

READINGS AT NATIONAL 1937

We call your attention to the following readings that were used in the National Contest at Jacksonville.

FIRST AND SECOND WINNERS

JEAN-MARIE (first in dramatic)
THE NOBLEST ROMAN OF THEM ALL (second in dramatic)
AT THE SWIMMING POOL (second in humorous)
WILLARD WILSON (first in oratorical)
MY ACCOUNT WITH THE UNKNOWN SOLDIER (second in oratorical)
THE MONSTER IN THE PUBLIC SQUARE (first in original oratory)

DRAMATIC

Angel Wings—50c	The Noblest Roman of Them All—50c
The Burgomaster—50c	Romeo and Juliet—50c
Camille—50c	Sky-Fodder—60c
Four on a Heath—60c	Submerged—60c
Jean-Marie—60c	The Tell-tale Heart—25c
Mary Stuart—60c	
Nocturne—60c	

HUMOROUS

Amateur Hour—60c	The Ladies' Aid at the Local Theatre—60c
Anne of Green Gables—35c	Ma at the Basketball Game—60c
As You Like It—30c	Midsummer Night's Dream—50c
At the Swimming Pool—50c	Our Guide in Genoa and Rome—25c
Brotherly Love—60c	A Pair of Lunatics—50c
The Cat Came Back—60c	The Widow's Mites—60c
David Garrick—60c	
Exit the Big Bad Wolf—60c	
The Flea Gang's First Cigars—60c	
A Marriage Proposal—60c	

ORATIONS

The Big Parade—50c (Placed twice in the finals, one contestant winning 3rd)	My Account With the Unknown Soldier—50c
Call to Arms—25c	Ropes—50c
Enough of This—50c	The South and Her Problems—15c
The Fifth Horseman—50c	What Price Peace—50c
Homeless America—50c	Willard Wilson—50c
Let the Children Live—50c	Youth and World Peace—50c

Send for our catalog listing these and many other State and National winning readings.

WETMORE DECLAMATION BUREAU

1631 South Paxton Street
Sioux City, Iowa

The Rostrum



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good speaker is a fellow who says the things you would like to have thought of in the way you would like to have said them had you thought of them."



THE ROSTRUM

Official Publication of the National Forensic League

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BRUNO E. JACOB, *Secretary*

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Important Notice—Please Read!

Chapter Reporters are starting off this year with a bang! More newspapers and news letters are reaching The Rostrum than ever before in its history. In fact the traffic has been more than the train could bear and so added post office facilities have been arranged to handle The Rostrum correspondence, news letters, newspapers, etc. Please Note Change in Address.

Hereafter all correspondence and newspapers or items intended for The Rostrum should be addressed strictly as follows:

The Rostrum, P.O. Box 223, Madison, South Dakota.

Correspondence so addressed will not be confused with the personal mail of the editor and will receive more efficient treatment and stand a better chance of publication as it will be routed directly to the editorial "sanctum." Kindly observe the address instructions carefully, revise your mailing list accordingly, and see to it that Your Chapter, this year, shares in the nation-wide publicity it can secure by having its activities recorded in The Rostrum. Address as above indicated and let's keep little old box 223 crammed full of news stories and interesting items. Send The Rostrum the news—we'll relay it to America!

—NFL—

Hammond, Ind., apparently is one of those ambitious places which tries to make everybody happy! Our Hammond chapter is conducting a big debate tournament on Saturday, Nov. 20, and so that both those who like and those who dislike decision debates will be happy, the tournament is being run in two flights; one with decisions and one without decisions. Everyone from the newest tyro to the most accomplished talkie-tycoon will have opportunity to meet equitable competition in the Hammond tournament. Entries should be sent to T. D. Reed of Hammond, Ind., before Nov. 12.

—NFL—

High school students should remember the axiom—"He who would fly with the owls by night cannot expect to soar with the eagles by day."

Literary Standards in Humorous Declamation Must Be Raised

During the past ten years a phenomenal advancement in speech activities has taken place throughout our country. Its future development depends in part upon the speech instructors in our various high schools. There are standards to be raised; greater educational values to be placed upon this most important of all subjects. In the field of interpretation there is one weakness which should be corrected. This weakness is in Humorous Declamation.

At the last National Speech Tournament at Jacksonville, Illinois, a plea was voiced for better and more literary humorous declamations. In fact, some were of the opinion that if standards in this branch of speech competition could not be raised, it should be eliminated. Surely this is not necessary, because speech instructors realize there is humor that does have literary value. A committee was appointed to select a group of authors from whose works humorous declamations should preferably be taken. This group has been compiled. In some cases the choosing of material from these authors may work a hardship. We trust this is not the case. It may be, however, that some schools have ordered materials before this list is published. For this reason it seems advisable for this year to urge all schools to use material written by the authors selected. Those who use other material should understand that all selections will be judged on literary value. Another year of cheap humorous readings will mean its abolition. Help to raise the standards in this field of interpretation.

Signed—

Committee on Tournament Humorous
Declamation Improvement—

Joyce Gregory, West High, Minneapolis
Mrs. Joe B. Weems, Dickson, Tenn.
Mary Blackburn, Chairman
Central H. S., Granite City, Ill.

List of Authors

William Shakespeare	Opie Reed
George Kaufman	Joel Chardler Harris
Clarence Day	Alice Hagar Rice
Charles Dickens	Roark Bradford
Kate Douglas Wiggin	Robert Sherwood
O. Henry	Noel Coward
Mark Twain	Lady Gregory
Booth Tarkington	Owen Davis
Stephen Leacock	George Kelly
Richard Sheridan	Rachel Crothers
Irvin S. Cobb	Lynn Riggs

The works of some of these authors are covered by copyright, but the committee is asking each author for permission to use his works. Their answers will be compiled for the next issue of the Rostrum. In most cases this permission will be granted.

Preparing Material for Declamation (By Mary E. Blackburn, Granite City, Ill.)

With the beginning of the school year the teacher in charge of speech activities finds an innumerable number of tasks awaiting him. In a great many cases the training of students in the various speech events is an extra-curricular activity, and as a consequence the teacher's load is so great that time is not allowed to carry on a well-planned program. It is the purpose of the National Forensic League to help in every way possible and a few simple yet helpful rules of procedure in preparing for humorous readings follows:

1. Send for catalogue and material from various publishers among which are:

Samuel French, 25 West 45th Street, New York, N. Y.

Drama League Service Guild, Northwestern Uni., Evanston, Ill.

Walter Baker, 178 Tremont St., Boston, Mass.

Wetmore Declamation Bureau, 1631 S. Paxton St., Sioux City, Ia.

Northwestern Press, 2200 Park Ave., Minneapolis, Minn.

Ivan Bloom Harden Co., 3306 Cottage Grove Ave., Des Moines, Iowa.

2. After you have the catalogues take the list of authors for humorous readings and make a list of material that is available. In some cases the publishers may have cuttings, but in the majority of cases the plays or stories will have to be cut. This seems like a big task, but if done scientifically can be an interesting as well as educational experiment. (A few rules on cutting will follow later.)

3. After you have the list of material compiled go through the various catalogues to see if you can find anything concerning the plays or stories. Discard all objectional material—(plays with too many scenes or too many characters are usually hard to cut. Sometimes the plot of the story may be objectionable.) You now have a list that is workable. If you are near a large city, it is advisable to spend part of a day at the public library and read the material on your list. If you are not fortunate enough to be near a city then pick out the material which you think best for your students and send to publisher for them.

4. Now comes the task of getting the material cut and ready for presentation. The student as well as the teacher can be of help in this part of the program. Although this seems the hardest task of all to some teachers, I believe it is a mistaken idea. After you have found usable material, the cutting of this material will add an educational feature which is most valuable. A few simple rules for cutting material follow:

Read entire play or story through, and as you read keep in mind parts that carry theme and that could be used for cutting. Probably you might be able to find one scene that would be complete in itself. Reread and mark with pencil the parts that can be used. Sometimes if the play is a very heavy one it will take the third or fourth reading. After you have the parts marked that you feel carry a complete story fill in with your own narrative. Then read through aloud for timing.

You will find numerous short and unimportant speeches that can be omitted, and by cutting and combining parts the reading can be cut to the required limit of ten minutes. The cutting of the first two or three plays is hard, but once you make it a habit it becomes interesting and comparatively easy. You will find that you will unconsciously cut parts of a play as you read or even sometimes as you see them presented on stage or screen. Try it and have your students help, you will find it a good game and one that makes teaching a pleasant one.

Best wishes and good luck to all old and new members of N.F.L.

The Declamation—In or Out? By A. E. Keiber, Davenport

(Reprinted from Midland Schools by permission)

For several years there has been a marked tendency in certain speech quarters to belittle the use of the declamation in speech instruction, specially in the field of interscholastic contests. Particularly among some school executives, there is a feeling that the declamation is merely a mechanical device, resulting in stilted, unnatural and artificial rendition with no value whatsoever. Others claim that the selections used are in many cases mere "trash," with no literary merit. Some point to the decisions of judges in contests, claiming that trashy selections are frequently given preference over selections with fine literary merit, and that in order to win contests trashy selections must be used. Still others point to the wide variation in judges' decisions, to the fact that a contestant may be ranked high in one contest and a few days later may be ranked very low in another contest, with no change in contestants, but with a different set of judges. And still others point to the declamatory contest as an old and outworn form of speech activity, and so it should be supplanted by the speech festival or panel discussion.

These are by no means all the counts in the indictment against the declamation, but they illustrate the wide and varied nature of the charges. If they are as weighty as they sound, then certainly speech teachers and school executives should attempt to correct these faults, and at the same time place greater emphasis on the merits and values of the declamation and the declamatory contest that are being forgotten and overlooked, but I have yet to hear a charge brought against the declamation, per se, that could not be duplicated with equal or greater force against the debate, the extemporaneous speech, the impromptu speech, the drama, the speech festival, the panel discussion, or any form of speech program or contest.

And that very fact should help us to remember a great truth—that no one speech method or contest covers the whole field of speech, that we should expect from each form of speech only those values it is primarily intended to teach, but that all methods help in their respective ways to give the speaker that ease, poise and perfection on the

platform which makes him feel at home there and renders his message more effective.

I hold no brief for the declamation. Primarily I am a coach of debate, but it seems to me that as speech instructors we should not lose sight of certain very definite values in connection with the declamation and its use. In the first place there exists in every community, large enough to maintain a school, an urge for expression through the medium of speech.

We should remember that the declamation is about the only form of speech activity that some of our smaller schools can undertake. Financial considerations prohibit the employment of a speech instructor, hence if any work is done in speech, it must be done by the principal, superintendent, or a teacher who has some knowledge of speech; or it may be that a parent, or the local preacher, will undertake to coach those students who are willing and anxious to do what they can in declamation. Even that practice, if carried on sincerely and zealously, will enrich the lives of those youths and move them upward in the ability to speak effectively.

Moving along the line now to those schools that maintain regular speech courses, the next value the declamation teaches is an appreciation of the importance of literary merit in selections used. Each student should be expected to search for selections, should be required to read a number of selections, and should be instructed by the teacher what qualities to look for in the selection finally offered by the student for approval. Thus the teacher discovers the literary likes and dislikes of the student and how to direct those likes into the proper channel.

It is rather significant that a large portion, if not a major portion, of the charge that many selections are mere "trash" comes from speech teachers who dread the task of coaching students in declamation. Just where and what is the line that marks the distinction between "trash" and good literature? We are fairly well agreed on what falls inside or outside the line of good taste and decency. But when it comes to the distinction between trash and good literature much depends on the reader. A Billy Cox of Washington convulses his audience with a clean, splendid interpretation of "Lord Dunderbry's Letter" or "The Skoop Skovel." The same selections read by a mere tyro at interpretation may be just silly drivel, or worse.

Furthermore, it is a very noticeable fact that selections which are beyond question good literature do not escape the slaughter meted out by self appointed dictators of what should or should not be used by contestants. Some time ago the head of the speech department of a well known midwestern college agreed to judge an interscholastic declamatory contest. As he glanced down the list of the nine contestants on the program, before the contest began, he noticed that one of the readings listed was "Antony's Oration Over Caesar." He said, as he admitted after the contest was over, "I'll give that contestant ninth place right now. Anyone who chooses an old, threadbare selection like that deserves last place." That same year, an able speaker, a graduate of a famous eastern university, shook his fist under my nose, as he turned in his ballot on which he had given a boy who read

"The Quarrel Scene from Julius Caesar" last place, saying: "Do not ask me to judge a contest again. You have no business premitting high school students to try to interpret Shakespeare. They are too immature to understand it." I did not bother to tell him that the boy was unusually brilliant, that he loved Shakespeare and had read all his plays, nor that he had already justified his selection by winning unanimous first place in the Iowa Nine contest. It is a waste of time to try to tell some people anything—especially certain types of speech experts. The student needs to discover, sometimes by the slow route of trial and error, what kind of selection he can interpret best—humorous, oratorical or dramatic. Then there are various types of each of these three classes of readings. If I have a boy in my classes who is naturally fitted by age, size, voice, voice, mannerisms and taste to interpret "Jimmy Jones Studies Geography" exceedingly well, I see no adequate reason why I as instructor should insist that he attempt to interpret "How Tom Sawyer Whitewashed His Fence." My job is to help him in his first efforts on the platform to travel so far as possible the road to mastery and success in that effort. I can rather safely leave to the maturity of passing years the elevation of his taste in literature, but I cannot safely leave to the maturity of passing years his training as a speaker.

The next value of the declamation, and the most important, is the development of skill and artistry in interpreting that particular piece of literature. The student makes a study of his selection for weeks and months. His purpose is to learn to live that selection, to make it entirely his own, so that when he gives it before an audience, his voice, his feeling, his conviction reach the hearts and minds of that audience so vividly that the scenes he portrays, the thoughts he expresses, are not dead words, but vital facts, actualities, happening right there on the platform before their own eyes.

The declamation, next to the original oration, offers the best opportunity to perfect interpretation of word, of sentence, of thought, to attain the mastery of vivid portrayal. Demostenes, Webster, Clay, Edward Everett, Henry Ward Beecher, Russell Conwell, William Jennings Bryan, Theodore Roosevelt and a host of others have felt very definite records on the importance of acquiring the power of vivid message portrayal through the memorized speech—which is the declamation. The power of effective interpretation is the very essence of all speech. Shall we then as educators attempt to stamp out one of the most helpful means of attaining that power?

The sixth value of the declamation lies in the development of memory. We have entirely too many students today who have never memorized anything and whose memories bear a sign, sometimes erected by the educator—let nothing enter here. The declamation is one of the very few educational methods in use today which demands and develops accurate and explicit memory. The declamation must be so well memorized that if stage fright momentarily deprives the speaker of his capacity to think, he can and will go right on giving that selection without a break—so well memorized that if some unforeseen disturbance arises in the audience, the speaker will be able

to carry on coolly, easily, effectively, masterfully retaining control of his audience.

Another value of the declamation lies in its superior usefulness in teaching some of the fundamentals of speech such as pronunciation, enunciation, gesture, voice inflection and control. Many a beginning speech student has never been taught the simplest fundamentals of clear, pleasing word utterance, of complete word utterance, of the use of gestures, of the importance of poise and posture. In such cases the student needs to put his entire thought and effort into producing and reproducing the effects called for by the instructor. The student can be required to repeat words, sentences and gestures until the desired result is achieved without loss of time, because he has memorized his lines.

The importance of the declamation in this respect can be emphasized in various ways. Imagine a football coach sending his team into a game without having had any practice at all in catching the ball and in falling on it and we have a parallel showing the importance of the declamation in developing the fundamentals of effective speaking. Other things being equal, a debating team, an extemporaneous speaking team, an oratorical team without this vital drill in declamation is at a great disadvantage when it meets a team which has had such drill, for the latter will almost certainly surpass the former in presentation, appearance, poise, ease and confidence.

The last value of the declamation I wish to consider here is its appeal to the public. Judged on the basis of audience appeal the declamatory contest has a better showing than all other forms of speech contests combined. The debate under the round robin tournament draws no audience at all except the judge and the chairman. Extemporaneous speaking and oratory draw a baker's dozen.

The public appeal of the declamatory contest is attested in another manner. The Iowa High School Forensic League, which conducts contests in debate, extemporaneous speaking and oratory, has a membership of 50 or 60 schools. The Iowa Declamatory Association has a membership of more than ten times that number. The purpose of speech is to appeal to the public. In that respect the declamation is tops in Iowa in the high school interscholastic field.

Still another merit of the declamation in this respect is the opportunity it offers to bring at least some of our speech efforts before the local public. Scarcely a week passes here at Davenport without requests from this or that civic group or club for readers—for students who can acquit themselves creditably as declaimers by adding a ten-minute or half-hour section to a club program. Can anyone claim that the experience thus gained by the student and the contacts he makes are not of educational and social value?

In the light of the declamation values here very inadequately presented, may it not be wise for the school board member, the school executive, and above all for those who are speech instructors and who may have gone sour on the declamation, to realize and recheck our sense of speech values, lest we and not the declamation be weighed in the balance and be found wanting? It is not the declamation that is on the way—out.

Objectives of Debate Training

By Clarence Jacobson

Kipling has said, "I keep six honest serving men (they taught me all I knew). Their names are What and Where, and When, and How, and Why, and Who." Two of these gentlemen, I believe, can be used as guides in realizing certain objectives in debate training. They are "What" and "How."

What should be the objectives of a well-directed program of debating? May I list a few?

1. Debate training help students to become keenly aware of the important part argument plays in settling policies and in adjusting human relations. They, therefore, are taught to rely upon evidence rather than surmise in reaching conclusions.
2. Debating trains students to state facts accurately. Debaters realize that no loose statements will do, because they will be constantly checked up by the opposing side. Knowing this, they proceed cautiously and thoughtfully in formulating their statements.
3. Debating gives students an opportunity to become better acquainted with methods of research. It teaches them how to trace sources of information in the library. Thus, they become familiar with the sources of reliable information upon social and economic questions, and, as a result are more interested in these problems. This is true not only for a particular debate; intelligent participation in questions in later life results. Knowledge of one question helps debaters to understand other questions.
4. In debating, students acquire skill in gathering data, and in analyzing, digesting and interpreting these data. They are taught to adopt and adapt a particular system of assembling, labeling and indexing material for quick and accessible use.
5. In debating, students strive to become better speakers. Debating makes them more skillful in presenting their ideas clearly and fluently as well as correct use of the visible, verbal and audible symbols of speech. These, in themselves, make debating a worthwhile activity.
6. Debating tends to develop resourcefulness and initiative. Competition demands that debaters have a great fund of knowledge on the particular proposition on which they are debating, and as a result, they try to become thoroughly familiar with all phases of the question.
7. Debating teaches students to get along with each other, to work together as a group and to appreciate the points of view of others, as well as to learn to adapt their own points of view to those of others. Debating is a real education in human relations.

Besides these objectives, there are a great many by-products in

debating which sometimes are as important as the objectives themselves. Former debate students write that they have "learned to concentrate," learned to "organize their college work better," and have been helped in "habits of clearer and better thinking."

Important as are the objectives, something would be lacking in debate training if it were not for tournaments. Here is where the "How" comes in and acts as the incentive for the fullest realization of the objectives. Most states have debating leagues and beyond these is the National Forensic League. These organizations have for their purpose the furthering and developing of speech activities in high schools. The competition between schools stimulates students to greater endeavor.

The chief value in district, state and national tournaments, lies in the stimulation to greater effort which is injected into the entire contest program. Students have definite goals for which to work. Even though they know that only a few of them can reach the coveted heights, nevertheless, most of them start out with the feeling that they are going to attain those heights. Without those tournament goals, contests would lose much of their meaning and value. While the desire to win a particular contest might be stronger, it is only really all-compelling when winning becomes a definite step in a whole year's program.

In national tournaments, especially, there is much to be gained educationally for participating students. Meeting with students from wide areas and from different sections and associating with a select group of students, result in a lasting effect upon adolescent personalities. The best there is in students is brought out. Opportunities are afforded to compare methods and to profit by observing the successes of others. Taking part in debates against students from New York, California, Alabama, Wisconsin and other states, was a great event in the lives of students from Aberdeen, Rapid City and Watertown.

While it is true that only a few qualify for tournament events, the tournaments are a challenge to students in that a desire is kindled to improve and in the hope that some day they, too, might compete. This incentive for conscientious effort comes to thousands of students. For every student who does attend tournaments, there are undoubtedly a hundred or more who work most energetically in an effort to attend but do not do so. In their effort they have, however, acquired a speech training which otherwise would not have been theirs.

The objection that is often made to tournaments is that they disrupt the routine of school work. Perhaps they do upset students' regular class work, but this is greatly offset by the benefits of contacts and associations of such tournament gatherings.

The membership in the State Forensic (Debate) League is increasing as it should. Debate training is worthwhile and should be encouraged. Every student who shows interest in debating should be given a chance to participate in inter-school competition.

Be Sure You're Right

(Reprinted by permission from the Speakers Library)

It is surprising how many common errors are made in the writer's choice of words, in his haste to submit his manuscript to an editor. While this carelessness may be more or less overlooked in his conversation, it is inexcusable in his writing. The habit should be discouraged, and the acquaintance of good literature should be encouraged. You cannot rely solely upon the conversation of your associates. A study of subjects involving words of good usage is essential.

As an author's typist it has been my duty to correct many errors, but when one writer makes the same mistakes again and again, a proper way should be pointed out to correct him, and other writers similarly at fault. Unfortunately many writers are kept in ignorance of mistakes which they make; they are unaware of the distinctions in the value of words.

In the hope of helping writers who have difficulty with them, I have compiled a list of the most common errors, and their corrections. "Provided" should be used instead of "providing" as a conjunction. Write "I may go, provided you accompany me."

Never say "Wait on me," when you mean it in the sense that you want somebody to "wait for" you. Say "Wait outside for me."

Do not say "off of," and "all of," because the "of" is superfluous. Say "Give me all," instead of "Give me all of it."

Say "Come to see me," not "Come and see me."

"Haven't" is a colloquial contraction of "have not," and undesirable unless used in the form of dialogue.

Avoid such superfluous words as "They are both alike."

In the sentence, "I heard no sound at all," it would be just as well to delete "at all."

Do not say, "It was divided between six people." Say "between two," and "among six," or any number over two.

The word "gotten" is obsolete, being an old form not sanctioned by the best modern usage. Say "He has got stout," instead of "He has gotten stout." The word "forgotten," however, is still in use.

Avoid the use of "widow lady." You can, however, say "She was a widowed lady."

Never omit the word "the" before Reverend or Honorable. "The Rev. Mr. Smith," or "The Rev. Frank Smith."

Never say "burst." "Burst" is the past tense and past participle of the verb "to burst."

This is true also of "broadcast." There is no such form as "broadcasted."

Do not say "A pair of twins," or "two twins."

Never say "had have" or "had of." Say "If he had gone," not "If he had have gone."

Never use an apostrophe with the possessive adjective "ours," "theirs," "yours," or "his." It is not used in forming the possessive case of personal pronouns. The only time an apostrophe is used with the pronoun "it" is for the contraction of "it is."

Do not say "more perfect," but "more nearly perfect."

Do not use a "lot" to mean "a great many," a "a lot of people," or "lots of people." Say "a great many people," or "There was a great deal of cheering," instead of "There was a lot of cheering."

Never say "I have got a cold." Say, "I have a cold." And do not say "I have got the cold."

Avoid using "Everybody went their way." Say "Everybody went his way." "Body" is singular. "Each" and "every" should accord with singular, not plural, verbs and pronouns. Say "Each of them works," not "each of them work."

Do not say "He was the stronger of the two." When the comparative degree is used, two is understood. And do not say, "He was the stronger of the three," say "He was the strongest of the three."

"Like" is a preposition, not a conjunction. Write "He looks like me," not "He looks like I do." Or write "He acts as I do." Or write "He acts as I do," not "He acts like I do."

Do not say, "Most everybody," say "Almost everybody."

Never say "yours" when you mean "you're," as "I see you're going away."

Say "different from," not "different than."

Say "Jack and Mary come over every night," or "Jack or Mary comes over every night." Two similar subjects connected by "and" form a plural while subjects connected by "or" form a singular subject.

Capitalize "Father," "Mother," and other proper names in direct address, as "I am here, Father." When used as general terms, there is no need to capitalize, thus, "she is my mother."

Do not say "the whole of the company"; say "the entire company," or "all the company."

It is wrong to say "He don't," a contraction of "He do not." Say, "He doesn't," or "He does not."

Do not use the apostrophe to indicate the plural of proper names. Say "the Morrisses," not "the 'Morriss's,'" unless you wish to use the possessive case. The plural of a noun should never be formed by adding an apostrophe and s.

Never say "Either Jim or Dave were fine fellows." Say "Either Jim or Dave was a fine fellow."

It is wrong to say "those kind." "Kind" is singular, therefore it should be preceded by the singular "that" or "this kind." "Those kinds" would be correct.

It is correct to say "I want to get it over," not "I want to get it over with."

It may be said that "besides" is used only in the sense of "in addition to," or "other than," as "There were many women there besides Mary and Nancy." "Beside" is used in the sense of "by the side of," as "She stood beside her husband."

It is confusing to know when a speech begins and ends unless the proper quotation marks are used. Be sure to use single "quotes" within double quotation marks when a question is written within a quotation. If a speech extends into two or more paragraphs, without interruption, place quotation marks at the beginning of each para-

Something of This—Something of That

"The North Wind" is the name of an attractive mimeographed news sheet published by the speech students of Chisholm High School up on the iron range of Minnesota. This newsy and intimate little news purveyor is published every three weeks and reveals a great amount of activity among the Chisholm students interested in the platform art.

—NFL—

A choral speaking colony was held last summer under the auspices of the Pennsylvania College of Women, in Pittsburgh, Pa. An interesting curriculum of speech courses was arranged and undoubtedly much exploratory work was developed in this type of group practice in speaking. Many of our NFL chapters are doing experimental work with Choral Speaking and Rostrum readers would be glad to read news reports of these experiments. Has your chapter any material to offer concerning the successes or failures it has experienced with this type of work?

—NFL—

Which all adds up to the fact there's a vast difference between those who have something they have to say and those who simply have to say something!

—NFL—

NFL continues to grow in significance and reputation; recently, both the Kablogram and The Platform News carried cuts and comments describing the growth of the League and the increasing importance of high school debating as a moulder of public opinion and a means of training people to express themselves convincingly in public.

—NFL—

The Hi-Spy of Mt. Sterling, Ky., reports in its issue of Oct. 8, that it is starting the season with nine veteran platform stars back on the job and ten prospective debaters signed up for debate for the first time. Prof. K. H. Harding, chairman of the southern district of NFL is the coach of Mt. Sterling high school and has prospects for some winning teams this year. The Rostrum congratulates Mt. Sterling on the fact its speech news rates page one of the Hi-Spy; these congratulations also go for the editors of this newsy little paper for recognizing news when they see it. Note—Mt. Sterling chapter reporter . . . please note the change in the mailing address for items intended for The Rostrum.

—NFL—

Most important points in any speech are its introduction and its conclusion. The Rostrum's new contest for "best introductions" should stimulate some keen competition in writing suitable introductions and it is hoped some genuine talent will be revealed in this nation-wide contest. This new "national championship" will be a real honor to the school supplying the national winners. Schools with organized speech classes might well hold some sample, preliminary class contests with the local winners to be entered in the national competition.

From the Secretary's Desk

During the last two weeks in September and the first week in October, President Karl Mundt made a speaking tour in western South Dakota speaking at county teachers' institutes on the importance and procedures of modern speech training in the grade school. October 14 he addressed a Minnesota Educational Convention at Eveleth and October 15 at Platteville, Wis. On October 28 and 29 he gave two addresses for the Nebraska State Educational Association in its annual convention series. President Mundt will be glad to contact NFL-ers at these conventions and discuss chapter problems or league progress with speech coaches and teachers.

—NFL—

President Karl E. Mundt of NFL has been selected as one of four speakers who will participate in a panel discussion at the National Speech Convention in New York City next December on the question, "Are competitive speech tournaments warranted?" It doesn't take a clear-eyed boy with a telescope to guess as to which side of the argument will be taken by the NFL president. Personal attendance at all of the National High School Speech Tournaments in America has convinced him that they are not only warranted but that they are hard to equal in educational values and in promoting speech activities in high school circles.

Going Up

	New	Total
Chapters	0	480
Members	49	17,479
Emblems Ordered	20	9,227
Reports of Contests	95	65,837
Degrees of Honor	14	7,252
Degrees of Excellence	8	3,983
Degrees of Distinction	6	2,156

Raising Our Requirements

The sentiment was voiced quite generally at Jacksonville last May that something should be done to raise the requirements of advanced degrees and also to prevent the accumulation of huge totals of credit points that make the membership requirements look easy.

The problem is not simple. If requirements are raised too much, students in some sections virtually will have little hope of ever earning Distinction; if left unchanged, other students earn Honor in one tournament, Excellence in another, and Distinction before their first year is over—no challenge to their abilities at all.

The Council will consider amendments to our constitution to effect such purpose. It would like to know what YOU think ought to be done. Think the problem through, talk it over in Chapter meetings and send your recommendations to the national office. They can be very helpful in determining the best solution.



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