THE members of Pi Kappa Delta made no mistake in placing in the hands of Professor W. H. Veatch, of Pullman, Washington, the leadership of Pi Kappa Delta for this two-year period. The editor of The Forensic wants to assure you that “Prexy” Veatch is on the job. If you could see the letters which he sends out to the various national officers, containing suggestions for the betterment of Pi Kappa Delta, you would need no further evidence for our statement.

In the letter on the editor’s desk at the present time, there is a suggestion which, it seems to us, ought to be placed before Pi Kappa Delta as a whole. I quote from President Veatch’s letter: “Another matter that has come to my attention. Last spring after the convention, I had at least twenty letters from seniors, wanting me to help them find jobs. I am already beginning to receive letters this year. I can do them some good, in an indirect fashion. I wonder if we couldn’t do more if we went at it in an organized manner? I suppose Finley and the rest of you get letters like that, too. I wonder if we couldn’t centralize things, have one person answer all such letters, circularize all of the college presidents, or heads of departments, coaches and chapters, both for information regarding prospective teachers and prospective openings, and really accomplish something worthwhile. If it were properly developed, it might aid many of our faculty members to advance likewise. If the rest of you think it would be a good idea, I am willing to try it. It seems to me that twenty-five dollars should cover the cost unless I am walking into something bigger than I contemplate.”

Here is a suggestion which might develop into a very real service, not only as a matter of placing worthy individuals who are prepared to teach speech, but also as a matter of large service to prospective positions which need such service.

If a Placement Bureau is established for and through Pi Kappa Delta, we hope that one principle will guide in the recommendations—that of absolute honesty regarding candidates. It is only through the adherence to such a principle that we can finally best serve the candidate and the position. Also, the value of Pi Kappa Delta as a source of authentic recommendation can be established and maintained only through the full adoption of such a principle.
"You Are The Judge" Decision

The October Forensic carried five representative orations which were used in what we chose to call "The National By-Mail Pi Kappa Delta Oratorical Contest." In this article we invited coaches and students of Pi Kappa Delta schools to read and rank the orations given. We give below the results of that oratorical contest.

Twenty voluntary judges sent in their ballots. Nine of this number were coaches and eleven students. This is a much larger judge staff than is ordinarily used in oratorical contests. Please note that the judges were voluntary judges. They were interested in reading the orations and in ranking them. We believe this fact is worth something as evidence that we had a group of good judges. The fact that they were interested is evidence of their having thought through the contest. Some of our student speakers will agree that all judges do not think through contests and such students may refer you to contests in which they have participated—and perhaps lost.

First place in our contest, both by the coach and student opinion, goes to John Gewacke, a graduate of Nebraska Wesleyan University in 1928. Last year he won first place in the National Peace Contest with his oration, "Hickory Stumps," the oration voted upon in our National By-Mail Pi Kappa Delta Contest. You will note that he won thirteen out of a possible twenty firsts. There were four judges who gave him second place, one a fourth, and two placing him fifth. Whether it means anything or not, the individual who placed him fourth and one who placed him fifth, were coaches. The following is typical comment concerning reasons for placing "Hickory Stumps" first: "Easy to read"; "Interesting"; "Generally effective"; "High in thought content"; "Splendid introduction, logical, offered solution"; and "Stayed with the subject."

Second place in the contest likewise by both groups goes to the oration, "The Hilarious Horde," written by Jack Roe of the University of Wisconsin, who last year won second honors in the Northern Oratorical League. Mr. Roe received, as you will note, five firsts and nine seconds. He ranged, as did first place winner, from first to fifth in the minds of the judges. Mr. Roe's oration was given credit for being "original," and the writer for expressing himself courageously. Nobody accused him of being bookish.

Genevieve Temple, who last year won first place in the women's oratorical contest of the National Pi Kappa Delta tournament, held at Tiffin, Ohio, won third place with her oration, "Beneath American Roofs."

The editor withheld information concerning the writer of the oration, "Character," because he feared that if the orator were known, some judges might not have the courage to vote as they honestly believed. You will be
interested to know that this was the oration of William Jennings Bryan. We suggest that you read that oration along with the others, to decide in your own mind how the Bryan oratory of 1880 ranks with present day oratory. This was the graduation oration given by William Jennings Bryan at the age of twenty-one, as valedictorian of his class.

Reference to our group ballot will disclose that Mr. Bryan received only one first, of our twenty judges—that of a coach. The comment of this coach is interesting (read the oration and see if you agree), "grammatically correct—universal in its application, shows broad cultural education."

The total of Mr. Bryan's ballot is only one less than that of the oration which received fifth place. The group ballot of the students alone, places him last.

From the standpoint of financial winning in former contests, the author of "The Constitution," ranked highest of the contestants listed in our contest. He was winner of the National Inter-collegiate Oratorical Contest on the Constitution, which winning gave him a cash prize of $1,500. This contest was held at Los Angeles, California, as the final contest following the various district contests held over the nation.

Mr. Albert's success came after a long fight in the field of oratorical effort and experience. As a freshman in high school he decided to go in for debating. In 1924, he entered the National Oratorical Contest, when he was defeated in his own school. Persistently, against defeat each time, he kept at it, until, in 1926, he re-wrote his oration, won his State championship for the second time and, in May, 1927, overwhelmingly defeated six other orators before an audience of 7,000, at Kansas City. He thereafter competed in the National Finals at Washington, but did not place.

The Los Angeles Times said of Carl Albert in its edition of June 22, 1928, the morning after the Intercollegiate Contest, held in that city the night before: "The national intercollegiate forensic crown and a prize of $1,500 was awarded last night to Carl Albert, a freshman of the University of Oklahoma, and son of a coal miner. He defeated six other sectional champions for first place in the finals of the fourth annual intercollegiate oratorical contest on the Constitution, held at Bovard Auditorium on the University of Southern California campus.

"The freckle-faced, red-headed son of Oklahoma, not much taller than the speakers' stand, speaking with an unmistakable Southern twang, gripped his audience from the moment he stepped to the front of the platform, and with his closing paragraphs fairly lifted the 2,000 persons who filled the auditorium, from their seats in a tremendous ovation. He was almost the unanimous choice of the five judges for first place."

Soon after the finals, he delivered his address before an Elks Club meeting in Los Angeles, where 3,000 members heard him. They were so enthusiastic over his speech and the peculiar fascination and effectiveness of his manner in delivering it that they raised a voluntary contribution in the audience, which paid his expenses and kept him talking all summer. He probably delivered his address a hundred times, during the summer, in the Southwest, on the Pacific Coast and in the Hawaiian Islands.
It would be interesting to see and hear the authors of these orations in the same oratorical contest. In such a contest, of course, what we call "delivery" would come in for a great consideration. Our ballot here has been purely on consideration of the thought content, vocabulary, effectiveness in phraseology, and the like.

History tells us of the life success of only one of our National By-Mail Pi Kappa Delta contestants. Here's hoping and expecting that we may hear later of the other four.

<table>
<thead>
<tr>
<th>JUDGES:</th>
<th>ORATIONS IN THE CONTEST</th>
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<tr>
<td>Student members of Pi Kappa Delta of colleges listed.</td>
<td>Beneath American Roots by Genevieve Temple</td>
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<td>Illinois Wesleyan</td>
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<td>College of Idaho</td>
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<td>Baker University</td>
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<td>Kalamazoo College</td>
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<td>Central College (La.)</td>
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<td>Number of Seconds</td>
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<tr>
<td>Total</td>
<td>41</td>
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<td>* Winner</td>
<td>Fourth</td>
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Teachers of Speech in P.K.D. colleges listed.

| Range of Ballots | 1-4 | 1-5 | 1-3 | 3-5 | 1-5 |
| Number of Firsts | 1 | 1 | 3 | 0 | 4 |
| Number of Seconds | 1 | 1 | 4 | 0 | 3 |
| Total | 26 | 33 | 18 | 39 | 19 |
| * Winner | Third | Fourth | * | Fifth | Second |

Group ballots of Students and Teachers

| Range of Ballots | 1-5 | 1-5 | 1-5 | 2-5 | 1-5 |
| Number of Firsts | 1 | 1 | 5 | 0 | 13 |
| Number of Seconds | 1 | 3 | 9 | 3 | 4 |
| Total | 67 | 75 | 47 | 76 | 35 |
| * Winner | Third | Fourth | Second | Fifth | * |
Plans of the Provinces

(The information received from the various provinces is somewhat meager. We give below what we have, hoping that it will be of some interest and value to those who may be in the dark about the coming province activities. We trust that the various chapters have more information concerning the province activities than is here given. The governor of your province is named below. We suggest that you get in touch with him for particulars regarding your particular province convention.)

PROVINCE OF ILLINOIS
Guy E. Oliver, Governor, North Central

PROVINCE OF THE LOWER MISSISSIPPI
Ross Compton, Governor, Northern Texas State Normal

PROVINCE OF THE LAKES
H. G. Hance, Governor, Olivet College, Michigan

PROVINCE OF KANSAS
Dean LeRoy Allen, Governor, Southwestern College

The Kansas Province will hold their tournament the last of March or the first of April in Wichita.

PROVINCE OF OKLAHOMA
Gilbert Garretson, Governor, Oklahoma City University

April 8 and 9 are the dates set for the Oklahoma Province Convention. It is planned to extend an invitation to the Kansas chapters to participate.

PROVINCE OF THE PLATTE
W. B. Hunt, Governor, Doane College

Nebraska Wesleyan University, at Lincoln, Nebraska, will be the entertaining school of the Province of the Platte. The dates are March 14 to 16, inclusive.

PROVINCE OF THE UPPER MISSISSIPPI
Evan Anderson, Governor, Gustavus Adolphus

The Province of the Upper Mississippi is to hold its convention at Gustavus Adolphus College on Friday, May 3. The customary Pi Kappa Delta medals will be awarded. The contests are to be judged by an expert judge.
PROVINCE OF KENTUCKY
Verton M. Queener, Governor, Maryville College, Tennessee

Transylvania College, at Lexington, Kentucky, will be the convention city of the Kentucky Province. It now seems that every chapter will be represented in all the departments—debate, oratory and extempore speaking, both for men and women.

PROVINCE OF THE MISSOURI
Ira G. Morrison, Governor, Central College, Fayette

Drake university, together with Simpson college and Des Moines university, will be host to the biennial province convention of Pi Kappa Delta, to be held April 4, 5 and 6. Iowa Mu will be in charge of Drake's part in the promotion of the convention which will bring to Des Moines approximately one hundred representatives from fourteen schools in Missouri, Illinois, and Iowa. In order to raise money for Drake's use in meeting the expense of the convention, the local chapter is planning to sponsor an all-university theatre party at the President theatre on January 16.

PROVINCE OF THE NORTHWEST
W. C. Stone, Governor, Montana State

Our national president, W. H. Veatch of Pullman, Washington, with the help of an assistant convention officer, is going to handle the province convention of the Northwest Province. The dates are April 5 and 6, and the convention will be held at Pullman, because of its central position.

President Veatch promises the editor a copy of their program as well as a copy of the results. We hope that others in charge of province conventions will see that such news gets to The Forensic.

PROVINCE OF THE SIOUX
E. H. Jackson, Governor, Huron College, South Dakota

The Pi Kappa Deltans of Jamestown College, North Dakota; from Buena Vista, Western Union and Morningside in the state "where the tall corn grows"; and the Websterians of the "Sunshine State", the state of "Wild Bill and Calamity Jane", and "Summer White House of the President of the United States", etc., will meet in their province convention at Huron, South Dakota, on April 4, 5 and 6 as now planned.

There is some agitation on the part of some of the coaches to include in their province conventions not only contests in oratory, extempore speaking and debate, but also discussion of mutual problems by members of the speech faculties. The Province of the Sioux expects to make their province convention a "Little National Convention" as nearly as possible. They will include, when all the work is over and they have a chance to rest, a good-fellowship banquet, as was done at Buena Vista at the last convention.
THE PACIFIC PROVINCE
Chas. A. Marsh, Governor, University of California at Los Angeles

The Pacific Province will hold its biennial convention at Occidental College, Los Angeles, California, Friday and Saturday, April 5 and 6.

A full program is being planned, consisting of separate debate tournaments for men and women, and separate contests in oratory and extempore speaking. There will probably also be a championship debate between the winning men's team and the winning women's team, for first honors in the Province.

There are only five chapters in the Pacific Province, and it is expected that these chapters will turn out in full force for the meeting. The rules in the debate tournament permit a chapter to use a different team in each round of debates, if the chapter so desires. This enables a large number of debaters to participate in the tournament if a chapter cares to take advantage of this privilege.

PROVINCE OF THE SOUTH ATLANTIC
C. C. Cunningham, Governor, North Carolina State

"The Province of the South Atlantic will hold a convention at Raleigh, N. C., on March 22 and 23, as guests of the North Carolina Alpha and Beta chapters. We plan to hold contests in oratory, debate, and extempore speaking. Each chapter will have one representative in oratory and one in extempore speaking. We are not to have a regular tournament in debate at the convention, but have arranged the debate competition as follows: The three South Carolina chapters (Wofford, Presbyterian, and Newberry) will hold a triangular contest, to determine the Southern winner in the province. West Virginia Wesleyan and Virginia Teachers College of Farmville will meet in a single debate, as will likewise North Carolina State and Wake Forest. The winners of these two debates will meet in a contest in Raleigh, to be held the night before the convention—Thursday, March 21—for the purpose of determining the Northern province winner. The winner of the Northern group will meet the winner of the Southern group at the convention, for the province championship. We shall use as our debate proposition the national Pi Kappa Delta question, Resolved: That a substitute for trial by jury should be adopted. Regular Pi Kappa Delta province medals will be awarded the two members of the winning team in debate and the winners of first and second places in oratory and extempore speaking. Representatives of schools that might prove good ground for P. K. D. expansion will be invited to attend the convention."

"When you are arguing with a fool, the fool is doing the same thing."
Now That the English Debaters Have Been Here

SOME REACTIONS

Editor's Note—In submitting the material under this heading, we do so with the thought that we may profit by knowing the reactions of those people who have had a chance at first hand to know of the effectiveness or failure of English debating. We believe that the editor is only one of a great number who would like to foster rather than discourage such international contests. We believe, however, that continuance and growth of such relations is possible only through a frank consideration of the facts. We believe that the English debaters will want to know these facts and will desire to contribute toward the solution of the difficulty.

The solution may lie, in part at least, in their willingness, or in the willingness of their American management, to cut their fees. The American debaters will doubtless be willing to let them continue their style of debate, although it may, from our point of view, be "terrible." Another step toward the solution will lie in their willingness to welcome American debaters to meet them in England on equally inviting financial terms, permitting the Americans to do what, from the English point of view, may be equally "terrible" debating.

It would seem that we are about as far apart on this matter as our respective countries are on their naval policies.

KING GEORGE III NOT MENTIONED AT WESTMINSTER

Not all of the comment regarding the visit of the English debaters has been of an uncomplimentary nature. Stories have come to the editor of contests with these speakers which have resulted not only in very interesting debates, but have developed into real occasions.

The experience of Westminster College is representative of the reception given our English cousins in many places. The satisfaction expressed by The Fortnightly for the privilege of entertaining the Englishmen is typical of the attitude of some schools who have felt that the fellowship between the groups has been very enjoyable and that such fellowship should be promoted. Westminster's victory over the visitors did not apparently mar for the English women, the pleasure of the occasion.

We read in the columns of The Fortnightly the following: "The British women more than fulfilled what was expected of them. They were greeted by a larger crowd than Swope Chapel has seen for some time. Their treatment of the question was splendid, their speeches sparkling with wit,
and interesting to a marked degree. Their stand was a perfectly logical one, and was well stated.".....The story goes on to tell of various social entertainments held in honor of the visiting team, the very favorable impression of America expressed by the English women, the presentation of a silver loving cup by the president of the student body of Westminster, etc., etc. In presenting the cup, Richard Mason, president of the student body, stated that the gifts were presented as souvenirs of the English women's visit to Westminster, and also as an expression of gratitude for the cordial manner in which the Westminster team was received in England on their tour there last year.

The debate by Westminster College and the University of Sydney, held in Kansas City, was presided over by Honorable Reginald Davidson, British Consul at Kansas City. The attendance was not large at this contest due to a downpour of rain. In many places, however, large crowds have turned out to witness the English-American contests. One advantage, undoubtedly, of these international debates to American debating will be realized through publicity given such events.

One of the most interesting developments in connection with the Sydney debate was the request that Westminster send a team to Australia in the spring of 1930. They presented interesting accounts of what might develop between the University of Sydney and Westminster and between political parties and Westminster debaters. They reported that such questions as "White Australia" and "Prohibition," would attract large audiences.

THE AUSTRALIANS AT OKLAHOMA BAPTIST U.

"What is generally said to be the largest crowd ever to assemble at the college building for a 'paid event' was on hand for the debate. The auditorium was filled to capacity, and many people stood up during the two hours of the debate. The large crowd was a surprise, as it was election night, it was raining, and it was the night prior to the opening of midsemester examinations.

The success of the debate will probably cause debate officials to try to bring another international team to the Baptist platform next year, if such an arrangement can be made with some touring team."

THIS FROM A LARGE EASTERN UNIVERSITY

"I am pleased to express our local point of view on the English debaters. The English debaters are fluent, amiable, clever, easy to listen to, and mature. They have a fine historic and philosophic background. But they lack the thorough preparation on the immediate question discussed that is so fundamental to my own notion of good debating. Their analysis of questions is weak. Their evidence is nothing less than "terrible". For these reasons we do not plan to schedule the English debaters again for some
time. We also regard their fee of $150.00 as too high for our purse, especially when they fail to reciprocate on financial arrangements when American debaters visit England."

THE THIRD NATIONAL V. P. BELIEVES—

Dear Editor of the Forensic:

I wish to express my hearty approval of what Prof. Higgins said about the English-American debates. Let them meet us half way and then American colleges and universities will be glad to exchange debates with them. By exchange I mean that we would not only be glad to meet them in our home institutions, but also to send teams to England on the same terms they send their teams here. They say an Englishman cannot see a joke, but I am quite sure they can see the humor of coming over here and having a good time while seeing the "new world" at our expense. I imagine they even laugh out loud about it when they get back home.

I cannot agree with the comments on the debate between "one of our large universities and Cambridge University" (as given in the October Forensic). No man whose time is limited as in debate, can do his best and take half of his time in telling jokes. It may be true that American debaters are too stiff and serious and use too much "canned" authority and statistics, but there is a wide gap between this and the half-time joker. No, they are not debating, they are simply playing on the emotions of the American people. It is easy to vote in favor of a "jolly good fellow." How far would the half-time joker get in any court before a keen, wide-awake judge? I believe we must make our debating such that students will receive a training that is practical and really worth while. I believe what I heard the head of the department of Speech of one of our large eastern universities say recently, "I believe it is alright for those young Englishmen to come over here, but if they want to put on a vaudeville show, why try to pass it off as debating?" This man had featured an English-American debate in his university.

Fraternally,

ROY M. SMITH
Third National V. P.

GOOD AS ENTERTAINMENT—AS A DEBATE, NOT SO GOOD

As to reactions about the Sydney debate, to some of the campus it was good entertainment, to others it seemed rather dumb. "As a debate it was a flop, as entertainment it was good." There was quite a divided opinion. There was a capacity audience of 1600 (and it was therefore a financial success), and I think the majority will remember it as an amusing evening.

As far as most of us—or perhaps I should say some for I haven’t talked to many—who are definitely connected with forensics, it was quite a disappointment. We had not expected formal declamation from the Australians and I think that they did themselves justice in putting over their arguments in the unobtrusive and informal manner which characterizes their work in general.” (From a Pi Kappa Deltan at the Univ. of Calif. at Los Angeles).
The National Forensic League

By BRUNO E. JACOB.
National Secretary, N. F. L., Ripon College

The National Forensic League is an organization of secondary schools to give their debaters and orators the advantages afforded colleges by Pi Kappa Delta. It was founded less than four years ago, but its growth has been steady and it now numbers 225 chapters in thirty-three states.

Many of the features of the League are similar to those of Pi Kappa Delta. The requirements for membership were substantially the same before the Tiffin convention, but are expressed in credit points. Then points being required for membership, a losing debate counts 5, non-decision 8, and winning 11. For small schools the schedule is one point less and for large schools one point more. The team leader or best individual debater also receives an additional point. In speaking contests the winner of first place receives a number of points determined according to the number of contestants and each successively lower ranking speaker receives one point less. Oratory, declamation, and extempore speaking are awarded credit.

Advanced degrees also are granted; Honor for thirty points, Excellence for sixty, and Distinction for one hundred. Each degree entitles the member to an extra vote, and as the member and not the chapter exercises the voting power this is important. Some chapters hold as many as thirty votes.

The emblem of the League is a sterling silver, platinum plated key. Silver is used instead of gold purposely to distinguish it from collegesocieties.

The League is governed by an Executive Council of five. Four are elected directly each year by the members and the fifth, the National Secretary, is chosen by the Council. Members of the Council and District Chairmen are ipso facto candidates for national office and all elections are carried on by
mail. One of the national officers must at the time of election be a student. Henry Christoffersen of Ripon College who won second in oratory at Tiffin was the first student member and was twice re-elected.

District Chairmen, fifteen in number, supervise the affairs in their areas and advise the Council. They are appointed each year by the Chapter in the District having the highest voting power on May 1, and considerable endeavor is put forth to achieve this privilege. It has worked well in practice.

Each month the League publishes an eight page Bulletin for its Chapters under the editorship of the National President.

The relations between Pi Kappa Delta and the National Forensic League are close. Over eighty League chapters were organized by Pi Kappa Delta members and each year others come to our Chapter schools as coaches of debate and oratory. Conversely, with almost a thousand members of the League graduating each year the number attending Pi Kappa Delta colleges is also substantial.

To members of Pi Kappa Delta entering the high school coaching profession I extend on the part of our organization a most hearty invitation to continue their work in a forensic honor society by affiliating themselves with the National Forensic League.

The Fayette, Mo. High School in its first year of membership in the N.F.L., 1926-27, won the Missouri Debate Championship. They had been active prior to this time, however, in forensics, meeting successfully all competition 1925-26 until in the state finals where they lost in a 2-1 decision. They also won third place in the Westminster College tournament that year. Since being a member of the National Forensic League Fayette has won 38 of its 47 debates.

All of Fayette’s debaters have been members of the National Honor Society.
The Laconia, N. H. chapter of the National Forensic League boasts of at least one outstanding achievement during the year of its existence. In the first season, 1923-24, Laconia’s debating teams won the New Hampshire state championship. In 1924-25 the teams took second place, but a Laconia boy, Arthur Sprink, came into the limelight by winning the state prize-speaking contest. Our outstanding achievement in 1925-26 was our victory over the strong freshman team at Massachusetts Institute of Technology. After taking second place in the state debating league again in 1926-27, a team representing the chapter traveled to Portland to win a unanimous decision over Deering High School, a National Forensic League member, and champions of the state of Maine. Last year, 1927-28 was a particularly successful season. Under the coaching of Lloyd Simpson, a graduate of the University of New Hampshire, we went through an undefeated season to the state championship. In eleven debates, we received thirty-two out of thirty-three judges’ votes. A Laconia boy, Robert Ayers, was judged best individual debater in the state. Miss Marie Forsberg added to the season’s laurels by winning the state prize-speaking contest.

Now an unusually large squad of debaters is at work preparing to uphold Laconia’s records for this year’s contests.

LACONIA, N. H. CHAPTER, NATIONAL FORENSIC LEAGUE

Standing (left to right): Gershon Clevenson, Elmer Thayer, Shirley Greene, Bernard Snierson. Sitting: Robert Ayers, Lloyd Simpson (Coach), Robert Johnson.
MEMBERS OF THE FAYETTE CHAPTER
Leading Chapter of the National Forensic League in Missouri

Park Rinard, winner of the Iowa State High School Oratorical Contest, 1928. Park was president of the Clear Lake, Iowa chapter of the National Forensic League in which organization he was awarded the "Degree of Distinction"—the highest degree conferred by the National Forensic League.

Besides achieving distinction as a debater and orator during his high school course he took a prominent part in athletics. He was elected to membership in the National Athletic Association, eligibility for which requires the winning of a letter in some sport and the maintaining of high scholarship.

Park was graduated from his high school with the highest grades for the four years. He is now attending the Mason City (Iowa) Junior College.
LOIS MULLEN

Lois Mullen of Presho (South Dakota) High School it is believed, at the present time, is high point member of the National Forensic League. She made a total of 469 points in the National Forensic League in debate, declamation and extempore speaking. She was in 53 of the 78 debates held by Presho during the four years she was in school. Of the 27 decision debates, 18 were won.

Her high school won the district championship for the four consecutive years she was in school. In her junior year, the Presho team went to the semi-finals in the state debate tournament, where they were defeated by the state champions. In her senior year, her team lost by a split decision at the state tournament. Miss Mullen was prominent also in extempore speaking and declamation, competing in divisional and state contests.

HARRY JONES

Harry Jones, now a senior at the Webster Groves (Missouri) High School, is president of the Webster chapter and district chairman for Missouri of the National Forensic League.

Harry has taken part in thirty-four debates to date. Of these his team has won twenty-seven and lost five. He has participated in 2 no-decision contests. His credit points total 394.

He was a member of the debate team which twice won the Westminster Debate tournament, and of the team which won the southeast Missouri district in the Missouri State Debating league. Harry also won second place in the Missouri State Extemporaneous contest.
We have at hand, “The High School Debater”, published by the University extension Division of Rutgers University, for the Rutgers Interscholastic Debating League.

The pamphlet contains interesting news of the League’s activities, and helpful suggestions for its members. If interested in promoting high school debating, you might be interested in seeing a copy of this pamphlet. Professor Richard C. Reager, coach of debate at Rutgers and general secretary of the Interscholastic Debating League, who may be reached at New Brunswick, New Jersey, can no doubt provide you with a copy of the pamphlet.

We were interested in an article which appeared in “The High School Debater”, by W. E. Hempstead, Jr., of the Oregon world debate team. This article recently appeared in the “Christian Science Monthly”. We quote Mr. Hempstead: “Debating as generally conducted in American schools does not encourage sincerity. At many times it may actually prohibit. Student speakers seldom have the opportunity to select the preferred side of a question. This is not necessarily a serious evil.”

The writer further declared that debating on either side of a question might superficially seem both justifiable and profitable—from the standpoint of the individual, that clear-thinking and facility of expression are developed in the process, and that no issue looms as large in future times as it does the moment of debate.

Asserting that a move to abolish insincerity in debate was almost impossible, Mr. Hempstead said, “ Possibility of a revolutionary reform in methods of college debate which would adequately prevent insincerity is slight. The remedy, if or when it exists, lies in the intrepidity of the individuals. To master the technique of debating without letting his views become warped should be a person’s ambition.”

He also warned debate coaches against the tendency to allow their attention to be devoted to the teaching of rhetoric and to underemphasize the necessity of truth. He declared that coaches will fail to accomplish their purpose, if, while teaching the art of rhetoric, they fail to caution their proteges about the danger of insincerity.

Never be afraid of criticism or ridicule; always remember that opposition and calumny are often the brightest tribute that vice and folly can pay to virtue and wisdom. And the commendation of some men justly excites suspicion, and their censure is equivalent to a certificate of good character.

—RUTHERFORD B. HAYES.

“Cheer up. You may be president some day. Every dinky organization must have a president.”
Practices In High School Debating

In an effort to discover practices followed in debating among the high schools of South Dakota, we sent out a questionnaire a year ago, from which the following information and conclusions were determined:

The questionnaire was sent to the members of the South Dakota High School Debating League of one hundred and twenty-five members. About one-fourth of the schools replied to the questionnaire. Some of these replies were given only in part. Our questionnaire covered oratory and extempore speaking also, but we will confine our comment here to the “findings” only on debate.

An average of fourteen students in the schools reporting participated in the preliminary debate tryouts. An average of six to seven students finally made up the debate teams. One-fifth of the schools did not require that their debaters prepare on both sides of the question.

We were interested in learning whether one side of the question won most of the judge decisions. We learned that the affirmative won only three times more than the negative. This was interesting in view of the comment one often hears to the effect that, “The affirmative nearly always wins;” “The last speaker being for the affirmative gives such an advantage that the negative has little chance;” “The negative wins most often because the affirmative has the burden of proof.”

On the matter of judging systems as used, schools were about evenly divided on the expert or critic system and the three-judge system. When the critic judge was used, in most cases such judge was a teacher of speech. In many cases when a critic judge was used, he was not required to give an analysis or criticism of the contest.

The critic judge seemed to have voted as often for the visiting team as for the home team. This was interesting too in view of the varied statements, “The judge will vote for the home team;” “If in doubt, the judge will vote for the visiting team” (perhaps to carry the “evidence” that were he not sure of his decision, he would vote for the home team).

In answer to the question, “Was the critic judge satisfactory?” the “yes” answer predominated. As to system of judging preferred, the critic judge system was favored, but qualified by the remarks, “If he can avoid hobbies;” “If qualified;” “If with analysis;” “If three experts, not one.”

To the question, “Is your instructor in speech trained for this particular work: (a) in having had experience as a student in former contest work; (b) in having taken college courses preparatory for teaching speech;” the answers were nearly always in the affirmative. Since the degree of experience referred to and the extent of training was not mentioned, only in this
general way, perhaps the answers should not be taken as being very significant. Then too, probably in most cases the teachers in question filled out the questionnaire.

We asked in this connection also whether speech teachers taught other courses. As would be expected in smaller high schools, they were required to teach everything.

Many schools give from a fourth to a half unit of credit for debating. One-tenth of the schools reporting award forensic medals to those graduating. One-half of the schools did not answer the question regarding the giving of medals for forensic achievement. Some schools release debate participants from other class work, “when necessary.” Some think of debating as being extra-curricular, like tennis and glee-club. Some schools give banquets in honor of those who achieve in this field. Some students are free from “giving book reports.” Some schools give extra-curricular credit. One-fourth of the schools elect participants to membership in the National Forensic League.

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**IS IT TRUE OF SPEECH?**

Now, the right way to go to work—strange as it may appear—is to look at pictures until you have acquired the power of seeing them. If you look at several thousand good pictures every year, and form some sort of practical judgment about every one of them—were it only that it is not worth troubling over—then at the end of five years or so you will, if you have a wise eye, be able to see what is actually in a picture, and not what you think is in it. Similarly, if you listen critically to music every day for a number of years, you will, if you have a wise ear, acquire the power of hearing music. And so on with all the arts.

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There is an ancient legend which tells us that when a man first achieved a most notable deed, he wished to explain to his tribe what he had done. As soon as he began to speak, however, he was smitten with dumbness, he lacked words, and sat down. Then there arose—according to the story—a masterless man, one who had taken no part in the action of his fellow, who had no special virtues, but afflicted,—that is the phrase,—with the magic of the necessary words. He saw, he told, he described the merits of the notable deed in such a fashion, we are assured, that the words “became alive and walked up and down in the hearts of all his hearers.” Thereupon, the tribe seeing that the words were certainly alive, and fearing lest the man with the words would hand down untrue tales about them to their children, they took and killed him. But later they saw that the magic was in the words, not in the man.

—Kipling.
WHENEVER a group of debate men are gathered together, somewhere in the conversation you are sure to hear the complaint that debate is waning. This may be an unrationlized result of failure to secure popular support for the debate program or it may be an honest opinion produced by local conditions. Its refutation is the matter of a mere review of debate schedules carried on today both in secondary schools and colleges. Through the conversation will be frequent charges of gross inefficiency in the preparation of and conduct of debate, even unveiled charges of lack of fundamental honesty in those who have these activities in charge.

These two lines of comment and criticism assert that debate has “arrived” but that it has not arrived in wholly satisfactory state — that we have much yet to do to justify its present pretentious proportions. This is the background for the consideration of this article.

We shall each have to decide for ourselves whether debate is a sport, an activity; or a specialized purposive training. After all, where we place it does not much matter. The same principles will still apply. But winning involves another element. To win, in one sense, involves decisions and records and in that it resembles a sport. But beneath these superficial values are those of training in the stuff that comprises debate — efficiency in technique, development of personality and character, proficiency in the matter of speech, mental keenness and alertness and finally fundamental sports-
manship. True, these may every one be included where to win means to get decisions and build records, but it is equally true that many if not all may also be forgotten where an end may serve to justify any means. If by “to win” we mean to achieve the objectives we set for ourselves then successful debating involves at the outset a determination of these objectives.

Let us consider for the moment the wide spread front of debate as we know it, with its background in public and legislative halls, dignified by Webster and Lincoln, entertained by Darrow and seriously purposive tho not always dignified in political campaigns. Radio and press have provided an immediate and nationwide audience. In our own field, conventionalized for whatever purpose we set up for it, stands first the formal type, pursued to a decision—expert or inexperts as finances and inclinations dictate. Then follow a host of special forms:—the no-decision debate, the open forum debate with discussion only, the open forum with unqualified audience decision and with decision from shift of opinion, open forum arranged in triangles with all teams debating before foreign audiences, the mixed debate, involving a swapping of members and requiring quick adaptation to other material and development, the impromptu or twenty-four hour debate involving hasty preparation and ability to go a long way with a little. Then, while this list is not exhaustive of methods and forms at large in the field, we have the “Oregon” type with cross examination following the regular speeches, and the type brought to us by English teams, prepared specifically for the audience, often pure burlesque with entertainment its aim and often developed to fit the needs of globe-trotting teams that come to us prepared (?) to debate either side of any question that the school that will finance them may request.

The preparation for these varied forms of debate becomes the next step in our discussion—preparation varying from even an absence of supervision to the far extreme where the debaters become merely the mouthpieces for the thinking and writing of the coach. Often preparation is a long and exceedingly careful process, in regular classes of required attendance, carrying full college credit. The training is the all important thing and the debate itself and its outcome but incidental. Again, the degree of preparation depends on the objectives we set up for debate. Let us apply this training—small or extensive—to the wide programs now attempted by many colleges, separate teams for men and women, for freshmen and upperclassmen, for alternates and regulars, all designed for the public and not for the class room and we have a fairly accurate cross section of what preparation must be.

There is a corresponding diversity in the conduct of debate, varying from the coach who is content to put poorly trained and poorly prepared teams into competition, with no apparent concern for the effect on both participants and those to whom debate should exhibit an attempt at least to reach some perfection in the art, to the coach who resorts to every stratagem to build a record, please his president and so intrench himself in his job. We involve here the clever wording of the question, the selection of judges, and the distortion of debate strategy so as to secure unfair and unwarranted advantages of opponents. I am not here advocating the judgeless debates, where
the teams are fit to be judged, but the elimination of judges is surely to be
desired to the method of cataloguing prospective judges on everything from
politics to religion. The insistence of college heads for winning teams has
been a powerful incentive to employ these methods of judge selection—meth-
ods no longer even questionable and exemplified by one coach who proposed
that the home school should select all judges for the home debates—then the
home teams could win and everybody would be satisfied. There is so much
bitterness, so much poor sportsmanship, so much unethical conduct bordering
on actual dishonesty in this problem of debate arrangements that this entire
paper, if criticism were its purpose, might be devoted to this field. I seek
here, however, not to criticise but to show the lack of common appreciations
and the presence of menaces which challenge us to check up on ourselves if
debate is to prosper.

As we pass on into what constitutes effective debating, we cannot criti-
cise the judge for his failure to always know, according to our standards,
himself. This great variety of debate styles itself is evidence of a similar
uncertainty in the mind of the coach. We have exclaimed against debates
which are pure memory contests, not here raising the question of whose
material it is—memory work extending clear thru to the last canned card of
the last canned rebuttal—insistently dragged in, not because it is vital but
because it is prepared.

Opposed to this method of preparation is debate that is purely extem-
pore, constructive as well as rebuttal; and again, the happy medium empy-
ing ability to weave a debate around certain memorized portions, introduced
to meet the needs of each new case. Perhaps we should pause here to offer
that the pure extempore where long pursued on one subject may approach the
completely memorized, as repetition creates artificiality. Applied to all these
methods are the special mannerisms of presentation, representing a wide
departure from common standards. The employment of force and vigor, the
tendency to rant, to employ brute force, often seeking to convince by shouting,
table pounding and stimulated personal animosity toward an opponent are not
uncommon practices. I have even seen unbridled passion lead to use of lan-
guage of common street brawls with the epithets of a thug and a gangster
banded back and forth between teams—college teams.

In contrast to this far extreme is the increasing tendency to promote
culture and poise—with debaters in formal or semi-formal dress, courteous,
gracious, pleasing, and gathering force from sheer charm of presentation,—
not affected or unnatural but stressing the side of the cultured speaker, seri-
ous, virile, civilized, and over all—mentally keen. In addition to these factors
with their wide divergence is the judgment as portrayed in the debate of
what in the coach's mind is of greatest value in the process of persuasion
and conviction, such as authority, analogy, reason and logic, humor, analysis
or facts, and many others, alone or in combination.

The value of this analysis of conditions existing in debate as it exists
today is to show the tendency toward chaos especially in the small college
attempting to do all these things and giving only a veneer of value to the
debater and contributing only confusion to the audience we seek to cultivate. If the purpose of debate be to mold public opinion, or to influence action thru presentation of solid argument effectively shot thru with persuasion then we may well question the value of so frantic an effort toward experimentation and the effort to secure popular support by the introduction of novelty at the expense of solid preparation. I grant freely that I am assuming that much debate on so scattered a technique is below par but the rule of reason is so strong that I am willing to couple it with personal observation and let it stand.

Out of this experimentation must come common standards which take from this wide array of debate such of its good features as indorse themselves and then discard the balance—unifying our efforts and our methods. We need standards of the purpose of debate, of the conduct of debate, of methods of debate, of sportsmanship in debate, of personal objectives sought for those who participate. We need standards of common honesty.

With a consciousness of the need of a basic common standard to which we could all subscribe I am offering this survey which I am pleased to call a "code of ethics" for the forensic field. It is not new nor all inclusive and in it I have only sought to restate principles the review of which might be salutary. I am sure the thinking on these things will aid me to better keep my feet on the ground in my own department. For convenience only I am dividing this code into four phases of debate: arrangements, conduct of the debate, content, and performance.

Arrangements

1. Negotiations, involving response to correspondence and determination of details should be courteous, sincere and cordial—and fair.

2. The entertaining school should consciously be a friendly host—promoting good will and mutual appreciation as an adjunct of the debate itself. Entertainment of the visitor that provides for all his wants, which makes him comfortable and not to feel like an invader and yet respects his desire for rest and seclusion before the debate should be the spontaneous contribution. This graciousness of entertainment cannot be assumed. It comes from the heart and is part of your general attitude toward debate.

3. Consideration of the wants of the opponent should extend to the platform where adequate attention should be given to table needs and arrangement of the platform fair to both teams.

4. Debate should develop sportsmanship in audiences, educating them so that they come open-minded, with will to attend both sides and by playing their part prove a stimulus not to the home team alone but to both. Unbalanced applause is a factor in this.

5. Selection of the chairman is an important detail. He should be chosen with an eye to efficiency to fill his part and ability to add to the general tone of the debate, requiring courtesy, interest, familiarity with names and terms and an understanding of requirements of conducting public meetings.
Conduct of the Debate

1. A code of ethics should stress the expert quality of judgment coupled with either public or private analysis. It should further emphasize the value of the single judge in whose hands the risk of error in case of a close debate is no greater than with three or more judgeless debates are not an issue here for if the standards of a common code of ethics are met the evils of the judge system will disappear. Involved here is the serious practice of jockeying for special advantage in selection of judge, seeking not to secure men of high qualification for the service but judges suspected of being prejudiced—favorably prejudiced—from friendship, obligation or occupation.

2. Ethics should ban the selection of special questions in conference upon which one school by virtue of local or special conditions would hold an unfair advantage.

3. Debate ethics should discriminate between strategy that is fair and strategy that seeks an unfair advantage. Here we might list as objectionable, the following:
   (a) Unfair and unreasonable interpretation.
   (b) Intrusion of the fourth man on the platform after debate is in progress.
   (c) Unfair delay in advancing vital points.
   (d) Misuse and overuse of questions.
   (e) Distorted charts and maps.
   (f) Over emphasis of propaganda.
   (g) Garbled letters, quotations and authorities.
   (i) Coaching from the sidelines.
   (j) Use of letters, maps, etc., at time and place to deny opponents full opportunity to examine and meet.

4. Debate ethics surely should be based on sincere respect for truth. Zeal for victory should not progress on full or half misstatements or misrepresentation of facts.

5. Debate ethics if debate contributes to individual development must promote sportsmanship both in defeat and in victory. Post mortems and star chamber sessions should be constructive and not destructive. Presence of questionable tactics should be met by avoidance of future debates with the offending team, this being the best and only method of promoting wide acceptance of proper standards.

6. Debate ethics should discountenance all but purely original work. The temptation of the coach to lend his own style both in thought and writing must be overcome if the debater is a factor.

7. Further, this code should place a premium on individual thought, discouraging the borrowing of whole arguments from other sources. Individuality within team work is evidence of personal development.

8. Debate ethics should frown on the capitalization of local conditions, unknown to opponents, tending to produce an audience reaction which is
outside the realm of debate. Arrangement of the platform, advantage taken of special condition of acoustics or lighting, the supposed friendly greeting so placed and worded as to make the opponent uncomfortable—these are all specific instances.

9. Finally, debate ethics should require rational programs and the elimination of meaningless experimentation seeking to popularize debate at the expense of thoroughness.

Content of the Debate

Much that has been said of the debater can here be said of the team and debate as a whole:

1. It should as a whole be individual work, of the team under supervision and not of the coach. The coach should have firmly grounded convictions on what constitutes real supervision lest in his zeal he discount the opportunity for individual development.

2. Again we stress the element of thought, original development, meaning by original not novel, but thought thru and not copied at least second hand from the many convenient sources which compile debates, prepare bibliographies and briefs and even commercialize the writing of speeches.

3. There is also the matter of team thoroughness. Thought must spring from this and if pursued will itself check experimentation which deals with novelty rather than thorough research, much thinking, careful analysis in the assembly of proof and argument.

4. What about style? Do we seriously enough consider the fact that argument should be somewhat disguised or dressed up for presentation? The day of firstly, secondly, thirdly should be past as debate speeches approximate more and more the literary finish of other well rounded speeches. They must obey the dictates of unity, coherence, and mass. Attention to style is a necessity if debate is actually to mold public opinion.

5. Finally, this literary quality must come to its point of highest effectiveness in debate to secure the goal of persuasion. It should be extempore from start to finish where this goal can be reached. The debater should be striving to reach the point of development where this is his logical method and in it he finds himself using all his energies, conscious of audience conditions, of the necessity of constant adaptation to opponents' arguments, and to audience conditions.

Performance

1. Debate should develop self control. Clear thinking is impossible without it. Ranting, storming, abuse of opponents, all set up loss of dignity which counters the very fundamental purpose of debate and virtually all speech. The toleration of these traits is a positive injury or deterrent to the development of effective speech habits.

2. The debater should have abundant good nature. Thru it he quicker reaches his audience and its possession contributes to the culture which

(Continued on page 196)
WORK
HENRY VAN DYKE

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me to astray,
"This is my work; my blessing, not my doom;
"Of all who live, I am the one by whom
"This work can best be done in the right way."
Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

From Music and Other Poems, Scribner's, 1919.
Honesty In Advertising
Is the College Output—the Graduate—a Dependable Product?

As mentioned elsewhere in The Forensic, we favor putting into operation the suggestion of President Veatch, that Pi Kappa Delta establish a bureau of recommendations for its members. Such an arrangement would result in real service, both to the individual and to the communities served. Undoubtedly our representatives would have a better chance of receiving appointments in the first place, and the individual placed through our bureau would be free from paying 5 per cent of his first year's salary. We believe it isn't vanity on our part to say that the average school board or superintendent of schools would value the recommendation of our organization above that of a teacher's agency, no matter how respectable the latter organization might be, since ours would come solely from a desire to serve.

Although we believe our organization is held in this regard, we feel that by insistently holding to the principle of honest recommendation, we could increase our good name and by that fact make greater in the future our word as a means of influence in our attempt to further serve. This principle is not a new one. Many business organizations have taken pains to 'guarantee their products.' Some newspapers and magazines have gone a step farther, dependent in part no doubt upon the business advertised to 'make good' with them, guaranteeing the quality of the product advertised in their pages; in a way, guaranteeing the other fellow's business. Through this means, advertisers are more in demand. The reputable concern wants to deal with a reputable medium of advertising. The advertiser, of like mind, is equally anxious to advertise the organization whose product, when placed, will reflect credit on the medium that helped to place it—the advertiser. In order to build up public confidence, they must refuse to give publicity to the faulty and independable product.

Is it not equally true that our bureau, if such is to be established, must hold to the same principle? The attempt to place a prospective teacher, or indeed an individual in any department of service, in a place where that individual cannot succeed, results in failure for the individual with its consequent loss of self confidence, and in a loss of faith on the part of the employer in the medium of placement—Pi Kappa Delta.

We have in mind here not merely the matter of "getting a job" for somebody. We are thinking of it in its larger aspect. With the development of such an attitude, through our speech departments, and through all departments of the college, the student will, through the years leading up to the place where he is to be "released" into the after-school life, prepare himself for service and society.
We have in mind, in this connection, the attitude often expressed, or if not expressed seemingly accepted, that if one can "get by", if one can learn to meet people well, put personality into one's handshake, if one can, in short, "be a good fellow" and put up a bold front, he should worry about the future. The world will anxiously await his graduation day and force him into its large positions.

People holding positions of any note soon learn that that principle is not operative, in spite of what seems to be a very wide acceptance of it. Cameron Beck, personnel director of the New York Stock Exchange, speaking before the South Dakota Educational Association last November, said that high position is not in any way connected with a pull; that he has never seen it work out in life. To be sure, certain individuals have an opportunity,

YOU

"You are the fellow who has to decide
Whether you'll do it or toss it aside;
You are the fellow who makes up your mind
Whether you'll lead or will linger behind—
Or be contented to stay where you are,
Take it or leave it. There's something to do!
Just think it over. It's all up to you."

through their relationships of various kinds, to be known and to come in contact with larger opportunities, but the effective meeting of the responsibility finally, must come through preparation and intelligence and the will to do. That is a platitude which should need no reiteration here. As teachers later, or in other fields of activity, you will rediscover that old principle.

We have heard a good deal of chatter regarding the value of certain experiences as a means of placing one in high position and as a means of holding him there after he gets there. For example, we have heard that the wearing of a fraternity pin, social or honorary, will place one far on the way. It may be, and in the case of the honorary key undoubtedly is, an indication of certain desirable qualities in the personality of the wearer, but as an end-all it positively is not. The best example of this type of chatter was that which the editor heard as a student at the university on the occasion of a football pep rally. A professor of a law school, (whether carried away under the inspiration of the moment of "downing" an old rival of the school in the contest that was to come, or whether seeking the popular clamor of the student body, I do not know) indulged in this remark, "If my students in law can win battles on the gridiron, I have no fear of their winning battles in the law courts.” That remark, according to our very humble judgment, is "100 per cent pure" nonsense. It is the type of chatter that one often hears at pep rallies. Such philosophy is not as dangerous as it otherwise would be, because we presume, generally those who hear these remarks understand that they are not to be carried over into life after the hour of the pep meeting.
As a bit of analysis, let us look into that statement. If this law professor would agree to such a statement, undoubtedly he would say also that a professor of medicine would be equally justified in saying, "If my students of the medical school can win battles on the gridiron, I have no fear that they will also win battles against death when they must take up the duties of physician and surgeon." Every lawyer undoubtedly will insist that it requires as much intelligence to "do" law as it does to become a physician. Yet surely no one would agree to this physician's statement, even though he might at the first hearing accept the lawyer's remark. We need take no time here, considering our readers, to point out that if one is to become a scientist, a specialist, as one must do to become a physician worthy of a name, he can learn his work only through many years of application and study in the laboratory, and that booting the pigskin will contribute absolutely nothing toward his technical skill.

Did you notice a while ago that when Tex Rickard had need of a doctor he did not send for an all-American guard to help him in the difficulty? He sent for Dr. Mayo, who was undoubtedly in his opinion, America's greatest physician. Why should he not send for the greatest? America's millions of people have for twenty years contributed to Mr. Rickard's bank account, in the payment for entertainment which Mr. Rickard's superior judgment in such matters has promoted. He sent for a great physician, a man who "knows his medicine". Dr. Mayo as a student of medicine may or may not have been an athlete. We doubt very much whether Mr. Rickard looked into his athletic record. And did you notice also that Mr. Rickard wanted Dr. Mayo so much that he sent in search for him, not finding him at his great hospital, four aviators? And did you notice also that these aviators were not mule drivers who had never driven a plane? In other words, he wanted on this occasion a great physician—not merely one who had sat in class in a medical school and had had conferred upon him a degree.

What has this to do with Pi Kappa Delta and our proposed employment bureau? Merely this, that if we are to develop a real service through such a bureau we shall have to adhere strictly to the principle of honesty in advertising, of putting first things first, of representing the prospective employee as able to do in a highly acceptable manner the task under consideration. If the students in speech or in any department can come to see themselves and their tasks in this light, our bureau and other sources of recommendation will not be handicapped in the lack of available candidates.
Come Over Into Macedonia and HELP US!

As the heading above suggests, we want your help, and we hope you may scan through this department on receiving each issue of THE FORENSIC, and if there is any matter which concerns your chapter in particular or if you can help us, please do so promptly.

We have appreciated the fine response of individuals and chapters. It has been almost, but not quite, one hundred per cent. On the part of some of you it has been perfect. It is no fault of yours, if you are of that responsive group, that some of our chapters have failed us.

The plan of mailing THE FORENSIC to individual members obviously cannot be entirely satisfactory until we have the names and addresses of all groups. One chapter prefers to have the copies sent as before because, as they explain, they have a central reading room where it is more convenient that these be received and distributed. If such is your choice, please let us know. Until we have some kind of word from you, we will be in doubt as to what ought to be done. Of course if we do not have your individual mailing list, we must continue to send them in bulk as before. We have adopted the plan this month in so far as it was possible. Let us know your wishes.

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ORATORY VS. EXTEMPOROUS SPEAKING

Some people would solve the oratory problem as an activity in inter-collegiate forensics, by doing away with oratory and majoring in debating and extempore speaking as being more useful in our day.

Shall we eliminate or forget Demosthenes with his articulation-development pebbles and emphasize extempore speaking in our leisure-lost more practical age?

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SEND FOR YOUR PICTURE

From time to time, our publishers make cuts from pictures sent us in connection with requested copy. After these cuts are made up and used in THE FORENSIC, they are left with the publisher unless you request that they be sent to you. This notification is to inform you that these cuts are yours
if you want them. It will be our policy from now on to send these cuts to you, thinking that you may find some use for them.

If pictures of any members of your organization have been used in The Forensic in recent years, cuts for same are now at the office of our National Secretary-Treasurer, Finley. They may be had by sending such request to Professor Finley.

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SHOULD WE USE THE SOUTH DAKOTA PLAN OF EXTEMPORE SPEAKING IN OUR PROVINCE CONVENTION CONTESTS?

In event of your using the South Dakota plan of extempore speaking in your local or provincial convention contests, kindly write your reactions, with any suggestions which may occur to you for the improvement of that plan, to the editor of The Forensic.

If this plan is to be used again in the final contest at the National Tournament at Wichita next year, should we not adopt it quite generally in our various provinces this year and extend its use to the preliminary national contests as well as in the final next year?

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WRITE US SOMETIME—

What can The Forensic do that will best serve you and your chapter? Do you read the orations and debates of students, or the contributions of our coaches? If not—?

What subjects shall we discuss in your magazine? What do you consider most valuable of the material used in The Forensic?

What features or departments shall we add? Remember it is your magazine, not the editor's. If left to him, he will include merely what he likes.

WRITE US SOMETIME!

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YOU HELPED US WITH VOLUME II

National Secretary Finley writes me that he has been very successful in selling Volume II to high schools, who are this year debating our last year's Pi Kappa Delta question. He has sold several copies of this volume to high schools in four different states. No doubt the recommendation of some of you regarding the availability of this Pi Kappa Delta publication has helped to get it before those who need it.

Remember that by doing this you bring into the national treasury of Pi Kappa Delta the necessary funds to pay for the printing of the debates and orations, and you also enlarge the service of Pi Kappa Delta.
THANKS

Some time ago in a form letter sent to chapters, among other requests for help, the editor asked that chapters mark forensic news in their papers when convenient. Quite a number have done so. For this we thank you.

It becomes quite a task to look through the various papers from our more than one hundred chapters. If some Pi Kappa Delta member would see to it, it would be a help to the editor if he would not only mark the copies, but also not send copies which do not contain news. Of course the editor should receive at least one copy a month, in order not to put you on the “fine” list.

IT IS THE LAW

The Editor is mailing to our national Secretary-Treasurer the list of schools that have not compiled with Article 5, page 11, under “Forensic News”. Please note and “govern yourself accordingly”.

There are several of our chapters that must be placed on the “fine” list. That’s fine for our national treasury, but hard on our Constitution.

It is the law!

In the fourth century before Christ the young men of Athens took an oath upon reaching their majority. It occurs to us that this oath would not be inappropriate for any Pi Kappa Delta member.

The oath of the young Athenians was as follows: “We will never bring disgrace to this our city by an act of dishonesty or cowardice; nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the city, both alone and with many; we will revere and obey the city’s laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught; we will strive unceasingly to quicken the public’s sense of civic duty. Thus in all these ways we will transmit this city not less but greater, better, and more beautiful than it was transmitted to us.”
WAS IT EVER INTENDED THAT GIRLS SHOULD BECOME ORATORS?

What about the girls and oratory? Can they write orations? Can they "deliver" the ideas, assuming that they can get together the oratorical content? (Women speakers, I'm merely passing on the question I heard another ask,—The Editor).

Do girls have as good a chance of winning an oratorical contest, even granting excellent material and the ability to clearly state the same? We have in mind the judge difficulty. Mr. Coach, as judge, can you vote for girl orators, provided they really are superior to the men contestants? Some coaches may be inclined to favor the girl contestant because, "she is weaker than her opponent;" "she is handicapped by voice;" and because "well—oratory should be reserved for the men."

Do you feel, coaches, contestants, or other readers, that effectiveness in oratory requires the strong physique and the resonant voice of the male of the species?

To what extent does the prejudice factor in judging prevent fairness to contestants?

To the question, should girls have an opportunity in this field of activity, and to the questions, is it valuable to them as an activity and is it desirable that they participate, we presume most everyone would answer in the affirmative. To the question, however, does the girl contestant have a fair chance, from the standpoint of winning, if in competition with men orators, there will be a great difference of opinion.

What can we do about it? Shall we hold separate contests? Shall we accept only judges who have passed "prejudice-free" intelligence tests?

WHO'S WHO IN PI KAPPA DELTA

I propose for the "brotherhood" of Pi Kappa Delta a national Achievement Contest. Most colleges have beauty, popularity, or other such contests. The Achievement Contest would be more in keeping with the ideals and program of Pi Kappa Delta.

How can it be done? As to the details, I am not sure. Perhaps you can think about it and offer suggestions. This much occurs to me now. We might have each chapter interested in doing so send us the name of its most outstanding member, enumerating his or her various achievements, emphasizing those of speech. A committee of our national officers could go through the material submitted and make eliminations to, say a half dozen candidates. The main facts of these candidates could be printed in The Forensic, and the chapters as a family indicate their opinion as to whose achievement is greatest.

Would such a contest be interesting and in keeping with Pi Kappa Del-
ta? If it would result in encouragement of high idealism and greater achievement in any field, particularly in the field of speech, it doubtless would be worth our consideration.

If the idea appeals to you, let the editor have your opinions concerning it. Perhaps we could follow out such a plan next year, and could make it a feature of our National Convention at Wichita.

For the present, I should like to have all chapters send me the names of any Pi Kappa Delta members who, at present, are presidents of their student associations. It occurs to me that it would be interesting to us to have a page of pictures of such individuals.

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**ORATORY**

ORATORY offers the acme of human delight; it offers the nectar that Jupiter sips; it offers the draft that intoxicates the gods, the divine felicity of lifting up and swaying mankind. There is nothing greater on this earth. 'Tis the breath of the Eternal—the kiss of the Immortal.

Oratory is far above houses and lands, offices and emoluments, possessions and power.

While it may secure all of these it must not for a moment be classed with them. These things offer nothing that is worthy of a high ambition. Enjoyed to their fullest, they leave you hard, wrinkled and miserable. Get all they can give and the hand will be empty, the mind hungry, and the soul shriveled.

Oratory is an individual accomplishment, and no vicissitudes of fortune can wrest it from the owner. It points the martyr's path to the future; it guides the reaper's hand in the present, and it turns the face of ambition toward the delectable hills of achievement. One great speech made to an intelligent audience in favor of the rights of man will compensate for a life of labor, will crown a career with glory, and give a joy that is born of the divinities. There is no true orator who is not also a hero.

**John P. Altgeld.**

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**Artistry Defined**

What is artistry? Doing something exceedingly well? That is a part of the truth, but just estimate includes the thing done. High skill in washing dishes is worthy of praise but dishwashing can hardly be considered an art. Artistry implies greatness in the thing as in the doing... It is... a great thing greatly done.

—President Southwick, Emerson College of Oratory
As in the case of former Editor Westfall’s “Personal Page,” our “(Et CoetEra)” department is a place “Where Inconsistencies Cease from Troubling and Logic Is at Rest.”

The fact is, we are going to shift the responsibility of logic and inconsistencies, et CoetEra, to those whom we quote. Please ignore the mistakes in our own “Philosophy.”

There must have been some atrocious “Orators” IN THE DIM AND DISTANT PAST. We are convinced, from Shakespearean and other comment, that P. H. D. did not bring Oratory into disrepute.

You cram these words into mine ears, against
The stomach of my sense.

O most lame and impotent conclusion.

HE THAT COMPLIES AGAINST HIS WILL,
IS OF HIS OWN OPINION STILL.

He gives the bastinado with his tongue;
Our ears are cudgel’d; not a word of his,
But buffets better than a fist of France;
Zounds! I was never so bethump’d with words;
Since I first called my brother’s father, dad.

Evidently “Loud Speakers” were “discovered” before Pi Kappa Delta.
AN EXAMPLE OF "STRATEGY"

An official of the telephone company was rudely awakened from his slumbers by the insistent ringing of his telephone. After bruising his knee on a chair, he reached the telephone.

"Hello," he growled.

"Are you an official of the telephone company? asked a voice.

"Yes, what can I do for you?"

"Tell me," said the voice, "how it feels to get out of bed at two o'clock to answer a wrong number?"

THOUGHT IS THE MEASURE OF LIFE.

Be calm in arguing; for fierceness makes
Error, a fault, and truth discourtesy.
Herbert: Temple

MAKE CLEAR YOUR "PROPOSITION"

Percival (to the dear girl): "You are the sunshine of my life."
The dear girl: "O Percival."
Percival: "You reign alone in my heart."
The dear, again: "Darling."
Percy: "With you by my side I could weather any storm."
The girl (in doubtful attitude of romance): "Percival, is this a proposal or a weather report?"

A short time ago, the Editor had occasion to ask J. D. Coon, our genial national counsel, to speak before the Speech Section of the South Dakota Educational Association. For some reason my letter did not reach J. D. and was returned to me. Later in explaining the fact to Mr. Coon, he responded, "That reminds me that Strickland Gillilan once said, 'What a speaker omits is vastly more vital than what he emits,' so that one more omitted speech is probably a kindness after all."

Those who follow national conventions of Pi Kappa Delta know, however, that a speech by J. D. Coon is not hard to listen to.

"You may have brains, but can you prove it?"
NOTES FROM THE NATIONAL SECRETARY’S OFFICE

G. W. FINLEY

It is nearing the time for the taking in of new members, and in that connection there are many things to be considered by chapter officers serving for the first time.

One is, and this is good advice to all officers, read the new constitution and get familiar with the conditions. We will send constitutions on request. Write for the number you need for either old or new members.

We have very good pledge and initiation ceremony material which can be had for the asking. While this ceremony is not compulsory it is strongly advised by the council as a means of making Pi Kappa Delta membership more meaningful.

Taking members into your local chapter does not constitute membership until the application blanks and membership fees of $5.00 per member are sent to the national secretary-treasurer. Now is the time to see that you have on hand the material you will need to take in new members. Write for whatever membership application blanks and key order blanks you will need.

In making out membership application blanks and advanced standing blanks be sure to give the year, the school year, '26-'27, '28-'29, etc., of participation in order to determine the standing of the candidate.

When you send money to the national treasurer see that you get a receipt. It is the policy of this office to mail a receipt immediately upon receipt of money. If you do not get a receipt you will know the money was lost in the mails. Follow it up at once.

It takes between three and four weeks after your order reaches us to get the keys made up and back to you. If it is at all possible key orders for this year should reach this office by May 1. Orders later than that may have to be delivered after students have scattered for the summer and that is a difficult task.

WATCH US GROW!

The last membership card issued was Number 8765 to Josephine Allen, Illinois Delta, at Bradley Tech. The last key ordered was number 6019, for Warren Hempstead, North Dakota Alpha at Jamestown College.
The Convention Chairman's Page

by

GEORGE R. R. PFLAUM
Convention Chairman

National Pi Kappa Delta Homecoming Convention

Wichita, Kansas, 1930

Inasmuch as Pi Kappa Delta originated at the Ottawa University, Ottawa, Kansas, and the next national convention is to be held at Wichita, Kansas, it has been decided by the convention committee to make this a Pi Kappa Delta homecoming convention. The committee hopes that each chapter will urge its alumni members to attend and enjoy the convention and even participate in some of the tournaments. If your chapter has ever won a national tournament, couldn't you persuade those champions to come back and attend this national conclave. It is the committee's desire to make this convention not only a tournament but also to endeavor to make it a real convention. From time to time through the pages of The Forensic we will inform you as to the convention possibilities. The tournament preliminaries and the tournament proper will be held in Wichita. All of the convention can be housed in one hotel at $2.00 per person, per day (no cots, and each room will have bath facilities). Sight-seeing trips by interurban and airplane are being arranged. Also a trip to the oil fields, and through one of America's largest airplane factories. You may rest assured that your committee will leave no stone unturned in their endeavor to make this one of the best conventions that Pi Kappa Delta has ever had.
The South Dakota Contest Plan of Extempore Speaking

Introduction of Questions and Answers

The plan of extempore speaking, as used by the South Dakota State Inter-college Forensic Association, was devised by George McCarty, Head of the Department of Speech at South Dakota State College. The plan was originally tried out by South Dakota State College in competition with Huron College, each school using three competitors as in debate. The judges ranked the speakers the same as in any contest of a half dozen speakers in which each represents a different school. From this rating both the individual winner and the winning school was determined. This plan has been used both in the State Association contests and in the province conventions of Pi Kappa Delta the past five years, and was used in April, 1928, in the final extempore contests of the National Convention of Pi Kappa Delta held at Tiffin, Ohio.

The colleges of South Dakota apparently feel that this plan of extempore speaking results more nearly in a real extempore contest. Because of the question and answer requirement, the speaker who is to appear later in the contest has little, if any advantage in time for preparation over the speaker who appears first. Also, there is little chance under this plan for memorizing the speech. The question and answer requirement puts a premium on the speaker's knowing his subject, not only for the discussion of his particular phase of it, but the subject as a whole, since he must prepare for the emergency of a difficult question. Furthermore, this requirement demands that the speaker be able to think clearly and quickly while before an audience.

Representation

The representative, either a man or woman student, must be regularly enrolled in the college, passing satisfactorily in twelve hours of regular college work.

Coaches Submit Subjects

Each coach submits three subjects in each of three groups as follows:
1. Subjects of national or international interest.
2. Subjects of an abstract nature, such as "The Voice in Radio Speaking," or "How Can a Student Best Advertise his Alma Mater?"
3. Topics of local campus interest, such as, "Why Student Government?" and "Are Final Examinations Necessary in our Present Educational System?"

The coaches suggest a limited phase of the field to be discussed, taking care not to eliminate the possibility of originality in analysis.
Subjects which schools have recently debated are barred, as are those used in local literary societies or elsewhere. Each coach and contestant is honor bound not to violate the principle of fairness in the use of subjects.

Speaker Has Choice of Three Subjects

Each contestant is permitted to draw one topic from each of the three groups submitted, and before leaving the place of the drawing is to select the one upon which he wishes to speak. He then writes his name on the paper bearing his subject and returns it to the chairman of the contest, who has titles of subjects and names of speakers (not the schools which they represent) printed on the contest program.

The Final Extempore Contest

South Dakota is divided into the northern and southern divisions. Preliminary contests are held, from each of which two speakers are chosen. These compete in the final contest.

The coaches of the winning contestants meet before the time of the drawing as in the preliminary contests and select topics as before in each of the three groups to be used in the final. Those topics which were used in the preliminary are barred from the final.

Questions and Answers

As a part of the contest, each speaker prepares a question to ask of each opponent speaker on topics discussed, and in turn answers a question asked by an opponent. Each speaker asks and answers but one question. The order of asking questions and giving answers is determined before the contest begins. However, this order is kept secret from the contestants, thus resulting in all contestants listening to the other speakers and busying themselves with preparing questions for all others.

Subjects are drawn three hours before beginning the contest. Coaches are not to communicate with their contestants regarding subjects after the drawing.

Time Limit

Each speaker is limited to eight minutes in his main speech.

In asking questions, contestants are not expected to give rebuttal argument, but are privileged to make such preliminary statements as are required in order to make clear their questions. No time limit is put on the question, but it is expected that a minimum of time will be used. A time limit of three minutes is given to answer a question put by an opponent.

Instruction to Judges

The following instructions are given to the judge or judges:

"The decision is to be given on the basis of the effect with which the speaker handles his particular topic and upon the relevance and intelligence of questions and answers. The relative merits of the subjects are not to be considered."
"You are asked to give each speaker such grade as will show his relative effectiveness. The speaker who in his first speech ranks highest in the group shall be given a grade of 90% and the lowest a grade of 70%. Grades for other contestants shall range between 70% and 90%. In giving grades you are to take into consideration not only the main speeches but also the questions asked and the answers given. The questions are to be rated high according as they are relevant to subject treated and set up difficulty for the opponent, calling forth his knowledge of the subject. The value of both question and answer is not to be rated above 10%. See that no two contestants receive the same total."

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<th>Question and Answer 10% or less</th>
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The author of the plan feels, as do some others, that the questions and answers should be given a possible higher rating. Perhaps the questions ought to be rated from 1 to 10 or 15%, with the answer at twice this value.

By experimenting with this method of extempore contest, colleges in other states can determine whether the South Dakota plan justifies its more extensive use.

They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing and abuse,
Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

—James Russell Lowell.
Hastings College Forensic Program

This year's forensic program at Hastings College is an extensive one. It is the aim of the Department of Forensics there to give training to as many individuals as possible. It is expected that the eighteen people who make up this year's debate team will have the opportunity to debate several times during the year. The program of activities as outlined below should provide that opportunity. Of the members of Pi Kappa Delta of Hastings College, Edward Betz and Herschel Jones, president and secretary respectively of Pi Kappa Delta, hold the degree of Special Distinction.

Hastings will appear with two teams before a number of high schools within a radius of fifty to seventy-five miles. Seven such contests have already been held before high schools and town groups with a great deal of interest. Several schools outside of this radius limit have written to Hastings, asking that its teams appear to debate before their groups. This would indicate "grown-up speaking" on the part of the Hastings debaters. Incidentally, it is good advertising for the college.

This year's schedule at home includes debates with: Augustana College, Asbury College, Shurtleff College, South Dakota State College, Southwestern University of Los Angeles, University of Wyoming, College of Emporia, Northwestern University, Bethany College and Washburn College. Tentative arrangements have been made for a radio debate with Kansas Agricultural College.

The following trips are planned:

4-day trip to Kansas,
5-day trip to Iowa,
Week trip to Missouri.
8-day trip to Oklahoma,
20-day trip through Colorado, New Mexico, Arizona, California, Nevada and Utah. On these trips the following questions will be debated:

1. Resolved: That some substitute for trial by jury be adopted.
2. Resolved: That the parliamentary form of government is preferable to the presidential form.
3. Resolved: That the United States should cease to protect by armed force capital invested in foreign lands, except after formal declaration of war.
4. Resolved: That this house disapproves of nationalism.
5. Resolved: That the Kellog Multi-lateral treaty for the outlawry of war should be adopted by all nations.
AMONG FORENSIC FOLK

If this section of The Forensic contains no news of your chapter, let us hear from you.—The Editor.

ALABAMA

Beta

Beginning with last year an entirely new system of awards for active forensic work at Ouachita College was begun. Pi Kappa Delta awards gold keys to those deserving awards.—The Ouachita Signal.

CALIFORNIA

Alpha

The Freshman women of the University of Redlands won a 3-1 decision in the league debate with Whittier.—University of Redlands Campus.

Gamma

Outside of the realm of science and engineering, one of the most outstanding activities of California Tech is the classical play given annually by the California Gamma Chapter of Pi Kappa Delta.—California Tech.

Epsilon

The University of California (Southern Branch) met the University of Sydney, Australia on the question, Resolved: That the world would be better off without motion pictures, the University of Sydney upholding the affirmative. The contest terminated in a no-decision return, after a popular vote overwhelmingly in favor of California's most famous industry. Milton Sills, screen star, acted as presiding officer.—Daily California Bruin.

COLORADO

Alpha

The radio debate over KOA won many favorable comments. The question debated was, Resolved: "That the Federal government should enact legislation embodying the principles of the McNary-Haugen Farm Relief bill."—Rocky Mountain Collegian.

BETA

Pi Kappa Delta is planning several trips in their schedule for the year.—Teachers College Mirror.

Gamma

Far above any other year of forensic activities was the year 1928. The brilliance of 1928 achievement is, however, dimmed by comparison with the prospects for 1929.—Top 'O The World.

IDAHO

Alpha

The College of Idaho will participate in the conference of six northwestern schools, to be held at Pullman, Washington.—College Coyote.

ILLINOIS

Beta

The debate questions adopted by the Little Nineteen in preference to the question selected by Pi Kappa Delta, has made it impossible to accept invitations to debate a number of teams from other states.—Eureka Pegasus.

Zeta

Monmouth College will work on the hydro-electric power question in debates of the Midwest and Wisconsin territories, while the jury proposition will be used on a trip into Minnesota.—The Oracle.
Iota
A North Central debate team met the English women's team on the question of co-education. The report of the North Central debaters is that the English women were very witty and clever in their work, but they offered very little proof.

Lambda
Boris G. Alexander of Moscow, Russia, and Helen Hammer of Alton, Illinois, both members of the senior class have won the Shurtleff College annual men's and women's oratorical contests.
Alexander, in spite of the English language handicap, has won his sixth oratorical victory in four years, a record believed to be unequaled in the century old history of Shurtleff.

Gamma
The first men's debate will be held here February 2, and will be with Hastings College. The first women's debate will be held February 28, and will be with Parsons College.

Epsilon
Rachel Page won first in the women's home oratorical contest, with her oration entitled, "$175,000 Annuity". She will represent Simpson in the state contest—The Simpsonian.

Eta
Upper Iowa's debate team opened the season by splitting a dual debate on the jury system with Luther College, the negative team winning the audience decision in both places—The Collegian.

The Artist Defined
The artist is a man of intellectual piety, possessing the skill to present truth, welcome or unwelcome, clothed in beauty or naked in ugliness—but ever the truth as he sees it. And the artist, too, dreams dreams, sees a world that is and a world that should be; distinguishes between the facts of life and the truths of life. If dramatist he sees life in action, if poet he sees life poetically; its beauty fills him with vast enthusiasm, and for him beauty is significant.

—President Southwick, Emerson College of Oratory

INDIANA

Alpha
Twenty women "turned out" for the first call of those interested in a Women's Varsity Debate team at Franklin College.—The Franklin.

IOWA

Beta
Contestants are busy preparing for the extemporaneous debate at Central College. The men's topic will be "The Younger Generation", and the women's "The Kellogg Peace Pact".—The Central Ray.

Theta
Only three men were lost from last year's debate squad of twelve. With the addition of freshman aspirants, critics believe that Coe College will be well represented in the forensic field this season.—Coe College Cosmos.

Iota
A series of debates with nine colleges has been arranged by Professor Smith of Western Union College. Several women's debates with South Dakota Colleges are planned. —The Gleam.

Lambda
The University of Dubuque began
their debate season by meeting the University of Idaho on the P. K. D. question winning a two-to-one decision.

Mu

The banquet plan of meeting every two weeks, as adopted by the Iowa Mu Chapter, has worked out most satisfactorily. Some other chapters are following such a scheme also with apparent success.

KANSAS

Beta

Besides competing with eight colleges and universities, Washburn is planning for four extensive debate tours.

Growth, Not Creation

The aspirant to artistry must have talent unusual and undoubted. But talent will not make an artist. Beauty will not make an artist. Genius will not make an artist. No teacher nor all the teachers nor all the schools of the world nor God Almighty can create an artist, for artistry is not a creation but a growth; it is born a gift, it ends an achievement.

—President Southwick, Emerson College of Oratory

Delta

Mr. Carl Taylor, coach of debate at Southwestern College, was last year assistant in the public speaking department in the University of Oklahoma.

Zeta

A dictaphone was given a few days trial in the speech department at Kansas State Teachers College. Professor Pflaum stated, “I am letting several students give their speeches into the dictaphone and then listen in. It enables the student to more readily hear their own defects.” —The Bulletin.

Kappa

Baker University met Hastings College in a non-decision debate on the jury question. —The Baker Orange.

Mu

Pi Kappa Delta sponsored at Bethany College, “Bethany Night,” on December 12. This was a regular “stunt night” and prizes amounting to fifty dollars were given.

KENTUCKY

Beta

The local chapter of Pi Kappa Delta increased its membership by three at its last meeting.—Centre College Cento.

Delta

A recent issue of The Crimson

MICHIGAN

Alpha

Nine men will make up the debate squad at Kalamazoo College this year.

Beta

On January 17, the Olivet College debate squad met Grand Rapids Junior College in a practice debate.—The Olivet College Echo.

Delta

In the women’s tryouts for debate at Michigan State College, the subject
was, “Resolved, that the present practice of installment buying in the United States be drastically curtailed.” — Michigan State News.

**Zeta**

At the first debate tryouts at the College of the City of Detroit, not nearly enough students were present, whereupon Professor E. Ray Skinner announced, “If the men do not come out for debating, the women will be called out to save the institution.” — The Detroit Collegian.

**MINNESOTA**

**Beta**

The tentative debate schedule of St. Olaf College shows that debates may be held with Valparaiso University, Hamline, St. Thomas, Macalester, Gustavus Adolphus, Augsburg, Marquette and Nebraska Wesleyan. — The Manitou Messenger.

**Gamma**

Twelve teams comprise this year’s group of debaters at Gustavus Adolphus College. — The Gustavian Weekly.

**MISSOURI**

**Alpha**

Alden Gordon, Westminster orator, was awarded first place in the State Peace Contest. Second place in the contest went to Arthur Todd of Park College. The orations of Todd and Gordon will be sent to the National Peace Headquarters to receive ranking in the National Contest.

**Beta**

Twenty-three debates have been scheduled for this year and there is still a possibility that as the season advances, more will be held. — The Park Stylus.

**Delta**

Thirty students answered the first call for debaters at William Jewell College. Among the contestants were thirteen freshman and seventeen upper classmen, these groups including seven girls. — The William-Jewell Student.

**Zeta**

Culver-Stockton College debaters are working intensely, making ready for a tough schedule. — The Megaphone.

**Artistry in Words**

The master of diction knows all about the word he chooses, its birth and all its later story, its relatives and its haunts, and as he sounds it he hears the overtones of all its literary history. That is not genius; it is artistry.

—President Southwick, Emerson College of Oratory

**MONTANA**

**Alpha**

Intermountain Union College has planned a debate tour through Washington, Oregon and Idaho. According to reports, the prospects for a successful debate trip are looking very favorable. — Capital City Collegian.

**Beta**

Pi Kappa Delta at Montana State College will give a cup award of Egyptian design to the best freshman debater, who will be allowed to keep it for one year. — The Weekly Exponent.

**NEBRASKA**

**Alpha**

In order to stimulate interest in oratory at Nebraska Wesleyan, the trustees have offered two scholarships to be awarded each year to the
men winning first and second places.
—The Wesleyan.

Gamma

Pi Kappa Delta of Doane College put on two one-act plays to raise money for the debate work of the season.—Doane Owl.

Delta

In a debate recently held with the University of Sydney, Australia, Hastings College won the expert judge decision.

Epsilon

January 31 marks the opening of the debate season at Grand Island College, when they will debate Hastings College, using a dual arrangement.—The Volante.

The debaters of Nebraska State Teachers College are quite busy these days preparing for their intercollegiate debates.—The Antelope.

NORTH CAROLINA

Alpha

The state-wide intercollegiate oratorical contest on "The Citizen’s Duty to Vote", sponsored by the North Carolina Department of the American Legion was won by Allan Frew, of Davidson College, who, as representative of the South last year, placed third in the national oratorical contest on the Constitution. E. L. Weatherspoon, of Duke University, was second; and E. W. Buchanan, of North Carolina State College, was third.

NORTH DAKOTA

Alpha

Prizes are offered as inducements to orators at Jamestown College. $50.00 is the prize for the best oration delivered by men students, and $25.00 is the prize for the best woman orator.—Jamestown Collegian.

OHIO

Alpha

The future Baldwin-Wallace debaters will receive bronze, silver, or gold B-W pins according to the amount of debating they have done. —The Exponent.

Beta

Heidelberg's affirmative debate team lost to a negative team from Wittenberg in the first debate of the 1928 conference season.

Delta

Professor Donald Hayworth, head of the speech department, was initiated into Pi Kappa Delta by the local chapter.

Epsilon

Something new is being tried in the Otterbein College Varsity debate squad this year. In staging regular debates before various high schools in the neighborhood, the pupils serve as audiences and teachers as judges.

OKLAHOMA

Beta

The plans for debate of the University of Tulsa call for a number of splendid features away from home, including a two-team trip through southern Oklahoma and into Texas; the Oklahoma Province Convention of Pi Kappa Delta at Oklahoma City, and the Oklahoma Inter-Collegiate Debate Conference at Shawnee.—The Tulsa Collegian.

Gamma

Winning a 4-1 decision of the judges and a six-to-one verdict from the audience, the Oklahoma Baptist university debate team defeated the University of Sydney, Australia trio.

Delta

Out of a field of seven of Northwestern's debaters a team of four speakers were selected on January 3, at the annual Pi Kappa Delta tryouts. These selections promise the strongest team in years.—The Northwestern.

Epsilon

Pi Kappa Delta will sponsor a state extemporaneous speaking contest, inviting all schools of the state to send a representative. Subject for this contest will be "Oklahoma, its resources and opportunities." —The Campus.
OREGON

Alpha
Thus far in the debate season, the forensic manager has scheduled fifteen debates for the Linfield debate teams and has the prospect of several more to be listed before the schedule is completed.—The Linfield Review.

SOUTH CAROLINA

Alpha
Plans have been completed by the Wofford Debate Council for several debates this year and prospects are fine for a great year in forensics at Wofford.—The Old Gold and Black.

Artistry Not a Gift

To those who do not possess the qualities which permit of high artistry it must remain a dream, because artistry presupposes gifts vouchsafed to few. Yet artistry is not a gift but an achievement. No man is born an artist but many who have the needed gifts do not achieve artistry—and there is the pity of it.

—President Southwick, Emerson College of Oratory

SOUTH DAKOTA

Alpha
Willard Jordan and Paul Heide will represent Wesleyan at the state oratorical contest in February. Willard Jordan is a senior this year and a veteran orator. — The Phrenic Cosmian.

Beta
Miss Lois Buswell winning first honors in the annual Smith Extemporaneous Speaking contest held at Huron College will represent the college in the State Extemporaneous Speaking contest.—The Huron Alphabeta.

Gamma
The Yankton College freshman debaters clashed twice with two teams from Dakota Wesleyan University, in no-decision contests, using last year's P. K. D. question.

Delta
A debate team from South Dakota State College will make a tour be-

Zeta
Requests are coming in for the use of Mildred Anderson's oration, "Our Nation's Nemesis". The oration is being used in high school contests.—The Exponent.

Eta
Twenty-five people, ten women and fifteen men, comprise the debate squad at Augustana this year.—Augustana Mirror.

TEXAS

Gamma
P. K. D. and the Forensic Club of East Texas State Normal met in joint session and formed two groups: one to work up the affirmative brief, and one for the negative. — The East Texan.

Zeta
Debate tryouts at T. C. U. were held February 4, on two subjects: The P. K. D. question and on the parliamentary form of government question.—The Skiff.
The North Texas State Normal College debating team emerged victorious from a clash of wit, humor, and points of argument with the University of Sydney, Australia by an audience decision of 191 to 111.—The Campus Chat.

An audience decision gave Simmons her second international debating victory when her representatives met those of Sydney, Australia, on the question, Resolved: That the Parliamentary Form of Government is Superior to the Presidential Form.—The Simmons Brand.

VIRGINIA

Alpha

It is probable that the negative team of the State Teachers College will represent S. T. C. in the debate with West Virginia Wesleyan College, the winner of this debate to go to the Province Convention of P. K. D.—Rotunda.

Wisconsin

Alpha

Women's debating, an innovation in Ripon forensics, is being steadily promoted along with the men's work.

Beta

The feature of the Wisconsin-Illinois Province convention will be the speaking tournament consisting of separate contests for men and women in debate, oratory and extemporaneous speaking. This is the first intercollegiate contest in oratory in which Carroll women have had a chance to enter.—The Carroll College Echo.

Gamma

Approximately fifty students turned out for debate at State Teachers College. A large number of requests have been received for debates with both the men's and women's teams.—Teachers College Advance.

DEBATING TO WIN
(Continued from page 165)

leadership should have. Good nature does not mean banality or catering to crude wit or even ignoring the serious. It merely stresses the fact that a smile is more forceful than a scowl.

3. Sincerity and earnestness should be accompaniments of good nature—not assumed sincerity and earnestness but a conviction born of full study and personal conviction. This requirement stresses the urgency of staying on one side of the question. Conviction cannot exist on both and persuasion to be genuine must be sincere—must be earnest.

4. Debate ethics demand that the debater as well as the coach play the game—that he knows the rules and that he abides by them.

5. Effective debating should be earnest, sincere and courteous both with opponents and audience. And remember that the audience is always the ultimate objective.

These requirements of effective debating come far from covering the field but at least they are fundamentally necessary to develop within the speaker those qualifications of leadership necessary to inform, to mold public opinion—to convince and persuade. Without them the speaker if apparently successful has at least some of the qualities of the charlatan. Debating to win involves more than a mere decision. It involves adherence to standards from which we too often depart. Responsibility to our trust demands that we promote more consciously the basic principles under which beneficial debate contests must be held.