation of the Beta chapter at Heidelberg, a meeting of the Ohio chapters was held after the Oratorical Association's state contest at Otterbein, Epsilon. The object of the get-together was to stimulate a more brotherly feeling among the various chapters and to foster a more related feeling toward the national organization. The local organization will probably be extended to include several chapters from Michigan. All the chapters together will do all in their power to promote the interests of clean debating and effective forensics.—The Tan and Cardinal of Otterbein.

Colorado Alpha and Beta chapters engaged in a dual debate between their women's squads on February 25. The II KΔ question was used with the negative winning the decision of the one expert judge in each case. The Aggies were represented by Misses Marjorie Mayer, Marjorie Slover, and Mary Baber on the affirmative, and Francis Jones, Helen Kretzschmar, and Editha Todd on the negative. The Teachers negative team consisted of Misses Open Steffens, Muriel Bennett, and Lorena Mason.—Rocky Mountain Collegian.

William H. Reeves with the oration "Hsin Ch'ao" (The New Tide), won the Wisconsin state oratorical contest for Carroll, Wisconsin Beta. It is the first time Carroll has ever won the state contest. "The Menace of Lawlessness" by Orton B. Matter of Beloit was awarded second. Milton's representative, Raymond Root, finished third, with Theodore Brameld of Ripon, Wisconsin Alpha, next in line. Harry Schneider of Lawrence was the only other speaker.—Ripon College Days.

Michigan Epsilon, the Teachers, won from Alma College but lost to Michigan Alpha, Kalamazoo, in some recent debates. The debaters at Kalamazoo were: Affirmative for the Teachers, Raymond Harvey, Eugene Knapp, and Leon Wilber; the negative for Alpha, Edwin G. Gemrich, Leroy D. Stinebower, and Leddie A. DeBow. The negative for the Teachers consisted of Kirk Seaton, Willard Morris, and Paul Ward.—The Normal Collegiate News.

Bethany and McPherson divided honors in their dual debates. The affirmative won in each case using the II KΔ question. The Kansas Mu affirmative consisted of Elmer Peterson and Arthur Rydell, the negative of Merle Yowell and Lloyd Malm. Single judges were used.—Bethany Messenger.

Baker and Kansas University, engaged in a practice debate, the Kansas Kappa negative against the University affirmative. No decision was rendered. Baker Orange.
State teams representing the men of Kansas State Teachers College of Pittsburg and College of Emporia will engage in a no-decision debate on the ΠΚΔ question in a downtown hall, Sunday afternoon March 8. Pittsburg will be represented by W. Ducket, and Samuel Jones. Professor John R. Pelsma is determined to interest the public.—The Collegio.

Among the six debaters who will represent the University of Nebraska this year is Ralph G. Brooks, a former debater and orator of Nebraska Alpha. While at Wesleyan he won twenty-five out of thirty-one debates and in 1923 won the national oratorical contest of the intercollegiate peace association, with the oration "The Emotion of Peace."—Nebraska Wesleyan.

Misses Dorothy Dahl, Amanda Langemo, Edna Masted, Mae K. Peterson, Mildred Wold, and Charlotte Nelson will represent Minnesota Beta on the platform this year.—St. Olaf Manitou Messenger.

Wisconsin Beta, Carroll, won from Northland and lost to Milton in its triangular debate. The negative of the ΠΚΔ question won all around.—Carroll College Echo.

Santa Rosa Junior College was victorious over Pacific, California Delta, in a recent debate. Pacific was represented by Bill Houston and Bernard Collins.—Pacific Weekly.

Ouchita, Arkansas Beta, will be represented on the platform by Joe Barnett, Melvin Crowe, Hermon Westmoreland, and Paul Morton.—The Ouchita Signal.

J. Wesley Prince won the rights to represent Kansas Beta in the state oratorical contest and the local oratorical prize of $50.—The Washburn Review.

Miss Benita Finch and Mr. Robert Smith will represent Upper Iowa in the state extempore contests.—Upper Iowa Collegian.

Margaret Lawson and Susan Fulton will represent Parsons in the state Extempore contest.—The Parson Portfolio.

Hedding and Lombard colleges will hold a co-ed debate on the Japanese question.—The Hedding College Graphic.

Miss Lois Boulware, Missouri Zeta, is editor of the college paper.—Culver-Stockton Megaphone.

The Freshmen won the interclass debate tournament at Nebraska Alpha.—The Nebraska Wesleyan.

Richard Palmer was the successful orator at Heidelberg, Ohio Beta.—The Kilikilik.
ST. LAWRENCE OBJECTS TO THE ΠΚΔ QUESTION

Because of the impossibility of agreeing upon a proposition, it has been decided to give up debating for the year 1925, according to the statement issued recently by the secretary of ΠΚΔ, A. E. Monetti, '25. Approximately 20 colleges have been challenged to debate on either the Child Labor Amendment or the League of Nations questions, with no acceptances. The difficulty seems to be that the Supreme Court Veto proposition has been spread among the colleges all over the country with the result that all other questions are being neglected. Syracuse, Maine, Hobart, Vermont, St. Michael's and many others are confining themselves strictly to this question. The sentiment at St. Lawrence, particularly among the local alumni, is that the question should not be debated by a St. Lawrence team, chiefly for the reason that the authority of the Supreme Court is challenged by an undesirable element.—The Hill News, St. Lawrence University.

The following will represent Iowa Epsilon, Simpson College, on the platform this year: The affirmative men's team, Ira Hatfield, John Hillman and Horton Talley; the negative men's team Homer Woods, Roderich Chisholm and Richard Wilkins, with Raoul Calkins as alternate. The freshman team will consist of Eberhart, McNeal, Harris and Schultz. They will debate the question, "Resolved, That Congress was justified in passing the Japanese Exclusion Law." The following girls' team will debate the same question: Violet Phelps, Evelyn McKinley and Marie Lafferty. The ΠΚΔ question will be debated by Velta Mya, Elsie Wood and Frances Leslie, who will speak for the negative, and Georgia Harrold, Lola Buchanan and Elizabeth Kidder, who will speak for the affirmative.—The Simpsonian.

Morningside, Iowa Delta, split even in a dual with the Eta chapter of Upper Iowa. The negative of the ΠΚΔ question won in each case. The affirmative, Miss Marguerite Held, Miss Marion Leslie, and Miss Muriel Hughes. The negative, Miss Margaret Spencer, Miss Bernice Trindle and Miss Alice Robins.—Morningside Collegian Reporter.

BALLOT IN THE FORENSIC ORATORICAL CONTEST

In my estimation the orations printed elsewhere in this number of the Forensic should be ranked in the following order:

First ..............................................................................................................

Second ..............................................................................................................

Third ..................................................................................................................

Fourth ..............................................................................................................

Fifth ..................................................................................................................

Sixth ..................................................................................................................

Seventh ................................................................................................ ..........

Important: Unless you vote on all seven of the orations, it will be impossible to make a final ranking which will show the relative merits of the orations. Every reader of the magazine is invited to send in his opinion. One will count just as much as another. All we ask is that you read all of the orations carefully and vote accordingly.
STATEMENT

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

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Information as to the number of copies printed in each issue is not required of The Forensic, but may be had upon application to the Editor.

(Signed) ALFRED WESTFALL, Editor.

Subscribed and sworn to before me this 7th day of October, A. D. 1924.
(SEAL)  (Signed) BERTRAM A. GAGE, Notary Public.
IOWA ZETA—PARSONS COLLEGE

Ten members of this chapter attended the 1924 convention in Peoria, Illinois. Two of them are pictured elsewhere in this issue as winners in the contests.
LEAZAR-PULLEN FORENSIC CLUB
North Carolina Alpha, Chapter 108
North Carolina State College of Agriculture and Engineering.

Standing—Prof. C. C. Cunningham, Ralph H. Raper, Marvin L. Snipes.
Seated—Henry H. Rogers, James M. Potter, Ralph J. Peeler, Frank Seymour

"PHORMIO" by TERENCE

Part of the cast of the annual classical play of the California Gamma chapter,
California Institute of Technology
O. E. Winebrenner
Debate Coach
Texas Gamma
Howard Payne College

Reuben A. Borsch
Illinois Rhodes Scholar, 1925
Illinois Alpha
Illinois Wesleyan University

Douglas V. Steere
Michigan Delta
Michigan Rhodes Scholar, 1925
Michigan Agricultural College
LOOKING TOWARDS THE SNOWY RANGE AND LONG'S PEAK FROM THE PORCH OF THE STANLEY HOTEL, ESTES PARK, COLORADO, WHERE ΕΚΑ WILL HOLD ITS 1926 CONVENTION.