

## Outstanding Contest Winners

### ORATIONS

**THE BIG PARADDE.** Carty. 12 min. Has won four state contests, one tri-state, and the National, 1936. 50c

**YOUTH AND WORLD PEACE.** David Cook. 8 min. With this speech the author won the National, 1936 (original oratory). 50c

**ARMAMENTS FOR PEACE.** Dick Breen. 8 min. With this speech the author won the National, 1936 (in extem.). 50c

**CRIME ITS OWN DETECTOR.** Webster. 8 min. Won one state and the National, 1932. 35c

**A CHALLENGE TO AMERICAN WOMEN.** Eleanor Kincaid. 9 min. With this speech the author won a state and the National, 1935 (original oratory). 50c

**THE SUPREME MENACE.** Dunbar. 10 min. Won five state, three tri-state, and two National, 1931, 1933. 50c

**ROPES.** Stanford Clinton. 11 min. Has won fifteen state contests and two tri-state. 50c

**BUILDERS OF DESTINY.** Goldstein. 8 min. The author with this oration won first in the Minnesota Intercollegiate Peace Oratorical Contest, 1933, and first in the National, 1933. It has since won two state contests and placed in the finals at the National Contest of the N.F.L., 1935. 50c

**TRAITORS AT THE BAR.** Eugene O. Hoak. 12 min. The author with this oration won the Ohio Contest for Colleges, 1936. It is our prediction that this reading will be the biggest winner among the orations written this year. 50c

**ENOUGH OF THIS.** J. Woodrow Magnussen. 12 min. The author with this oration won Illinois Contest for Colleges, 1936, and second in the National Contest for Colleges, 1936. A most impressive picture of death on our highways. 50c

**AMERICA PAYS THE PRICE.** Lee E. Murphy. 10 min. The author with this oration won Oklahoma Collegiate Prohibition Contest, 1936. Forceful. Convincing. Up-to-the-minute. 50c

**DISCIPLINED DEMOCRACY.** Willard Hunter. 12 min. The author with this oration won Minnesota Contest for Colleges, 1936. 50c

**INTEGRITY OF YOUTH.** Burroughs. 10 min. This oration won the Wisconsin State Contest for Colleges, 1935, and also placed in the finals of the National Contest of the National Forensic League, 1936. 50c

**THEY THAT TAKE THE SWORD.** Carl Dallinger. 12 min. The author with this oration won Missouri Intercollegiate Oratorical Contest, 1934. This oration also won the South Dakota State High School Contest, 1935. 50c

**PROFIT IN LOSS.** Moore. 12 min. This oration won first in the National Association Contest for Colleges, 1935. 50c

**THERE IS NO PEACE.** Frank S. Murray. 8 min. The author with this oration won first in the Maine Intercollegiate Peace Oratorical Contest, 1933. 50c

**YOUTH AFLAME.** Irene Holth. 12 min. The author with this oration won first in the Minnesota State Intercollegiate Oratorical Contest, 1934. This oration also won first in a state high school contest, 1936. "Shall we be Flaming Youth or Youth Aflame?" 50c

**HOMELESS AMERICA.** Walter F. Probst, Jr. 12 min. The author with this oration won first in the Michigan State Intercollegiate Contest, 1934. This oration also won first in the Iowa State Declamatory Contest, 1935. 50c

**BY THE POWER INVESTED.** C. Harvey Gardiner. 12 min. The author with this oration won Kentucky Contest for Colleges, 1936. 50c

**THE WAY TO PEACE.** Bennie Strandness. 8 min. The author with this oration won North Dakota Intercollegiate Peace Contest, 1935. 50c

**THERE IS NO PEACE.** Frank S. Murray. 8 min. The author with this oration won Maine Intercollegiate Peace Contest, 1933. One of the best pleas for peace we know. 50c

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## WETMORE DECLAMATION BUREAU

1631 South Paxton Street  
Sioux City, Iowa

# The Rostum



Official Publication of the National Forensic League

VOLUME XI

FEBRUARY, 1937

NUMBER 6



TRUE eloquence consists in saying all that is proper and nothing more"  
—Rochefoucault.



Seventh National Speech Tournament  
Jacksonville, Ill., May 3-7, 1937



## THE ROSTRUM

*Official Publication of the National Forensic League*

KARL E. MUNDT, *President and Editor*

BRUNO E. JACOB, *Secretary*

Published monthly from September to May 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: Ripon College, Ripon, Wisconsin.

Subscription Price: 50 cents a year; 25 cents for additional copies. Contributions should be sent to Karl E. Mundt, Editor, Madison, South Dakota. Entered as second-class matter at the post office at Ripon, Wisconsin, under the Act of August 24, 1912.

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

### According to Aesop

A very good friend of mine who is a decidedly successful public speaker makes it a habit to spend at least a few hours a month reading Aesop's Fables. Be assured that this reader-of-distinguished-fables is not an old man in his senility nor a toothless orator of the old school now entering his second period of childhood. Far from it—in fact he throbs with vitality and is a modern speaker in every sense of the word and the last time I heard him talk he had even incorporated that newest of all English phrases "at long last" into his speaking vocabulary.

Then why the Aesop's Fables, you inquire? According to his own version, and it is a sound one, he reads Aesop's Fables steadily in order to keep himself impressed with the importance of **vividness** as a speech tool. Try a fable in your own reading chair; read it thoughtfully. Do you notice the simple language? The colorful and tangible terms? The appeal to the senses? Count the words in an ordinary fable which you can picture in your mind's eye; count the ones of which you could touch the antecedent; count the items you find in the fable which could be seen, smelled, tasted, touched, and heard. Note the appeal to universal human emotions and prejudices. Read a fable aloud to a child and watch his eyes sparkle and see him tense with interest. Then sum it all up and agree with my speaker friends that Aesop had "VA" (Vivid Appeal!).

Push your investigation further if you still prefer Patrick Henry or Daniel Webster as a speech mentor rather than Aesop. Read one of their speeches to a child and try to hold him in a chair. Henry and Webster were unexcelled in their day but their magnetic personalities and powerful styles of delivery covered a multitude of sins from the standpoint of the use of long sentence structures, flowery abstractions, and eloquent vagaries. Couched in the language of an Aesop the potent oratorical ability of Patrick Henry or Daniel Webster would have increased in significance.

Take a note book with you to the next speaker you go to hear. Jot down the specific items of Vividness which he uses—then ask yourself, would an abstract flight of oratory have worked as well? And—probe further—would not something tangible and realistic, something really vivid, have served better in some places where the

speaker relied upon beauty of language or potency of polysyllabication instead of words which a painter could have pictured on a canvas?

Debaters, orators, and extemporaneous speakers can learn much from Aesop. A substantial fact simply stated carries far more conviction than the same fact camouflaged by a smoke screen of words and a fog of redundancy. An illustration many times tells a clearer story than a five-minute description in abstractions. A boy can learn more about dogs by playing with a mongrel pup for fifteen minutes than he can learn by reading all the descriptions and dissertations about dogs to be found in the library of Congress.

If you can't be brief, be vivid. If you can be both brief **and** vivid while combining the two with a vigorous style of delivery replete with as much variety as the occasion permits, you're well on the road to being listed with the master speakers of your day.—Karl E. Mundt.

### Topeka Trojans Twice Out-Talked!

In the January Rostrum appeared the following item: "Topeka, Kansas, recently completed its eightieth debate of the present season. If practice makes perfect in Kansas, look out, America! What school can boast a more extensive record to date?"

Eighty debates by the first day of January looked like a long series to the Rostrum editor, but there seems to be no limit to the ability of the high school students to "take it as they talk." Came two surprises to our editorial desk since January—first from Salina, Kans., (although I've come to expect almost anything from those Jay-hawkers, and the next from the unicameral missionaries of Nebraska!).

John I. Young of Salina, Kans., reported that before the end of January, Salina had held one hundred twenty-two debates with schools outside their own city. Poor Topeka! Makes those disciples of the immortal "J. Edmund" look almost like the students of a deaf and dumb institute. But the worst is yet to come.

A few days ago a letter arrived from J. Arthur Nelson of Benson High School, Omaha, Neb. Coach Nelson reports that by the time their Rostrum had arrived (maybe the mail was snow-bound!) the Bensonites had participated in one hundred fifty-eight debates, using a total of fifty-eight people in interscholastic debating. Twice as many debates, minus two, as the Topeka Trojans!!!

Now—who'll challenge Omaha's record? And all of us will watch results during the first week in May to see what relationship, if any, exists between extensive participation in debate and the ability to win tournament cups as National Champions!

### NFL

Chapter reporters sending school papers or news letters to the Rostrum should remember that all Forensic items should be plainly and clearly marked as an unmarked item is sometimes overlooked in a hasty scanning of the paper. Your chapter stands a better likelihood of "breaking into print" if all of its Forensic items are plainly marked in papers sent to the Rostrum.



## Integrity in High School Debating

Bruno E. Jacob

WHA Madison—Jan. 16, 1937

Not so long ago an enthusiastic student was commenting to me on the special abilities of his high school debate coach. "He is not much on helping us with delivery, but he certainly is a whiz at thinking up clever cases." And I wondered if right there was not an explanation of the change in attitude toward debating, noticeable in the educational world today.

For two generations debating has been eulogized by the high and mighty, as one of the foundation stones upon which they built their successes. Statesmen, bankers, clergymen, lawyers, and business leaders have paid tribute to the great values they received in their early training in school and college debating, or have lamented the fact that they had to conquer the world without the aid of the weapons debate training would have given them. Educators have joined in this praise and such men as Dean Pound and Dr. Meiklejohn have given superlative endorsements to the enduring values debating affords.

I believe these appraisals are justified. It is therefore disconcerting to realize that there are today some educational administrators who do not share this view, who question the educational value of debating and regard it as too much a battle of wits between rival coaches to do the participating students much good. I believe this sweeping condemnation is not justified by the facts, but those of us who are engaged in the development of public speaking activities in high school and college should realize that there is just enough cause for such criticism to merit our serious attention.

Fortunately the objections to debating are neither fundamental to the art itself nor beyond our power of action. The criticism, I believe, has its root in the instances in which debaters pervert a sensible discussion of an important public question into a quibble over terms and a jockeying for advantage by fanciful and far-fetched interpretations of an obviously plain statement. A favorable attitude toward debating is likely to undergo an unpleasant change if one attends a debate in the anticipation of hearing an illuminating discussion of a current problem and witnesses instead the bickerings of two teams each refusing to discuss the obvious issues involved and introducing instead "cases" based upon narrow, twisted, and distorted interpretations of the question at hand. And some of these cases are really clever. The teams and coaches spent hours thinking them out and searching dictionaries, law books, and "authorities" to sustain their positions.

Happily such performances are the exceptions in our high schools and colleges today and most of the debates are genuine informative discussions worthy of educational sponsorship. A debater at Ripon college would lose his place on the team if he committed such a perversion. However, as long as some such practices exist it should be our responsibility as teachers of speech ceaselessly to seek their eradication. And as the student of whom I spoke in the beginning un-

knowingly testified, such practice does still exist. Witness a few illustrations:

In debating the question that the several states should provide complete medical services at public expense, a negative team offered no defense of the present system of medical economics as one might logically expect, but insisted with profound wisdom that the federal government and not the states should provide each of the benefits the affirmative alleged.

A friend of mine, who now knows much better, told me how he once coached a team to win a crucial debate involving the right of the president's cabinet to appear before Congress in support of legislation affecting their departments. His negative team cleverly admitted all the affirmative said about the advantage of such a proposal, endorsed it, took it over bodily, but insisted that it just didn't go quite far enough; that instead of a right it should be the duty of the Cabinet to appear before Congress.

Similarly some college teams last year in opposing the proposition that Congress should be empowered by two-thirds vote to over-ride decisions of the Supreme Court, objected not at all to such a principle, but contended that two-thirds vote was too hard to get and that a simple majority should suffice. Instead of a real discussion of the merits and limitations of judicial review, the audience was treated to a contest in hair splitting.

In discussing federal aid to education some teams thought it was brilliant debating not to oppose the merits of such grants, but to advocate instead that the grants should be larger—large enough to support education altogether.

This year in debating the question of governmental ownership of electric utilities, a negative team took the position that since the dictionary in enumerating the functions of government does not mention ownership of utilities the affirmative proposition is untenable and all of its arguments are futile. And somewhere, I am sure, there is another negative team willing to concede that governmental ownership of utilities is a fine thing in most instances, but that the question says "all electric utilities" and so unless the affirmative can prove conclusively that each and every electric utility should be governmentally owned, it loses its case.

Now in each of these instances a narrow, legalistic, technical interpretation based upon a microscopic examination of the wording of the question will sustain such an interpretation in the mind of anyone thinking in the same narrow terms. But the real issues of those debates are avoided, and anyone expecting a more practical understanding of the social and economic problems involved in them is disappointed. Moreover, the student instead of acquiring skills in presenting informative arguments to an audience are simply learning the tricks of evasion and the arts of a shyster.

Let me reiterate that these practices do not characterize high school and college debating as carried on today in a great majority of our institutions. In most of them debating is a genuine educational tool which serves both as an integrating factor for the knowledge the participating student derives from his several high school and college



courses, but also as a means of developing skills in public speaking implementing that knowledge and making it an effective force in a democracy.

But why does the practice continue even in a minority of instances? What is keeping it in use at all, when in many sections it has disappeared along with the older art of carefully selecting judges with just the right combination of prejudice, political philosophies, and economic theories to make a "proper" judge for a particular debate?

Trick cases persist, I believe, for two reasons. First, coaches and students are sometimes over-anxious about winning debates and believe that trick cases will do it. Second, some coaches have an erroneous notion of what good debating is. They think simple, straightforward cases are elementary, and that complicated, unusual, and surprise cases based on highly technical interpretations of the words rather than the thought of the proposition altogether show a superior, an advanced type of debating—yes, debating of college caliber.

What is the remedy? Elimination of contest debating? Certainly not! Debate offers too good an opportunity to demonstrate to the student the value of thoroughness in his work. He may prepare himself much more carefully than for any classroom assignment, believe he has exhausted the information within his reach, and still discover in his first debate that anything less than the most thorough preparation of which he is capable is futile and that in life, work is measured not in grades but in achievement.

Shall we eliminate decisions? Not at all necessary. The desire to win is not harmful, but a rational, human, useful impulse. If the right ideals are set up and the proper attitude is directed toward the endeavor, the desire to excel in a given skill is a most potent incentive to the acquisition of that skill.

What, then, shall be done? First, you who are engaged in high school debate activity should assume that the Federal Trade Commission has issued one of its "cease and desist" orders against trick cases in debate. And along with trickery in debating it might be well to include a whole assortment of strategems, for too often strategy is simply a euphemism for trickery. There are, of course, legitimate elements of strategy—skillful disposition of one's forces and unexpected use of the materials at hand—but I shall not tax your patience in listening to a detailed differentiation between honest strategy and the deceitful kind. In any given situation you can apply the discriminating test yourself. If the particular strategy you have in mind will make the debate more interesting, bring out the fallacies of the opposition more plainly, it is quite likely to be decent debate strategy. If it tends to obscure the real issues of the debate in a fog of false contentions, induce a quibble over terms, or deprive the audience of a clear-cut pro and con discussion of the fundamental merits of the question, it is most certainly bad strategy in every sense of that word—bad for the participants, bad for that particular debate, and bad for debating in general.

I know what some of you are thinking. Debating without strate-

gy would be colorless, insipid, and dead. It need not be unless these characteristics also describe those who voice that complaint. Debating without trickery, and without the questionable kind of strategy can be just as alive, just as vivid, and just as thrilling as you wish to make it. All that is required is a redirection of your objective and a new concept of the purposes of debate training. Instead of spending hours upon hours devising trick cases which no one has ever heard before and hopefully will never hear again, spend that time in teaching debaters to take a simple case, to present it interestingly, to establish it convincingly, and to talk about it persuasively. You will add valuable skills to the educational equipment of those students, useful to them in many practical life situations. **You will find that the best trick is a case so clear that everyone will understand it and the best strategy, a presentation so interesting that everyone will listen.**

Such debates would reaffirm the educational values in debating and silence the criticism now occasionally directed against it. Such debates, might even begin to fill the empty seats at school debates. Of course, some decisions might be lost to teams still employing the clever cases and appealing to judges impressed by that kind of debating, but even then a frank appeal to sustain your position to hold to a common-sense discussion irrespective of the sleight-of-hand interpretations on the part of the other team would in most instances result in vindication. Surely, there is enough opportunity for skillful and varied development in your debate questions to give every debater free run of his imagination in developing cases and arguments that are interesting and indifferent, without resorting to chicanery in order to be unique.

It is a matter of real satisfaction to note from personal observation of your debates that high school debating has advanced in this identical direction during the past few years. With the further development of the debate tournament I believe we can look forward to the passing of the trick case and most of the malicious strategy. For no trick or strategem can withstand the repeated scrutiny to which it is subjected in a debate tournament, wherein everybody soon knows what everybody else is debating, and only genuine skill in presenting common evidence meaningfully, can long survive.

Let me commend those teachers of debate who are now, and have for some time, been stressing clear thinking and good speaking in directing the debate activities in their schools. Success will mark your efforts, if not always in debates won, more certainly in the training for leadership you are imparting to the students who are privileged to come under your educational influence. Let me also invite others in the field to think of debating in its newer implications, not as a game, but as an educational device of tremendous potentialities. Thinking of it that way, the debate, the case, and the decision, become minor considerations and the opportunity of teaching social skills of fundamental value becomes the all-absorbing objective.

A debate season is just at hand. So take your part in it, that it shall become not simply a battle of wits, but for your audiences a really informative contrast of opposing views, and for your students an educational project imparting some of the skills of effective speech.



## Topeka's Forensic Record

By Leslie Thompson

Five state and six conference titles in six years, victor in a dozen invitation tournaments which included as high as one hundred schools from several states, and five times ranked in the best seven schools in national competition—that's the consistently fine debate record of Topeka, Kans., high school for the last six years.

"How do you do it?" fellow coaches ask J. Edmund Mayer, debate coach at T.H.S. By "it" they mean the following record:

1931—Won Northeast Kansas High School League title; won district title; won state National Forensic League tournament; ranked third after a four-way tie developed in semi-final rounds of the state tourney, persisted through an extra round of arguments and was broken only by a drawing for places. Ranked second in the national NFL tournament at Ripon, Wis., and captured a fifth in original oratory.

1932—Won Eastern Kansas Conference (successor to Northeast Kansas League); won district tournament; captured state title; ranked fifth in national NFL tournament at Sioux City, Iowa.

1933—Won Eastern Kansas Conference title; won Coffeyville, Kans., high school invitation tournament; lost to Holton, Kans., in district finals.

1934—Won E. K. Conference title, district and state titles; captured Coffeyville high school and Southwestern college, Winfield, Kans., invitation tournaments; ranked seventh in national N.F.L. tournament at Topeka; captured third in humorous reading and second in oratorical declamation, N.F.L. national tournament.

1935—Won E.K. Conference, district and state; won Coffeyville high school, Southwestern college (Winfield), Kansas State Teachers College (Emporia) invitation tournaments; ranked second in Wentworth Military Academy, Lexington, Mo., invitation tourney; ranked third in national N.F.L. tourney, Kent, Ohio, also first in dramatic declamation and fifth in extempore speaking.

1936—Won E.K. Conference; district and state titles; won Kansas State Teachers College (Pittsburg), Southwestern college (Winfield), Coffeyville high school, Kansas State Teachers college (Emporia), Wentworth Military Academy and Westminster college (Fulton, Mo.) invitation tournaments; girls' team captured second in Fulton, Mo., tournament; won third in Midland college (Fremont, Neb.) tourney; ranked fourth in national N.F.L. tournament at Oklahoma City, and won a sixth place in original oratory.

The 1936 record was climaxed, at Oklahoma City, last spring by presentation to Topeka High school of the N.F. League's first sweepstakes trophy. This towering trophy of silver columns surmounted by a figure symbolic of oratorical leadership is presented annually by Tau Kappa Alpha, national forensic honor fraternity. It was awarded in recognition of the Trojan's first place ranking, nationally, based on accumulation of competition points in debate and oratory.

Coach Mayer, aided by W. N. Van Slyck, principal of T.H.S., is largely responsible for this record.

Mr. Mayer was born in Manfred, N. D., Jan. 1, 1900. Upon parental insistence, he studied for the ministry, receiving a degree of Bachelor of Theology in the seminary at the University of Chicago, in 1922. He received his Bachelor of Science degree in 1923 from Kansas State Teachers College, Pittsburg, Kans. He received his degree of Master of Arts from the University of Kansas in 1933, two years after joining the T.H.S. faculty in its new \$1,800,000 senior high school. He now is studying for his degree of Doctor of Speech, in summer terms at the University of Southern California, Los Angeles.

His debaters at T.H.S. are the survivors of a rigid process of elimination. Each fall debate tryouts are held for any of the 2,400 T.H.S. students who are interested in forensics. Before they are held an intensive campaign is carried on by the English teachers to get students to enter. The secret of abundant material at T.H.S. is the whole-hearted coöperation among fellow instructors and English teachers. The five public speaking classes are also a prolific source of material.

Trojan debaters are divided into two squads—a "senior squad," for seniors and juniors, and a sophomore squad usually of ten or a dozen members each. Each squad is organized as a class, receiving a full hour of instruction from Mr. Mayer. They receive credit toward graduation for only one semester although they usually continue without credit.

In the spring the sophomore debate program is ended, but interest is maintained by conducting an intramural debate program. Any student may enter with his own colleague. Strictly local subjects such as free text books or student courts are discussed which increases interest and lessens research for the prospective debaters. The winners usually try out for the squad. As these contests come in April, they are judged by members of the senior squad in order to keep them from training too fine for the national tournament.

In the meantime, Mr. Mayer has turned to oratorical tryouts, and development of individual contestants for the Eastern Kansas Conference.

Besides the intramural debate program, Mr. Mayer sponsors the Athenian club, a forensic society which stages debates and studies speech technique. This club has produced many varsity debaters.

The training program for T.H.S. debaters begins with a two-week period of collection and recording of informational material.

Then follows four weeks of practice methods on sub-questions. Extemporaneous discussions of subjects selected by Mr. Mayer may be featured. Mr. Mayer serves as judge on all questions, bringing the verve of competition to all arguments. He says, "I don't care for memorized speeches. Every point must be proved—we don't accept opinions."

Next comes the organization of material and drawing of conclusions. "By that time," says Mr. Mayer, "brief making is easy."

As a reward for coming out for the squad, each student is allowed to go on tournaments where Mr. Mayer sifts out the better speakers.



With all these activities "Coach" Mayer doubles in history which keeps him from going stale on debate.

Debate of the title winning type has become a Trojan tradition. That tradition centers in the atmosphere of Mr. Mayer's classroom, which has its "national gallery" and its "state gallery" of pictures of teams of former years hanging on the walls.

That tradition is made highly personal by selection each year of the school's highest ranking individual orator. He is selected by the squad and the coach and his picture is hung below the picture in the state gallery.

Mr. Mayer has no conceit about the debating abilities of Kansas young people. They're good, he admits—but it's an ability common to their generation—on alertness and on enthusiasm and an ability to excel that is inherent in the American stock, eager for development through a program such as T.H.S. provides.

### "Little Egypt"

Hon. Kent E. Keller of Illinois, commenting in Congress on the national debating championship won last spring by DuQuoin High School, located in his congressional district, included the following remarks in his speech:

"May I not further, in closing, suggest it has been my great pleasure on many occasions to call the attention of many people to the fact that from our own 'little Egypt' has come John A. Logan, soldier, lawyer, and one of the greatest orators of all times; Senator William E. Borah, lawyer and statesman par excellence; and finally William Jennings Bryan, lawyer, humanitarian, orator, and political leader.

"In commenting on these men I have made this statement: No country in the world, considering its area, population, and length of time, has produced so many men whom the world has considered great as has our own 'little Egypt.' 'Little Egypt' is, indeed, the land of ability, oratory, and humanity." From Congressional Record

### Northwestern University Announces Scholarships

Northwestern University has recently announced a new series of Forensic Scholarships (Clarion De Witt Hardy Scholarships) to be open to high school graduates of high scholastic achievement and unusual forensic ability. These scholarships were made available for the first time a year ago and represent the full cost of tuition for a year's study at Northwestern University. Students or coaches interested in these scholarship offerings should communicate with our National Honorary Member, Dean Dennis of Northwestern, for additional details.

Northwestern also continues its policy of offering summer school speech scholarships and is offering seventy-five such scholarships for next summer's session which is scheduled for July 12 to August 13 and will provide five weeks of training in Dramatics, Debate and Public Speaking. Dean Dennis will also be glad to provide additional information concerning these summer school scholarship awards.

### "Something of This—Something of That"

Forensic activities are now on in full swing in our chapter at Lebanon, Kans., according to a recent issue of *The Lebanonian*. The February 12 issue of this splendid little high school newspaper is a fine illustration of how proper publicity can be given to speech activities; four items on the front page being devoted to the speech activities of the school.

#### NFL

The Granite City chapter is now sending *The Rostrum* the regular issues of its high school paper, *The Granite High World*. The front page of the latest issue received at this office carries a two column cut of the contestants recently taking part in the Granite high speech olympics. A new story also reports an inter-school speech meet held in Charleston late in January where Granite City won second place and its ancient rival, Lincoln, won first place.

#### NFL

Spilled Ink of Fort Collins High School, is another high school newspaper which believes in giving its speech people ample publicity and judging from a recent issue of the paper its speech people are conducting a mighty active season. They have organized a "Sharks' Club" at Fort Collins which is comprised of high school speakers who have not yet earned eligibility to the National Forensic League. Fort Collins High School recently won an invitational debate tournament to which it was sponsor and which was attended by thirteen competing schools.

#### NFL

The Greenbrier chapter at Ronceverte, W. Va., recently was sponsor to a pre-season debate tournament open to all schools in the Greenbrier Valley. Richard C. Brand served as director of the tournament and the Greenbrier chapter provided entertainment for the contestants in the form of some dramatic skits at the conclusion of the day's competitive activities.

#### NFL

The Graphols of New Ulm, Minn., was recently a host to a Forensic festival attended by the schools of central Minnesota. Mr. Levi Osterhus of Roosevelt High School was on the program and gave a talk on the National Forensic League and its service to people interested in speech activities.

#### NFL

Benson High School of Omaha, Neb., recently won the Midland debate tournament sponsored by Midland College of Nebraska. Don Turner and Dick Abernathy were the two speakers participating in the victorious debate and Don Turner received a \$100 scholarship to Midland College as a result of being judged the best speaker in the final debate.

#### NFL

Chapter 632 of the National Forensic League was installed last month at Beaverhead County High School, Dillon, Mont. The high



school newspaper, The Beaver, carried a splendid editorial congratulating the school on its recent affiliation with the National Forensic League. We are certain that more will be heard from Beaverhead in the speech events of the future.

## NFL

Not all the time of Kentucky high school students is taken up by fighting floods and walking on pontoon bridges. Mt. Sterling High School has won six debates and lost one thus far during its official season and is planning to add nine new members to its local chapter of the National Forensic League.

## NFL

The debaters from Sioux Falls High School under the direction of their new coach, Carroll Arnold, recently made a trip to Topeka, Kans., where a debate was held with Topeka before the state legislature. The debate was held in the Senate Chamber of the state capitol and was heralded as one of the high spots in the season for both Sioux Falls and Topeka.

## NFL

Los Gatos, Calif., is having a highly successful season this year, according to a news letter received from George G. Brunzt. The Los Gatos debaters recently won the championship in the San Francisco State College tournament and it also holds the championship of the Peninsula Debating League which is composed of schools from three counties bordering on San Francisco Bay.

## NFL

W. Francis English, District Chairman of Missouri, regularly issues a most attractive news letter for the chapters in his district. The news letters contain interesting information concerning all the chapters of the district and should be a real stimulus for all chapters to establish a record in speech work. His latest news letter reports that there are now twenty-eight active schools in the Missouri district. Several other districts publish regular news letters but up to date the Missouri news letter is the only one which reaches the office of the Rostrum with any consistency.

## NFL

The Roosevelt News of Fresno, Calif., reports that Kerns Glasscock recently won the valley championship in an oratorical speaking contest held at Selma. Incidentally, the Roosevelt News is the best looking and most comprehensive High School newspaper to reach the editorial sanctum of the Rostrum so far this year.

## NFL

A letter from Miss Elizabeth Shaw, President of the Sault Ste. Marie, Mich., chapter of NFL writes the Rostrum questioning the present policy of awarding points for extemporaneous speaking. Miss Shaw contends that an extemporaneous speaker should receive at least as many points as the person who delivers an original oration. Several other letters have been received in this connection. What is your opinion? If you have a definite attitude on this question either your president or your secretary will be glad to learn what it is.

## From the Secretary's Desk

### Nominations for District Chairmen

District Chairmen are elected by the Chapters in May. However, in order that members might know which of their numbers to consider in casting their ballots, nominations should be made presently to permit publication in the Rostrum. Any Chapter may nominate any member by simply writing the national office to such effect. Should the office be passed around or should it be retained in experienced hands? Each chapter can express itself on that point in the nomination it makes. The earlier you nominate your candidate the more frequently will his candidacy come to the attention of the chapters.

### The Rostrum Is Late

If you wondered why this issue was ten days late in reaching you, note this sentence in a letter from our editor in transmitting copy to the national office: "Have been snow-bound out of Madison exactly eleven days of the last fourteen . . . you should try traveling in South Dakota." And they call it "The Sunshine State!"

### Charters Granted

The Charter Committee is proceeding slowly and carefully in filling the existing vacancies in NFL charters. Thus far this year it has granted charters to only six schools.

Grand Rapids, Minnesota	Pinckneyville, Illinois
Holly Springs, Mississippi	Joinerville, Texas
Kearney, New Jersey	Portage, Wisconsin

### Degrees of Distinction

Shirley Johnson, Maine Twp. Ill.	Wayne Long, Bakersfield
Charles Hall, Lebanon, Kans.	Jas. Mullendore, Ft. Wayne, No.
Robert Hendrickson, Lebanon	Harriett L. Snyder, Ft. W., No.
Orville Wahrenbrock, San Diego	Beatrice Andrews, Ft. Wayne, N.
Charles Mann, Mayville	Jas. W. Jackson, Ft. Wayne, No.
Fred Tozer, East Palestine	Robert Henson, Shawnee
Edward Hum, East Palestine	Albert Moritz, Niles
Mr. C. M. Schindler, E. Palestine	Robert Bogue, No. Kansas City
Frederick Abdoo, Poughkeepsie	Ben N. Ramey, North Dallas
Theresa Olivo, Poughkeepsie	Mr. Ed. Morgan, Maine Twp. Ill.
Max Feldner, Wichita	Rommy Orr, Wichita

### Members for 10 Years

- 1011 Marlow A. Markert, Jennings, Mo. (original membership at Webster Groves), Dec. 10, 1926.
- 1020 Chester E. MacLean, New Trier High School, Winnetka, Dec. 16, 1926.
- 1088 Helen M. Hall, Passaic, N. J., Jan. 17, 1927.
- 1102 Mrs. Vern Manley, Maryville, Mo., Jan. 25, 1926.

### Correction

Don Engstrom who received the Degree of Distinction last month is a member of the Roosevelt High Chapter in Fresno, Calif., and not Minneapolis as reported.



## Statistical Page

## Statistical Diet

1. 0 Wisconsin	12.7	Mayville	58
2. 0 Nebraska	12.2	Omaha-Benson	38
3. 0 New York	11.9	Poughkeepsie	76
4. 0 Ohio	9.2	Youngstown, Chaney	37
5. 0 California	8.8	Bakersfield	34
6. +2 Kentucky	8.4	Independence	22
7. -1 Texas	8.1	Denison	28
8. -1 Illinois	8.0	DuQuoin	52
9. +1 Indiana	7.7	Ft. Wayne, North	31
10. -1 Pennsylvania	7.6	Charleroi	58
11. +2 Oklahoma	7.5	Enid	34
12. 0 Colorado	7.1	Ft. Collins	21
13. -2 Iowa	6.6	Oskaloosa	32
14. 0 Missouri	6.4	Joplin	43
15. 0 South Dakota	6.1	Presho	23
16. 0 Minnesota	5.6	Mpls., Roosevelt	22
17. 0 Kansas	5.6	Topeka	31
18. 0 Tennessee	4.7	Jonesboro	12
19. 0 Washington	4.0	Lewiston, Idaho	15
10. 0 New England	3.6	Portland, Me.	11
21. 0 Michigan	3.5	River Rouge	14
National	7.5	Poughkeepsie, N. Y.	76

## The Decalet of Leaders—The Second Ten

R. P. Hibbs, DuQuoin	520	Stanley Kent, Charleroi	307
E. L. Kimball, Chicago Ev. Y	505	Richard Abernathy, Omaha-	
R. S. Cartwright, Elgin	466	Benson	302
E. J. Diller, Youngstown,		Robert Johnson, Lincoln	252
Chaney	464	Kearfott Miller, Kent State	224
W. F. English, Carrollton	437	Ned Nedved, Okla., Classen	216
Helen M. Hall, Passaic	415	Lorraine Barnett, Topeka	216
S. Stanley Knapp, N. Dallas	404	Lucille Maaske, Mayville	215
Alb. L. Swank, Peekskill	392	Jack Cohen, East Palestine	210
O. A. Swanson, Oconomowoc	390	Margaret Shroyer, Topeka	206
Sarah A. Ryan, Omaha, Cent.	387	Virginia Allen, DuQuoin	191

## Going Up

	New	Total
Chapters	4	462
Members	109	15,351
Keys	20	8,425
Reports	415	57,136
Degrees of Honor	40	5,871
Degrees of Excellence	23	3,137
Degrees of Distinction	19	1,657



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