

# THE FORENSIC

PEITHO KALE DIKAI A

OCTOBER  
1942

SERIES 28

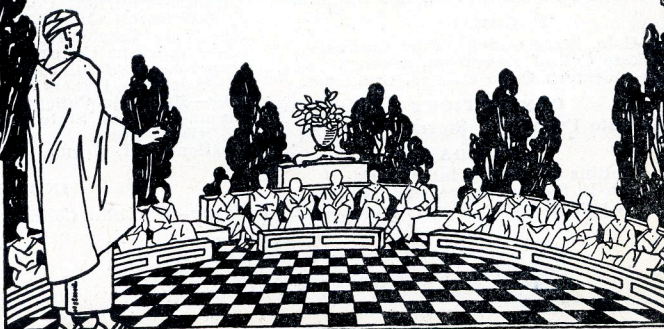
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MEND YOUR SPEECH A LITTLE, LEST YOU MAY  
MAR YOUR FORTUNES.

KING LEAR.





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# THE FORENSIC

OF PI KAPPA DELTA

ALFRED WESTFALL, Editor  
G. W. FINLEY, Business Manager

CLIFTON CORNWELL, Associate Editor  
DANA T. BURNS, Associate Editor

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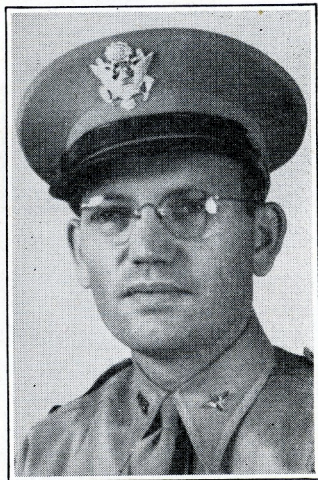
## *President Capp Resigns*



"I am now a lieutenant in the Army Air Forces. After six weeks at Keesler Field, six weeks at officers' training school in Miami Beach, I was finally returned to Waco. I am now a member of the Ground School Staff of the Waco Army Flying School.

"It has always been a source of pleasure to me that I had the opportunity of serving as President of Pi Kappa Delta. For the good of the fraternity, however, I must offer my resignation. It would be impossible for me to carry on in the manner needed. Pi Kappa Delta needs a president now, more than ever before, who can carry on a vigorous program. Martin Holcomb can do this. I give my duties over to him with my sincere best wishes. Mrs. Capp will take over my duties here at Baylor this year.

"It is my sincere belief that every Pi Kappa Delta school can keep some sort of program going. We shall probably have to cut down considerably on the intercollegiate program, but we can compensate for this by sponsoring strong local programs. Practically every Army Air Force School in the country is conducting public speaking courses for its instructors. Certainly this emphasizes the importance of our work. Certainly we should have an active chapter in every Pi Kappa Delta school for the coming year."



GROUND SCHOOL  
INSTRUCTOR

Lieutenant Glenn R. Capp,  
Waco Army Flying School,  
Waco, Texas.

His duties are instructing students on identification of aircraft and conducting public speaking classes for Air Corps Instructors.



## *From Incoming President Holcomb*

Your incoming President sincerely regrets that a vacancy should occur in the presidency of Pi Kappa Delta. But as the successor to that office by virtue of my previous position, I pledge you my most earnest efforts. I am deeply grateful for the honor of serving as your President, and I solicit your cooperation and advice.

In these times of uncertainty, the whole-hearted efforts of every member of every local chapter are needed in order that our organization may serve most efficiently in this crisis. We as a National Council know that all of you will accept the challenge that faces us. With the rubber shortage, gas rationing, and other obstacles interfering seriously with the usual Pi Kappa Delta activities, each of us will have to exercise every possible initiative to find new avenues of endeavor and service. I urge every local chapter to seek and accept such opportunities in your respective communities.

This message would be incomplete without a tribute to that large group of our alumni and active members whose collegiate or public careers are being interrupted and who are giving their ut-

most to our country in this hour of crisis that the ideals and principles for which our organization stands eventually may become a reality in international relationships. Yours is the supreme manifestation of the exhortation of our Order as spoken by your respective local Presidents when you were initiated into Pi Kappa Delta:

"Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, and if there be any praise, think on these things."

God bless you all!

Your servant, MARTIN J. HOLCOMB.

Prof. Martin Holcomb of Augustana College, Illinois Xi, will be installed as National President of Pi Kappa Delta at the college assembly at Augustana Monday morning, October 19. Prof. W. V. O'Connell of Northern State Teachers, Illinois Pi, the immediate Past President, will serve as installing officer.



THE FORENSIC welcomes to the National Council Professor Cunera Van Emmerik. It is indeed fitting that the honor should come to her. She has been active in the service of the society for many years. Under her leadership Iowa Beta at Central has been a strong and active chapter. A year ago she was governor of the Province of the Missouri.

Women have long been active in Pi Kappa Delta. The war is giving women increasing responsibilities. They not only help to build our ships and planes; they also serve in the army and navy. It is appropriate that Pi Kappa Delta have a woman on the National Council. For this honor there is none better qualified than Miss Van Emmerik.

From his Dutch ancestry, the Editor of THE FORENSIC inherited a "Van" with his middle names. His congratulations to another Dutchman, or rather Dutch woman, Miss Van Emmerik, on her elevation to the National Council, is therefore more than perfunctory.



MISS CUNERA VAN EMMERIK  
Central, Iowa Beta



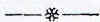
DeBoer, typist (with glasses)  
Bibles on desk—each selectee gets one

Ray L. DeBoer, South Dakota Wesleyan, is now stationed at Fort Crook, Nebraska. He writes: "I was inducted June 24. I am assigned to the Detached Enlisted Men's List, typing up the results of the physicals after the selectees have gone through the line. I have received a PFC (Private First Class) rating.

My plans for the future—in the Army you go where you are assigned. I am certainly eager to learn of the other coaches now in the service."



## *Joins the Grand Chapter*



Prof. E. L. Harshbarger, debate coach at Bethel College, Kansas Xi, died July 26, 1942. He had not yet reached his forty-first year. He became a member of the faculty of Bethel College in 1933. He had long been interested in de-

bate and public discussion. In 1938 a chapter of Pi Kappa Delta was granted to his forensic group at Bethel. He served as governor of the Province of the Plains in 1939-1940.

"He always enjoyed greatly his P. K. D. connections," wrote Mrs. Harshbarger.



DR. E. L. HARSHBARGER

Prof. Harshbarger's influence extended far beyond the confines of the campus. He had received his doctor's degree from Ohio University in 1933. In 1936 he was a Carnegie Fellow in the Institute of International Law at Ann Arbor, Michigan. He was director of a study group in Europe in 1937. He founded and from 1935-1940 served as dean of the Kan-

sas Institute of International Relations. In the summer of 1939 he was a Carnegie Fellow at the Institute of International Law at the Hague, Holland. He spoke frequently before church and civic gatherings on the subject nearest his heart—good will among all peoples. He was president of the Peace Committee of the General Conference of Mennonites from 1936 until his death.

Dr. Harshbarger is survived by his wife and two sons.

And thou are worthy, full of power;  
As gentle, liberal-minded, great,  
Consistently wearing all that weight  
Of learning lightly like a flower.



## *The Official Debate Question*



*Resolved: That the United Nations should establish a permanent federal union with power to tax and regulate commerce, to settle International disputes and to enforce such settlements, to maintain a police force, and to provide for the admission of other nations which accept the principles of the Union.*

Pi Kappa Delta began the selection of a national official question in 1922. Before this so many questions were debated that it was difficult if not impossible to hold forensic tournaments or to schedule debate trips. The advantages of a single question were numerous. The influence and importance of the Pi Kappa Delta question increased. Other agencies and societies tried to select an official question, but the prestige of the Pi Kappa Delta question interfered. It had become the national question.

There was a disadvantage to this. Other societies and colleges in other organizations felt somewhat embarrassed in using the Pi Kappa Delta question. The National Association of Teachers of Speech therefore asked Pi Kappa Delta to surrender some of its prestige in this action and to join with other forensic organizations in the selection of an official question. Pi Kappa Delta has been glad to do this. This year, for the first time, we have a truly national question.

The national debate question this year was selected by a committee of the National Association of the Teachers of Speech. The committee was organized as follows: "The National Debate Question Committee shall be composed of the following nine members: Two members from each of the four co-operating forensic societies—Tau Kappa Alpha, Delta Sigma Rho, Phi Rho Pi, and Pi Kappa Delta—and one member appointed by the President of the NATS, the latter member to represent the unaffiliated colleges."

Pi Kappa Delta's representatives on the committee were Dr. Forrest H. Rose and Dr. Wilbur E. Moore.



# *What Speech Students May Do to Help Win the War*

ALFRED WESTFALL



Colorado State College

When we take up a discussion of what speech students may do to help win the war, we are not limited to theory. The speech students already have much to their credit. They have been among the first to be called upon for help and early made a prompt and patriotic response.

Speech students had been enlisted in the cause of national security before the Japanese bombed Pearl Harbor. More than a year ago as it saw the war clouds gathering, our government undertook to foster and develop a spirit of Pan-American unity through the organization of a National Extempore-Discussion Contest on Inter-American Affairs. The students of the nation were invited to participate in this study and discussion of Pan-Americanism. The winners were promised a tour of Latin America.

The project had official support in the words of President Roosevelt:

I have long been keenly interested in public forums and round table discussion groups as democratic means of developing popular understanding of pressing public issues. Now, under the impact of the defense emergency, I am convinced that it is more important than ever that the people, and particularly the students in our colleges and universities, be encouraged freely to assemble and to discuss our common problems. Indeed, it is one of the freedoms that we are determined to defend. I am happy to endorse participation in the National Extempore-Discussion Contest as a program peculiarly adapted to the exercise of this liberty.

Shortly after Pearl Harbor, Professor Wm. V. O'Connell, then president of Pi Kappa Delta, wrote to the Director of Civilian Defense proffering the service of the entire membership of Pi Kappa Delta. A similar letter was addressed to Dr. Studebaker of the United States Office of Education. The Office of Civilian Defense replied that "the services of your individual membership would be of great value in the state and local volunteer set-ups for the building of morale and the presentation of the program to the people themselves."

The reply from the United States Office of Education stated, "We



have very definite plans under way in which Pi Kappa Delta could play a very significant role." It was signed by Chester S. Williams, Assistant to the Commissioner of Education and himself a member of Pi Kappa Delta. He asked the society to send a representative to meet with the Department of Education in Washington to work out a program.

Definite suggestions for using college speech students have been worked out. They include the organization and maintenance of speakers' bureaus; the preparation of volunteer speakers; the presentation of war aims and defense problems to local communities; the use of forums and panel discussions on the campus; and preparing speakers for bond campaigns, Red Cross and U. S. O. drives, Victory Gardens, and salvage programs.

The response of the speech students has been prompt. They began their work on the campus, but they have extended it to every corner of the community, social or business, secular or religious, urban or rural. They have established contact with our citizens in the office, the shop, and the field.

Professor Paul D. Bagwell of Michigan State College was put in charge of the speaking program in East Lansing. He organized the County Victory Speakers' Bureau. There are between four and five hundred organized groups in the county with which the bureau cooperates. This fall it plans to have a "Victory Speaker" at every meeting of every group. For this service he has on call one hundred fifty adult speakers.

Both college and high school students have been trained and used. There are Victory Speakers' bureaus in four junior and five senior high schools. These students, including the twelve year olds, have been effective before audiences. Twenty-two college students have been trained and used. Last spring they gave eighty-five speeches before audiences totaling more than 10,000 people. Their speeches covered such topics as "Salvage," "Red Cross," "Morale," "Civilian Defense," and "Bonds and Stamps." In another phase of this program, student speakers reached 46,000 people in the theatres over one week-end.

The University of Missouri has conducted a very successful program. Seventy-three students were trained to speak on war topics. They manned the bureau developed under the direction of Professor Bower Aly. They have gone over the state, whenever and wherever they could be of service. There have also been a series of campus Victory meetings held each Tuesday evening in the library auditorium. Students and faculty have attended and participated in these meetings. Outside speakers are sometimes scheduled. These meetings have reached the students and influenced their thinking.



Bowling Green State University of Ohio maintains a splendid Speech Bureau under the direction of Professor Upton Palmer. During the second semester of last year it sent out almost a hundred students to discuss the war, defense, and international problems. The daughter of an Alaskan missionary discussed Alaska, its resources, defense, and strategic importance. A former teacher from French West Africa spoke on Africa. A Canadian discussed conditions north of the border.

Similar programs are maintained by Kansas State Teachers of Emporia, Western Reserve University, Oxford University of Ohio and other colleges and universities.

Under the sponsorship of the League of Women Voters, Capital University of Columbus, Ohio, has presented "The John Q Family" weekly over station WCOL. Members of its class in radio speech write the script and present the programs, which center around civic responsibilities and defense morale.

Many speech students have been serving apprenticeships by doing minor radio chores. As radio announcers are called into the service, their places are taken by the students.

The army camps offer opportunities for other forms of service. Frequently entertainment is offered the soldiers by college dramatic organizations. Most camps have their own speakers, forums, radio programs, and dramatic entertainment. The speech student who has joined the colors often is called upon to take the lead in this field. The Lowry Field Players from the camp near Denver have produced "What Price Glory" and "The Moon Is Down." Radio programs from different camps are on the air. These activities help to maintain morale. The men are proud of the programs and entertainment from their own camps. Soldiers have long turned to plays to help break the monotony of life away from home. Some of the first plays in this country were those given during the American Revolution by British soldiers, often with the assistance of young ladies from families with Tory sympathies.

There are similar opportunities among our defense industries. They will increase as travel restrictions become more stringent. The Tampa Ship Building Company, for example, has a dramatic club which plays to capacity audiences composed chiefly of fellow employees and their families.

Increasing travel restrictions are going to curtail intercollegiate and interscholastic forensic contests. It is going to be more difficult to attend district, state, and national meets. Professor Evan A. Reiff of Ottawa University wrote that his students have been traveling five thousand miles annually in forensic competition. This year, although they will stay closer home, they will not lack forensic



opportunities. They will participate in college-civic forums in which student and adult speakers will discuss questions of national and local importance.

Many of the speech teachers have been called for professional service with the armed forces. President Glenn R. Capp who was elected national president of Pi Kappa Delta only last April, is now Second Lieutenant Capp of the Air Corps. He is teaching speech to aviation cadets. Speech, correct speech, has become important enough in their duties to win a place in their training, along with navigation and combat flying. Former president Forrest H. Rose, now on leave from his college duties, is Senior Information Specialist Speaker and Field Representative of National Victory Speakers Section of the O. C. D.

These unusual opportunities for patriotic service now open to the speech student offer him more than a chance to help win the war. They provide him with unique advantages in speech training. Often, too often, the exercises set up for the speech student are nothing more than exercises. He knows it. The instructor knows it. It is a difficulty faced in all educational procedures. The exercise has no value in itself. It exists to train the student. This makes it seem of little worth to him and robs it of much of its educational value.

When a student goes before a real audience to speak in a patriotic cause he approaches his task in a different frame of mind. He knows his efforts will not end in a few marks in a teacher's record book. He is on the firing line; he is playing for keeps. He will not be speaking to a few bored fellow students. He will be facing a real instead of an artificial speech situation, trying to alter the conduct and influence the behavior of his listeners. His approach, preparation, and participation in such an activity is much more serious and the educational results more positive.

The speech student may also help in maintaining civilian morale. It was the failure of the home front as much as the defeat of the front line armies which brought about the defeat of Germany in 1918. Civilian morale is carefully guarded by all the warring nations. It is generally acknowledged that skillful propaganda softened France and prepared it for the Axis blows. Similar subversive forces are at work in America today trying to spread discouragement and discontent. There are more fifth columnists than the eight recently apprehended by the F. B. I. To combat them, throughout our citizenry we need thousands of students who have read, who can think, and who will speak.

We are already familiar with many of the subversive forces at work. They start the rumors that our government reeks with graft; that there is plenty of sugar, plenty of gas, plenty of rubber; that restrictions are unnecessary or are not being fairly applied. They whis-



per that details about our losses have been held back, that thousands of soldiers have been lost through the sinking of transports, that not half has been told about our losses at Pearl Harbor. Official agencies deny these rumors. We need also thousands of little people, young men and women scattered through our population, who will combat them privately as assiduously as others try to spread them.

The speech student may also help to win the war by spreading an understanding of democracy and an abiding love for the democratic way of life. We have become careless about democracy. We think of her as a waitress in a restaurant, valued in terms of the food she brings. Selfishness is so rampant that David Lawrence could write that there are not a hundred thousand people in America genuinely interested in saving America. But the speech student, reading the original documents and the basic statements of our faith,—the Declaration of Independence, the Constitution of the United States, Webster's Reply to Hayne, Jackson's Proclamation Against Nullification, Henry Clay's speech on the Compromise of 1850, and Lincoln's great conceptions of liberty and equality—the speech student can rekindle his torch at the original flame of liberty. Our young people may become the leaders to rededicate the nation.

We shall need party leaders. We are committed to the two party system. We have seen what happened to liberty in Italy and Germany under the one party system. To have strong government, we must have strong opposition. In the last presidential election it was a former college debater who led the attack. In Congress two former speech teachers have made influential places for themselves, Senator Josh Lee of Oklahoma and Representative Karl Mundt of South Dakota. There are many other party leaders who began their preparation for leadership on the college platform.

"If we are to make a better job of the peace this time than last," writes former President Herbert Hoover in his recent book, 'The Problems of Lasting Peace,' "it will be because intelligent public interest and discussion succeed in developing more ideas and better ideas. And it will be because of better understanding of the causes of failure in the past and experience that can be drawn from mankind's many efforts in the prevention of war." After he has helped to win the war, the speech student may help to win the peace by assuming some leadership in this "intelligent public interest and discussion."



# *Practical Forensics for the Duration*

EVAN A. REIFF

Ottawa University, Kansas Alpha



Members of Pi Kappa Delta who saw a copy of the letter of President O'Connell dated January 19, 1942, offering the resources of our fraternity for the service of the nation, were greatly gratified at his prompt and loyal action. Many of us hoped that this offer would lead to decisive measures at the Minneapolis convention, measures that would implement that offer. In part at least that was done by the convention in its last business session.

Three specific items were offered as a supplementary report to that offered by Professor Westfall, chairman of the publicity committee. They were: (1) endorsement of action of the President and Council in offering the services of our organization for the building of public morale, (2) the designation of the newly-constituted research committee to serve, with the Council, in assuming responsibility for supplementary speech activities related to the war effort, and (3) definite suggestions as to procedure in the matter. (The second item at first did not specifically designate the research committee; by unopposed amendment this was ordered.) These proposals were adopted without dissent.

Back of this supplementary report was a fairly general expectation on the part of delegates and officers of the convention that we should go on record with more than mere approval of steps taken by the Council. Replies from the federal agencies to the letter of President O'Connell had indicated that various chapters would probably be called upon for active service. It seemed wise to us to be prepared to say to the government just what our organization and member chapters are able to do. A survey of the membership seemed an immediate responsibility, to be conducted by the designated committee. Likewise the committee would serve as a clearing-house between individual chapters and the proper governmental agency or agencies and could even initiate specific kinds of forensic programs for community service.

Mr. C. S. Williams of the United States Office of Education has already suggested that the various colleges might well sponsor these supplementary speech activities as a part of our public program:

- (1). Maintenance of speakers' bureaus.
- (2). Organization of public speaking classes in college and community to prepare volunteer speakers.



- (3). Presentation of debate squads and discussion groups to the local community.
- (4). Sponsoring forums and panels for the student body, before student housing clubs and fraternities, etc.
- (5). Furnishing speakers for high school assemblies.
- (6). Furnishing speakers for bond campaigns, the Red Cross, etc.

Of course most of our chapters are already doing some of these things. Nevertheless, it was thought that an exchange of ideas concerning such supplementary activities would mean greater enthusiasm, greater prestige for our efforts done in common, and greater efficiency.

Several factors seemed to make action now imperative. For one thing, the convention in open business session could well represent the mind of the fraternity in the matter of what to do for the duration. The unanimous endorsement of the measures proposed indicated fundamental agreement that we should take the initiative into our hands immediately so as to plan next year's program of public forensics well in advance of the opening of the regular forensic season. Secondly, it seemed most likely that there would be considerable curtailment of the usual intercollegiate forensic schedule. Enrollment, transportation, and budgetary limitations make that almost certain. Increased demand upon our remaining speech students, with or without speech department sponsorship, to do the very things indicated by Mr. Williams may make almost impossible the conventional program in debate in many schools. Thirdly, many delegates felt that the experience and organization of Pi Kappa Delta make our chapters the logical sponsors of all serious student speech programs in their colleges, in collaboration with the speech faculty of course. In short, the convention apparently believed that a live committee in charge of coordinating our efforts with the governmental agencies and of stimulating our otherwise wholly separate attempts at building public morale would result in additional prestige to our local undertakings.

One practical suggestion met the favor of several delegates, but was not presented on the floor since it would be the function of the new committee to initiate any action of its kind. It was the organization of a National Pi Kappa Delta Forum of Current Affairs, preferably in collaboration with some responsible agency of the federal government. The central committee would furnish probably four topics with bibliographies and mimeographed data each month to supporting chapters. They would use such material in public forums, panel discussions, speakers' assignments and the like as local circumstances might determine. Various coaches might be asked some weeks in advance to prepare material for the topics, or possibly the Office of



## *Why Teachers of Speech?*

CHARLES T. BATTIN

College of Puget Sound, Washington Alpha



"A great concourse of mental adolescents engaging in an oratorical contest in which they murder the king's English, utter thousands of words of tripe, and are awarded beautiful trophies for their part in lowering the standards of public speaking." This descriptive comment was offered on one of our great regional forensic tournaments recently.

Such a comment raises the question, what is oratory? Is it a hastily assembled jumble of sentences, phrases, and exclamations on petting, drinking, flirting, carousing and all around sinning? Can you imagine a Mark Anthony moving the citizens of Rome to mutiny with a disjointed, hastily patched together jumble of unrelated exclamations on the sin of necking? Or a Winston Churchill moving half the world to fight and work beyond its strength by telling how he went into a trance to hear a fairy tell him that we are winning the war? Or a Franklin Delano Roosevelt holding half the world spellbound at the loud speaker with a speech in which he tells how he went to sleep, had a dream, and woke full of wishful thoughts? Or a Patrick Henry firing the imagination of a nation by giving a badly composed imitation of the "Shooting of Dan McGrew". Yet every year tournaments give trophies for just such effusions.

In a recent national Pi Kappa Delta tournament one of the orations winning high honors closed ten minutes of hot emoting with the soul-stirring question, "How would you like to kiss me."

Why? Why? Well I'm asking you. Is it because the coaches have not taught their students the difference between oratory, extemporaneous speaking, and beer house drivel? Is it the influence of the fraternity bull session? Can it be that the coaches are too busy to give the background necessary to develop appreciation for good work? Is it possible that they do not know the basic qualities of oratory, having themselves won trophies with tripe? Can it be that in the attempt to bring oratory within the range of mediocre students who are crowding into speech courses and into tournaments they have robbed it of its grandeur, its beauty, its dignity? Can it be that in the effort to make the insignificant, the ordinary seem important they have overdone the job?

What is oratory? It is speech in the grand manner. It is to spoken language what blank verse is to written language. It represents the best thought on vital problems spoken in vivid words, beautiful phrases, and moving sentences. It moves in a powerful sweep through



succeeding climaxes to a grand final plea for action. The oration is the result of hard work, writing, changing, cutting again, rewriting, perfecting, polishing. It is the result of putting weeks, months, sometimes years, occasionally a lifetime of thought, study and polishing into a production.

Is the standard too high? Is it like trying to lift the barn painter up to the level of a Rembrandt to try to bring the sweeping grandeur of real oratory within the scope of adolescent youth still struggling for three syllable words? Can it be that oratory is too big, too ponderous for inexperienced youth to attempt?

Or can it be that speech teachers have spent so much time studying how to speak that they have overlooked learning anything to say? Are they by any chance suffering from educational inbreeding? Schools of education have been faced with that difficulty. Students spent four years learning how to teach without ever learning anything to teach. Can it be that speech teachers' preoccupation with dramatics and declamation (horrid word), whereby they commit words and thoughts of others, insulates them to the value of independent and original thought? Have they become so accustomed to mouthing the thoughts, phrases, and ideas of dead men's minds that they are unable to evaluate pulsing, dynamic words and thoughts of living people?

Can it be that the judges at these tournaments are to blame? Who are the judges? Do they become so bored that at the end of a contest they merely toss a coin, heads dirt wins, tails confusion wins. Can it be that the judges are untrained to discriminate between what is good and what is junk? Can it be that the bars have been lowered to let in so many mediocre contestants that judging the real worth of an oration is too burdensome, with the result that delivery covers up, slurs over hopeless faults of thought, composition and organization? In a contest where there are fifty or more orators and orations, the really outstanding oration will likely not survive the preliminaries. Does this discourage the downright hard, thoughtful, continuous rewriting and polishing necessary to produce a really fine piece of work? The rough diamond becomes exquisite perfection of symmetry and beauty only after months and even years of grinding and polishing. But will the cutter spend all that time if people will pay more for a molded piece of paste? If the people do not have a capacity to distinguish between paste and diamonds then will diamonds be cherished as heirlooms? If students of speech do not recognize the difference between drivel spoken in trifling language from spiritual truths spoken in living words of fire then why teachers of speech?



## *Streamlining Debate*

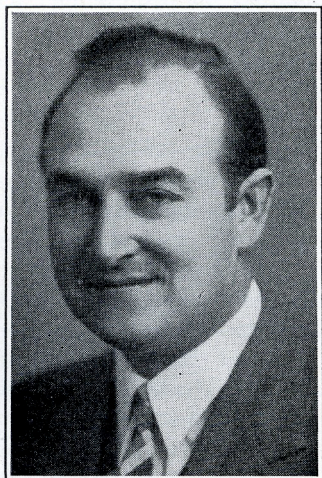
J. D. HANSEN  
Nebraska State Teachers College  
Kearney, Nebraska



Recently I have been experimenting with the two-man Lincoln-Douglas type of debating with modifications. In my opinion it has advantages over the standard team type that would warrant our giving it careful consideration and a thorough trial. During the present emergency when we will be expected to streamline all our forensic activities to meet new conditions, perhaps here would be an opportunity to put this type of debating to an actual test.

Whenever I have attended forensic gatherings in recent months, I have noted an undercurrent of skepticism on the part of speech people in charge of forensic activities. Their attitude seems to indicate that debate in particular, as it is usually carried on is getting somewhat out of date, and is failing to meet present needs. Since speech instructors agree that debate is fundamentally a valuable activity, it is logical to conclude that the usual plan for conventional debating is at fault rather than debate itself.

After some experimenting with the modified Lincoln-Douglas debate, I am led to believe that one of the chief reasons debate fails to meet modern demands is that we have insisted on holding to the practice of team debating. The more time I spend in the field of speech, the more I am convinced that this form of debate sacrifices much in educational value and that it has definite drawbacks when it comes to preparing young people for speaking situations which they will encounter in later life. In the past, much emphasis has been placed on the value of team work, but the argument is hard to prove, in the speech situation at least. If it is our primary purpose to train people to think and act for themselves, how can team-work experience in speech have much carry-



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over to practical speech-making by a congressman, a lawyer, a teacher, or a member of the city council, school board, or civic club?

The modified form of Lincoln-Douglas debating which my students and I find to be most effective is carried out as follows: The contestants in the debate include one speaker on each side. The affirmative opens the debate with a twelve minute constructive speech. This is followed by a twelve minute opening speech by the negative speaker who is privileged to use the first two minutes of his time cross-questioning the affirmative on his interpretation of terms and his stand on the proposition. This clears up definition of terms and any misunderstandings.

After the constructive speeches have been completed, a period of eight minutes is allowed for questioning and discussion between the members from their places in front of the room, with the affirmative opening the discussion. At this time it is advisable to have a chairman in charge at the speaker's stand. Following this procedure a five-minute concluding or rebuttal speech is presented by the negative who should be allowed two or three minutes time out to organize his material if he wishes. The debate is closed with a five-minute summarizing speech by the affirmative.

As we practice this form of debate, we continue to discover numerous advantages over the usual team debating. It is particularly well suited for the average class period. Such a debate can be run off in forty-five minutes, and there is still ample time for criticism by the instructor during the hour. By using one speaker on a side, I find that the train of thought is kept more constant and less time is wasted than is the case when four speakers have to take turn about getting eight speeches properly started and concluded.

From the standpoint of the students, individual preparation and speech-making is much more educational since a debater with such a versatile background of training could very easily step out of the formal debate situation and hold his own in discussion of political problems before any kind of audience. It is necessary for each debater to do his own thinking instead of following the dictates of his colleague. He must be directly responsible for every assignment, and there is no one else to blame for poor work and losses in debate contests. In ordinary debating I find there is often little constructive work done by the students as team work frequently results in one man doing most of the work. Even an attitude of cooperation is sometimes difficult, and there is often much rivalry and jealousy between team members. It has been my experience that when two equally strong people are assigned to work together, the performance of the team is mediocre, and when there is inequality of ability, most of the debate is designed by the stronger member.



An important argument in favor of the two-man debate is that it conforms to the average audience situation. Especially in times like these when there are so many issues to be brought before the public, we teachers of speech should do everything possible to fit our students to the pattern which will best serve the demands of the present crisis. In times of stress, speech activities have the opportunity to assist in the dissemination of reliable information concerning national and international problems, and it is most advisable for us to plan our activities to meet local and community needs. Civic and professional clubs and school assemblies can't usually give an hour's time to hearing a debate by four people, but will welcome one of thirty to forty minutes.

We also find that by shortening the speeches a little such a debate can quite easily be adapted to a half hour radio broadcast, and a question can be covered more thoroughly in the time allowed and interest maintained more effectively through the fewer speeches and the stimulating effect of rapid interchange of questions and answers.

Furthermore, there is no reason why this plan of individual debating could not work to advantage in the tournament system.

Considering the many possibilities of this modified form of the Lincoln-Douglas type of debating, and the fact that many teams may be broken up because of the draft, it might be advantageous to give it a try during the present emergency.

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## PRACTICAL FORENSICS FOR THE DURATION

(Continued from page 14)

Facts and Figures or the Office of Education would cooperate in doing so. At any rate the local chapters could sponsor one or more such public meetings monthly as units of the National Pi Kappa Delta Forum. Both the chapters and the whole fraternity would feel the increased dignity of the joint undertaking, and could render a real leadership in these times of stress. What would your college and community think of this proposal? Some may have no need for it, but to others it could undergird and give direction to their sincere individual efforts to do something like this.

Those who have suggestions as to the function of speech activities of our chapters during the war should report them either to President Holcomb or to Editor Alfred Westfall. The new committee should get action if we help!



# *Annual Report of the Treasurer*

July 1, 1941, to June 30, 1942



## RECEIPTS

Balance in Treasury June 30, 1941.....		\$ 7,094.78
Certificates .....	\$ 8.50	
Fees .....	3,760.00	
Interest .....	240.00	
Convention .....	1,742.48	
THE FORENSIC .....	31.90	
Keys .....	2,521.86	8,340.99
Short Checks .....	—36.25	
		<hr/>
		\$15,435.77

## EXPENDITURES

Certificates .....	\$ 2.00	
Convention .....	2,560.17	
THE FORENSIC .....	1,536.67	
Keys .....	2,142.45	
Postage, telephone, and telegraph .....	122.78	
Office .....	1,596.11	
Chapter Refunds .....	27.11	
Short Checks .....	41.00	\$ 8,092.25
Printing .....	63.96	
		<hr/>
Balance in Treasury June 30, 1942.....		\$ 7,343.52
Distribution of Funds:		
Checking Account .....	\$2,493.52	
Faculty Club Bonds .....	3,000.00	
Five Defense Bonds (\$500) .....	1,850.00	
		<hr/>
		\$7,343.52

Greeley, Colorado, August 28, 1942

To the Members of Pi Kappa Delta:

This is to certify that I have inspected the books and records of the National Secretary and that I believe they show the true financial status of the organization.

Respectfully,

A. O. COLVIN, Auditor.

## CHAPTER REPORTS

Chapter	Fees	Keys	Total	Refunds
Alabama:				
Alabama College .....	\$ 10.00	\$ 23.80	\$ 33.80	\$ 1.10