

## Schedule for Fifth National Speech Tournament

### Sunday, May 5

- 1:00 Registration of contestants, assignment to rooms.
- 9:00 Registration closes.

### Monday, May 6

- 9:00 General Assembly, announcements and instructions.
- 10:30 Debate, Round 1.
- 12:00 Luncheon, Meeting of Executive Council, Board of District Chairmen, and Committees.
- 1:30 Drawing for Extemporaneous Speaking.
- 2:00 Oratory and Declamation, Round 1.
- 2:30 Extemporaneous Speaking, Round 1.
- 4:00 Debate, Round 2; Humorous Declamation, Round 1.
- 6:00 Banquet. Presentation of Distinguished Service Awards and District Chairman Badges. Address by President Engleman of Kent State College.
- 8:00 Social Hour, arranged by Kent State College.

### Tuesday, May 7

- 9:00 Debate, Round 3; Humorous Declamation, Round 2.
- 10:00 Drawing for Extemporaneous Speaking.
- 10:30 Oratory and Declamation, Round 2.
- 11:00 Extemporaneous Speaking, Round 2.
- 12:00 Luncheon. Meeting of Council, Chairmen, Committees.
- 2:00 Debate, Round 4; Humorous Declamation, Round 3.
- 3:00 Drawing for Extemporaneous Speaking.
- 3:30 Oratory and Declamation, Round 3.
- 4:00 Extemporaneous Speaking, Round 3.
- 6:00 Banquet. Educational Address. Announcement of Results: Coaches Discussion Contest.
- 8:00 Play, "Smiling Through" and Social Hour

### Wednesday, May 8

- 9:30 Business Meeting and Educational Conference.
- 2:00 Debate, Round 5; Humorous Declamation, Round 4.
- 2:30 Drawing for Extemporaneous Speaking.
- 3:30 Oratory, Declamation and Extempore Speaking, Round 4.
- 7:00 Debate, Round 6; Humorous Declamation, Round 5.
- 7:30 Drawing for Extemporaneous Speaking.
- 8:30 Oratory, Declamation and Extempore Speaking, Round 5.

### Thursday, May 9

- 9:00 Debate, Round 7.
- 10:30 Finals in Oratorical Declamation.
- 1:30 Debate, Round 8.
- 2:30 Finals in Dramatic Declamation.
- 4:00 Finals in Original Oratory.
- 7:30 Debate, Semi-Finals.
- 8:00 Finals in Humorous Declamation.
- 8:00 Drawing for Extemporaneous Speaking.
- 9:00 Finals in Extemporaneous Speaking.

### Friday, May 10

- 10:00 Program of National Winners on National Broadcasting Company Network.
- 1:30 National Championship Debate over Network of the Columbia Broadcasting System.

Time Is Eastern Standard Time

# The Rostrum



*Official Publication of the National Forensic League*

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"**T**HE opinion of experts is emphatically that Oral Expression is of first importance in our schools."

*Article on page five*



*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

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### *Is Speaking An Art ?*

Occasionally one still hears some devotee of such fine arts as music or painting, express his sincere but ill-advised skepticism as to whether or not platform speaking is an "art." Verily, it makes little or no difference whether speaking is referred to as an "art," a "talent," an "accomplishment" or as a "communicative tool"; the fact remains unchallenged that effective speaking is probably the most significant item of personal equipment which the modern student can acquire to help him live a meaningful life in twentieth century civilization. However, in order to keep the record clear, let it be recognized that speaking IS an "art."

Dr Preston Bradley, famed Chicago pastor and public speaker, retiring national president of the Izaak Walton League, recently stated in an address in Chicago, "There is no greater art in human development than the power to speak expressively and to convey by the spoken word the various moods and meanings, the emotions and impressions, which the speaker desires to communicate to his listeners." Your editor shares this opinion with Dr. Bradley. In my opinion the speaker enters the realm of the artistic with a greater handicap than the artist who uses any other medium than speech to communicate his effects. The musician has his musical instrument upon which to rely for aid in securing his effects; the vocalist has the assistance of a talented accompanist on the piano; the painter must rely upon his canvass and his paint pots to produce the desired results and give permanence to his motives; the sculptor's artistry lasts no longer than the materials with which he works, but The Speaker, without benefit of accompaniment, or canvass, or paint pots, or marble, must so develop his artistry that his effects will be memorable from the single impression his auditors receive from hearing them once only and from detecting them and retaining them from among a multitude of distracting sounds and sights with which the speaker always finds himself in competition. Surely, the speaker whose message is remembered, is the practitioner of an art which has no more intricate and difficult rival in the whole realm of things artistic.

And since speaking IS an ART, the speaker is subject to all the restraints and stipulations which attach themselves to the in-

dividual who would become artistic in any endeavor. There is no such thing as the perfect speech or the peerless speaker; always there is room for further improvement and greater refinement of the process and the composition of speech.

In any art, the individual who lacks the vision, the restraint, the delicacy, and the precision of the artist, is a bungler, and for every artist who is developed in any pursuit there are a hundred bunglers who fail to manifest the requirements of artistry in their work. Students of the speech ART should approach their task with all the care and consideration exemplified by the violin student who hopes some day to rank with the premier musicians of the world. The rudiments of correct pronunciation, inflection, vocalization, bodily action, and speech composition should be studied and practiced painstakingly until they have become so thoroughly mastered that they become automatic in their functioning, so that the touch of artistry can be provided by a speech technique in which the speaker can devote his full attention to the refinements and niceties which always contrast the artist from the bungler.

Let the sincere student of speech always keep in mind that he is engaged in developing an art; let him never manifest the slovenly and careless attitude of the bungler but let him rather dedicate his efforts to attaining a precision of exactitude and a delicacy of restraint which will mark his speaking with the indications of an artistry and which will give permanence to the effects and impressions created by his efforts in the practical speech situation.

—KARL E. MUNDT.

### PRESIDENT OF DELTA SIGMA RHO WILL

#### ADDRESS ANNUAL NFL CONVENTION BANQUET

Dr. Henry L. Ewbank, of the Speech Department of the University of Wisconsin, will be the principal speaker at the annual National Forensic League banquet which will be held in Kent on Monday evening, May 6. Dr. Ewbank is the national president of Delta Sigma Rho, senior honorary intercollegiate speech fraternity, and the retiring president of the National Association of Teachers of Speech; he will bring to the delegates at the Kent tournament-convention an authentic message concerning the function of public speaking in Modern America and his address will be one of the high lights of the entire Kent program.

Another nationally recognized speech leader will speak at the Tuesday night banquet. Professor T. M. Beaird, of the University of Oklahoma, and chairman of the National University Extension Association's debate committee, will speak to the contestants and coaches on Tuesday.

In addition to these two outstanding educational and inspirational messages, an entire period is being set aside during the Kent tournament to provide for an educational discussion on speech problems and debate management so that this year's national tournament is definitely interweaving a number of highly significant educational contributions along with the contest events which will select the National Speech Champions of America.



## NATIONAL DEBATE CHAMPIONS OF 1935 TO RECEIVE VALUABLE SPEECH SCHOLARSHIPS

The American University has notified the officers of the National Forensic League that it is going to offer a full four-year tuition scholarship to a member of the winning debate team at the Kent tournament. In view of this generous offer, several students have expressed a desire to know more about the American University and its activities.

The American University has been engaging in intercollegiate debating from the first year that the College of Liberal Arts opened. It has established an enviable record in this field, winning more than 80 per cent of all the decision contests in which its teams, both mens' and womens', have participated. The opponents include such institutions as Princeton, New York University, Pennsylvania, Boston, University of California, Oxford (England), Colgate, Syracuse, Washington and Lee, Rutgers, Ohio Wesleyan, William and Marys, Bates, University of Georgia, Cincinnati, and Oberlin.

The American University is a member of the national forensic fraternity, Delta Sigma Rho, which has chapters in more than sixty leading colleges and universities and whose president, Dr. Ewbank, will address the annual banquet of the NFL in Kent, May 6.

Excellence in debating has become a tradition at The American University. More than 15 per cent of the students enrolled in the College participate in this activity. The curriculum includes two-year courses in debating, a preparatory course and the advanced course from which the varsity teams are chosen. In the preparatory course the second semester is given over to a series of debates between teams composed of members of the class.

### EARLY TOURNAMENT REGISTRATIONS

While most of the registrations for the national tournament are not received until a few days before its opening, advance registration indicates that the Fifth National Tournament will be representative of all sections of the country. These are the first schools to register:

Canton, Kansas.  
Culleoka, Tennessee.  
Ashland, Ohio.  
Green River, Wyoming.  
Independence, Mo.  
West High, Minneapolis.  
Highmore, S. D.  
Peoria-Central, Ill.  
Mitchell, S. D.  
Onida, S. D.  
Lewiston, Idaho.

Milwaukee, Wisconsin.  
Washington High.  
Carrollton, Mo.  
Mt. Sterling, Ky.  
Sioux Falls, S. D.  
California, Penn.  
Roosevelt H. S., Mpls.  
Niles, Ohio.  
Topeka, Kansas.  
Dwight, Ill.  
Mt. Sterling, Ky.

## What's Right With Speech Contests?

By Henry Lee Ewbank, PhD.

**EDITOR'S NOTE**—This article is a digest of an address delivered by Dr. Ewbank at the Sixteenth Annual League breakfast and section meeting of the Texas State Teacher's Association in Galveston, November 30, 1934. It is reprinted with the permission of Dr. Ewbank who will also address the annual NFL banquet in Kent. Although this article is considerably longer than the type we customarily publish in **THE ROSTRUM** it is of such vital significance to all NFLers that we are awarding it this space. Every reader of **THE ROSTRUM** should read Dr. Ewbank's article through carefully; in it, you will find much to stimulate and inspire your entire forensic program.

Two or three years ago we were wondering just what effect this depression would have on speech training in general and on speech contests, in which we are all so much interested. We were hearing much about cutting out the "frills" and getting down to "fundamentals." Would speech training and speech contests classify as "frills," or could we make a case for them as fundamental to the educational process?

I am happy to report that in the battle of educational retrenchment speech has not suffered as much as most of the newer subjects in the curriculum. In fact, one state, at least, has moved speech from a doubtful place in the list of optional subjects that might be submitted for college entrance to a place of **FIRST IMPORTANCE IN THAT LIST**.

I refer to my own state of Wisconsin. The revised college entrance requirements adopted in June of this year divide the subjects in Group A, from which twelve of the sixteen credits must be submitted, into six groups: English and Speech; History and Social Science; Foreign Languages; Mathematics; Physical Sciences; Advanced Applied Music and Art. All students who do not present two years of foreign language must present three years of **ENGLISH AND SPEECH**. Those who do have this foreign language must present a minimum of two years of **ENGLISH AND SPEECH**. Thus, in Wisconsin, speech training has moved at one step from a place on the margin to a possible place in the very center of the high school curriculum. This change in Wisconsin was brought about largely at the request of the high school principals. They have come to believe in the type of work done under the direction of our High School Forensic League and desire **MORE**, rather than less, of it.

I believe, too, that contest work in speech has increased rather than decreased in the last few years. I am sure that this is true in colleges and universities. True, in some cases contest budgets have been rather severely cut—but so have traveling expenses. The speech tournament has been devised to make possible more practice for correspondingly less money. Last spring, under the auspices of one of the national forensic societies, 700 college speakers and coaches spent five days in Lexington, Kentucky. There were debates, oratorical contests, and contests in extempore speaking—it was a great occasion.



To what can we attribute this apparent trend towards, rather than away from, speech activities?

First, of course, to the devoted service of many like ourselves, who have, in face of great discouragement, kept these contests alive when it would have been easier to discontinue them. You have spent hours of time that you could have devoted to your own concerns in training boys and girls for these events. But, in these hours, don't you feel that you have done some of the best teaching in your careers? Many and many a student has testified that the hours he spent with his teacher in training for forensic contests were more valuable than the more formal contacts of the classroom.

However, in my estimation, the place that speech training and speech contests will come to have, will depend upon two things:

1. The extent to which the so called activity of experience curriculum is adopted and (2) The extent to which we devise speech contests that resemble life situations.

The materials of the new curriculum will be selected with regard both to the pupil's interests and to his future needs in the society in which he will live as an adult. Surely, judged by either or both of these criteria, speech training and speech contests would be awarded a considerable place.

Now how do speech projects and speech contests qualify as preparation for life situations? I do not pretend to have read all of the new educational psychology, but I have read a great deal of it. If I mistake not, much of its philosophy can be summarized in the following six statements:

1. That form of education is best which begins with the student's immediate interests and works toward more remote goals. Many students are interested in speech projects of one type or another.

2. That form of education is best which demands marked activity on the part of the student. The student who is presenting his knowledge in the form of a report or speech is more active than when he is listening to a more thorough explanation from his teacher. There is every reason to believe that the public speaking method could be used to advantage in teaching such subjects as history or the social sciences. And certainly students who take part in speech contests are ACTIVE.

3. The situations and projects devised should resemble life situations as nearly as possible. Here certainly speech projects and speech contests rank very high. After boys and girls leave school they write very few themes and take very few written examinations. Many adults actually confess that they have never written a single bluebook since they left school! But they TALK about social problems; they argue about political matters; they listen to plays and they give reports and read poems at Club meeting. They talk much and write little after their school days. Speech contests come much nearer to life situations than do the average themes and bluebooks of the average classroom.

4. The situations and projects should challenge the student to his best efforts. Here our speech classes and our contests excel. Public appearances before school assemblies and local clubs and contests between classes and schools call forth greater effort than does the opportunity to speak in class. Interschool contests provide excellent educational opportunities for superior students who are not challenged to their best efforts by the classroom.

5. Situations and projects devised should test the student's ability to synthesize materials drawn from various sources. In debating, knowledge that the student gains from many sources, within and without the classroom, must be fitted together into a unified argument.

6. The situations and projects should provide a series of test experience or crises that measure the student's ability to rise to the occasion, to call on his reserves, and do better than he supposed was his best. The system of contests with trials for places on teams, and a series of interschool contests, does it, we are inclined to believe, in a form that more nearly resembles a life situation.

But, what teacher is not greatly impressed with the importance of his own subject? Very well, then, let us gather evidence from our colleagues in other fields. A monograph entitled "Instruction in English", issued by the committee making the national survey of secondary education under the supervision of the United States Office of Education, says, "THE OPINION OF EXPERTS IS EMPHATICALLY THAT ORAL EXPRESSION IS OF FIRST IMPORTANCE IN OUR SCHOOLS."

The Twenty-second year book of the National Society for the Study of Education (1923) contains this statement by James F. Hosis, "NO ONE WILL DENY THAT THE MOST PRESSING AND FAR-REACHING NEED IS THAT FOR CLEAR, PLEASANT, CORRECT, AND EFFECTIVE SPEECH."

The 1927 Yearbook of the Department of Superintendence of the NEA, states, "ORAL LANGUAGE FOR MOST PEOPLE IS PRACTICALLY THE ONLY LANGUAGE USED. FOR THIS REASON, IT IS OF FIRST IMPORTANCE IN OUR SCHOOLS AND DESERVING OF A FAR GREATER SHARE OF THE TIME ALLOTMENT THAN IT GENERALLY RECEIVES."

We have not, by any means, exhausted the evidence available on the values of speech training. But we should devote what time there is left to a consideration of the objections that are commonly raised to speech contests.

First, that too few students receive the training. Those who hold this view agree that training is valuable and wish that, somehow, it might be made available for more students. With this opinion, we can readily sympathize. The school should provide classroom opportunities for speech training to all who may care to take advantage of them. But membership on high school teams, the opportunity to appear in plays or to represent the school in other speaking events, should be regarded as special education for the superior student. We hire deans and advisers to help the backward student who is barely getting by. Our courses



are geared for the boy and girl of average ability. Why not devote some attention to those gifted students who will later occupy positions of leadership?

But do we have these future leaders on our teams? I have before me the records of the Interstate Oratorical Association, a college association including about one hundred colleges in fourteen states. Of the sixty eight winners of first and second places in the final contests from 1874 to 1907, TWENTY-THREE won distinction entitling them to listing in "Who's Who In America". I have every reason to believe that were you to make a study of those who have competed in your state high school contests, you would find that a great many of your community and state leaders received their first platform experiences in these events.

Second, that too much emphasis is placed on winning decisions. We must admit that this is sometimes true; but the remedy is not to do away with the decisions. We said that the school exercise should resemble the life situation, and life is made up largely of attempts to win decisions of one sort or another. We hear much these days of character education. Can we not use our contests to give our students practice in losing without becoming peevish and in winning without gloating? Can we not help them to acquire a sense of what is "cricket" and what is sharp practice?

Third, that the contests themselves are artificial. Here we have sometimes been at fault. We should be continually adapting our contests to the needs and interests of our audiences. The decision should reflect the speakers' ability to interest or convince their hearers, or to contribute to their enjoyment. I have an idea that we can have the audiences join in making the decisions and that we will learn to keep the contest features more in the background.

Fourth, that debate is an out-moded device that should be replaced by group discussions. Here debate is criticised for failure to do something that it was never intended to do. There should be three steps in the consideration of such a problem: (1) What is the problem? What are its backgrounds? (2) What different solutions have been suggested and what are the advantages and disadvantages of each? (3) which solution does this group feel should be adopted? Group discussion can profitably be used in taking the first two steps; debate is best adapted in deciding upon the course of action. The debate forces the audience to listen to both sides of the question, "thereby (I am quoting from A. Lawrence Lowell's, 'Public Opinion in Peace and War'), avoiding as far as possible the danger of having the verdict result from fixing the attention on facts bearing on only one side of the question."

Many take marked exception to debating on the ground that students are often forced to argue against their convictions. Have you ever read Stevenson's essays on "Debating Societies?"

"We meet there," he says, "people of every shade of opinion and make friends with them. We find men of talent far exceeding our own, whose conclusions widely differ from ours; and we are thus taught to distrust ourselves.

## Schreiver Elected to Council

Three members of the Executive Council, candidates for reelection, were returned to office and Leslie D. Schreiver of Charleroi, Pennsylvania, captured the fourth position. He succeeds Walter Oelschlager of Monessen, Pennsylvania who was not a candidate. Mr. Schreiver has been District Chairman for three years, has placed his Chapter in first rank in point of total membership, and just now placed himself at the head of the coaches Decalet of Leaders with nearly 700 credit points.

After the last mail on April 20th, the ballots received at the national office were counted and the following tabulations resulted:

### For National President

Karl E. Mundt.....	1,031
T. C. Bond.....	102
Julian C. Aldrich.....	90
J. Edmund Mayer.....	89
C. C. Diettert.....	43
Leslie D. Schreiver.....	35
Ralph N. Schmidt.....	31

Karl E. Mundt of Madison, South Dakota, having a clear majority of all ballots was declared elected. According to provision of Regulation No. 9, his ballots were then distributed to the second choice candidates marked thereon and added to the first choice ballots already held by the other candidates. No candidate having a majority, the one with the fewest votes was eliminated and his ballots redistributed to the other candidates. This procedure was continued until one candidate received a majority.

### For National Vice-President

T. C. Bond.....	594	647	677	768
J. Edmund Mayer.....	267	281	328	399
Leslie D. Schreiver.....	211	214	248	254
C. C. Diettert.....	141	148	168	
Julian C. Aldrich.....	126	132		
Ralph N. Schmidt.....	83			

### For National Director

Leslie D. Schreiver.....	364	372	435	
J. Edmund Mayer.....	363	393	490	684
C. C. Diettert.....	306	336		
Julian C. Aldrich.....	256	321	497	738
Ralph N. Schmidt.....	133			

### For National Director

Leslie D. Schreiver.....	492	542	753
J. Edmund Mayer.....	413	507	657
C. C. Diettert.....	362	362	
Ralph N. Schmidt.....	176		

Since according to the amended Constitution, national officers are now to be elected for a term of two years, the Council



provided in a General Order published in March that this year the President and Vice-President should be elected for two years and the National Directors for one year. Accordingly Karl E. Mundt, Madison, South Dakota, and T. C. Bond, Niles, Ohio, will hold office until June 30, 1937; Julian C. Aldrich, Webster Groves, Missouri, and Leslie D. Schreiber, Charleroi, Pennsylvania, will serve as National Directors until June 30, 1936. Mr. Schreiber will take office on July 1. The Secretary's term does not expire until June 30, 1937.

### A Double Winner

It is believed that Hugh Kennedy of St. Vincent Prep., Latrobe, Pennsylvania, set two records in the Pennsylvania District of the National Forensic League at California State Teachers College, California, Pennsylvania.

In the preliminary contests, April 15th, he gathered forty-eight points in one day, and on the following day won twenty-four more, making a total of seventy-two points in two successive days. He accomplished this feat by winning first place in each of five dramatic contests in which eight or nine schools participated, and first place in five oratorical declamation contests.

His second record came when he won the NFL championship in both dramatic and oratorical declamation tournaments. Two championships have come to one school in previous years, but it is not known in Pennsylvania that the same individual ever won two championships himself.

Young Kennedy is sixteen years old, a senior, and this is only his second year in forensic; last year he entered debates only. This year he was also a very successful debater, but declined to enter the debate tournament in favor of the two declamations. Rev. Edmund Cuneo, O. S. B. Headmaster, is coach of the St. Vincent Prep. forensics.

### —NFL—

Chisholm, Minnesota, one of our NFL chapters up in the Iron Range Country of Minnesota, has been hanging up a record in League circles which threatens to stand for some little time. For the past two years Chisholm has won the "All Range Speech Tournament" with fourteen schools participating; in 1934, Chisholm won five firsts and six seconds out of seven events and this year they again won the "All Range Championship" with five firsts, four seconds, and four thirds. Additionally, for the past two years the Chisholm debaters have won the Minnesota NFL District tournament and now have six speakers eligible for entering the National Tournament in Kent. The winners were: Oratory, John Anderson and George Regis; Dramatic, Eleanor Pohjonen and Ruth Arni; Humorous, Ann Sullivan and Toivo Anderson; Extemporaneous Speaking, Geo. Regis and Peggy Dunn; Original Oratory, Geo. Regis and Mally Marinkovich; Discussion, Peggy Dunn and Geo. Regis. Miss Dorothy E. Will is the forensic coach at Chisholm and her phenomenal record of the past two years would indicate, verily, that "Where there's a 'Will' there's a way!"

## District Tournament Winners

### Missouri

- |  |   |
|--|---|
| Debate—<br>Springfield, first.<br>Marshall, second.                              | Oratorical Declamation—<br>Eugenia Hawkins, Salisbury.<br>Billie Sue Mitchell, Fayette. |
| Original Oratory—<br>Eleanor Kincaid, Joplin.<br>Jean Roth, Joplin.              | Humorous Declamation—<br>Dedrich Childers, Independence.<br>Sarah F. Koontz, Marshall.  |
| Extemporaneous Speaking—<br>Fred Stoerker, St. Joseph.<br>Richard Craig, Joplin. | Dramatic Declamation—<br>Ann Moskovitz, Joplin.<br>Lester Gross, Maplewood.             |

### New York

- |  |   |
|--|---|
| Debate—<br>Rome Free Academy.<br>Syracuse-Central.   | Oratorical Declamation—<br>Robert Hynes, Ilion.<br>Wm. Galbraith, Poughkeepsie. |
| Original Oratory—<br>Augusta Amrosa, Syracuse-Central.<br>Raymond Jansen, Peekskill.         | Dramatic Declamation—<br>Betty Shaffer, Ilion.<br>Jack Weinger, Poughkeepsie.   |
| Extemporaneous Speaking—<br>Thomas Gaggin, Syracuse-Central.<br>Adele Deragon, Poughkeepsie. | Humorous Declamation—<br>Clara Ward, Ossining.<br>Peter Mogstadt, Peekskill.    |

### Wisconsin

- |  |  |
|--|--|
| Debate—<br>Milwaukee-Washington.<br>Sheboygan.                                   | Oratorical Declamation—<br>Solomon Kleinman, Milwaukee.<br>Eugene Horedovitz, Kenosha. |
| Original Oratory—<br>Walter Smith, Shawano.<br>Gordon Dupee.                     | Dramatic Declamation—<br>Charlotte Zion, Sheboygan.<br>Marion Conrad, West Allis.      |
| Extempore Speaking—<br>Gordon Dupee, Oconomowoc.<br>Leo Hartenberger, Sheboygan. | Humorous Declamation—<br>Louise Meyers, Manitowoc.<br>Ethelyn Bahcall, Oconto Falls.   |

### Ohio

- |   |   |
|---|---|
| Debate—<br>Ashland.<br>Canton.  | Oratorical Declamation—<br>Robert Crosby, Niles.<br>Paul Sanders, Newark.       |
| Original Oratory—<br>Harold Andrews, Ashland.<br>Anne Holden, Wooster.    | Dramatic Declamation—<br>Jane Lieberman, Chaney.<br>Helen Ward, East Palestine. |
| Extempore Speaking—<br>James Rahl, Wooster.<br>Robert Lang, Euclid-Shore. | Humorous Declamation—<br>Jack Klein, Canton.<br>Jean Finefrock, Canton.         |

### Minnesota

- |   |   |
|---|---|
| Debate—<br>Minneapolis-West.<br>Chisholm.                                     | Oratorical Declamation—<br>Harvey Swenson, Luverne.<br>Eddie Johnson, Rosevelt. |
| Extempore Speaking—<br>Curtis Larson, Mpls.-Rsvlt.<br>Peggy Dunn, Chisholm.   | Humorous Declamation—<br>Edwin Townsend, Luverne.<br>Ann Sullivan, Chisholm.    |
| Original Oratory—<br>George Regis, Chisholm.<br>Mollie Marinkovich, Chisholm. | Dramatic Declamation—<br>Eleanor Pahjonin, Chisholm.<br>Jean Wilcox, Mankato.   |



## Michigan

Debate—  
River Rogue.  
Oratory—  
Bernard Carroll, Dearborn.  
Extempore Speaking—  
Robert Rosa, River Rogue.

Oratorical Declamation—  
Milton Read, Paw Paw.  
Dramatic Declamation—  
Barbara Smith, Paw Paw.  
Humorous Declamation—  
Velora Oman, Paw Paw.

## Illinois

Debate—  
Mendota,  
Dwight.  
Original Oratory—  
Jack Croessman, DuQuoin.  
Homer Ogle, Freeport.  
Extempore Speaking—  
Julius Weinberg, DuQuoin.  
Gordon Mandt, Rockford.

Oratorical Declamation—  
James Harper, DuQuoin.  
Edward Baker, Mendota.  
Dramatic Declamation—  
Lorraine Waggoner, Peoria-Central.  
James Harper, DuQuoin.  
Humorous Declamation—  
Doris Lantz, Elgin.  
Wayne Arthur, Lincoln.

## Pennsylvania

Debate—  
Coraopolis.  
Extempore Speaking—  
Noah Fehl, West Newton.  
Bernard Morrissey, Brownsville.  
Original Oratory—  
Ernest Garis, Stroudsburg.  
Edward Springer, Coraopolis.

Oratorical Declamation—  
Hugh Kennedy, St. Vincent's Prep.  
Jack Kotler, California.  
Dramatic Declamation—  
Hugh Kennedy, St. Vincent's Prep.  
Harriet Goldstein, Brownsville.  
Humorous Declamation—  
Marion Huseman, California.  
Frances Kremer, Brownsville.

## Degrees of Distinction

Dwight Croessman, DuQuoin, Ill.  
Clifton Stratton, Topeka, Kan.  
Jane Lieberman, Chaney H. S., Ohio.  
Reinette Leyshon, Chaney H. S., O.  
Alfred Heyman, Chaney H. S., O.  
Billy Sue Mitchell, Fayette, Mo.  
Cleo Olson, Gillette, Wyo.  
Lou Jean Weldon, Emerson, Neb.  
George Dayoob, Alverton, Pa.  
David Angevine, McPherson, Kan.  
Anna Beckman, Lewiston, Idaho.  
Joseph Macey, Chicago Eve. YMCA.  
Wendell Martin, Lebanon, Ind.  
Betty Adney, Lebanon, Ind.  
Marvin Doil, Wood River, Ill.  
Owen Pugh, Wenatchee, Wash.  
William Hanson, Green River, Wyo.  
Nich Goche, Niles, Ohio.  
Barbara Towne, Sterling, Colo.  
Mr. P. W. Clarke, Moorefield, W. Va.  
Peggy Foley, Lewiston, Idaho.  
Miss Lola M. Berry, Lewiston, Idaho.  
Billy Jones, Lewiston, Idaho.  
Beatrice Woodward, Charleroi, Pa.  
Belle Applebaum, Charleroi, Pa.  
Bob Reuss, Aurora-East, Ill.  
Tom Alderson, Aurora-East, Ill.  
Joe Suhler, Aurora-East, Ill.  
Bruce Kendall, Gillette, Wyo.  
Irma J. Kelly, DuQuoin, Ill.  
Bernard Krause, Schneectady, N. Y.  
Dorothy Braun, Webster Groves, Mo.  
Maurice Young, Muscatine, Iowa.

John Fishbarn, Muscatine, Iowa.  
Frances Highbarger, Muscatine, Iowa.  
Dale Handolph, West Allis, Wis.  
Miss Lillie Mae Bauer,  
Clarksburg, W. Va.  
Betty Benedict, Niles, Ohio.  
Josephine Fusco, Niles, Ohio.  
Cornell Lupear, Niles, Ohio.  
Jack Biard, Dallas-North, Texas.  
Wear Clark, Wenatchee, Wash.  
June Hopton, Monessen, Pa.  
Ann Moskowitz, Joplin, Mo.  
John Pickett, Joplin, Mo.  
Ellen B. Stewart, Joplin, Mo.  
Paul Goeb, Cherokee, Iowa.  
Berneta Christopherson,  
Emerson, Neb.  
Jean Moore, Fremont, Ohio.  
Noah Fehl, West Newton, Pa.  
Arnold Felten, Shawano, Wis.  
Christine Ribbens, Mayville, Wis.  
Mary Ferguson, Marshall, Mo.  
James E. Sutton, Marshall, Mo.  
Alice Schuetz, Hawarden, Iowa.  
Carl Lundquist, Sioux Falls, S. D.  
Herbert Shapiro, Sioux Falls, S. D.  
Louis Snell, Ilion, N. Y.  
Frank Grace, Baxter Sem., Tenn.  
Eileen Dwyer, Kewanna, Ind.  
Cleon Overmyer, Kewanna, Ind.  
John P. Sanders, Kewanna, Ind.  
Maryalice Robbins, Kewanna, Ind.  
Edward Miller, Kewanna, Ind.

## Something of This—Something of That

The prestige of the National Forensic League and its secretary as an authority in contest matters is well illustrated by the following telegram:

Bruno E. Jacob,  
University of Denver.

For publication in connection with essay contest conducted by this newspaper kindly wire collect whether your National Forensic League rules provide for decisions by low point total system including analysis of breakable ties both without judges consultation. If judges consultation ever used when and why. Thanks.

Louise P. Engle, The Washington Post.

Thus far this year, Eagle Grove, Iowa, has won twenty-one interschool debates. Fifty-two high school students are being given a semester's training in debate and twenty-four of these have actually taken part in interschool debates. This semester, an hour of speech training each week is required of all ninth grade students in Eagle Grove. Clifford H. Beem is debate director and high school principal of Eagle Grove and is rapidly developing a speech program in his school which ranks with the best among all schools of its size in the country.

—NFL—

Your Editor has the idea that a "National Forensic League Directory" might prove a mighty popular feature if it could be published. In it could be included a complete chapter roster of all our chapters, listed by States, together with the names of the forensic coaches, and brief information concerning state and district championships won and representation which had been earned at our National Forensic League tournaments. It might also include a summary of the results of all NFL National tournaments held to date. Think it over! Would your chapter want one?

—NFL—

Dean Ralph Dennis of the School of Speech of Northwestern University of Evanston, Illinois, has written that he would like to attend several sessions of the NFL tournament at Kent and that he is trying to arrange his plans so he can be there. Northwestern conducts a special summer school in speech training and many NFL speech coaches would welcome the opportunity to renew acquaintanceship with Dean Dennis if he can arrange to be in Kent, May 6-10.

—NFL—

After Dinner Speaking and Extemporaneous Reading are included in the contests held by the Minnesota District NFL Tournament, according to the NFL publication issued monthly by our Roosevelt High Chapter of Minneapolis, under the able and aggressive leadership of Levi Osterhus. AS USUAL, Levi has some State winners and will be seen in Kent guiding them through the intricacies of a National Tournament.



## From the Secretary's Desk

### These Chairmen Receive Service Badges

By virtue of the ranks held by their respective districts in standing on April 25th, District Chairmen will receive special state chairman insignia at the national tournament banquet at Kent.

#### The Gold Badge

Mr. Albert L. Swank, Peekskill, New York.

#### Silver Badges

Miss Kathryn Moran, Joplin, Missouri.  
Mr. Leslie D. Schreiber, Charleroi, Pa.  
Mr. C. C. Diettert, North Judson, Indiana.

#### Bronze Badges

Mr. E. J. Diller, Chaney H. S., Youngstown, Ohio.  
Mr. Ralph N. Schmid, Sr., Mayville, Wisconsin.  
Mr. Robert V. Rosa, River Rouge, Michigan.  
Miss Mary E. Hamilton, North H. S., Omaha, Nebr.  
Mr. E. L. Kimball, Evening YMCA H. S., Chicago, Ill.  
Miss Lola M. Berry, Lewiston, Idaho.  
Supt. Amos E. Rogers, Presho, South Dakota.  
Mr. W. H. McIlrath, Muscatine, Iowa.  
Mr. LaZelle, Smith, Grossmont, California.

Watch charms or lapel buttons are provided for the gentlemen while the ladies may have lavalier charms or a tantalizing choice of bracelets bearing the NFL insignia.

### District Chairmen Chosen May 25th

By provision of Regulation No. 11 the Chapter in each District which leads in the number of active members and degrees on May 25th is privileged to name the District Chairman for the next year.

The determination is made on the basis of all applications received up to the close of that day, so get **your** applications into the mail well in advance to be sure they will be in on time. In fairness to every other chapter, the Secretary cannot and will not include applications received on the 26th or thereafter to count in the chairmanship determination.

The suggestion has been advanced that chairmen should be elected by the chapters in the district instead of appointed. It has merit. It will be discussed in the business meeting at Kent. If you have any ideas on the subject write them to the Secretary at Kent or bring them with you if you are coming to the tournament.

### Don't Miss These NFL Broadcasts

Friday, May 10th

9:00 National Contest Winners, NBC Network.

12:30 Championship Debate, Columbia Network.

Central Standard Time

### Debate Question for 1936

The National University Extension Association Committee which each year selects a National High School Debate Question for the use of the High Schools of America has recently announced that the official question for 1936 will deal with the desirability of providing a program of socialized medicine in the United States. The official wording of the question will be:

**"Resolved: That the several states should enact legislation providing for a system of complete medical service available to all citizens at public expense."**

Inasmuch as the great majority of NFL chapters are also members of debate leagues sponsored by the NUEA and users of the official debate handbook issued by this group, the Socialized Medicine question will be the question debated at the National Speech Tournament of 1936. All indications point to this question as being provocative of much public interest throughout the country during the course of next year's debate season.

### Changes in Point Schedules not Retroactive

A few chapters have complained that applying the new schedules of credit points to contest held prior to the adoption of these schedules is making their effect retroactive and hence unfair. That is not the case. To be retroactive those schedules would have to be applied to all contests already recorded and the totals of every member revised according to the new scale. That is not being done. The new schedules do apply, however, to all reports received at the national office after the amendments became part of the constitution.

The amendments were submitted in January with the information that "each shall become effective when approved by a majority vote." They were not ratified until the last of February. Every Chapter had sufficient notice of the change likely to be made to get their reports in if they wanted the old scale to apply to them.

Credit points are awarded not when the contest takes place, but when that contest is reported for record at the national office. Whatever schedule of points is provided for in the constitution at the time the reports are recorded is the one which must be applied and this procedure is being followed.

Article IV directs that after the contest the president of the Local Chapter shall apply for award of credit points, and provides schedules governing the award of the points following such applications.

The team leader in debate may receive an extra point, but that point is added before deduction for previous debates is made. If that deduction brings the number to zero then each speaker receives the minimum number of points—two for winning, one for no-decision or losing debates,—but the extra point for team leader cannot again be added to that minimum. Very carefully reading of the Article IV, Section A of the constitution will reveal this as the imperative application of the rule.