

State and National Winning Readings

Here are some of our readings that have recently won first in State or National High School Declamatory Contests:

—HUMOROUS READINGS—

- AT THE DECLAM CONTEST
Won two State Contests and Second in National
Leota Hulse Black
- AT THE SCHOOL EXHIBITION
J. L. Harbour
- AT THE SWIMMING POOL
Won Four State Contests and One Inter-state
Clara Lewis Seeman
- BROTHERLY LOVE
Won Four State Contests and One National
Leota Hulse Black
- BROTHERS BEREFT
Leota Hulse Black
- BROTHERS-IN-LOVE
Leota Hulse Black
- CHINA BLUE EYES
Won Seven State Contests
- DEDICATING THE CROUTVILLE GAS STATION
Kathryn Wayne
- THE HOME TALENT REHEARSAL
Won Two State Contests
J. L. Harbour
- JIMMIE JONES STUDIES GEOGRAPHY
Alma Prudence Foss
- KING MIDAS IN A MIX-UP
Kathryn Kimball
- LET BROTHERLY LOVE CONTINUE
Won Four State Contests and One National
Leota Hulse Black
- OPEN WIDER PLEASE
Won Two State Contests
Carol Houghton
- THE SCHOOL PROGRAM
Won Four State Contests and One National
J. L. Harbour
- TOMMY STEARNS AT THE LIBRARY
Clara Lewis Seeman
- UNDER THE BIG TOP
Leota Hulse Black

—DRAMATIC READINGS—

- THE CRIMSON RAMBLER
Kathryn Kimball
- FEAR GOD AND TAKE YOUR OWN PART
Won Two State Contests
Myron Brinig

- DADDY DOC
Kathryn Kimball
- THE HIGHWAYMAN
Won Two State Contests
Alfred Noyes
- KING LEAR'S DAUGHTERS
William Shakespeare
- THE MURDER OF KING DUNCAN
(From Macbeth)
- ROMEO AND JULIET
Won Two State Contests
William Shakespeare
- THE SACRIFICE OF SIDNEY CARTON
Won Two State Contests
Charles Dickens

—ORATIONS—

- ALL EMBRACING AMERICANISM
Won Two Tri-state Contests
Hon. William D. Upshaw
- THE CHALLENGE OF CRIME
A. B. Cunningham
- THE CONSTITUTION
Won Two State Contests
Herbert Wenig
- CRIME ITS OWN DETECTOR
Won the National Contest in 1932
Daniel Webster
- IN MEMORY OF OUR HEROIC DEAD
Senator Frank B. Willis
- MASTERFUL MAN OF THE AGES
Won Four State Contests
Hon. John M. Robsion
- THE PARADOX OF PEACE
Won a State Contest and Second in National
Willard Wirtz
- THE PLEA FOR CUBA
Won Two State Contests
- ROPES
Won Nine State Contests and One Tri-State
Stanford Clinton
- THE SOUL OF THE AMERICAN SOLDIER
Hon. Thomas T. Schall
- THE SUPREME MENACE
Won Six State Contests and Two National
Earl M. Dunbar
- THE UNKNOWN SOLDIER
Won Two State Contests
Bruce Barton

In our catalog of Reading, Plays, Entertainments, you may find described these and many others that have won first in state contests. Catalogs free.

Wetmore Declamation Bureau

Dept. N. F., 1304 South Newton Ave. Sioux City, Iowa

The Rostrum



Official Publication of the National Forensic League

VOL. IX.

FEBRUARY, 1935

NO. 6

*"Speech Is The Index
To The Mind".....Seneca*



Fifth National Speech Tournament
Kent State College, Ohio, May 6-10

THE ROSTRUM

Official Publication of the National Forensic League

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

Published monthly from September to June in the interests of the National Forensic League and for the promotion of extended and improved speech activities in the high schools of America.

Office of Publication: University of Denver, Denver, Colorado.

Subscription price: One dollar a year.

Contributions should be sent to Karl E. Mundt, Editor, Madison, S. D.

Entered as second-class matter at the post office at Denver, Colo., under the Act of August 24, 1912.

Any item herein may be reprinted or quoted by crediting the source of publication.

OBJECTIVES OF NFL

Members of the National Forensic League should constantly keep in mind that our organization has a much more significant and far-reaching scope of objectives than the mere awarding of degrees and emblems to those of our ranks who do outstanding work in the field of competitive forensics. The Constitution of the NFL states these more significant objectives very clearly when it mentions in Article II under "Purpose" the fact that "it shall be the purpose of this organization to promote the interests of interscholastic debate, oratory, and public speaking by encouraging a spirit of fellowship and by conferring upon deserving candidates a worth badge of distinction."

It will be noted from the above statement that the conferring of a badge of distinction comes last in the enumeration of the functions of the NFL; our foremost objectives are those of furthering interest in the various forms of public speaking and in developing a better and more universal speech training in America. While the NFL serves a very significant function in awarding distinctive national emblems to those who merit them, our organization serves an even more vital function in its continuous campaign to improve the status of public speaking activities throughout the country.

Not only does the NFL figure prominently in the vanguard of the present tendency to improve the contest speaking of America, but our organization is also actively working toward the end that the High Schools of the land shall come to develop a superior type of speech training for their students so that the general level of American speech can be raised to more effective and more accurate standards.

During 1935, the NFL is especially desirous of contributing to the growth of the speech program in the secondary schools of this country along three distinct lines:

(1) It is our hope that there will come a time in this nation when a course in the fundamentals of effective speaking will become a part of the required training offered by every High School in America and that this training will be offered by teachers who

are especially trained in the field of Speech as a special and distinct phase of their preparation for the service of teaching.

(2) The NFL believes that the specially trained speech coach who usually teaches a full load of subject matter and then directs the activities of debating, oratory, and declamation in addition, deserves the same consideration from school administrators and school boards as that which is accorded the athletic coach. If athletic coaches in a school system receive a higher scale of payment than the regular teachers of standard subject matter, this same salary consideration should be given to the speech coaches of the school system who are providing their students with an even more constructive type of training for good citizenship than are the athletic directors. If the athletic coaches receive concessions in the form of lighter teaching loads, this same consideration is also due the speech director. AND, if money is made available for the athletic program to be encouraged by employing competent officials for its contests, so, too, should the speech program be given the encouragement of a small budget to provide for qualified judges and to finance trips for interscholastic debates and speaking contests. In short, the NFL is vigorously interested in taking public speaking and its related activities out of the "poor relation" classification in school activities and schedules and according to it its rightful place alongside of other activities which are supposed to provide specialized training for the students.

(3) The NFL believes that the educators of America should be awakened to the academic value of speech training and that the academic standing of the trained teacher of speech should rate fully as high as the academic rating of a similarly trained teacher of English, or of History, or Mathematics, or what-not. At the present time Speech Teachers tend to suffer from the skepticism which always attaches itself to any new educational function or academic offering; certain of the more conservative educators still fail to realize the full significance of the speech training program of America and while speech training is not in any sense a "new" educational function it is nevertheless true that its inclusion as a full-fledged separate department in many High Schools and Colleges is still enough of a novelty to lead some of the more conservative-minded teachers of other departments to assume a patronizing attitude toward speech educators. The NFL decrys this attitude and seeks to establish speech training on its rightful plane of equality with the older and more established educational offerings of the curriculum.

During 1935, the NFL proposes to carry on a comprehensive educational campaign in America along the three lines above-enumerated. Speech training in America is today one of the most vital services offered by the progressive and up-to-date High School or College and it is a service which is winning supporters steadily. All NFL members are encouraged to do their part in promoting the objectives of the League to the end that America may become a nation of better speakers and more influential and competent citizens.

—KARL E. MUNDT.

This Matter of Winning

By BRUNO E. JACOB, National Secretary

Contests in speech are sometimes condemned as subversive of the real purposes of educational effort. The National Forensic League is on record as believing thoroughly in contests as one of the oldest and most effective motivating devices known to educational methods. We believe that the alleged evils are inherent not in the contest but in the over-emphasis on winning.

An emphasis on winning which over-shadows all educational values in the contest and which stoops to anything to gain its end is admittedly bad and the League condemns it as heartily as anyone. However, the remedy lies not in decrying the evils, but rather in placing the right emphasis on the proper objectives. This the League is doing by stressing creditable participation.

Witness our system of credit points. In a contest in declamation in which first place receives eight points, second places receives seven, third place six, and so on until even the last place participant gets three points for trying. Doing well is encouraged, but winning does not get all the honor. Those who participate creditably get nearly as much.

Two enactments of the Executive Council at its yearly meeting, place further emphasis on creditable participation. The general trophy awarded at NFL district tournaments is henceforth to go to the chapter which sets the highest mark for extensive and creditable participation in that tournament. Instead of computing points for winning first, second, and third places, each chapter will receive a point toward the trophy every time one of its contestants participates in a round of contests. Thus the chapter which enters a large group of students, brings most of them through the preliminaries and some into the finals will win the award. It is emphasizing creditable participation on the part of a group of students rather than stellar performance by a few.

Participation, however, must not be confused with creditable participation. **It is the latter that the League wishes to emphasize and encourage.** Merely going through the forms of a contest, without effort to win or serious attempt to remedy crudities, and with no intelligent guidance to develop the better attributes of good speech can have little value and may even do much harm. Participation must be preceded by preparation, training, and the desire to do well, to do better than the average, yes, to win perhaps; but in any case to participate creditably.

Nor is winning without its virtues. It would be devitalizing to set before students the idea that it is wrong to win. The pages of history and human progress are ennobled with the records of men and women who surpassed their fellows, those who won where others failed. We must not pauperize ambition by branding as ignoble the honest desire to win. Rather we must culti-

vate the qualities which winning represents, and then give honor not only to those who win but also to those who do well—those who participate creditably. That is the program of the National Forensic League.

Participation in the National Speech Tournament has come to be regarded by a great many High School students of speech as the highest honor in that field. It is reserved primarily for those who win state contests. Last year the Council, however, by letting the ten students who on May 1 held the highest totals of credit points enter the national event, recognized a new qualification for entry—that of extensive participation.

This year the Council is extending this principle by a provision that a chapter may enter a contestant in the National Tournament whenever it has acquired one hundred members and degrees. To meet that requirement obviously requires a fairly broad program in speech activity, with participation spread over more than just a few students and with a creditable achievement throughout.

Those are laudable aims, but the important consideration here is that emphasis is placed on, and privilege accorded to, creditable participation. The plan recognizes the fine work a school is doing which year after year trains groups of speakers who do well in the contests, excellently, but yet do not win that rare first or second in a state event. It should tend to take some of the over-emphasis away from winning, for if a school can qualify a contestant for the national tournament through extensive creditable participation, winning need no longer be the all-imperative motive.

The plan should likewise operate to effect more extensive participation by NFL chapters in the contests sponsored by their respective state associations, for through such participation they can in due time send one of their students—presumably the one who does the best in the state contest—to the national event.

Consistent with its fundamental purposes these provisions add force to the influence of the NFL in encouraging more and better participation in speech activity—not with the sole desire to win, but rather with the desire to do creditable work. In these several ways the NFL is endeavoring to offset the over-emphasis on winning by placing a constructive and practical emphasis on creditable participation.

Nor is this all. The possibilities of encouraging more extensive and creditable participation in speech activity have not been exhausted. As other practical means are disclosed they will be added to the NFL program. Yet the relation of these means to the fundamental purpose of improved speech ability shall always be kept distinct. Contests are simply opportunities for practicing speech arts and for testing the progressive acquisition of speech skills. Awards, NFL keys, and credit points are simply stimuli to motivate the student to exert his best effort. Winning is not to be discouraged, but creditable participation is to be emphasized as the goal of an educational effort.

Joplin, Mo., Uses Successful Money Raising Stunt for Debate Funds

(Article written from information supplied by Kathryn Moran, debate director of our Joplin NFL Chapter, and member of the "Veteran's Club" of NFL Tournament "more-than-one-timers.")

As the National Speech Tournaments sponsored by the National Forensic League continue to grow in size and popularity, more and more debate coaches are devoting a part of their time to the wizardry of high finance in order to raise the necessary funds to take their debaters to the National Tournament. Some schools are progressive enough to provide a large enough debate budget to cover all such expenses; in other communities, it is still necessary for the debaters and their coach to devise methods of financing their own debate trips to distant points, but to speech people of initiative and ingenuity this necessity serves to be more of a challenge than an obstacle.

Miss Moran has reported a money-raising chapter project which combined speech training, histrionic display, good fun, AND REVENUE in a manner which was genuinely successful in every way and which seems to possess such "sure-fire" qualities that it is a wonder that some debate bureau or some other pollyannaic peddler of guaranteed cure-alls doesn't patent the process and thereby fatten their coffers.

The stunt was comprised of a humorous debate for which the Congressional type of debating was used in which all pupils of the debate squad were eligible to participate in the vocal brick-batting. The question was "Resolved, That the Program Presented by Station DUMB (the table on the chairman's right) Was Worse Than That Presented by Station BUNK (the table on the chairman's left)." The chairman, the time-keeper, and a critic judge (one of the active NFL members) sat at the small table. Ten members sat at each of two large tables, and eight of the debaters formed a little orchestra. An hour was devoted to the program and every minute was filled with real entertainment.

The proof of each side was given by demonstration. The creative work in the speech parts was reported as extraordinary, something applicable to the school being used in many instances, and humor was in profusion. One debater slipped around and gave money to the critic judge, who made use of the act by showing how his ability as a judge was recognized and appreciated! The purposeful contradictions of his remarks brought a roar of laughter; apparently he was proud of the fact that he was considered one of the best judges that money could buy!

Besides the orchestra, there was a vocal quartette and a solo. About 700 students and townspeople attended the entertainment and since there was no expense, save a little advertising, a tidy sum was realized for the Joplin NFL Tournament. Alert NFLers can discover innumerable ways to earn money with which to build up a reserve to pay expenses to the National Tournament in Kent if and when they can qualify for the 1935 speech classic.

Creditable Participation to Qualify for National Speech Tournament

A rule of far-reaching effects was written into the National Tournament plan by the Executive Council at its meeting in Chicago. It provides that whenever a chapter has added one hundred members or degrees to its chapter roll it shall be given a certificate of entry to the National Tournament for one student in any one event.

The first significance of this rule lies in the emphasis it places on the value of extensive and creditable participation in speech contests. A school need not over-emphasize winning in its effort to get to the National Tournament; it may get there by consistently training a larger group of speakers.

Next it carries a certainty to every NFL chapter that sometime it will be represented in that great national event. Not every year of course, but as surely as it develops good debaters and speakers qualifying for membership and degrees it will in due time gain National Tournament entry. It can record its progress toward that goal definitely each year; and the imminent realization of that goal can become a powerful incentive to expand the speech program so as to hasten its attainment.

Another influence should be the tendency to spread participation over a greater number of students in order to qualify more members. Yet spreading so thinly that no one receives much benefit is made unlikely by the fact that advanced degrees can be obtained only by excellence in achievement.

And last when a school obtains such a certificate of tournament entry, that fact can become the most effective stimulus to motivate students to superior work in speech development. The certificate need not be used in any certain year nor for any certain contest. The school may retain it until the coach and principal decide that they have a student who is worth the privilege of National Tournament participation. The students knowing the certificate is there; that it will be used if one of them shows real ability; but that it will be kept unused until someone does—those considerations will impel any group of students to do the very best they can in the acquisition of speech skills.

The plan is retroactive in that all members and degrees now held by the chapters count toward the requirement. Accordingly certificates of tournament entry are being prepared for these thirty-one chapters.

Charleroi, Pa.
Monessen, Pa.
Webster Groves, Mo.
Slatington, Pa.
Cicero, Ill.
Pittsburg, Kans.
Hornell, N. Y.
Niles, Ohio
Youngstown-Chaney, O.
Watertown, S. D.
Canton, Ohio

Eagle Grove, Iowa
Ravenna, Ohio
Denver-Manual
Enid, Okla.
Presho, S. D.
Passaic, N. J.
Joplin, Mo.
Aurora-East, Ill.
Kansas City-Wyandotte
Huron, S. D.
Catasauqua, Pa.

Phoenix, Ariz.
Sheboygan, Wis.
Saratoga Spgs, N. Y.
Poughkeepsie, N. Y.
Chicago Eve YMCA
Muscatine, Iowa
Albany, N. Y.
Ilion, N. Y.
Minn-Roosevelt

Changes in Tournament Rules

Several significant changes in National Tournament rules were voted by the Executive Council at its annual meeting in Chicago. They are based on the actions taken at the business meeting of the chapter representatives held during the National Tournament at Topeka last year, on the recommendations of the committee on Tournament Improvement headed by W. K. Peterson of Bakersfield, California, and on observations by the Council.

The exceedingly large tournament last year, especially in debate, clearly calls for more restricted entry. The basic eligibility rule will be winning first or second in a state contest or winning first in an NFL District Tournament contest in which twelve or more chapters participate. Winners of second in such NFL contest or winners of first in smaller NFL Tournaments will have the status of alternates whose registrations will be accepted if either of the state winners fail to register for the national event one week before its opening. Winners of independent or invitational tournaments can no longer be admitted. The Council reserves the right to extend special invitations, but will use that prerogative most sparingly. It is intended primarily for use in states where no state association is operating.

In contests other than debate those who qualified last year and are still undergraduate students remain eligible without requalifying. The ten students who rank in the Decalet of Leaders on April 25, may enter one contest each and chapters receiving the Distinguished Service Award may send one contestant to the tournament to receive it. Two entries are provided for each former tournament host school.

A further limited entry is provided in the plan elsewhere described in permitting chapters to enter one contestant whenever it has added 100 members or degrees to its chapter roll.

Four Rounds of Debate

Each school in the National Tournament will be assured four debates before elimination. Decisions will not be announced until the end of the fourth round, when all schools having lost two debates will be eliminated and the tournament proceed as heretofore. It will enhance the opportunity of all to meet teams from far distant sections of the country.

In the individual events there will be three rounds before elimination, when all who have twice stood fourth or lower in their respective sections will be dropped. The principle of eliminating only when a contestant has been ranked down twice will be followed, only fourth or lower will constitute "down" instead of the lower half as heretofore, which usually meant fifth or lower. Adding the extra round before eliminations makes this slight change desirable in order that the contests can be concluded in a total of six rounds.

Two Event Rule Changed

Contestants are limited to participation in two events, in

which they must have qualified of course, but debating both sides of the question will be regarded as only one event. This is permissible through the easier schedule which will be in effect.

The over-time rule of 1933 is restored which provides that at the expiration of time the timekeepers shall stand and remain standing until the speaker ceases. The judges can then penalize excessive over-time according to the circumstances and their judgments.

Questions and Answers in Extempore

After the third round in extemporaneous speaking, a feature widely used in college circles will be introduced into the National High School contest. All contestants will draw topics at the same time and enter the contest room together. When all have given their speeches the chairman will recall the first speaker to the platform and designate one of the other contestants to ask him a question pertinent to the subject of his speech. He will have two minutes in which to give his answer. In the same manner each contestant will be questioned and himself question one of the others. Judges will be instructed to grade the original speech, the pertinence of the question, and the effectiveness of the answer.

The plan is designed to test real extemporaneous ability. It is effective in exposing those who endeavor to pass a memorized speech as extemporaneous effort. It is doubtful if more than a very few of that type ever win their state contests and enter the national event, but the rule should halt the progress of those few without handicapping those whose extemporaneous fluency is a mark of genuine ability.

Slower Tournament Schedule

The tournament schedule is extended one day to permit the extra rounds in all contests for every contestant and also to eliminate the sense of hurry throughout the program. On Monday and Tuesday there will be only two rounds of debate and two rounds of the individual contests a day. Both evenings will be open for tournament features.

The banquet on Monday evening will be followed by the presentation of Distinguished Service Awards and State Chairman badges. An educational address by an outstanding man in the field of speech or in public life will climax the program. A brief social hour will follow.

Tuesday's banquet will feature the Coaches' Discussion Contest, judged by High School students—and those students take their assignment seriously—followed by a play presented by Kent State College, known for the excellence of its productions.

On Wednesday and Thursday there will be three rounds of debate each day and two of the other contests. Part of the morning will be open for business meeting, sight-seeing, or relaxation. The finals in the individual events will be held Thursday afternoon and evening and the championship debate Friday morning.

A Plan for a Practice Tournament

By J. ARTHUR NELSON
Fremont Senior High School, Fremont, Nebraska

Small schools in our state have complained that with the limited budget now at their disposal, it was next to impossible to get enough practice with other schools to have a debate team that would represent fairly the abilities of their students. Therefore, to relieve this situation, the Fremont chapter of the National Forensic League set up a practice tournament with four objectives in mind; first, to have an early season practice; second, to conduct that practice at a minimum expense; third, to have an oral criticism by a critic judge after each debate; and fourth, to have the critic judge fill out criticism blanks for each debater, these blanks being given to the debate coach after the tournament was over; thus giving him an opportunity to learn in what department critics thought his team weak.

Each school was allowed to enter two teams. Each coach was asked to serve as a critic judge for two debates, leaving him free to hear his own team the other two rounds. Of course, coaches judged debates in which their own teams did not participate. Half of the judging was done by members of the Midland College debate squad; and members of the High School and Midland College faculties.

In the pairings, the small schools were pitted against the teams from the nine large schools for the Missouri Valley League. These nine Missouri Valley schools literally begin debating the day the school terms begins, and have ready access to a great deal of superior information; and it was our thought that the small schools could benefit greatly by this contact. Incidentally after the tournament, the coaches of small schools unanimously praised each feature.

The first round started at 10 o'clock; and an hour was allowed for each debate. After the debate was completed, each judge was allowed five minutes to fill out ballots and criticism sheets. The ballot was filled out in duplicate, so that a copy could be given to each coach of each team.

When the blanks were properly filled out, the chairman brought them to the manager's desk, where they were filed according to school, so the coach of the team could get them later. Fifteen minutes were allowed for an oral criticism of the debate. From experience we would say that half an hour for oral criticism ought to be allowed; and that only one round should be held before lunch; and three rounds after lunch.

No tournament winner was decided; and no publicity was given out by the management as to wins and losses. However, schools were allowed to publicize in their own local and school papers their record in the tournament.

Schools entering two teams participated in eight debates and received oral criticisms from eight judges; and each coach received a criticism blank for each speaker in every debate in which

his teams participated. Thus, a coach who had a speaker who participated in all four rounds, would receive four criticism blanks for this speaker; and from these he could learn in what phases of debate judges thought his speaker strong and in which he was weak.

The only expense to participating schools was that of travel and the noon lunch; and the small schools, in whose behalf the tournament was conducted, were unanimous in their approval of the scheme.

Criticism Blank

Name of Speaker _____ From _____

Name of School Representing Opposing Side _____

	1	2	3	4	5
ANALYSIS OF THE SUBJECT (grasp, statement, and use of the proper issues).					
ARGUMENT AND EVIDENCE (thought)					
General knowledge of the question					
Ample and complete evidence (assertions, unwarranted assumptions)					
Effective argument (proper use of analogies, valid causal reasoning, generalizations based upon specific cases, etc.)					
Effective use of authorities					
Adjustment to opposing case					
General effectiveness of argument					
DEVELOPMENT OF THE SPEECH—					
Organization (clear briefing, summarizing, and other elements)					
Details (sentence structure, grammar, vivid language, etc.)					
DELIVERY—					
Conversational mode					
Action (posture, gesture, movement)					
Voice and voice control (rate, force, quality, pitch, rhythm)					
Audience projection					
Articulation and pronunciation					
ADAPTATION TO THE AUDIENCE—					
Appeal of the argument to the audience (emotionally and imaginatively)					
Appeal of the speaker's personality					
REFUTATION AND REBUTTAL—					
Selection of points to be refuted					
Organization around crucial issues.					
Position and amount devoted to crucial issues					

KEY

1. Unsatisfactory
2. Satisfactory.
3. Good.
4. Very Good.
5. Excellent.

Instructions to Judges

Please fill out one of these blanks for each debater in the debates you are assigned to judge.

Judges Signature _____

Editors Note: The value of this type of criticism blank over the casual decision WITHOUT CRITICISM is easily seen as an educational device and as a means of developing better debating for the more important contests of late-season debating.—K. E. M.

Something of This—Something of That

During December, the NFL chapter of Wooster, Ohio, host to the 1933 National Tournament, held a novel invitational debate tournament or "clinic" as it is described by Russell Caldwell, coach and one-time National Tournament manager. Twenty-two High Schools from sixteen Ohio counties entered the meet with each school permitted to bring as many teams as it desired. There were 215 debaters and coaches present and a series of seventy-four debates were held during the tournament which was all run off on Saturday. The feature of the tournament was a big open forum for all coaches and debaters, held in the High School auditorium between the morning and afternoon debates; during this forum methods of judging, of financing debate schedules, interpretations of the question, prevailing systems of credit allowance for debates, and sundry other matters of interest to debaters and debate coaches were discussed. Wooster was unanimously requested to hold a similar "clinic" next year and Caldwell assures us that Wooster will be only too glad to continue to entertain this interesting and helpful type of pre-season practice tournament and discussion forum.

NFL

State Chairman Chester C. Diettert of our North Judson, Indiana Chapter informs us that 1935 will be the first year in the history of forensics in the Hoosier State that a full program of speech activities is provided for high school students of that State. Mr. Diettert has secured the cooperation of Indiana Colleges and Universities to the point where five different institutions are sponsoring one contest each, so as to provide separate contests for each type of speech contest sponsored by the National Forensic League. The 1935 schedule follows:

Feb. 9, 1935—State Original Oratory Contest—Wabash College.

March 22-23—State Debate Tournament—Manchester College.

April 27—State Discussion Contest—Indiana University.

May 3—State Declamation Contests—Franklin College.

May 4—Extemporaneous Speaking Contest—DePauw University.

The Debate Tournament at Manchester College and the Discussion Contest at Indiana University have been in existence for several years. The other three contests are added this year.

NFL

The old-time cracker used to chortle "'Tis better to sit still and be thought dumb than to speak up and remove all doubt." But 1935 logic tells us 'tis better still to speak up EFFECTIVELY and become known as a person who has something to say and knows how to say it.

NFL

News from our Rapid City, S. D. Chapter, home of Newton Marguiles, 1934 Extemporaneous Speaking Champion, reveals that the Black Hills speakers are winning added laurels. Coach C. C. Jacobson's rostrum stars recently won first place in the Four-State Debate Tournament held at Chadron Normal, Chadron, Nebraska.

NFL

Degree of Excellence No. 2000 was granted to John Long of Eagle Grove, Iowa.

From the Secretary's Desk

Members at Rocky Mountain Speech Conference

The fourth annual Rocky Mountain Speech Conference at the University of Denver attracted NFL members among its 800 participants in the forty-four sections February 8th and 9th. National Secretary Bruno E. Jacob directed the strand devoted to High School forensics. His freshman debate team also clashed with the Kansas champions from the Topeka High School chapter, coached by J. Edmund Mayer in a "standing room only" debate that was ample refutation of the notion that debates are dull and lifeless. Mr. Mayer also gave a splendid address on "Persuasive Argument." Janet Miller of Topeka and John Crockett of the Rapid City chapter were rated "superior" in the final extemporaneous speaking contest. Contestants from the chapters at Topeka Catholic High School, Sterling, Ft. Morgan, and Ft. Collins, Colorado also participated.

Mr. C. C. Jacobson of Rapid City, coach of the national extempore winner last year addressed one of the conference sections on the problems in directing this form of speaking. Altogether very excellent papers were presented at the several sections, some of which will be published in The Rostrum in subsequent numbers.

AMENDMENTS RATIFIED

All amendments to the constitution except the one eliminating the extra point for team leader have been ratified. They become effective at once. Chapters should now use the revised schedules in reporting their debates and other contests and note that fifteen points are required for membership. Full account of the ratification will appear in the March Rostrum. Refer to the January number for amendments.

New Chapters

The Charter Committee is pleased to announce the granting of charters to the High Schools at Amarillo, Texas; Tuscaloosa, Alabama, and Newark, Ohio.

Nomination of National Officers

Since two of the pending amendments to the constitution affect the election of national officers, the Council can not formulate a General Order governing the election until the ratification or rejection of the amendments has been determined. As customary, however, national officers and district chairmen will be listed as candidates upon their filing nomination papers setting forth in **not more** than 200 words their qualifications for office. Any other member of the League may likewise file as a candidate if his nomination is endorsed by thirty chapters. **Nomination papers must be on file by March 10th.**

Statistical Diet

District Standing

Rank	Up or Down	District—	New Chapters	Av. No. Members	Leading Chapter	Members Degrees
1.	0	New York		12.4	Poughkeepsie	41
2.	0	Pennsylvania	1	10.5	Charleroi	69
3.	+2	Missouri	2	10.1	Joplin	83
4.	0	Michigan		9.4	River Rogue	34
5.	-2	Indiana		9.3	Kewanna	27
6.	+3	Ohio	1	7.6	Niles	43
7.	+1	Iowa		7.5	Eagle Grove	30
8.	-2	Wisconsin		7.4	Oconomowoc	29
9.	-2	Illinois		7.4	Chicago Eve. Y.	30
10.	0	Nebraska		6.6	Omaha-North	22
11.	0	South Dakota		6.2	Presho	23
12.	0	Washington	1	6.0	Lewiston, Idaho	24
13.	+1	California		4.9	Phoenix, Ariz.	23
14.	-1	Colorado		4.8	Gillette, Wyo.	23
15.	+2	Minnesota		4.7	Minn.-Roosevelt	34
16.	-1	Oklahoma	1	4.3	Enid	28
17.	-1	Kansas		4.2	Topeka	36
18.	0	Southern	1	3.6	Moorefield, W. Va.	23
19.	0	New England	1	1.9	Foxcroft Acad. Me.	9

Decalet of Coaches

The First Decalet

C. H. Beem, Eagle Grove	588
L. D. Schreiber, Charleroi	565
J. C. Aldrich, Web. Groves	529
Kathryn Moran, Joplin	515
E. L. Kimball, Chicago E. Y.	447
H. B. Perrill, Hutchinson	447
Mary Blackburn, Granite Cy	411
Levi Osterhus, Minn. Roos.	398
Florence Willett, Canton	391
T. C. Bond, Niles	382

The Second Decalet

J. E. Mayer, Topeka	372
Hazel Hatch, Enid	357
Lucille Stephens, Poughkps.	349
William H. Row, Pittsburg	341
W. F. English, Carrollton	335
Helen M. Hall, Passaic	329
R. S. Cartwright, Elgin	321
Mildred Dunham, Hornell	310
E. J. Diller, Youngstown	288
O. A. Swanson, Oconomowoc	270

Going Up

	New	Total
Chapters	3	433
Members	69	11,481
Emblems Ordered	10	6,945
Report of Contests	363	40,674
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