

## SOME NEW CONTEST READINGS

## HUMOROUS

**BROTHERS IN BATTLE.** Leota Hulse Black. "Brotherly Love" and "Let Brotherly Love Continue" won first in the National Contests of the N. F. L. in 1932 and 1933 respectively. Kingman High School of Peoria, Illinois and Grand Rapids High School of Minnesota were awarded the Wetmore National Trophy. We believe this new "Brothers in Battle" is the best of the series. 60c

**EXIT THE BIG BAD WOLF.** Luella McMahon. Bill tells little Sally, a hair-raising and modernized version of "Little Red Riding Hood" and "The Three Little Pigs" combined. Characters: (aside from those Bill brings into his story) lipping Sally, Bill, their father and their aunt. 60c

**JUST ONE BIG HAPPY FAMILY.** Mary Maynard Kieffer. The pupils of the Higginsville school give a program for closing day. Program readings are winning readings. "The School Program" by J. L. Harbour won first in the National Contest of the N. F. L., 1931. This new selection is one of the best of this type. 60c

**RESTING EASILY.** Leota Hulse Black. 1935 sequel to "The Widow's Mites." 60c

**TRYING OUT THE TOOTVILLE TALENT.** Kathryn Wayne. 1935 sequel to "Dedicating the Croutville Gas Station" and "School Picnic in Paddleford's Goat Pasture." 60c

## DRAMATIC

**MARY STUART.** From Schiller's drama. This arrangement won the National Contest of the N. F. L. last spring. 60c

**RIDERS TO THE SEA.** A new cutting from the play by J. M. Synge. Cut by Adeline Halverson, whose students won first in the National Contests of the N. F. L. in the dramatic class, 1934, and first in the humorous, 1935. 60c

**BEYOND THE LAST MILE.** By the author of "Mothers of Men." Gordon Morris wrote this reading for his brother, Chester Morris, of M. G. M. Studio, who is to use it for personal appearances in some of the larger movie houses. A powerful reading. 60c

## ORATIONS

**PROFIT IN LOSS.** Charles E. A. Moore. The author with this oration won first in the Indiana Intercollegiate State Oratorical Contest, 1935, and first in the National Association Contest, 1935. 50c

**CAESAR'S FRIENDS.** George E. Bowles. The author with this oration won first in the Pennsylvania Intercollegiate State Oratorical Contest, 1935. 50c

**MEET YOUR FRIEND.** B. LeVander. The author with this oration won first in the Minnesota Intercollegiate State Oratorical Contest, 1935. 50c

**THEM DOLL FACES.** Paul Rieber. The author with this oration won first in the Nebraska Intercollegiate State Oratorical Contest, 1935, and third in the National Association Contest, 1935. 50c

**COLLEGES FOR CROOKS.** Edgar E. Willis. The author with this oration won first in the Michigan Intercollegiate State Oratorical Contest, 1935, and second in the National Association Contest, 1935. 50c

*Our free catalog has descriptions of these and other winning readings, plays and other entertainments.*

## WETMORE DECLAMATION BUREAU

1631 South Paxton Street  
Sioux City, Iowa

## The Rostrum

*Official Publication of the National Forensic League*

VOL. X

DECEMBER, 1935

No. 4



UNTIL a man knows the truth and the method of adapting the truth to the minds of other men, he cannot be a good public speaker.

—PLATO.



## THE ROSTRUM

Official Publication of the National Forensic League

Karl E. Mundt, President and Editor. Bruno E. Jacob, Secretary

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### IN ANTICIPATION OF SUCCESS

The path of the victor is frequently much harder to travel than the path of the vanquished and altho the men who merely march in the parade do not receive the acclaim and the ado of the men who lead it they are correspondingly spared some of the penalties of the victory. Success brings increased responsibilities and added duties to the man who wears its crown and men with small minds and mild abilities are frequently bogged down with their first taste of success and so become unable to continue their progress. It is indeed a pathetic picture to watch a successful man struggle to meet the requirements of his prestige and then to see him begin to slip, lose the confidence of his fellows, disillusion his supporters, and start back toward the bottom before ever quite reaching the top. A sound education in modern America should equip a student to meet the requirements of success as well as to teach a student the best means of attaining it.

Too frequently, it seems to me, modern education concerns itself so much with developing within its disciples the desire for success and mastery of the techniques leading to it that it fails to prepare them properly to function successfully in their capacity of "successful" men and women. In other words, too little time is spent preparing students "in anticipation of success" so that they can use early successes as foundations upon which to build for greater accomplishments and further victories. Since every man or woman enters his chosen walk of life with the determination to succeed, educators should provide adequate training for all so that those who do reach their goal will be equipped to retain their laurels, and to multiply them, rather than by evidences of weakness to minimize their successes by failing to meet the challenges which they present.

Various individuals will doubtless differ greatly as to the type of training which should be offered "in anticipation of success." Probably most of us can agree that proper modesty, sympathetic consideration, generosity toward adversaries, perseverance of purpose, are all essentials which should be apparent in the man or woman for whom success is likely to be permanent and who will be able to pyramid successful experiences. Many other

characteristics can undoubtedly be added to the list but there is at least one upon which all educators should agree—"in anticipation of success," every student should prepare himself while in school to speak effectively in public because there is probably nothing which can disillusion one's supporters more rapidly than to hear a presumably successful and able man bobble his words, stammer over his sentences, hesitate in his expressions, and altogether disappoint his auditors by the lusterless and lifeless manner in which he speaks in public.

Successful merchants have lost cast with their fellows for when called upon "to say a few words" they have responded most tragically; important bankers have had their influence relegated to that of tellers and bank messengers when they have proved unable to make a favorable impression upon a group of listeners; great lawyers have lost significant cases to inferior litigants because they were unable to convince a jury that their "inarticulate intelligence" was superior to the more locquacious logic of a less scholarly adversary . . . men in all walks of life have felt their success flatten out beneath them and turn into veritable toboggans of oblivion as they have failed to meet the challenges of their positions by being unable to express themselves adequately in public.

As a result of this recognized part that correct speech plays in successful living, many correspondence schools and courses of speech training have sprung up in America. Some of them are prepared by eminent speech educators and are based on the best of pedagogy but it is simply the same old story of learning to skate in the summertime . . . effective speech training needs the audience situation in which to practice and the personal contact of teacher with learner in order to provide intelligent correction of faulty habits of speech. This important fundamental the correspondence course cannot provide; but it is available in every public speaking course offered by any high school in the land and students seriously training themselves "in anticipation of success" should not overlook the wonderful opportunities these courses present. Every year, dozens of high schools are joining their more progressive contemporaries and including compulsory speech courses in their curricula and providing adequately trained speech teachers to conduct them. Within another decade, even the most conservative of our schools will be giving the speech courses the recognition they deserve—in the meantime, fortunate are the students of NFL schools which are leading the parade and offering their people the advantages of modern speech education.

Every student should prepare himself while in school "in anticipation of success" which he hopes for in life; through the study of public speaking the student has the gratification of knowing that not only is he preparing himself in anticipation of success but that his speech training is also accelerating the progress which he will make toward the coveted goal for which he so hopefully aspires.

—Karl E. Mundt.

## What the Inexperienced High School Debater Should Know

By **RAYMOND F. HOWES**

Assistant Professor of English and Chairman of the Faculty Committee on Forensics, Washington University, St. Louis; Vice President, Delta Sigma Rho; Author of *Debating*.

**Editor's Note**—This is a condensed version of a speech delivered to 150 high school debaters and their coaches at the Invitation No-Decision Debate Tournament sponsored by the high school of Maplewood, Mo., in November, 1935. The subject was assigned by the Tournament Committee.

You will be fascinated by the delightfully informal manner in which Professor Howes conveys some mighty effective advice to young debaters.—Karl E. Mundt.

Mr. Chairman and Fellow Speakers: This is one of the most difficult assignments I have had in several years of experience as a speaker. Some time ago, I attempted to answer the question, *What the High School Debate Coach Should Know*, in a book and it took 16 chapters, four appendices, and a bibliography. Yet today I am asked to tell what the inexperienced high school debater should know, in 25 minutes. Obviously I cannot cover all the ground. All I can do is to give you four or five suggestions that seem to me of greatest importance.

First, then, **the inexperienced high school debater should know that he's ignorant.** I say this with considerable personal feeling, because my own ignorance as a high school student was not made plain until Commencement Day, and since it was done on a public occasion, I was exceedingly embarrassed. The chief speaker, I remember, was the head of the Department of History of Cornell University. He began by saying that the college sophomore always thinks he knows more than an instructor; the college freshman thinks he knows more than an assistant professor, and the high school senior is sure he knows more than any full professor who ever lived. Then he went on to discuss the current excitement over Bolshevism. He said that the Red menace was largely in the head of Mr. William Randolph Hearst, and that it was being exploited simply because the Hearst papers needed circulation. He further pointed out that even if there were a Red menace, the repressive measures then being urged would do far more harm to the democratic principles and policies of this country than they could possibly do to the Bolsheviks. Immediately after he finished, the principal called me to the platform to receive a small bronze medal for an oration on "The Terrible Bolshevik Menace in This Country and Its Cure." I have felt ever since that it would have been a great kindness to me if **someone had made my ignorance plain to me in the eighth grade.** I am trying to be kind and helpful to you today.

Second, **the inexperienced high school debater should know that his personal opinion on great public questions is utterly worthless.** It carries no weight with his teachers, his family, or even his fellow-students, and it certainly means less than nothing to

an audience. Unlike a great many older people, a high school debater can't bluff. A college professor often can, especially if he has a mustache or a beard. My uncle, who in his later years was a distinguished lecturer at Cornell, started to grow a full beard in his twenties because, he said, "A beard confers the right to be dogmatic." I have a colleague in the English Department at Washington University who frequently makes speeches on public questions before clubs of business men. He knows very little more about these subjects than you or I do, but he has a very forceful manner. I once heard him end a discussion of foreign policy by arising, standing silent for several moments and then saying with great deliberation, "I . . . distrust . . . Briand." When all of you grow to be professors, perhaps with beards, you will be able to bluff audiences that way, too. But you can't do it now. So whenever you write a sentence beginning, "It seems to me," or "I believe," or "I think," go back and cross it out. Not merely the first phrase—all of it. You have to have evidence to gain conviction.

Third, **the inexperienced high school debater should know that an audience, and even a judge, wants to be interested.** Exercises in sheer logic will put your audience and judges to sleep. And this is of no particular advantage to you. There are few judges, even expert ones, who render better decisions when they haven't heard the speeches. Every speech needs vivid, concrete material to illustrate its logical structure.

Two weeks ago I listened to the speeches of our Washington University team that met Oxford a few days ago. One of the boys had prepared some material to support the contention that the Supreme Court has frequently, by declaring legislative acts unconstitutional, protected the civil liberties of our people. He spoke with great sincerity, somewhat like this: "Take the case of *Wing Wong vs. the United States*, **Revised Records of the Supreme Court**, VI, 27ff. It is obvious that the court upheld civil liberties. Or take the case of *ex parte Milligan*, from the same source, VII, 89ff. Here again, the court upheld civil liberties."

When he finished we asked him, "Who was Wing Wong? What did he do? What happened to him? What act of Congress had he violated? What difference does it make to an audience whether the case is listed in **Revised Records of the Supreme Court**, VI, 27ff., or in the **Encyclopedia Britannica**? Who cares?" You may have heard the result a few nights ago, since many of you attended the debate. The speaker told how Wing Wong was smuggled into the country from China, how he went into the laundry business in Detroit, how his status finally came to the attention of a U. S. Commissioner, who under the existing law put him into jail without a jury trial and held him there at hard labor for several months, and finally how the Supreme Court not only ordered his release but declared the entire act of Congress unconstitutional, so that never since that time has another alien been imprisoned in the same way. It's a human story, with elements

of drama. It held interest. I know, because I watched the audience carefully to see. And it proved the speaker's contention as no list of cases from a book, given merely by title and reference, could possibly have done. Logic alone, I repeat, is not enough.

Fourth, **an inexperienced high school debater should know that a victory or defeat for his team isn't a world-shaking event.** Incidentally, some high school coaches and home-town audiences should be informed about this, too. The state of mind into which a debater can work himself when he thinks victory is everything, is almost unbelievable. I remember the first girls' team I coached at the University of Pittsburgh. Everything seemed to be going all right until I noticed, about ten minutes before time for the debate to begin, that one of the girls hadn't appeared. I made a tour of the building—the debate was held in a lecture room at the Carnegie Institute, which houses the art museum—and finally found her pacing up and down in a room filled with statuary. I fell in beside her, to keep her from bumping the exhibits, and asked her what was the matter. "Oh," she said, "I was a champion debater in high school, and here I am in a debate for the college championship of the State of Pennsylvania, and I'm afraid we won't win. I don't know what I'd do if we lost. I'd be disgraced, and bring disgrace on the school. I can't go through with it." I tried to calm her down as best I could, but she became more and more excited, until about two minutes before debate time, when she fainted right in front of the statue of the Winged Victory. So I sent her home in a taxi, picked out another girl from the audience, and the debate went on. I don't remember who won, and I don't suppose anybody else does. But I have a vivid recollection of paying the taxi fare.

I have some recollections of treatment by audiences, too, especially on the occasion of the first debate I ever judged in a small town outside Pittsburgh. That was the first and last time that I ever neglected to ask beforehand which was the home team. So, quite inadvertently, I decided against it. Before I could get out of the hall, the mother of a girl on the losing team and ripped a couple of holes in my coat, and I had to be locked in a room for 20 minutes before the officials could disperse the mob and smuggle me to the railroad station in a closed car with the shades drawn. When decisions become so important as that, it would be better to have no debating at all.

Fifth, **an inexperienced high school debater should know that he can be a debater and still be a gentleman.** It isn't necessary to manufacture evidence or use any of the other tricks some debaters know that would be shunned even by a shyster lawyer. I have in mind a team I heard some years ago, which toured the country debating either side of the question about the merits of chain stores. One of the chief issues in every debate was whether or not the chain stores could offer groceries to the public at lower prices than could the independents. And the best piece of evidence was a report on prices made by a certain Federal bureau.

This particular team won from a team I coached by reading part of a letter from this Federal bureau saying, "We have never issued a comparison of prices in chain and independent groceries." The judges thought my team had manufactured evidence.

Later in the evening, I asked the privilege of seeing the letter. I found it had a second paragraph which said, "However, we have made separate surveys of prices in chain stores and in independent stores, and comparisons are easy to make yourself." The debater who had the letter told me proudly that he used one paragraph when debating on one side of the question and the second when debating the other. "Debating is largely trickery, after all, isn't it?" he asked, "We've won lots of decisions, and our coach is quite proud of us." My impression is that that team did more harm to the reputation of the school it represented than it did good, even to the coach. And that type of debating certainly was tending to undermine the ethical standards of three boys that otherwise might have been trained to be decent citizens.

I am glad to say that in my experience the majority of debates I have heard have been won by clean, gentlemanly argument. There is no excuse whatever for trickery in debating.

If the inexperienced debater learns these five things, there is at least a chance that he will develop into a successful debater, both in high school and in college. If he knows he's ignorant, he'll be willing to work hard—to read books, magazine articles, and newspaper clippings, to make notes, to organize material—in short, to do all the routine preparation that sometimes seems like drudgery. If he knows that his own opinion is worthless, he'll learn to use specific facts, to prove his contentions with evidence. If he knows he must interest his audience, he'll add concrete, vivid illustrations. If he knows that victory or defeat won't shake the world, he'll avoid some of that emotional tension before and during the debate that hampers effective delivery. And if he knows he can be a debater and still be a gentleman, he'll act like a gentleman instead of like a dirty shyster lawyer.

A boy or girl of that sort has a chance, not only to become an effective speaker, but what is far more important, a decent, intelligent citizen of the United States.

#### NFL

The 20th Annual Convention of the National Association of Teachers of Speech will be held in Chicago December 30, 31, and Jan. 1. A big NFL get-together dinner is planned for Monday night, December 30. Since this year's convention program will stress the speech problems of secondary schools it is hoped that NFL speech directors will be present in large numbers. It will be a truly great convention.

#### —NFL—

The imposters who insist on reading a speech from a manuscript should provide their auditors with efficient alarm clocks . . . it is exceedingly unfair to put people to sleep in the middle of the evening and then go away and leave them to their dreams!

## A Dual Debate Tournament

J. Arthur Nelson

Debate Coach; Benson High School, Omaha, Nebraska

For some time debate has faced some criticism, especially during the depression, to the effect that the activity is confined to only a few pupils. In an effort to meet this criticism, which has some merit an effort has been made to bring the activity to a larger number of pupils. Here in the Missouri Valley League, a league composed of the six Omaha schools, the two Council Bluffs schools, and Fremont High School, a rule has been in effect for some time that a debater can be used only four times in league competition, and free-for-all competition, this means that a minimum of twelve pupils must be used by each member school of the league.

When your author came to Benson this fall, he found twenty-eight teams whose members were interested in participating in interschool competition. It seemed to him that anyone who wanted the training was entitled to it, and manifestly some other provision than the ordinary debate channels had to be made for some of these people. Central High School faced something of the same situation. Miss Sarah Ryan, the debate coach at Central and the Benson people conceived the idea of having a dual debate meet, each school putting in eight debate teams, and having single-defeat elimination. We ran off this tournament on Saturday, November 16, with results highly pleasing to both coaches.

In this particular case, debaters of other high schools in the league were asked to serve as judges; and they served in this capacity very satisfactorily. As a matter of record, we have used student judges in the Missouri Valley League three years and thus have provided an additional fine training for our debaters.

A tournament of the type described can be run off in a single day, and it provides training and competition for sixteen people instead of the customary two to four people who are entered in the ordinary tournament. It gives the pupil who can't quite make the first team a feeling that something is being done for him, and it staves off the sickening discouragement that so often comes to this class of pupil. As a matter of record, it is the best enthusiasm generating device that we ever have tried. In addition, it meets the criticism that the energy of a coach and the taxpayers' money is expended on too few people.

The idea is passed on to you for what it is worth.

—NFL—

The biennial national speech tournament of Pi Kappa Delta, national collegiate forensic society, will be held this coming Spring in Houston, Texas. Shortly after the echoes of those oratorical tirades have died away the NFL-ers will begin their national tournament in Oklahoma City. It has always been said that Oratory flourishes in the South; whether that be true or not, it surely will after the tournament of next spring.

## Oklahoma City Gets National Tournament

As this Rostrum goes to press arrangements are being completed to award the Sixth National Speech Tournament to Oklahoma City. The dates will be May 4 to 8, 1936. Extended information will appear in the January issue.

## Are You Coming?

When?—December 30, 31, and January 1, next.

Where?—Chicago, The Stevens Hotel.

What?—A National Convention of people who teach in the field of Speech. Teachers from our public schools, from our colleges and universities, will be there, many hundreds of them. This is the 20th Annual Convention of the National Association of Teachers of Speech. Additional features of the convention will be a joint meeting of the American Society for the Study of Disorders of Speech and a joint meeting of the National Teacher Conference.

Why?—Because there are interesting demonstration programs in creative dramatics for children, in debate for high school and college, in dramatics, in speech-correction, in a new type of declamation contest; because there will be many interesting papers read, discussions held; because there will be many interesting people to see, to hear, to meet, to know; because your presence there means one more stone in the structure of our professional solidarity.

Who?—Who will be there? People from the elementary schools, the high schools, the colleges and universities who enjoy working in the field of speech, who believe in the educational values of speech as a discipline, who wish to know more, who wish to do all they can for their National Association and for their profession.

Well?—Can you attend? Will you?

RALPH DENNIS,  
Northwestern University.

One of the things of which NFL is most proud is the great and good friends it has among the leading speech educators of America, many of whom hold prominent positions in college and university circles. Professor Beard of the University of Oklahoma; Professor Ewbank of the University of Wisconsin; Professor Murray of the University of Denver; Professor Dennis of Northwestern. If space permitted, the list could be extended greatly. In the above item, Dean Dennis extends his personal invitation to attend the Speech Convention in Chicago. Let's accept it.

## Is Your Chapter Mentioned?

**Editor's Note**—A gratifying large number of NFL chapters are now either sending The Rostrum the regular editions of their school paper or else sending in a monthly "news letter" prepared especially for The Rostrum by an officially appointed Chapter Reporter. If there is no news from your chapter in the following, check up and make sure you have an active chapter reporting system serving The Rostrum. News items should be sent direct to the editor: Karl E. Mundt, Madison, South Dakota.

**MODESTO, CALIFORNIA**—The Modesto Broadcast, an enterprising and attractive weekly high school newspaper, gives prominent front page space to the forensic activities of our NFL Chapter in Modesto. The Californians are already holding a busy schedule of debates and on December 6th they held a big local speech contest to select the extemporaneous speaker who is to represent Modesto in interscholastic contests. The Broadcast also reveals that the Modesto Chapter has the interesting custom of holding monthly NFL chapter meetings in the various homes of its members at which time regular programs of entertainment of a forensic nature are arranged for mutual enjoyment. Whether the meetings are held in private homes or in the school building, the policy of holding regular meetings once or twice a month is one which should be adopted by every chapter. Such meetings provide excellent opportunity for forensic training, practice in parliamentary law, and general enjoyment. Frequent "Visitor's Nights" should be held at which time every member should be privileged to bring a guest who might later become interested in speech work. Also, a "Parent's Night" should be arranged for a least one meeting each year.

### NFL

**RIPON, CALIFORNIA**—(Where are our Eastern Chapters this time?) Our chapter at Ripon Union High School is sending The Rostrum the regular issues of the "War Whoop." A recent issue points out that the Ripon forensic stars have won two debates in starting this year's season and are now looking for new fields to conquer. When Mr. Peterson of Bakersfield hears this, we expect to hear of a challenge being issued at once and if those Los Angeles boys are still in school who fought their way to the runner-up position in national debating, last year, WE KNOW the Ripon speakers will find plenty of competition if they just continue their schedule long enough.

### NFL

**SIOUX FALLS, SOUTH DAKOTA**—From the "Orange and Black," high school paper of Sioux Falls, we learn that last year's National Champions are trying a new and fascinating experiment this year: Sioux Falls is "Debating by Mail" with a number of NFL Schools including Los Angeles, Bakersfield, Elgin, DuQuoin, and several others. If you are interested in this new type of debate procedure, write Miss Elizabeth Perkins, Debate Coach, Sioux Falls High School, for particulars.

## Something of This—Something of That

On a recent speaking trip to Sheboygan, Wisconsin, The Rostrum editor had a nice visit with able forensic coach Arnold Melzer of Sheboygan High School. Kensters who were at the Fifth National Debate Tournament will remember that Sheboygan was represented there by seven capable speakers and the Wisconsin speakers from the western shores of Lake Michigan are already planning to be present when the roses bloom in May at the next National Tournament.

### NFL

Wichita High School of Kansas published a seven-column newspaper, "The Messenger," which would do credit as the daily newspaper of a fair-sized city. Published twice a month, it has a splendid make-up and is a newsy paper. The Rostrum suggests, however, that the NFL Chapter there, secure a little more publicity than evidenced in the November issues, as a careful search of important headlines failed to reveal any forensic news. Keep us on the mailing list, however, and later issues are sure to report some of the enterprising activities of our Wichita NFLers.

### NFL

Maplewood, Missouri, held its second invitational debate tournament during November with approximately 138 high school debaters in the contest. Altho it was a non-decision tournament, expert judges were engaged to give the debaters criticisms after each contest and Professor Raymond F. Howes gave the address printed elsewhere in this issue as the high spot in the meeting. Sixteen schools entered the tournament and one of the critic judges present was Julian C. Aldrich, genial executive councilman of NFL.

### NFL

Many NFL chapters are conducting interesting experiments with unique types of debating and unusual forms of debate tournaments. J. Arthur Nelson of Omaha, gives an explanation of one of these experimental forms of debate tournament in this issue of The Rostrum. Omaha has a number of strong forensic high schools and every National Tournament is sure to find several Nebraska candidates fighting their way up to the terminal rounds of the tournament.

### NFL

The Rostrum editor spent a most pleasant hour early this month with Lawrence M. Brings, editor of the Northwestern Press of Minneapolis, and president of the Northwestern School of Speech. Mr. Brings brings to the publishing business a rich cultural background of speech experience and training and the selections in his stock are chosen from the viewpoint of a practical producer. NFL members when in Minneapolis should not fail to call at his new headquarters at 2200 Park Avenue.

### NFL

**Send your school paper to The Rostrum! Appoint a Chapter reporter!**

## Members Invited to Council Meeting

The Executive Council will hold its annual mid-year meeting at the Stevens Hotel in Chicago in connection with the convention of the National Association of Teachers of Speech. All NFL members attending this convention—and there should be many—are cordially invited to meet with the Council on Monday evening, Dec. 30th, at 6 o'clock to consider the various matters of business coming before the Council for action and to give their views and recommendations concerning them.

Some of the items of business to come before the Council have already been indicated in previous issues of *The Rostrum*. Shall a sweepstakes trophy be provided for the national tournament according to the recommendations of the special committee report published in November?

Then there is the question of eligibility of ninth semester students to compete in NFL tournaments including the national. A special committee has this under consideration and will submit its report. Nevertheless the views of any member may be very helpful in deciding the question fairly and wisely.

Other questions will arise concerning rules for the national speech tournament. What changes, if any, should be made? Some members have expressed the feeling that in fairness to all entrants a school entering in debate should be required to use different personnel for affirmative and negative teams—enter four students instead of two. There are two sharply conflicting points of view there that deserve free discussion and careful consideration.

A minimum time limit for declamations and orations must be considered. At present most selections used are about ten or twelve minutes. Shall credit points be given or shall a contestant qualify in a district tournament if the selection used is only three or four minutes? Again, room for real discussion.

Honorary and Associate memberships have been authorized by the constitution. The Council has for some months considered rules governing such elections, but has tabled the matter until the Chicago meeting. The recommendations of the members will be considered before final action is taken. What requirements shall be laid down for such memberships?

What restrictions should be placed on such elections? How many may be elected over a given period of time? What insignia shall these members receive? These are some of the details, but rather important ones which must be decided and which should be so written as to necessitate a minimum of revision later on.

Other matters of business may be suggested by the members themselves, and altogether a full evening of deliberation is in store for the members able to attend. It will be a fine opportunity to test whether our own coaches have the power of convincing and persuasive speech they teach in their classroom.

Plan to attend this important meeting of the NFL. We'll meet you at The Stevens.

## From the Secretary's Desk

### New Chapters

The Charter Committee takes pleasure in announcing the authorization of charters to:

Los Gatos, California  
Cassville, Missouri

Memph's Central HS, Tennessee  
Masontown, Pennsylvania

### Go-Getters

These Chapters have added new members or new degrees during November:

East Pike Run, Pa.  
Central Texas School of Oratory,  
Brownwood.  
Emerson, Nebraska  
Douglas, Wyoming  
St. Vincent's, Pennsylvania

Luverne, Minnesota  
Morton, Illinois  
Anacortes, Washington  
Blair, Nebraska  
Kansas City-Wyandotte  
Potomac, Illinois

### The District Standing

Never has there been less change in the district standing compilation than during the past month. Only two districts changed, one up two places and the other down two places. Nearly all districts increased their membership, but not enough to gain any advance over the district ahead of them.

For the benefit of our new members it might be desirable to set forth the basis of this compilation. The total number of active members and degrees of the chapters in good standing in each district are divided by the total number of chapters in that district at the beginning of the school year. A chapter is not credited with membership until it has returned the membership list for the year nor do chapters under suspension have a membership rating. However, both are included in the count of chapters determining the divisor and the membership quotient. On the other hand, new chapters add to the advance in standing of the district. The standing of course is determined by the average number of members and degrees per chapter in that district.

The leading chapter is simply the chapter with greatest number of active members and degrees in that particular district, and not a list of the leading chapters in the national organization.

To advance the standing of their district the chapters can do several things: Each enroll its new members as soon as they have qualified for membership; apply for all advanced degrees for which their members have qualified; return their membership lists promptly; help restore inactive chapters so they will add to the membership total; and add new chapters from the strong speech schools in the area. If the chapters in any district will systematically carry out this program they can place their district in first place within a single month. Why not try it?

## Statistical Diet

### District Standing

Rank	Up or Down	District	Av. No. Members	Leading Chapter	Members & Degrees
1.	0	New York	11.7	Poughkeepsie	64
2.	0	Indiana	9.2	Bloomington	26
3.	0	Missouri	7.1	Joplin	51
4.	0	Nebraska	7.1	Emerson	23
5.	0	Pennsylvania	6.8	Charleroi	44
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10.	0	Texas	5.3	Enid, Okla.	34
11.	0	Kansas	4.8	Topeka	45
12.	+2	California	4.2	Phoenix, Arizona	13
13.	0	Washington	4.1	Lewiston, Idaho	36
14.	-2	Iowa	4.0	Oskaloosa	25
15.	0	Dakota	3.7	Presho	17
16.	0	Minnesota	3.1	Mpls-Roosevelt	18
17.	0	Colorado	2.4	Fort Collins	10
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