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1631 South Paxton Street
Sioux City, Iowa

The Rostrum



Official Publication of the National Forensic League

VOL. XIII

DECEMBER, 1938

NUMBER 4

ALL NFL members in Cleveland for the convention of the National Association of Teachers of Speech are invited to attend the annual meeting of our Executive Council on December 27 at 10 o'clock, Hotel Cleveland.



THE ROSTRUM

Official Publication of the National Forensic League

KARL E. MUNDT, S.D., *President and Editor*

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Editorial Reflections

1938 has brought a gratifying increase in the number of districts issuing bulletins of one type or another—most of them are mimeographed and all of them very highly interesting and packed with stimulating information for chapter members. District Bulletins recently have reached the Rostrum from Minnesota, Ohio, Nebraska, Missouri and the initial issue of the South Dakota District Bulletin will appear in December, according to a forensic Walter Winchell who has just given out this information. Suggestions for all district bulletin editors—why not write Secretary Jacob for a complete list of district bulletins, and put all of them on your exchange list?

NFL

NFL will have double-barreled representation in Washington after Congress convenes next January! Not only will President Karl Mundt be on hand in his new seat in congress but he is taking Ethel Mae Gunnison (now Mrs. Myron Youngblood), a former debate

coach of Madison High School with him. Miss Gunnison was our chapter sponsor at Madison and was an enthusiastic NFL-er.

NFL

Ten years ago, two college underclassmen studied together in Eastern State Teachers College, Madison, S. D., and dreamed dreams of making the debate team as sophomores and of achieving forensic fame. Their coach aided and abetted their youthful dreams as best he could. Both made the college debate team; earned high honors for themselves; are still at it. One, Harold G. Curtiss, is now district NFL Chairman of South Dakota; the other Joyce R. Gregory is now District NFL Chairman of Minnesota. Their coach, Karl Mundt—is now NFL National President and all three are vitally interested in the speech arts as ever although each has traveled many miles in many directions since 1928.

Even The Greeks Had Little Men

The other day while browsing through one of Ripley's "Believes It or Not" collections, I came across a picture of an ancient Greek governor who was so vain and opinionated that he had over a hundred bronze statues of himself erected during his term of office. The Greek was of so little importance that I have already forgotten his name and Ripley pointed out that within ten years after his death only one statue of this colossal egoist remained in all of Greece and this one was hidden in the cellar under the house of one of the governor's relatives!

Thus—vanity earns its own reward and smallness secures its logical goal and all the power of a thunderbolt can't compel people to accept an attitude, respect an argument, or praise a performance unless they are convinced for themselves that they have witnessed something or heard something of merit. Might can force an enslaved people to build a monument to itself in the day, but it can't prevent the most ragged and wretched subject from spitting on it under cover of night!

Student speakers can ponder the case of the misguided Greek with value to themselves. After putting down an oration as "complete" and "ready" after writing on it for a month or so, they might ask themselves "by what rule is my oration complete?" "In whose opinion is it now pronounced good?" If it is ready to memorize and ready to speak, by what standard is it called 'ready'?" "Would Abraham Lincoln have called it 'ready' if he had written it instead of his Gettysburg Address?" Students should learn that the search for perfection and even for greatness goes on night and day long after they have tired of the chase and cried, "completed." Vanity and self-satisfaction should never induce a student to put down a piece of speech work as "ready" until the exacting requirements of time cause him to exhibit his work . . . then, realizing the imperfections of his product he should strive by EXTRA EFFORT in delivery to make his talk sound even better than it is!

For those who like to crab judges, too, the bronze-buying Greek affords a valuable lesson in self-restraint. When a debater or his coach perpetually tries both to play in the band and dance on the floor; when he attempts to deliver the speech and judge it as well or to coach the team and pronounce the decisions he is simply playing the wrong kind of Greek! He might as well spend his time building monuments to himself or pasting his picture on the front pages of yesterday's newspapers. Judges make lots of mistakes, to be sure, but they are usually honest ones, and there is more to be learned by trying to figure out the possible reason for defeat than can be gained by the best crabbing act ever put on. Nobody's judgment is always perfect and the judge, himself, might be right . . . Each of us is the world's worst judge of his own performance; other people will tear down our monuments as fast as we build them up! So let's spend our tenure of judging by working on the other fellow and let him be the judge of us . . . in that way maybe we can all rate a little higher in the record book of history!

—Karl E. Mundt.

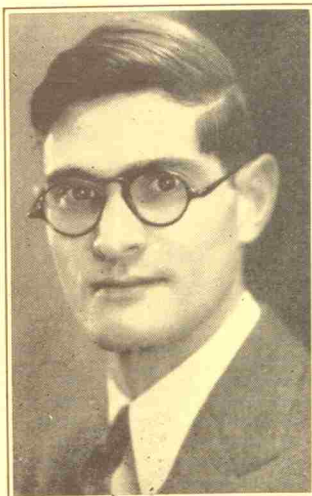
Speech Contests On Trial

Sylvester R. Toussaint, Professor of Speech, Colorado State College of Education

A news report in today's local paper quotes a resolution adopted last night by the city school board opposing interscholastic competition of all kinds, including speech, debate, drama, music, and athletics. The resolution specifically calls for the building of an intramural program, the elimination of all district, state, and national contests of any kind, and tolerates interscholastic competition only within the conference, in this case a league of six high schools. An article in *The Speaker* which came to my desk today asks for the abandonment of all speech contests as out-moded relics of the past. Various state organizations of high school administrators have placed limitations around interscholastic competition, including speech programs. Such restrictions are likely to increase in number and severity.

These attitudes and movements are filled with significance for the teacher of speech, charged with directing a program of forensics. They are of more than passing interest to an organization such as the National Forensic League.

The reasons for legislation and resolutions such as those mentioned are many and in some cases the result of a mixture of conditions and circumstances. For some factors, directors of speech activi-



ties are responsible. Many have not been wise in their organization of programs. Debate and other speech activities have been expanded beyond their natural limits of interest. Students have been carted around the country to the consequent neglect of all other work. Faculty colleagues have complained. The tail seemed to be wagging the dog. One may well question

the educational justification for one student appearing in fifty or sixty intercollegiate debates on the same subject over a period of a few months or the merit of a schedule of two hundred debates for a single high school in a single season. There have been mistakes, too, in emphasizing records of achievement in competition and in methods used to gain such victories. Yes, a good honest session of inventory will reveal many abuses of the interscholastic speech program.

There are contributing elements for which the speech teachers have not been responsible and over which they have no control. In many places the forensic interests are included in the general condemnation as innocent relatives of other activities. In one state the secondary school men were aroused over the promotional work of a commercial band instrument company and in their ire

the administrators set out to make blanket rules for all interscholastic programs, good and bad. The situation is very much akin to that which is vivid in my memory of a certain innocent boy who received a good tanning because he happened to be standing around when someone else broke a window. In other regions the attack comes as a conflict between large and small school systems. The small schools are the more numerous; the large ones more powerful. This conflict has resulted in the class A basketball tournament in one state becoming a farce. The officers of the state association are "small school" men and under the guise of "over-emphasis" the larger schools literally refuse to play ball. Neither do they participate in the state forensic association, also directed by "small-school" men. Still another factor is the anti-competition and anti-reward theory of certain schools of thought in education. These philosophies have no place in their scheme of things for contests in speech. Interscholastic athletics they tolerate because they don't worry about them as educational instruments.

Concerning this whole controversial matter the writer expresses two hopes. One is that in their efforts to correct abuses, members of school boards and educators in charge of our high schools will not throw out values in indiscriminate fashion. No one will deny their right to direct the school programs as they see fit. Most of us will admit, too, their sincerity in acting in the interests of their students. It is doubtful, however, whether a sweeping abandonment of all interscholastic competition whatsoever or a categorical limiting it to

meeting five specific schools and no others is the correct solution. Usually the sound policy is one which calls for the principle of evaluation of specific programs and the practice of moderation and judgment in applying the principle.

The second hope is that forensic directors will set their house in order in an effort to preserve educational values so that the charges being leveled at interscholastic programs will be withdrawn when speech activities are at the bar. The best preventative of outside discipline is self-discipline. It would seem to me that the chapters of the National Forensic League, which represent the leadership in high school forensics throughout the country, have a vital function to perform here. My experience with the organization leads me to believe that this responsibility is being recognized and accepted. I know of no more potent or active force in the efforts to raise the standards of literature used in contests in reading. You have done much; more remains to be done. Perhaps contest types should be changed to conform to life reading situations. At any rate the torch is yours. The League has pioneered in changing the debate ballot and in selecting teams for final elimination contests. It may be that you will have to go further in revising traditional procedure in this respect. You will have to work out a sound seasonal program. Surely you have much to share that will strengthen the educational soundness of local efforts. You ought to provide the means of sharing ideas and of developing worthwhile programs.

I cannot agree that the contest is in itself an evil. Psychology

and experience still testify to the motivating influence of competition with other individuals. The task is to make of that contest something which will contribute to the growth of the student. A sound intramural program reaching a large share of the student body is a laudable and indispensable enterprise but is it not true that in general the best intramural efforts are found in schools providing the stimulus of a sensible interscholastic schedule? A case can be made, too, for bringing together the best of several districts or several states in order that they might be stimulated by the best. I have seen local school dramatic and speaking ideals and achievements lifted remarkably by the recognition of the lag brought home vividly by comparison with other school representatives.

Those who have attended the national meets for the past two years will testify to the growing emphasis on demonstrations and educational features in that event. It is tending to become more than ever a splendid demonstration-project of methods and standards in speech work. The young speakers there recognize merit. I have been impressed by their appraisal of fellow readers and debaters. I feel quite certain that the students who have the opportunity to attend the national conference and tournament will always look back on it as a time of influence and enrichment equal to any other four or five days of their school careers.

These are days of doubting and testing of all educational procedures. It will not suffice to object to trends and criticize those who direct them. It lies within the pow-

er of speech teachers and sympathetic administrators to conduct sane forensic programs which can stand the scrutiny of all investigators except the militant extremists who will not view with an impartial eye. Surely the testimony of those thousands of people who look back on their school forensic tests as among the most valuable and useful instruments in their growth is evidence which pleads eloquently for their retention as challenges to the high school students of today, more of whom are interested and participating in speech activities than ever before in the history of schools in this country.

Humor in Speech

(Continued from page 9)

speeches reveals that the popular devices are (1) poking fun at respectabilities, (2) blunders, (3) built-up situations (not isolated jokes), (4) exaggeration, (5) under-emphasis, (6) clever turn of a phrase, (7) incongruous arguments placed in juxtaposition, (8) comical narration or description, (9) anecdotes, (10) play on words, and (11) friendly thrusts at an opponent or his argument. This last is incomplete because, as Quintilian observed, there are as many sources for facetiousness as for gravity. Successful humor depends upon nature, art, and opportunity.

Humor is not the sine qua non of effective speech, but it is a significant rhetorical device that is worth cultivating. Perhaps Elbert Hubbard was right when he wrote, "Do not take life too seriously—you will never get out of it alive anyway!"

Use Of Humor In Speech

Glen E. Mills

Ann Arbor High School Ann Arbor, Mich.

Isn't one quite safe in saying that most people want to be amused? The truth of that statement is indicated by the facts about radio programs, movies, speakers and columnists. Who are the most popular radio stars? Mr. L. C. Hood's article in the Jan. 15, 1938, Scholastic magazine informs us that Edgar Bergen, Jack Benny, and Amos and



Andy are the most popular in the hour, half-hour and 15-minute program classifications, respectively. Other radio humorists who reach many listeners are Eddie Cantor, Al Pearce, Bob Burns and Sheila Barrett. Those of us who attend movies occasionally can readily understand the importance of humor to the cinema industry. Will Rogers was one of the most popular columnists because he could tell the truth and make people like it. He observed the cowboy's admonition, "Smile when you say it, buddy."

Literary evidence on the value of humor can be found in abundance, representing the opinions of reputable writers from 427 B.C. to

1938 A.D. Of the ancient rhetoricians, Georgias, Aristotle, Cicero and Quintilian made the most significant statements concerning the value of humor in public discourse. Several modern books in the fields of psychology, public speaking, and debating also contain similar ideas. **The Nature of Laughter** by J. C. Gregory lists 327 literary references on the subject. Dr. D. A. Laird's book, **How to Use Psychology in Business**, is authority for the statement that a sense of humor is one of sixteen factors of social intelligence.

Many of our most successful speakers have used humor. The high school assembly and commencement speakers who are in great demand are those who gain attention and hold interest by means of humor. The speech students who are rated among the best by their classmates usually employ humor. Dr. A. H. Monroe of Purdue University published statistical evidence on this point in December, 1937.

The human desire for amusement and its implications for the speaker were recognized by Professor Overstreet, the author of **Influencing Human Behavior**, when he wrote, "Humor is not trifling. It is that blessed quality which pervades or should pervade all our techniques for influencing human behavior."

Our first task is to gain attention, for without it we cannot "put over" any message. Some people call it polarizing (not paralyzing) the audience. Successful speakers have learned the atten-

tion-getting power of jokes or clever remarks based upon the introducer's speech. People will listen to a speaker if he begins with remarks which are more interesting than the potential distractions which are usually present.

Gaining attention is one problem, but holding it is another. This second problem is often more difficult than the first, especially in a long speech on a serious topic. Psychological studies have shown that interest and attention tend to decline after a short period of time, and that interest-renewers are needed. Several devices are used by the best speakers and are recommended in our speech texts. They are concreteness, vividness, variety in gestures, variety in voice factors, variety in sentence structure, humor, and others which will avoid monotony. Several of these should be used in long speeches such as commencement addresses.

This matter of holding the listeners' interest is closely related to another problem, the relieving of tension by providing humorous contrasts to serious thoughts. Shakespeare used the grave diggers' scene in "Hamlet" for this purpose. Cicero's oratory was cited by Quintilian as an example of this technique. Gorgias, an ancient trickster, said, "We must ruin our opponent's earnestness with our jocularity . . ." Skillful debaters often demoralize their opponents by "getting the laugh on them." However, the boomerang effect may be even more embarrassing when the opponent makes a "snappy comeback."

Humor is sometimes effective as support for a point which one is trying to establish. One speaker was explaining to a class the dif-

ference between abstract and concrete ideas. He illustrated the distinction by referring to a cement worker who professed to be fond of children, but who became violent when a child autographed his new sidewalk. Upon being questioned about the inconsistency the workman replied, "I love kids in the abstract but not in the concrete." The one caution to observe is that humor is not a substitute for argument; it is a re-enforcement.

High school students and many adults are more favorably impressed by a speaker who acts like a "regular guy." The older people simply have a more elegant way of expressing their reactions. The reaction of good will is often accomplished by the use of humor or good natured remarks. Cicero observed a principle which is true today when he stated that an audience is easily diverted from gloom or rancor "by a single expression uttered opportunely, quickly, smartly, and with good humor."

Not the least function of humor is its power to give the speaker confidence and put him at ease. If a speaker is uneasy when he begins, he can usually gain self-confidence by getting a desired favorable reaction from his audience. This is another reason for using humor in the opening remarks. Quintilian "had something there" when he advocated the use of witty sayings to overcome embarrassment.

Are these six functions of humor confined to public speaking? They should not be. Possibly all of us can recall conversations or group discussions which were made more stimulating through the use of humor. It is generally

recognized that a sense of humor is a social asset.

Jocose remarks have abuses as well as uses. This fact necessitates our observing seven cautions, especially with respect to the public speaking situations, including extempore contests.

A witicism must be suited to the audience and to the point. Audiences differ with respect to age, education, and ability to "get" a joke. We must not be too subtle for the "slow of wit" nor too obvious for the sophisticated. Beginners usually learn by the trial-and-error method. The important thing is to be able to change tactics during the speech if the audience reaction is unsatisfactory. All audiences appreciate humor more fully if it is apt. One should not inject a "gag" that has no pertinence to the point. Humor is usually not an end; it is a means of achieving a serious objective.

We must arouse mirth without offending people. Funny stories about certain races, creeds, nationalities, or physical handicaps are dangerous materails. We can find literary evidence of this type of humor as far back as 850 B.C. in Homer's "Iliad." The glee of Olympus over the limping Heph-aestus, as he hurried through the palace, represents the tendency to be amused by physical infirmities. It is true that many listeners will laugh at such jokes, but are those responses worth the cost? Neither do we need to be vulgar. It is obvious that some forms of humor befit a gentleman, but others do not.

Appropriate humor may be used in nearly all speech situations. Funerals are obvious exceptions. Henry Ward Beecher, a famous preacher, was unconventional in

his use of humor in the pulpit. He said, "But if mirth come up naturally, do not stifle it . . ." Another preacher was exhorting his congregation to sing with more spirit. He said that those who could not sing should at least make a joyful noise unto the Lord.

Know how to tell it! Many speakers ruin excellent material by poor execution. The raconteur's ability may be a gift, but several psychologists maintain that the ability can be cultivated. One method is to watch others, practice, and observe the results.

Spontaneous humor is often more effective than prepared material. Repartee between introducer and speaker, especially in after-dinner situations, is very effective. An example of this type took place when a toastmaster said of the speaker, "If you open his mouth and drop in a dinner, out will come a speech." The speaker replied, "If you open my mouth and drop in one of the toastmaster's speeches, the process will operate in reverse."

Speakers who become successful in their efforts to produce laughter are often tempted to over-use humor. Writers in our field from ancient times to the present day have advised against yielding to the temptation. The reason is that the serious objective of the speech may be obscured. Mark Twain regretted the fact that his audiences would not take him seriously. They had learned to expect only humor from him. If one's objective is to entertain the audience he need not worry about over-using humor.

What are the sources of humor which speakers may use? A cursory survey of text books and

(Continued on page 6)

Outstanding Students

By Ralph N. Schmidt, Mayville, Wis.

John Amott

John Amott, junior at Fort Scott, Kans., High school, has established a record which will be hard to equal and almost impossible to beat. As a freshman he was a member of the team winning second place in the National Debate Championship for Elgin, Ill., and last year was the main support of that High School's National Championship Debate Team! He and his partner, Doris Ollman, were undefeated throughout the entire debate season, and his team (four speakers) won every tournament entered except one—and took second in that! In addition to debate he also participated in Original Oratory and reached the state finals in that event. In his two years of competition he has amassed a total of 369 NFL credit points, and ranks fourth nationally.

He has never received a grade under A in any subject in his two years of high school already completed, and the majority of his grades are A plusses! While at Elgin he received the Rotary scholarship award each year. He is maintaining this excellence in scholarship at Fort Scott. He is fond of golf, swimming, and baseball, played on the Elgin Varsity basketball squad, and was one of the high point winners in the freshman-sophomore intramural Hexathlon. In the band and orchestra he plays clarinet; the quartet of which he is a member won a first division rating at Elkhart, Ind., immediately after the Nationals at Wooster. Although he has been at Fort Scott for only two months he has already



been elected president of his junior class.

For a young man of sixteen summers he has indeed "made hay while the sun shone!" And, the sun has yet two years to shine!

Dick Goodman

Dick Goodman, of Lincoln Community High School, Lincoln, Ill., is another trail-blazing junior whose achievements in the field of speech will be difficult to emulate. His particular field of endeavor is the drama, and he has acquired, through both dramatic and humorous declamatory contests, a total of 328 credit points, and ranks fifth nationally. He is particularly proficient in humorous declamatory in which he is the National Champion! He has never ranked lower than third in a tournament, and that but once, in his initial attempt! Last year he placed first in every tournament entered except the Illinois High School Speech League Tournament in which he placed second.

His ambition, to be an actor



and theatrical producer, is obvious when one knows that he has participated in six full length plays in his brief career, and was a member of the cast of the Lincoln entrant in the State One Act Play Contest—at which contest he was selected a member of the "All-State" cast. His favorite school subjects are Chemistry and Dramatics, he is president of his local NFL chapter, he plays the snare drum in the school swing orchestra, his favorite playwright is William Shakespeare, and his favorite screen stars, Dorothy Lamour and Paul Muni. His two hobbies are: collecting keys of all sorts, and Indian relics.

He says that he intends to try the two oratorios and some more dramatic declamation this coming season . . . "thank goodness" do I hear you humorous declaimers saying? Good luck, Dick, we hope you'll be one of many N.F.L.'rs to follow in Don Ameche's footsteps!

John Brummett

In the minds of his colleagues, second ranking national high point winner, John Brummett's most noteworthy accomplishment

in speech has been the persistent way in which he, emulating the proverbial example of Demosthenes, converted a harsh, indistinct voice into his greatest platform asset.

He has earned three letters in debate, and likes oratorical and dramatic declamation also, the former being his favorite.

His penchant seems to be presidencies, having served three years as class president, three as debate club president, and two as Hi-Y president, besides holding some presidencies in organizations outside of school.

His most famous blunder about which his colleagues are merciless in their raillery, came in the Illinois NFL tournament, when, as a sophomore, having sailed along beautifully in the oratorical declamation preliminaries, he inadvertently announced his selection in the semi-final as "The Big Parade" (he was giving "Abraham Lincoln"), started laughing, took fifth in the round, tied for second in the meet, and, by one point, lost an opportunity to qualify for the national when the tie was



broken by preferred rankings in the final round. Last year at Wooster he finished third.

Johnny hopes to secure for himself a law education, but he says he is going to have to talk a lot to be able to get it.

Joan Echelberger

Can't is the word that is foe to ambition,
An enemy ambushed to shatter your will;
Its prey forever the man with a mission
And bows but to courage and patience and skill.

This stanza by Edgar A. Guest is remindful of Joan a genial, blond, brown eyed girl who has tried all through her life to say, "I can." Indication of her success is to be found in the fact that she is listed among the first ten in the N.F.L. Joan, or "Jo," as her intimates know her, started work in speech when she was just a little girl. Originally, I believe, it was started to help a speaking defect. While yet small she was reading for organizations in her home town, but her first major success came when she won first in Humorous Declamation during her ninth year in school. Competing in the National at Oklahoma City that year, she was eliminated early. Coming back to the state contest last year, as a junior, in a different field, oratorical, she again placed first. Again entering the National, Joan reached the final round of competition.

In her home school Joan is looked upon as a dependable leader, a capable entertainer in her own right and an outstanding member of any play cast. These facts are supported by her election to the presidency of the National Thes-



pians. That Joan's scholarship is high is evidenced by the fact that she is a member of the National Honor Society. That her interests are varied is supported by the fact that she holds memberships in the College Club, Junior Musical Club, Senior Girl Reserves, N.F.L., Spanish Club and Girls' Athletic Club. That Joan is busy is unquestioned. In addition to the above activities she expects to debate, reports for the school paper, and expects to enter Dramatic Declamation.

In spite of these activities Joan has had time to produce some peculiar likes and dislikes. She doesn't like exact sciences, tomatoes, and amateur "get a candid shot" photographers.

Editor's Note: This issue of the Rostrum features four outstanding students—speakers and scholars. Next issue will feature three of the coaches whose efforts and results merit national recognition. For the February issue your editor would like to feature the "Outstanding Freshmen of 1937-38." Will you please nominate your chapter's outstanding freshman? Include biographical material.

Outstanding Graduates

By Elaine Tucker, Classen High, Oklahoma City

"Twas the night before Christmas
And all through the house
Not a creature was stirring—
Not even a mouse! The stockings
were hung . . ."

In the NFL Christmas stockings—a handful of sugar plums for each NFL-er who has made a success of his chosen activity.

The first sugar plum goes to Miss Alberta Arnold of Eau Claire, Wis., and to her coach, H. W. Mathison. Alberta was a member of the Wisconsin state championship debate team of 1934. She participated in the National Tournament at Topeka. According to a recent bulletin from the University of Wisconsin, where she is now enrolled as a junior, Alberta has been selected as the outstanding woman of the junior class. She was also granted the Wisconsin Alumni Association annual award.

The biggest sugar plum we can find goes into the stocking of a Sault Ste. Marie, Mich., boy, John N. Fegan. And congratulations to John, his coach, Mr. W. S. Price, and to his fellow Sault Ste. Marie NFL-ers. John received his law degree from the University of Chicago in 1934. Since then his activities read like a page from "Who's Who." In January 1935 he became Assistant U.S. Title Attorney for the Department of Agriculture. In July, 1935, he assumed the duties of Municipal Judge of Sault Ste. Marie. In January, 1937, he changed his title to Assistant Attorney General assigned to liquor control for the state of Michigan. And in No-

vember, 1937, he became chairman of the State Tax Commission. Isn't that something for a young man—and he couldn't be very old to have been an NFL member. May this record be an inspiration to all would be lawyers who are now preparing their debate cases or orations for the 1939 tournament.

The only University of Chicago freshman with a position on the staff of the student publication "The Daily Maroon"; the managing editor of the weekly literary publication of the university; the President of the Freshman Debating and Dramatic Society; one of the ten members of the Freshman Council; one of the four University of Chicago students to participate in a floor show of Ted Weems' orchestra at the Stevens hotel for a special college night. That record belongs to Dale Scott of the Classen, Oklahoma City, Chapter.

We cannot overlook the stocking of our President, Mr. Mundt. At last he hangs his stocking in Washington this year. So, congratulations to you, Mr. President and a double handful of the sweetest sugar plums we can find. We are proud of you.

Down here in the oil well district, where we can't brag about the snow on the roofs or the jingling sleighbells or anything else externally Christmas, we can get the good old Christmas spirit and wish—

"Merry Christmas to all,
And to all—Good luck for the New Year."

Debate Notes

W. Francis English, Carrollton, Mo.

From the information coming to the editor's desk one can quickly conclude that NFL-ers in this big country are leading the way in many states toward more participation, more learning, more fun in speech work.

The "Buckeyes" of Ohio have done a very practical thing. They have arranged 19 different speech meets extending from Dec. 3 to Apr. 29. One is a debate clinic, others are debate tournaments, and still others are stressing individual events. They are scattered widely over the state. This should prevent much of the conflict that often comes in the late winter and spring and should keep down some of us just criticism that comes to us for overemphasizing contests. E. J. Diller, the efficient and genial Buckeye District Director, has arranged this schedule.

Minnesota is looking up, too. Miss Joyce Gregory, District Director, reports Roosevelt High of Minneapolis having a two day tournament on Oct. 19-20 with more than 50 teams participating. West High sent 16 teams to this meet. Radio station WCCO is cooperating with debate coaches in having student programs over that station. The Moorehead Chapter with the State Teachers College sponsored a Forensic Conference and Clinic on Dec. 1-3, and on Nov. 19, St. Cloud Teachers College sponsored a big speech festival for debate, original oratory, extempore, poetry reading, declamation and one-act

Missouri is moving along. A

state speech conference was held at Jefferson City on Oct. 29 for high school and college teachers of speech. Blanche Osborn of Salisbury, L. W. Welden of Maplewood, and ye editor were on the program. The State Department of Education called this meeting.

Anglo - American Agreement, compiled by H. B. Summers, H. W. Wilson & Co. 1938.

Representative American Speeches, 1937-38, compiled by A. Craig Baird, H. W. Wilson & Co., 1938.

The two books under consideration are well worth the attention of debaters. Mr. Baird's book should be in the hands of all students of oratory. Prof. Summers' book is full of worthwhile material on the debate question. He has not only drawn materials from a wide variety of sources, but has a good introduction to the question and a splendid bibliography.

As, Mr. Baird points out, one might disagree with him on the speeches selected but no one can deny that they are an excellent sampling of representative American orations. The speeches of Nye, Thompson, La Follette, Hoover and Carter should be read by all debaters.

The University of Missouri held its annual practice tournament and student legislature on Dec. 2-3. It was an excellent meeting. Missouri's meetings are always good! Take notice, Mundt and Beaird! Someone else can brag now.

District Standing

Rank	Up or Down	District	New Chapters	Members per Chapter	Leading Chapter	Members & Degrees
1.	0	Pennsylvania		21.0	Monessen	88
2.	0	Ohio		20.1	Wooster	73
3.	0	Wisconsin 1	1	17.7	Mayville	60
4.	0	Texas	2	17.3	North Dallas	72
5.	0	Iowa		15.1	Hawarden	61
6.	0	Northern Illinois		15.0	Maine Township	71
7.	0	Oklahoma		15.0	Classen	39
8.	+2	Southern Illinois		14.3	DuQuoin	66
9.	—1	New York 1	1	13.7	Poughkeepsie	62
10.	—1	Indiana	1	13.2	Ft. Wayne, North	55
11.	0	Colorado	1	12.8	Casper, Wyo.	39
12.	0	California 1	1	11.2	Beverly Hills	37
13.	+5	Nebraska		10.5	Emerson	26
14.	—1	Missouri		9.2	Carrollton	28
15.	0	Kentucky		8.9	Lexington	25
16.	0	Kansas		8.7	Salina	35
17.	—3	South Dakota		8.5	Watertown	40
18.	—1	Tennessee 1	1	8.2	Dickson	22
19.	0	Minnesota 1	1	7.7	Minneapolis, West	35
20.	0	New England 1	1	5.6	Portland, Me.	21
21.	0	New Jersey		5.0	State College, Pa.	14
22.	0	Western 2	2	4.7	Spokane, Wash.	20
23.	0	Michigan		4.7	River Rouge	19
		National av.		12.3	Monessen, Pa.	88

Our Decalet of Leaders—The Third Ten

J. Arthur Nelson, Omaha-B ..273	Jul. Pewowar, Hammond, Ind. 281
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Paul K. Crawford, Freeport. 250	Walter Eberlein, Shawano. 261
T. D. Reed, Hammond, Ind. 243	Rich. Peterson, Wadsworth. 260
O. A. Swanson, Ocon, Wis. 234	Paul Redinger, Wadsworth. 258
Mary E. Hamilton, Omaha-N. 217	Ralph Henry, E. Palestine, O. 258
Marion A. Wallace, Ossining 209	Wm. Reeb, Dwight, Ill. 257
Bertha Thornburgh, Columbia City, Indiana 208	Doris Bloomberg, Massillon. 257
Lola Berry, Lewistown, Ida. 207	H. Montgomery, Abilene, Tex 255
Joe Griffin, Newton, Iowa. 199	Don Simester, Wadsworth O 251

Going Up

	New	Total
Chapters	4	480
Members	25	21,156
Emblems	10	10,257
Contest reports	175	77,330
Degrees of Honor	27	9,092
Degrees of Excellence	25	5,249
Degrees of Distinction	8	2,888