A Philosophy for the Director of Forensics

By Dr. Leroy T. Laase

(This is the second in a series of articles by Dr. Laase on the general theme of "Obtaining the Maximum Educational Values from Forensics.")

In a previous article, the thesis that speech contests possess potential educational values of great significance was developed. In this and a subsequent article, the writer proposes to set forth certain recommendations which he believes will facilitate attaining maximum educational values from forensics. I am fully aware that others might offer a different set of recommendations, but I offer these with the hope that they may serve as constructive suggestions and a stimulus to others who, like the writer, although not entirely satisfied with the present system, sees certain potential educational values in properly directed and conducted forensic contests.

The recommendations will deal with two topics: (1) The philosophy of the director; and (2) revisions in specific contest methodologies. Since the evils of speech contests were attributed primarily to weaknesses in specific directors and particular methodologies, this division is a natural one. We shall give attention in this article to the philosophy of the director. This philosophy can be summarized in four statements.

I. Intercollegiate forensic contests should be conducted primarily for the development of speech abilities of talented students.
The director must keep the educational aim of developing the speech skills of the student paramount at all times. It must not be prostituted in an effort to win decisions. The desire to win is not ignoble, but its essential value is as a means of motivation for the development of speech skills and not as an end in itself. Nor should the contest be camouflaged as a search for the truth by the participant for himself or his audience. The gaining of information and molding of opinion on current public questions is valuable, but it is an incidental by-product of the more fundamental aim. The guiding purpose of the director at all times should be the development of the student’s speech skills.

The notion is prevalent that the director is not fulfilling his duty as an educator unless he carries this training to a large number of students. The number of students participating has frequently been used as a measure of a successful forensic season. The writer is certainly not in sympathy with the concentration on four, six, or eight varsity debaters; but he is of the opinion that there is little merit in numbers alone. Forensic training should be conducted primarily for talented students. It should be a supplement to and not a substitute for the classroom. Those students who have not attained proficiency in the fundamental speech processes should be referred to speech classes for this basic training. I like to think of forensic training as involving a hierarchy of skills. When the student has attained a certain degree of proficiency in the basic speech skills, he should be introduced to higher levels of activity of which forensics is one. When viewed in this sense, intercollegiate forensics will “evolve from and return to enrich the curriculum.” The director will not be faced with a division of interest between curricular and extra-curricular activities. The latter will be confined to those whose ability is commensurate with the task, whether the number be few or many, and both curricular and extra-curricular work will tend to integrate into a unified whole.

II. The forensic program should be varied in nature to facilitate maximum attainment of educational values. Too much time has been spent in upholding the merits of a particular form of forensic activity as superior to some other. Too many forensic directors have assumed that the program must be either all decision or all non-decision in nature. Having decided on the superiority of a certain form, their program becomes all tournament debates, all non-decision audience debates, or all discussion and no debates, as the case may be. Likewise, some coaches will allow students to participate in extempor speaking but not in oratory; others permit participation in oratory but not in extempor speaking. Experimental variations in debate
and discussion and innovations in extempore oratory and after-dinner speaking are viewed as novel but not as involving fundamentals. Occasionally some director will seize upon some one of these experimental variations as the technique. Variety in program is the exception and not the rule.

Actual evaluation will show that all of these forms have their values and weaknesses. The choice of forms is not an either . . . or . . . proposition. A good program will utilize all forms which the director believes have something to contribute to the development of speech skills which are not contributed by other forms. A well balanced program will counteract the weaknesses of one form by participation in another which places a premium upon the same point. The director who approaches the program from this view will probably utilize decision and non-decision debates, critic-judge and audience-decisions, tournament and non-tournament debating, discussion and debate, experimental forms and conventional forms, extemp and oratory, . . . and so we might go on. Our point should be clear. The program must be varied if it is to facilitate the maximum realization of potential educational values.

III. The amount and type of participation of each student should be determined by the needs and abilities of each individual. We have already laid down the dictum that forensic training exists primarily for talented speakers. Some students will be ready for forensic participation their freshman year. Others may still not be ready their senior year. Both may be interested in forensics and the door to participation should not be closed. But the freshman with ability and high school experience may still well begin in regular public speaking courses. And the senior who is coming out for debate or oratory for the first time should be expected to use the extra-curricular activity as a supplement to, rather than as a substitute for, regular class work. The level of achievement at which the student is ready for intercollegiate forensic competition is not a static one, but at least a reasonable proficiency in the speech skills should be expected.

When, in the opinion of the director, the student can profit by participation in the extra-curricular program, he should be allowed to do so. The earlier participation may be limited to attendance at and discussion in debate meetings. When he has displayed sufficient knowledge of the question and ability to reason clearly upon it, he should be given an opportunity to participate in practice debates under the observation and guidance of the director. When he has demonstrated a working knowledge of the principles of argumenta-
tion and debate, he may be entered into intra-mural competition and taken before audiences to adjust him to competition and motivate him to put forth his best efforts.

When he has shown that he is ready for intercollegiate competition, he should be matched with debaters of a similar level from other institutions—if a freshman, against other freshmen; if an inexperienced upperclassman, against other beginning debaters. Decisions may well be foregone in favor of coach-analysis; it is conceivable that debaters may profit from some such experience without criticism. Then he may be taken to tournaments for underclassmen or given a position on a "B" team. Or he may be introduced to another question to meet some visiting team, to participate in demonstration debates before high school debaters on their question, or appear before some audience on a question which the members wish to hear discussed. If facilities are available for radio debating, he may be subjected to more careful training in argumentative preparation by using the exchange of manuscript form of preparation with teams from other institutions. In order to develop versatility and overcome specific weaknesses, he may be given experience in non-decision open-forum debate, experimental variations of conventional forms, panel discussions, and legislative assemblies. Eventually, though probably not during his first year and possibly not even during his second, he will become a regular varsity debater, appearing before audiences, making debate trips, and participating in tournaments.

There is some disagreement among teachers of debate as to the number of debates in which a student may profitably participate during a year. It must be clear from the above discussion that this writer does not believe that any arbitrary number can be set as proper. The amount and type of participation for each student should be determined by the needs and abilities of the student.

IV. The contest should be utilized as a teaching situation. Much of the teaching, it is true, has been done in preparation for the final performance. It is also true that some directors do much better than others in utilizing the preparation period for sound teaching. But regardless of the kind or amount of instruction given, the contest itself offers an opportunity for further instruction. All too often the contest has been accepted as merely a demonstration of the skill which has been attained. The orators finish, the judges' decision is announced, the coach praises or consoles his contestant as circumstances may prescribe, and aside from a possible post-mortem on the judges' decision, or a press report of the orator's victory, the event is closed. It is the contention of this writer that those of us who direct for-
ensics have not fulfilled our obligations to the students unless we utilize the contest as a teaching situation.

There are several methods of using the contest as a basis for further learning. Critic-judge decisions may serve to give the participants insight into their inadequacies and accomplishments, but in many instances the decision is merely announced, and in tournaments contestants often go four, five, or six rounds without even knowing whether they won or lost, and receive no advice on how they might improve. Ballots and rating scales which embrace the points commonly accepted as essential to good public speaking or debating can provide contestants with at least partial insight into their needs and abilities if only judges and coaches would be willing to use them. Frequently through open forums or the use of a ballot which measures the shift of audience opinion on the proposition for debate or thesis of the speech, contestants can obtain an index of their achievement through the audience reaction. Whether or not any of these methods are used, the director can at least give his contestants the benefits of a "coach-analysis" after the contest is over. It is one of the most vulnerable times for teaching and should not be passed by. In order to utilize the contest as a teaching situation, both judging methods and contest procedures will need to be revised, but directors who wish to secure the maximum realization of the potential educational values will not hesitate to propose reforms. It is up to directors to assume the responsibility for seeing that contests are utilized as teaching situations.

If the philosophy for directors which has been summarized were actually followed, the writer believes that many of the current criticisms of contest procedures would soon disappear. It might be well, however, to give consideration also to certain revisions in methodologies which might aid in the director's attempt to insure the maximum attainment of educational values. This will be the substance of the concluding article of this series.
Report of Committee On Interchapter Relations and Chapter Standards

National Convention—Topeka, Kansas—1938

Hereewith is presented the summary of answers submitted to the questionnaire circulated by the Committee on Interchapter Relations and Chapter Standards a few weeks prior to the National Convention of Pi Kappa Delta held at Topeka, Kansas, April 17-22, 1938. It will be recalled that the two major purposes of the questionnaire were: (1) To discover the most common practices of chapters, in order that a fair determination may be made of minimum chapter requirements (to be adopted by the society in convention), and (2) to make available to all chapters and to all officers information which is necessary to definition of administrative policies.

The first object was achieved when the Committee used the results of the questionnaire as a partial basis for its recommendations of minimum chapter standards. These standards were adopted by the Topeka convention. While the Committee did not entertain any belief that those standards cover all aspects of a chapter’s activity nor that the standards, as adopted, would remain unamended over any appreciable number of years, the Committee does hope that the report adopted will serve as something definite and substantial from which Pi Kappa Delta may continually mold a greater society.

The second object of the questionnaire, it is hoped, will be attained in the presentation of this report, through the Forensic, in the midst of a season in which every chapter’s interest should be highest. It is reported at a time in which the questions and answers may be suggestive and stimulating to those chapters, students, and forensic directors, who want to know “what the neighbors are doing,” and who seek an answer to their question, “What can WE do to improve OUR chapter?” If but one chapter gains stimulation from this report, the Committee will feel that its work was worth the effort. May we hope that that chapter will be YOUR CHAPTER?

No attempt has been made to present a correlation among any of these figures—although it appears that correlations are possible. The commentaries which are inserted are not such as were written down and subscribed by the members of the Committee individually; the remarks are but notations of the Chairman presented as what he gathered to be the consensus of the Committee (without benefit of
stenographic service). But the Chairman wishes to thank each member of the Committee for her, or his, manifestation of sincere interest in Pi Kappa Delta by the effort and time and thought expended in the preparation of this report.

The Forensic

*Does your chapter:*

1. Have a regularly elected Reporter to the FORENSIC? Yes—22; No—85.
2. Reporter send stories *regularly* to the FORENSIC? Yes—7; No—99.

(Assuming, as the answers to (1) and (2) indicate, that only one-third of the chapters which do have Reporters were to report *regularly* to the quarterly, it appears that if all chapters were to elect Reporters there would be about 50 regular reports. The Committee believes that this figure would improve "with practice," but even at the minimum the Editor would be supplied with a much greater variety of copy and that the magazine would thus be improved both in quality and in interest to the whole society.)

3. Send regularly a copy of the student paper to the FORENSIC? Yes—34; No—72.

(Not only is it but little work to mail, or to have mailed, a copy of the student paper from each campus, but also this figure shows the habit to be better developed than that of sending in special reports. These files are invaluable to the Editor. It is believed that we should have 100% in meeting this requirement.)

4. Send clippings from the "public press" to the FORENSIC? Yes—13; No—93.

(This is an index of the extent to which forensic activity reaches and appeals to the general public. Other fraternities have found this type of material excellent for promoting a better magazine and in stimulating reading interest.)

5. Send pictures to the FORENSIC? Yes—27; No—79.

(While the Editor could not use all pictures that might be sent in by every chapter, if more chapters were thus to favor his office, he could more nearly "cover the nation with pictures").

Chapter Organization

This section of the questionnaire was intended to produce, not a set of facts by which an arbitrary standard might be set up, but to sketch a picture of what the fraternity really does in regard to these items of activity and organization. A perusal of the Constitution of
Pi Kappa Delta should be made by every chapter president and sponsor with the view to seeing that their chapter is so organized as to meet the requirements of the fraternity. It is hoped by the Committee that these answers will be suggestive of remedial courses that may be pursued toward making each chapter stronger.

Does your chapter:

1. Have its own local constitution? Yes—50; No—56.
2. Have its own local by-laws? Yes—55; No—51.
3. Function under the administration of student officers? Yes—105; No—1.
4. Hold meetings regularly (other than "debate sessions")? Yes—66; No—44.
5. Employ the Pi Kappa Delta ritual in initiations? Yes—97; No—9.
6. Use the recommended ceremonial paraphernalia? Yes—87; No—19.
7. Sponsor social gatherings? Yes—66; No—40.
8. Have a local forensic organization serving as a "feeder" to Pi Kappa Delta chapter? Yes—43; No—63.

(A local organization is not required in Pi Kappa Delta, but some chapters have found such an organization valuable. Some of the "local" groups are traditional, having been organized before the coming of a Pi Kappa Delta chapter to the campus. The use and value of these "locals" in which Pi Kappa Delta novices serve something similar to a "pledge period" can best be determined by local custom.)

Chapter Relations with Campus Activities

Does your chapter:

1. Hold debates before collegiate organizations, as such? Yes—56; No—50.
2. Sponsor intracollegiate congressional debates in which "non-squad" students participate? Yes—35; No—71.

(This question and its answers show the possibilities of increasing campus interest in forensics. It may be that this type of work may discover talent that otherwise would lie dormant. Also, those who have used this technique have found it an excellent stimulant of campus interest in forensics.)


5. Have (any appreciable space) allotment in college annual? Yes—101; No—5.

The chapters report the amount of space allotted, thus:

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<th>Pages Allotted</th>
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<td>Less than 1 page</td>
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6. How many chapter members are:

- Student Body Officers | 202
- Class Officers | 174
- Publication Editors | 76
- Publication Managers | 49
- On athletic teams | 62
- Members of other (honorary) fraternities | 527

(Note: In framing the question regarding "other fraternities," the word "honorary" was inadvertently omitted. Thus, while the Committee had intended to discover an index to the interest of Pi Kappa Delta members and their superior scholarship, this figure (527) is not reliable for that purpose.)

Chapter Relations with College Administration

This section was intended to give to the society a more accurate picture of the progress made by Pi Kappa Delta in achieving a greater recognition of forensics in the program of our colleges and universities. Though the questions leave much to be done, they do suggest what has been accomplished and, it is hoped, may point the way for those who seek to finish the task.

1. Does the college grant academic credit for participation in intercollegiate forensics? Yes—74; No—36.

Maximum hours granted (by colleges):
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(It should be noted that, while two hours is the maximum credit given by the greatest number of colleges (20), two-thirds of the colleges give more than two hours credit. The committee would like to know whether the chapters reporting more than eight hours have possibly included regular Speech Course credits.)

2. Does the college award (pay for) Pi Kappa Delta keys? Yes—38; No—73.

3. Is the key presented in a public ceremony (e.g. student convocation or assembly)? Yes—28; No—76.

4. How many of the faculty and administration are P. K. D. members?

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<th>Graduates</th>
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<td>7 members</td>
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<td>8 members</td>
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(A summary of these figures shows that, of 109 colleges reporting, 90 have faculty members who have formerly been active in forensics, and these 90 colleges have a grand total of 256 graduate members. Of 105 chapters reporting on honorary members, 56 have faculty members who have been elected to honorary membership in Pi Kappa Delta, and that these 56 chapters have a grand total of 128 honorary members. Inasmuch as the laws of Pi Kappa Delta require that an honorary member shall have been active in forensics as a student or that he shall have manifested, as a faculty member, an interest in the forensic enterprise, it may be said that the chapters reporting roll up a total of 384 members of faculty and administration who should have a vital interest in forensics. The figures also indicate that forensic activity is a material asset in qualifying one for work in the field of Education.)
5. Does the college place a scholarship requirement (prerequisite) upon membership in student organizations? Yes—59; No—48.

Chapter Cooperation with Provincial and National Administrations

Does your chapter:

   Promptly remit "Advanced Standing Reports"? Yes—67; No—41.
   (The Committee wishes to emphasize the importance of prompt remittance of these items. It seems that the reports should be 100% prompt, in order that the Secretary-Treasurer may always have available the most accurate information and in order that the students may receive proper and complete credit for their forensic achievements.)

2. Maintain a system of records to facilitate cooperation with national and provincial officers? Yes—70; No—38.
   (While the report for "Minimum Standards" in the various chapters adopted at Topeka will call for a more careful record of chapter activity in order that a chapter may be, in some manner, evaluated in relation to all other chapters, the Committee is of the opinion that these records will be invaluable to the chapter and to the students. They should be helpful, also, in mainaining a higher degree of cooperation between the chapter and the college administration.)

3. Maintain a record of its entire graduate membership? Yes—53; No—55.

4. Keep posted on activities of its graduate members? Yes—55; No—53.

5. Ever presented for settlement by the national officers a question disputed by another chapter? Yes—5; No—103.

6. Would your chapter probably approve adoption by the fraternity of uniform "Record Forms" to show some of the information herein sought, such forms to be procured by the national officers and distributed at cost? Yes—97; No—11.

Chapter Relations with The Public

Does your chapter:

1. Present debates before civic clubs, churches, high schools, etc.? Yes—84; No—25.
   (b) Mostly upon invitation—72; Mostly upon request of chapter—35.

2. Prepare debates upon special subjects upon request? Yes—54; No—53.
3. Hold invitational speech tournaments for high schools? Yes—54; No—55.


5. Maintain a bureau of student speakers to make talks on special subjects? Yes—42; No—66.


7. Advertise forensic events by use of: (a) Handbills: Yes—9; No—100. (b) Placards: Yes—40; No—63. (c) Courtesy announcements, by churches, schools, etc.: Yes—56; No—58.

8. Give public recognition, through the news, announcements, reports, etc., of citizens who attend, and render service in, forensic events? Yes—74; No—35.

9. Send chapter members to serve as judge in high school contests? Yes—89; No—19.

10. Make it a policy to initiate distinguished citizens into honorary membership? Yes—24; No—84.

11. How many honorary members (non-faculty) are on your chapter rolls? Chapters reporting "None"—80. Remainder report—83 honorary members.

Respectfully submitted,
Committee on Interchapter Relations and Chapter Standards.
Mary A. Hill, State Teachers College, Flagstaff, Arizona.
J. W. Carmichael, Bowling Green State College, Bowling Green, Ohio.
Warren G. Keith, Winthrop College, Rock Hill, South Carolina.
Owen P. McElmeel, College of St. Thomas, St. Paul, Minnesota.
W. Prewitt Ewing, Chairman, 2229 Bancroft Pl., N. W., Washington, D. C.

Exchange for Back Numbers of The Forensic

I have extra copies of the FORENSIC for March, 1934; October, 1936; January, March, May, and October, 1937; January, March, and May, 1938. I am short copies of October, 1935, and January, 1936, issue, as well as of issues earlier than 1933. Does any one wish to exchange? Could we have a place in the FORENSIC to further these exchanges?

ED BETZ, College of the Pacific.
Greetings, Pi Kappa Deltans!

At the suggestion of our great and good editor, Alfred Westfall, I am writing a note to answer his question, "What part did your speech training play in your election to Congress?" I could answer his query in one word—"everything."

I feel certain that the exercise of what small ability I may have to express myself on the platform was the biggest factor in elevating (or demoting) me from the position of debate coach to Congressional freshman! I think this is pretty generally true of successful candidates for office, but it is most emphatically true in my own case. Witness the following:

Thru my activities as a debate coach, I came to know our genial and efficient National Counsellor, J. D. Coon of Sioux Falls. Thru his power of oratory (and native good looks!) "J. D." came to be State Chairman of the Republican Party. Thru the fact that I had delivered so many talks, good, bad and indifferent, in South Dakota at everything from christenings to golden weddings, I came to be widely enough known to receive the Republican nomination for Congress. After that, it was easy—with "J D." pushing, pulling, promoting, and praying (and what a Baptist's invocation he can evolve!) the voters named his man to Congress and so my answer, "everything", becomes as accurate as a judge's decision in the eyes of the winner!

Of course, Pi Kappa Delta also gave me an early chance to practice politics in the raw. At the Tulsa convention, George McCarty (his

Continued on page 90
Congress via Pi Kappa Delta

On July 28, 1936, the Democratic voters of the fourth congressional district of Oklahoma cast an overwhelming majority vote for Lyle H. Boren as their nominee for the United States House of Representatives.

The youthful, boyish-faced, former school teacher, and member of the Eta Chapter of Pi Kappa Delta, East Central State Teachers College, Ada, Oklahoma, won the nomination over the colorful veteran congressman, the late "Cowboy" Percy Lee Gassaway.

Going to Washington as the youngest member of congress, Boren set such an enviable record for a first-time congressman that he was quickly named as the Democratic nominee for congress a second time.

Lyle Boren was an outstanding debater in college and participated in many forensic activities as a well-known and active member of Pi Kappa Delta. It was largely through the efforts of Boren and the other members of the debate squad with their coach, W. V. O'Connell, the present vice-president of Pi Kappa Delta who is coaching debate at De Kalb, Illinois, at the present time, that a chapter of Pi Kappa Delta was brought to East Central. Boren was a charter member of the fraternity, and his record as a debater and later as a member of congress shows that he represented his college with the greatest of honor.

Although it is very unusual for a first-time congressman to be given a place on any major committee, Boren was appointed to the powerful and important Interstate and Foreign Commerce Committee.

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Pi Kappa Delta Helped Rhodes Scholar

I wish, first, to express my appreciation to the editor for this opportunity to reveal what forensic work and Pi Kappa Delta have meant to me. It is always much more desirable to evaluate such things in retrospect than during the first period of participation when our critical standards may be disturbed by our initial enthusiasm and the peculiar fascination of speech work.

The examination for the Rhodes Scholarship, which was entirely oral, dramatized for me, as no previous experience had, the value of speech training. As I told the committee of selection, I regard forensic work as one of the most important components of a college education. One secures confidence and a sense of poise which renders him more capable of meeting the exigencies of any situation. Debate demands rapid analysis which puts a razor edge on one’s thinking, and more facility in expression is steadily acquired. The speech student learns to discriminate. He can recognize propaganda though it bears a pseudonym. He realizes as never before that no one has a monopoly on truth and that problems are solved in a spirit of tolerance rather than of dogmatism. Those, I believe, are the major contributions that forensic work can make to the individual student.

Membership in Pi Kappa Delta is a privilege indeed. This organization is grounded on something more than emotional attachment or social tradition. It epitomizes the endeavor to achieve perfection in the fine are of expression. Thus, we who are members should value it more highly because it caters to the intellect as well as the fraternal spirit. Never was this more evident than last year at Topeka when those of us who were present discovered that Pi Kappa Delta represented an accurate cross-section of the best thinkers among American college students.

I think the fact that we are college students and members of Pi Kappa Delta has a particular significance today. Whether or not
we have a "date with destiny" we know that it will require the mobilization of all our faculties to cope with the problems of this perplexed world into which we shall graduate. We have all been conditioned to accept the social, economic, and possibly political changes that are inevitable. In forensic experiments like the National Students Congress we have learned the technique of approaching those problems. We know the importance of intellectual honesty. We realize the necessity of dispensing with emotionalism and partisanship in venturing solutions, and under such circumstances our duty is self-evident.

In our speech training, then, we have the most effective method of combating the "isms". The more we use the privileges accorded us under the Bill of Rights the more reluctant we shall be to give them up as popular satisfaction with a government often is the result of effective salesmanship, we may do much to re-vitalize democracy by becoming more articulate and influencing the thought of those with whom we come in contact. It is our belief that eventually things are settled in the forum and not in the battlefield. While we may yet do so, let us choose our weapons. Rhetoric—not rifles.

ROBERT HUBBELL APPOINTED TO NATIONAL COUNCIL

Robert Hubbell of Hiram, Ohio Gamma, was recently appointed to the National Council by President Rose. Mr. Hubbell takes the place of Edwin Cash, College of the Ozarks, who is this year attending a college without a PKD chapter and who has therefore resigned.

Our new Student Representative is a junior, majoring in history and political science. He holds the degree of special distinction in debate. He competed in the national tournament at Topeka. He is president of the Ohio Gamma chapter and vice-president of the student body. He has a letter in track. He has been active in peace work and was vice-president of the International Relations Conference of the Ohio Valley. He recently served as speaker of the mock legislature held in Ohio.

ROBERT HUBBELL
Hiram, Ohio Gamma
Student Representative on the National Council
Georgia State College for Women

GEORGIA ALPHA

The Georgia State College for Women came into being at an auspicious time in the history of the State. In the 1880's the people were just recovering from the devastation of the war and the new generation was becoming education-conscious. Following the establishment of the Georgia Institute of Technology, some leaders were impressed by the neglect of education for women. The establishment of this institution was a direct attempt to meet the educational needs of the young women of Georgia.

The bill providing for the establishment of the Georgia Normal and Industrial College was passed by the legislature in 1889, and the College was opened in 1891. For the first few years of its existence the institution devoted itself chiefly to the task of preparing young women for teaching and for industrial occupations. The homemaking function was not neglected, however, and home economics training was early introduced on a college level.

The College grew rapidly as a normal and industrial institution, and at the same time the economic and cultural situation was changing. To enable the College to meet new conditions the legislature of 1917 changed its charter, making it a four-year institution and giving it the power to grant degrees. With this change, the college introduced liberal arts courses and became an institution for training in general cultural subjects as well as a vocational school. The first degrees were granted in 1921. In 1922, the legislature changed the name to that still in use to make the name harmonize with the work being done.

In 1931 the legislature placed all the state-supported institutions of higher learning under a single board of regents. Since January 1, 1932, the Georgia State College for Women has operated as a unit of the University System.

New courses and new departments are being added to meet new needs. Women are being called more and more into business and into social service work. The College is responding by elaborating and extending the opportunities for training in the fields of business education, social analysis, and social interpretation. The opportunities for the participation of women in the affairs of the State are ever widening and the College is stressing more than ever the type of education that will best prepare the foundation for good citizenship.
The culmination of the activities of the Debating Club was the admission into Pi Kappa Delta. It was through the efforts of the members, particularly of Miss Helen Greene, Assistant Social Science Professor and Faculty Advisor for 1937-'38, that a chapter was obtained. The members knew that such an organization on the campus would give all debaters, whether experienced or inexperienced, an incentive to work.

Dr. H. H. Rogers, newly elected faculty advisor, was appointed installing officer. Dr. Rogers received his B.S. at North Carolina State University and while there he won a championship in debating. He received his M.A. at Duke and his Ph.D. from Pennsylvania State College. Having been very active in debating, he has as a reward for his meritorious work a double-diamond pin. The impressive installation ceremonies into Pi Kappa Delta were held in the spring of 1938. Those initiated were Sue Lindsay, Nellie Jo Flynt, Marguerite Chester, Eloise Bowlan, and Aliene Fountain. Following the ceremonies, a dinner party was given for the neophytes and all members of the Debating Club.

The activities of the year ended at that time, but were resumed at the beginning of the 1938 school year. Many plans have already been made for a greater part in forensic work this year. The chapter will have a dozen debates at home and away. It plans to enter all of the sectional tournaments, and to have, if possible, debate forums on the campus.

The Georgia Alpha Chapter of Pi Kappa Delta feels that the benefits of forensic work should not be restricted to a chosen few, but that as many students as possible should participate in making the chapter and their own forensic experience grow.
To take care of the 1,500 students, the largest enrollment Georgia State College for Women has ever had, new faculty and staff members were added to the College this year. Among the new faculty members is Miss Edna West, speech instructor, who was graduated from Teachers College, Columbia University and the American Academy of Arts. Miss West will assist Dr. W. T. Wynn, head of the English Department, in coaching the debaters in platform speaking.

The history of forensics at the college does not date far back, but the school can well feel proud of the advancement made since five years ago, when Sue Lindsay organized the first debate team during her freshman year. It can also be said to Sue's credit that when our debaters were admitted to Pi Kappa Delta, she lacked only one debate to attain the diamond pin. Through her unselfishness, she had reduced her number of debates so that underclassmen could take a greater part in activities, thereby stimulating their desires to succeed in debating.

"The Debaters' Guild" was the name of the club organized by Sue in 1934-1935, under the supervision of Dr. Eugene Cornelius. Dr. Cornelius had won championships in debating while attending college in Tennessee. Since he had acquired his Ph.D. in Economics at Vanderbilt, he was well-qualified to be faculty advisor of the debaters.

During the course of the year, the name "Debaters' Guild" was changed to "Intercollegiate Debating Society." The schedule was comparatively heavy with contracts with colleges from Pennsylvania to Florida. There were, also, a great many debates within the state, since the University System of Georgia has twelve units of collegiate rating.

Some of the more outstanding debates of the season were those with Amherst College, the University of Cincinnati, and the Florida State College for Women, all of which were home debates. One of the most interesting home debates of the year was held with Washington and Jefferson University, Washington, Pennsylvania. The question was: "Resolved that all 'heart balm' suits involving a monetary consideration be outlawed from the United States Courts." The visiting team presented a new slant on the subject, and their sentences were sparkling with satire. Incidentally, the debate continued, unofficially, into the late hours of the night.

Perhaps the highlight of the season was the Northern tour made by Sue Lindsay, Nellie Jo Flynt, Eloise Bowlan, and Marguerite Chester. On this tour, they clashed wits with teams from Washington and Jefferson, Washington, Pennsylvania; Bucknell University, Louisburg, Pennsylvania; Winthrop College, Rock Hill, North Carolina; and with the State Teachers College, Farmville, Virginia.
The time was 1929. A debater and a debate coach were walking down the street. The debater had a bottle of whiskey in his pocket. It was for a sick friend, of course. The debate coach, believe it or not, had two ten dollar gold pieces in his pocket. The hounds of the law spotted the debater and threw him in the hoosegow for thirty days for violating the law. In due time he was released, a chastened and purified criminal.

Ten years have passed. The time is 1939. The debater — he couldn’t pass math—and the debate coach were again walking down the street. The debater’s friend was sick again and he had another bottle of whiskey. And believe it or not—this is the hard part of the story—the coach still had his two ten dollar gold pieces. The hounds of the law were close on their trail. But this time they threw the coach in the hoosegow for sixty days for illegal possession of gold.

Moral: By golly, it’s hard to be a law abiding citizen and keep out of jail even when your friends are not sick. Some members of Pi Kappa Delta are very conscientious about it, and many others are studying to become lawyers.

It is told of Prof. T. A. Houston, debate coach at Southwestern Teachers, Oklahoma Theta, that while trying to cure a recalcitrant debater of using the expression “I think,” his patient coaching backfired. After the student had repeated “I think” many times, Mr. Houston said, “Can’t you talk without thinking?” “No,” responded the student. “I’m not a debate coach.”—The Southeastern.

Boners by Oklahoma Theta debaters:
Paul Harley asked for justice for all our decapitated laborers.
Phil Harris lamented the fact that so many unemployed men had not the means “to put food on their clothing.”
During a debate Lucyle Cox noted with pride that the judge seemed to be taking down all that she had said. Later, when she asked for criticism, he explained that he had only “been writing down names for our new baby.”

—The Southeastern.

The mark of a first-rate man is sufficient courage to overcome the shyness which blocks self-expression.—Feather.
Dear Editor:

I read your editorial about the literary society in the last Forensic. I hasten to agree with what you said. There is nothing today which takes the place of the old literary society with its programs. It was one of the sources of culture.

As one who listens a great deal to college speakers, I want to offer a suggestion that grows out of your editorial.

The modern college speaker has no style, no picturesqueness of language, no rhetorical power. I believe it is because he has never spoken the words of the great orators. He learns to express himself, to speak in his own way. It is a halting, inadequate form of expression.

If we could go back to the old literary society methods and have people learn the language and the style of the great orators of the past, I believe we should end up with more able speakers.

For example, I don’t believe that freshmen should discuss the League of Nations and economic readjustment. What do they know about such things. If I were in charge of college forensics, I should have my freshmen spend a year in repeating the words of others. I would have them memorize parts of Webster’s great speeches; the Lincoln-Douglass debates, and deliver them. Instead of trying to write orations about saving the world, I should have them learn and recite selections from Cicero, Chatham, and Bryan. They would thus learn how to express themselves and would get the rhythm of great rhetoric. As it is, they end up with some piffling statement of an idea they can not digest.
Take Wendell Phillips as a master of language. At the end of his famous oration he said, "dipping her pen in the sunlight, will write in the clear blue, above them all, the name of the soldier, the statesmen, the martyr, Toussaint L'Overture."

Garrett Serviss was another orator whose majestic form of expression can teach us many things. "Whenever the pendulum that ticks centuries swings back to the starting point men always begin to talk of what occurred a hundred years ago," he began in his oration on Napoleon Bonaparte. And he ended "Let the century that knew him wrap the tattered flags of war about it and lie down to dreams of slaughter, but let us look forward across the new century, whose sunrise brightens the hills of coming time, believing that it will usher in the thousand years, the ten thousand years, ah! the endless era of peace universal."

Do you have anything like this in student speeches? A freshman has no urge to speak. He has not had any great experiences, any brilliant thoughts which demand great expression and force language into new molds. He would learn much from the society of the ancients. We became acquainted with the language of great men in the old literary societies.

**SPEECH TRAINING MEANS "EVERYTHING"**

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architectural design gives rise to the term "raw") selected me to launch his presidential aspirations by giving the nominating speech for his presidential campaign. But, with "J. D." against us then, we both lost! So George hooked up with the Mighty Counsellor in the next convention and won while I teamed with him in the next political campaign and did likewise. Ah—compelling are the ways of King-maker Coon!

To student speakers eager to get into politics (and after two weeks in Congress, I hope their numbers increase greatly!) let me offer two brief items of advice: Speak as well as you can as frequently as opportunity permits on topics of as wide concern as possible and then get you a manager who can also thump the tubs effectively and you can challenge the world. But, please, don’t take J. D. Coon—because I’m going to need that go-getter again in 1940.

*Karl Mundt.*
Among things done by Boren while in congress are the following: An active lead in the fight to save the CCC program. Organizing and serving as chairman of the congressional forum of peace. Serving as co-chairman of the committee of congressman working for a uniform old age pension.

Also, he rendered such outstanding service to the cause of public health that the surgeon general of the United States warmly praised his efforts.

As the youngest of this great rank, Boren knows the value of forensic work to a man who is serving in the United States Congress. He says, "My forensic experience has been of great importance to me in meeting the various situations which arise in a political campaign. Of course, there has been scarcely a day in my work in congress, before committees, or considering the legislation before congress in session when I have not employed to good advantage the useful training I have had in forensics.

"The matter of serving in the United States Congress is a childhood ambition with me. I had that in mind before I was a member of Pi Kappa Delta or participated in any forensic activities, so I was able to utilize the study in organization and presentation of thought as a means to an end, and my study was directed a good deal on the basis of what it would mean to me as preparation for the execution of my personal plans and ambitions.

"Experience and training have been a great factor in my election and in the record of accomplishment which has attended my service thus far. There is a definite dollar and cent value to the people I represent to be found in the forensic training which made it possible for me to present the case in a clear and positive organized fashion that brought programs, projects, and appropriations to the District I represent."

A debate on the ever-normal granary plan by James Gould and Robert Summers of Kansas State college was published in E. R. Nichols' Intercollegiate Debates. This is the fifth debate in the last seven years that Kansas Gamma has had published in this annual. Four debates have also been published in the University Debaters Annual during the same period. In the last seven years Kansas State has had one of its debates selected as one of the twenty representative debates of the United States and in 1934 and 1935 was represented in both publications.
Notes From the Secretary's Desk

Enid Platts, who became a member of the order back at Des Moines University, now closed, tells us she is now coaching forensics at Bethel Junior College, St. Paul, Minnesota. She sends a subscription for the FORENSIC.

Warren G. Keith, recently appointed Governor of the Province of the South Atlantic, has set April 28-29 as the dates for the convention in his province. Governor Manning, of the Kentucky Province, says the dates for his convention will be March 31-April 1.

In the far west new province lines have been drawn. The old Province of the Pacific, with six chapters, and the Province of the Northwest, with five, have been combined into a new Province of the Pacific with eleven chapters. Neither of the old provinces elected a governor in 1937 and Dr. Roy McCall, of College of the Pacific, was appointed as governor of the newly formed province. They meet this year at Caltec on March 23-25. The Province of the South Atlantic and the Province of Kentucky are also considering the possibility of a merger.

We would like to know how many of our chapters have complete files of the FORENSIC in their college libraries. If your college has one, write us about it. So far as I know there are such files in the following places: National Founder's Office, E. R. Nichols, Redlands, Calif.; National Secretary's Office, Greeley, Colo.; FORENSIC Editor's Office, Fort Collins, Colo.; the library at California Institute of Technology.

James G. Barnes, Tennessee Gamma since his graduation from East Tennessee State Teachers College has been coaching high school debating at Hendersonville, N. C. Last year his team won the Western Carolina championship.

Occasionally a member notifies us that he has lost a jewel from his key. That is not surprising for it is hard to make jewels stick in a flat key. Our national jewelers are mighty good about replacing these lost jewels. If one of yours is gone and your key is not over five years old send it to me and he'll put in a new one for you.
Bert Vander Naald, member of Iowa Beta, now Superintendent of Schools at Mapleton, Iowa, writes that he recently lost his key, No. 3682. He says "he feels lost without it" and orders a replacement.

Howard L. Runion, formerly coach at College of Emporia, writes from the University of Maine, where he is now teaching Speech, to order a key to replace one that he lost recently.

Mr. Jesse E. Elder, who holds membership No. 12 and wears key No. 9, came to Greeley, Colo., to take in the debate with South Dakota School of Mines. Mr. Elder is now pastor of a church in Eaton, Colo. He will be guest of honor at the Twentieth Annual Joint Initiation Banquet of the Colorado Alpha and Beta chapters to be held this coming April. He is a charter member of our No. 1 chapter at Ottawa University, Kansas.

The latest membership card: No. 16236, Anna Mae Baskin, South Carolina Delta, Winthrop College.

The latest key number: 11154, William T. Keogh, Kansas Gamma, State College, Manhattan.

Maurine Jones, Pittsburg Teachers, Kansas Theta, placed first in oratory and Eugene Dawson second at the State Teachers College forensic tourny in Tahlequah, Oklahoma, January 6 and 7.—The Collegio.

Lois Stiles and Wayne Bogue represented Central Teachers, Oklahoma Iota, in a mixed team debate with Southwestern Teachers before the Central student assembly March 1.—The Vista.

Fifty-four students participated in the Ohio Mock Legislature held at Hiram college. Sessions were held once or twice a week for a month, with committee meetings in between.

Two Chadron, Nebraska Eta, teams went undefeated through the junior college tournament at McPherson, Kansas, January 7.—The Eagle.

National President Forrest H. Rose announced the arrival of a second daughter early in January, shortly after he moved into his new home.

Robert Bonthius, Michigan Gamma of Hope, was recently appointed editor of his college paper.—Hope College Anchor.
BAYLOR INVITATION SPEECH TOURNAMENT

The Baylor invitation speech tournament January 13-14 attracted 365 students and coaches from 35 colleges in 4 states. There were 426 debates on the PKD question. The affirmative won 219, and the negative the other 207.

The winners in the various contests were as follows:

Men's Extempore: C. J. Humphrey, Baylor; Charles Brown, Drury; Jack Shackelford, Muskogee Junior College.

Women's Extempore: Kathleen Jones, Southwest Texas Teachers; tied for second, Fay Cooper, Denton Teachers; Bruce Johnston, East Central Teachers, Oklahoma; Mary Helen Neelley, Baylor.

Men's Oratory: Charles Brown, Drury; Lester Kaminsky, Baylor.

Women's Oratory: Pearl Kastner, Weatherford Teachers, Oklahoma; Olive Jane Wilson, Abilene Christian.

Radio Speaking: Wilson Erwin, Trinity; Richard Peters, Oklahoma Baptist.

After-dinner Speaking: Avery Lee, Hardin Simmons; C. J. Humphrey, Baylor.

Men's Poetry Reading: E. Prothero, Louisiana College; P. W. Chunn, Baylor.

Women's Poetry Reading: Pauline Evans, Oklahoma Baptist; Eleanor Waner, East Central Teachers, Oklahoma.

Men's Debate: Baylor defeated Southern Methodist in the finals.

Women's Debate: Southwestern Teachers of Oklahoma defeated Louisiana State Normal in the finals.

Junior College Men's Debate: Baylor won from Muskogee Junior College.

Junior College Women's Debate: Baylor teams took first and second.

Mixed Debate: Louisiana College won from East Central Teachers of Oklahoma.

At Central, Iowa Beta, Mr. Gould is conducting an all-school speech tournament. Each student will give a ten-minute speech. He will not be allowed more than one hundred words of notes. Those participating will speak in groups of six. Two from each group will be picked to speak in the next round until a final winner is declared. This student will have possession of a loving cup for one year. If he wins it three years, he gets to keep it.
WINNERS AT SOUTH DAKOTA MEET

Augustana won the Sweepstakes trophy in the South Dakota state meet, with Sioux Falls second. The meet was held on the Augustana campus, February 24-5. The results in the various contests follow:


Women's Oratory: Blanche Batzer, Northern Normal; Clara Chilson, Augustana; Nan Coon, Sioux Falls College.

Men's Oratory: Carl Lundquist, Sioux Falls College; Scott Lovald, Augustana; Wm. Rex Brown, Dakota Wesleyan.

Women's Extemp: Isabel Reedy, Yankton; Margaret Mensch, State College; Faythe Mantel, Northern Normal.

Men's Extemp: Wyman Wumkes, Augustana; Irwin Johnson, State College; Lawrence Lesser, Dakota Wesleyan.

The debate squad of Kansas Theta, Pittsburg Teachers, returned from the Rocky Mountain Speech conference at Denver University with two firsts and three thirds. Margaret Jean Thompson won the women's discussion group and Eugene Davenport the men's. Miss Thompson also won third in extempore. Helen Deane Gibson and Eugene Dawson both won third in oratory. Twenty-three colleges and one hundred forty students participated.—*The Collegio*.

Augustana College debaters are this year in demand for exhibition purposes. The first exhibition debate was held Wednesday, February 8, at Flandreau, S. D. Coach Hugo Carlson selected two veteran debaters, Clara Chilson and Wyman Wumkes, to appose the State College team. The exhibition was held before several hundred high school students and tournament competitors. More exhibition debates have been scheduled for the near future.

Dr. Rolland Shackson, debate coach at Hope, Michigan Gamma, was one of the speakers at the convention of the National Association of Teachers of Speech at Cleveland during the holidays. He spoke on "The Organization of Speech in Small Colleges."—*Hope College Anchor*.

Roland Koenig and Francis Hedrick won the intramural debate tournament and the fifty dollar Regents' award at Missouri Theta, Kirksville Teachers.—*The Teachers College Index*. 
Two PKD’s Pictured in Banta’s Greek Exchange

The first page of the July issue of Banta’s Greek Exchange contained a picture of J. H. Krenmyre, a charter member and one of the founders of Pi Kappa Delta. In the January, 1939, number was a picture of Alfred Westfall, editor of the Forensic and former national president.

This year the Red River Valley tournament at Moorhead, held February 3-4, instituted a new division in the field of radio. Eight winners of extemp were given a shorter period for an additional extemp contest over WDAY. The WDAY production manager presided in the broadcasting room and two prominent lawyers judged by listening, not viewing the speakers. Wyman Wumkes, veteran Augustana speaker, won first place in both men’s extemp and radio extemp. Jamestown scored second and St. Olaf, third.

The second annual intercollegiate discussion meet was held at Baker, Kansas Kappa, February 17-8. Ten Missouri and Kansas colleges were invited to send representatives to participate in discussions of economic, political, education, social, and religious problems. An institution was allowed to send representatives to each of the five groups. The discussion program was under the direction ofProf. Floyd K. Riley.

Hastings, Nebraska Delta, debaters won a number of honors in the Red River Tournament at Concordia, Minnesota Zeta, February 3-4. Janice Shuler won the women’s oratorical contest, Ben Rogge was second in the men’s, and Margrette Ann Smithburg was third in discussion.—The Hastings Collegian.

Trinity, Texas Beta, held an invitation practice debate meet in December. Twenty teams from Texas Christian, Baylor, Southern Methodist, and Trinity engaged in three rounds of no-decision debates. All voted that they were fine experience and good fun.—Phil Trice.

Bill Bayhouse and Carl Dunaway, representing The College of Idaho won all of their debates in the Inland Empire tournament at Moscow, Idaho, January 14.—The College Coyote.

With Roy McCall, Ed. Betz, and E. R. Nichols, Jr., the speech department of the College of the Pacific has a very definite Pi Kappa Delta complexion.
During the past year the Zeta Chapter of Pi Kappa Delta of Emporia Teachers has had a busy schedule. Thirty men reported for debate and all were given a chance to participate. During the year Emporia State debaters participated in the Student Legislature at Topeka; a debate tournament at Emporia; radio debates at Manhattan, Kansas, State College; a debate against Southwestern Teachers College of Durant, Oklahoma; a debate against Nebraska Wesleyan; the Tahlequah tournament; the Denver Speech conference; Baker Speech conference; and many other lesser discussions over the state. The chapter elected thirteen pledges to Pi Kappa Delta and is planning an initiation banquet for many Kansas Pi Kappa Delta schools to be held at Emporia on April 20. The governor, Payne Ratner, is to be taken in as an honorary member at that time. Many other debate trips have been planned for the remainder of the year.—Roscoe Boone, Historian.

Kent State and Pittsburgh have been conducting a series of demonstration debates before large audiences. They argued the question of an alliance with Great Britain. They spoke to an audience of eight hundred at the Pennsylvania State Speech Conference and have appeared before large high school audiences in Pennsylvania and Ohio.

John Reinemund, Augustana, won the Illinois state extempore contest February 18. Monmouth was first and Augustana second in the men’s oratorical contest. Ruth Robinson, also Augustana, won third in the women’s oratorical contest.—Augustana Observer.

James Gould and Paul Fisher of Kansas State met a University of California team in a debate before the Junction City High School on the question of cooperation with democracies.

More than two hundred debaters participated in the high school tournament sponsored by College of Emporia, Kansas Iota, January 27-8.—College Life.

Augustana, Illinois Xi, was host to two hundred high school debaters February 3-4.—Augustana Observer.

Augustana, Illinois Xi, won the Whitewater, Wisconsin, invitational tournament.—Augustana Observer.

Gustavus Adolphus won the Red River debate tournament at Moorhead.—The Aquin.
Two North Carolina State teams gave a demonstration direct-clash radio debate over a national hookup from New York City January 20. Since he initiated the direct-clash debate, Coach Edwin H. Paget's teams have traveled over 25,000 miles on special invitations to demonstrate this new style debate which is rapidly replacing the older form.—The Technician.

Nan Coon, South Dakota Epsilon, Sioux Falls, won second in the oratory contest of Rocky Mountain Forensic meet at the University of Denver in February. Nan, who was a member of the student legislative assembly at Topeka during the last national convention, is the daughter of J. D. Coon, National Counsel.

Eighteen colleges and universities participated in the sixth annual Ohio Intercollegiate debate conference at Capital University, December 9-10. Ohio University and Findlay tied for first. Two PKD schools, Kent State and Otterbein, tied for second.

John Reinemund and Raymond Adams, Augustana, Illinois Xi, won the debate tournament at Illinois State Normal the last of January. The Augustana men went through undefeated.—Augustana Observer.

Helen Jamison and Robert Hall, Colorado State, won first and second in their respective oratorical contests of the Rocky Mountain Forensic meet at the University of Denver.

Hope and Albion emerged undefeated from the invitation tournament on the Hope campus January 12. Seven colleges participated. —Hope College Anchor.

Maryville, Tennessee Alpha, debaters won six places in the Appalachian Speech tournament at Boone, North Carolina, February 3-4. —The Highland Echo.

Kansas State debated the American-British Alliance question with the Oxford-Cambridge team during the visit of the Englishmen last fall.

Herbert Bracken, of Akron, Ohio Delta, won the state oratorical contest February 17. He spoke on "The Economic Color Line."

Simpson, Iowa Epsilon, debaters crowded eighteen non-decision debates into a four day invasion of Nebraska.—The Simpsonian.

Lenoir Rhyne, North Carolina Delta, won three firsts in the Appalachian Mountains Tournament February 3-4.

Students make poor speeches because they are unfamiliar with good speeches. This volume supplies examples of effective arguments, all the way from short advertisements to political oratory and radio addresses.


This is the first of a new series of books to be known as the Contemporary Social Problems Discussion Series For the general student it provides information and an understanding of important questions.

Three members of the South Dakota Eta chapter, Augustana, are on the staff of Sioux Falls' two broadcasting stations, KELO and KSOO. Evans Nord is an announcer. Gene McDonell is an announcer and news broadcaster. Bernice Severson is private secretary to the president and participant in special broadcasts. McDonell won the state constitutional oratorical contest last spring and Miss Severson won third in the national women's extempore in 1936.

—Aileen McDonald, Secretary.

All colleges which are members of Pi Kappa Delta were invited to attend the Model Senate sponsored this year by George Washington University Debate Council, Washington, D. C., March 10-11. This was the sixth legislative assembly of the association, which is composed of about forty eastern colleges. The association desired to have western and mid-western institutions represented.

The Kansas Alpha chapter at Ottawa is sponsoring an intramural extemp speech contest for freshmen and sophomores who are not members of PKD. The general subject discussed in the contests which were held January 31 was "College Examinations." The winner was awarded a trophy. It is expected that this will be an annual event.

W. Prewitt Ewing, former national vice-president, took the District of Columbia bar examination in December.
It supplies knowledge and background for the debater. This new series is not as technical as the Reference Shelf volumes and does not have so many of the characteristics of a debaters handbook. There is need for such a volume and it is hoped that its reception will insure a long and useful series.


This is a well planned, well written, well illustrated text along conservative lines. It attempts to treat deliberation and persuasion separately.


This is a brief handbook of the fundamental principles of speech. It commends itself for its handy form, conciseness, and low cost.


This is a textbook on argumentation organized in terms of public discussion. The argumentation text is usually organized in terms of debate. Since discussion is more common and more general than debate, this text is a step in the right direction. It is scholarly and convincing.


Another useful addition to the well known Reference Shelf. A discriminating selection of the most pertinent writings dealing with international and South American affairs. Valuable to the general reader as well as to the debater.


A useful volume by the man and the company who have done more than any other for debaters. Prof. Nichols has been advancing the cause of forensies for thirty years. The H. W. Wilson Company has been supplying standard reference volumes for almost as long. Here is the ideal collection of carefully selected writings in the most serviceable form. This is the standard reference volume on the debate question of the year.