

## PLANNING AND WORKING THE DEBATE TOURNAMENT

DR. J. THOMPSON BAKER, Southwestern College.

THREE requests have recently come to me: One, that I write an article on "How to Plan and Put on a Debate Tournament," another, that I give a full account of the annual debate tournament of Southwestern College; and a third that an article be submitted on "Debate Tournaments as Substitutes for Debate Leagues." It seems to me these can be combined into a single article, by telling just how we plan and work the tournament each year at Southwestern. We are trying to develop the best methods for conducting debate tournaments, and the results and support received are very gratifying.

Two years ago, following the growth of a high school "practice debate tournament" which we had been putting on for a few years and which had grown to large proportions, we conceived the idea of a similar tournament for colleges. Invitations were sent out to most of the colleges in Kansas and adjoining states; and from three states about twenty-five colleges accepted our invitation and sent representatives. Last year we sent similar invitations, and from five states forty colleges sent debaters, a total of over one hundred teams. This year we again sent out invitations and fifty colleges from seven states accepted and sent their debaters in increased numbers. From the first of the tournament there were 149 teams debating, and I believe we had an even 350 regular debates, besides a number of others on the side, in the two days of the tournament. Several additional colleges sent coaches and teams to merely look on and learn, but who took no part in the debating. (I doubt the wisdom of permitting this another year.) Also a large number of substitutes, alternates and coaches as well as chaperons and visitors came; so altogether there were between 400 and 500 debate people here from outside. Several colleges sent from fifteen to twenty people. A number of delegations traveled over 500 miles. On Friday evening just 277 people sat down together at the banquet in Stewart gymnasium. More than



fifty more wanted tickets but had not made reservations in time and could not be accommodated.

In our first letter of invitation sent out, we included the following regulations, and in fact sent other copies of these in almost every subsequent letter sent out. Even then some folks evidently did not read them. It is surprising how many mistakes coaches are capable of making. One coach brought her debaters on Friday afternoon, thinking the debates did not begin until Friday evening, altho four letters sent had plainly stated that the debates would begin at 1:30 P. M. Friday, and asked all debaters and coaches to be present at a special chapel at 10:30 Friday morning. In another case they attempted to change speakers by a substitution absolutely forbidden in rule No. 6; yet I am sure it was merely that the rules had not been read closely. So many have written asking for the regulations governing the tournament that I believe it will be well to here include them. They may not be perfect according to your ideas; but at any rate they are the rules governing our tournament, and they seem to work pretty well here.

#### Rules Governing Debate Tournament

1. There shall be three separate contests; One for men; one for women of senior colleges; and one for the junior colleges which may be either men or women or mixed teams. Senior colleges may enter a maximum of two men's and two women's teams. Junior colleges may enter a maximum of three teams.

2. The proposition for debate shall be the question adopted for this year by national Pi Kappa Delta.

3. Each team shall be composed of two speakers, who shall be bona-fide students of the college they represent, carrying successfully twelve hours of work this semester.

4. Each speaker shall have a constructive speech of ten minutes and a rebuttal speech of five minutes. The order of speeches shall be: Constructive speeches—affirmative, negative, affirmative, negative. In rebuttal the order is reversed, negative leading; but the speakers need not speak in same order in rebuttal as in constructive speeches.

5. Each team must be ready to debate both sides of the question. The teams shall be matched for the first round by the director so, as far as possible, teams separated widely geographically may meet. In each succeeding round as far as possible the teams shall change sides of question in debating.

6. The personnel of any team may be changed before any debate, but any debater displaced by such a change may not again debate, either on same team or on another. No debater on a team eliminated may be placed on another team.

7. If a team is more than ten minutes late, it forfeits that debate and right to participate in that round. A team whose opponents fail to appear



may be bracketed with another team or take a bye, according to judgment of director.

8. Each team may participate in the first four rounds, regardless of whether it wins or loses. After the fourth round, those teams which have lost two debates, drop out. And thereafter, a team is eliminated as soon as it shall lose one more debate.

9. Each debate shall have a single judge except the final debate, for which there shall be three judges. No decision shall be given out until after the first four debates shall have been completed.

10. Appropriate prizes shall be awarded to winners of first and second place. But these must be won by due process.

11. "Scouting" is permitted and encouraged. This is a practice tournament and all come to both give and get all good possible.

In carrying out this tournament it is essential that it be most carefully planned before hand, and as nearly as possible be "made fool proof." To this end several things are necessary.

1. In your very first letter sent out emphasize that all enrollments must be in not later than three days before the tournament begins, and stick to this. Make no exceptions. Exceptions and attempted kindness only bring grief. If you insist on this, you will find that the schools will comply and will like it. This will give you time for properly enrolling teams, making pairings, etc., and to have all ready when folks arrive.

2. Make full arrangements so as to guarantee lodging and meals at best possible rates and have plenty of them. Our homes furnish rooms for fifty cents per lodger per night. Our best hotels cooperate with us by furnishing rooms at seventy-five cents per night. And every room of our hotels was filled. Meals for twenty-five cents up. This makes visitors know they can afford to come. Have efficient help ready to assign rooms rapidly at registration.

3. Send out enrollment blanks with first letter and then enclose additional with each succeeding letter. Even then some coaches will lose all of them. On enrollment blank put time of banquet, time that the blank must be returned at latest, etc. You can not be too definite or emphatic. These coaches are so slow and so forgetful!

4. Enrollment fee must be sent with enrollment blank, and reservations made for the banquet. Plainly tell them fee will be returned if team is unable to get there. Even with this precaution, trouble enough will come. At present I am up against it with three coaches. One gave me a check which has been returned with "not sufficient funds" marked on it, another drew check on wrong bank, while a third forgot to sign his name. Apologies to "absent minded professors"!

5. At 10:30 Friday morning have a meeting of all debaters in chapel where announcements are made and all assignments attended to. Before this, have all teams bracketed, assigned to rooms for first debate, judges appointed and all ready to assign. (We fell down on this somewhat this year; will correct this fault next year.) Two things must be kept in mind in this bracketing in order to be perfectly fair: First, place teams in two



groups so that different sections may be assured of debating each other rather than teams geographically close together. Second, having thus grouped teams, have pairings made for first round purely by drawings by disinterested parties. Place these drawn teams in two parallel lines, seeing however that where there are two teams to a college, one is placed on affirmative side and one on negative if possible; and it usually is possible. See that no school shall debate more than one team of any other college in preliminary rounds.

6. After first debate, let all negative teams remain as they are; let the affirmative drop down just one each in the bracket, and this will make an easy plan to determine next debate. Of course in second debate reverse sides for each team. For all teams must debate both sides of the question. And follow this plan for first four debates.

7. Have four debates before any decision is announced. Begin Friday in afternoon at 1:30 o'clock. Two or three debates before taking recess, and then either one or two debates after—so as to complete the four debates the first day.

8. For two years we have had a banquet. This has proved a fine thing, for it has been held within an hour and a half, and it gives opportunity to get acquainted. Little speaking. Last year we had five short toasts, and they were short. This year we had only one speech, that by our National President of Pi Kappa Delta. And it was both short and sensible. Begin on time, keep on time, close on time. We have here proved this can be done. Next year we may have a mixer or some kind of social hour instead of banquet.

9. Make no announcement of decisions in debate the first rounds until all are carefully tabulated. This will take some time, but can be completed at night after final debate and be ready to announce. Then the second day, following the rules, all drop out who have lost two debates, and after that a team drops out as soon as it loses one more debate. This process of elimination will enable you to finish the tournament with five rounds the second day, and get thru in plenty of time.

10. Judges form the most difficult problem and we have not satisfactorily solved it. For a large tournament it is exceedingly difficult to secure enough good local judges even when all available coaches and visitors are also used. We have always been able to handle the second day quite satisfactorily. But in the first four rounds we had to have seventy-five judges each round; even when using but one judge in a debate. But not all was satisfactory. It probably never will be. One suggestion has been made, that each school competing bring one judge in addition to its coach, and then we shall have the judge trouble solved. I hope we may try this. I believe it will be worth the extra cost, or trouble. One other point about judges: Do not try to have them as critic judge. If this is begun, controversies will arise, debaters will be inclined to debate the question with the judge after the debate is over, and of course this will delay the next assignment and debate. Let no decisions be given out by judges but sent in to the director.



This will save complications. The second day he announces decisions at opening of each round.

11. One other important thing: The tournament must be in the hands of one man who knows his job and who is invested with full authority. Any other plan will result in unfortunate complications. There can be but one manager. Others may assist him, and he should have assistants. In fact this year I had three capable men, one to run each division of the tournament, and they did it well. But the director was over it all, and his word and decision was final. He will be fair and just, and more than that no one can reasonably ask.

I have been asked to tell the merits of tournaments as compared with leagues or what I think of tournaments as substitutes for leagues. Of course there is difference of opinion. From some quarters there is objection to the tournament.

I can take space only to mention merits of the tournament and why it seems to be fast displacing the league. There is not space for discussion, tho such discussion is worth while.

1. The tournament is much less expensive per debate.
2. It is easier to get competent judges at the tournament.
3. Competition with so many more schools manifestly has added advantages over the League.
4. In the tournament the trickery and politics sometimes found in the debate league are eliminated.
5. Many more debaters may be used by each school in the tournament. (We used 22 different debaters from our college this year.)
6. The league is sectional and restricted; the tournament is just the opposite, breaking down clannishness and sectionalism.
7. The tournament avoids making so many different breaks in school work.
8. The expense of judges is practically eliminated at tournaments.
9. Tournaments have much better audiences and much more interest in the debates.
10. Keener rivalry of the right kind is found at the tournament.
11. More teams, more debates, more people from different sections at the tournament has merits readily recognized.
12. At the tournament for some reason the mere desire to win is largely supplanted by the effort to learn and gain debate value.
13. Many more debates and much more practice in a real debate atmosphere.
14. The tournament develops a better study and a better understanding of the question, and hence better debating.
15. The social values of the tournament are of inestimable value, such as the league can not give.

I am well aware that these points might be condensed, but have thought it well to enumerate them just as given elsewhere.



The tournament is not perfect. It is not without its faults. Improvements are yet to be made. But we have made rapid advancement, and the hearty support being given in rapidly enlarged and increasing measure, attests to its values. It may be of interest to note that more than a score of tournaments elsewhere have been started this year, patterned after our Southwestern tournament; and not a week passes without inquiries coming to me from points widely separated. All of which makes me believe more than ever in the debate tournament. In fact we Kansas folks believe in it so much that the colleges of Kansas have formed an Oratorical Association which has combined the various former associations of the colleges of the state, and now a two days meeting each year will run off the inter-collegiate contests in oratory and extempore in a regular tournament plan.

Let no one assume that putting on a tournament is an easy job. It is a lot of hard work and entails a big responsibility; and he who runs it gets nothing in return but the satisfaction of the good accomplished, a plentiful supply of criticism, and at the same time a good bit of appreciation from those benefited. But at that, it is a great game and I believe well worth all it costs in time, labor and patience.



## Extempore Speaking Topics for Convention Contests

### FOR MEN:

The 1932 Political Campaign.

### FOR WOMEN:

Modern Advertising.

The above topics were selected by vote of the national council. See the October Forensic for rules of the contests.



## WATCH US GROW

Latest membership—No. 10847, Paul H. Gallaway, Henderson State Teachers, Arkadelphia, Ark.

Latest key—No. 8124, Joe S. Faulconer, Transylvania College, Lexington, Ky.



## THE SCIENTIFIC STUDY OF SPEECH— A NEW FIELD OF ACADEMIC WORK

DR. JOSEPH TIFFIN

Assistant Professor of Speech and Psychology, University of Iowa

EVERYONE recognizes in a general way that speech is sound and that sound consists of vibratory waves in the air. Few, however, appreciate the magnitude of the field which is opened to scientific investigation by this simple fact. For the sound wave may be recorded graphically and measured and interpreted in fine detail. Such measurements reveal in quantitative terms the physical basis of all the subtle shades of meaning and emotion conveyed from one person to another through the medium of speech. Whenever speech is employed, whether it be to give information, to awaken emotion or implant sentiment, to convey commands, to attract attention, or to sell merchandise; whether it be directly produced by a speaker or come to the listener through a radio or phonograph, the sound wave carrying the speech may be objectively recorded and all the effects of the speech, emotional or factual or persuasive, may be explained in terms of the physical measurements obtained.

The question may be asked, What is the good of such a physical analysis of speech? Will speech as an art gain or lose by subjection to scientific scrutiny? Do we not have great orators, actors and actresses who know little or nothing of the physical nature of speech but who nevertheless have a highly satisfactory command of the *art* of speech?

These questions may be best answered by considering one or two of the particular problems which are now being scientifically studied. It is becoming more and more apparent that speech, as an art, will be greatly benefited by an adequate objective solution of these problems.

What constitutes an effective voice? Everyone knows that some voices attract attention, leave a favorable impression, and convey information in an interesting and instructive manner. Other voices, speaking exactly the same grammatical content, fail to attract attention, leave an unfavorable impression or do not arouse sufficient interest to leave any appreciable body of in-



formation with the hearer. What are the differences between these two types of voices? How may we train the ineffective type to approximate the effective type? We may say to the ineffective speaker "Speak more interestingly!" But this is simply telling him to speak more effectively, which he is unable to do. This problem has been fractionated and approached experimentally by photographing the sound wave from speakers of varying degrees of effectiveness.<sup>1</sup> As a result of this procedure, we can already make several specific recommendations to the ineffective speaker who wishes to improve his voice. For example we might tell him to increase his pitch range. A narrow range of pitch results in a certain type of monotony and is often found to be the basis of ineffective speech. Proper training will usually enable such a speaker to obtain a greater command and flexibility over his voice so that this ineffective and unpleasant factor will be partly or entirely eliminated. Or we might tell him to increase his loudness range. Experiment shows that a certain type of voice is ineffective and monotonous because every syllable is equally loud. An effective voice utilizes a wide range of power or force, the important words or syllables being louder than the connective material. On the other hand the range of loudness must not be too great, or it will result in stilted and affected speech. Still another kind of advice we might give our ineffective speaker would be to improve his phrasing. Speech naturally falls into small groups, and an adequate pause should occur at such points. Usually these small groups are themselves grouped into larger divisions and a slightly longer pause should occur at these points. Quantitative norms from effective speakers are being secured, and these show what the duration of such pauses should be and how greatly a speaker may deviate from these values without serious loss. The advice which should be given to any particular ineffective speaker should, of course, be fitted to an analysis of his particular voice. It is only occasionally that a voice is found to be deficient in all the factors enumerated above. Most voices are lacking in one, or possibly two, respects. But listening alone, even in a control manner, seldom reveals the specific defects. Subjective analysis simply shows that the voice as a whole is ineffective, but is almost entirely unable to fractionate the problem reliably. A minute and reliable analysis is readily obtained by means of an objective graphic record of the voice.

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1. Research conducted by Dr. Elwood Murray and the writer.



Another problem being studied deals with an analysis of how a speaker may convey emotion most adequately.<sup>2</sup> It is well known that the speech of an actor portraying an intense emotion is very different from speech which is simply intended to state facts. What is the basis of this difference? Objective records are beginning to reveal that the factors of pitch, intensity, timbre and phrasing are the basic factors underlying this difference. The analysis also shows how these factors combine in different ways to express different kinds of emotion. In this connection, a study is also being carried on to show how the breathing function operates differently in different kinds of speech. Since the sound wave is produced by the physiological equipment of the speaker, the whole field of investigation may be pushed back another step so that an individual's speech may be partially explained in terms of his physiological vocal equipment. Techniques are available for registering such things as the breathing curves (thoracic and abdominal) and movements of the lips, tongue and soft palate, as well as the vocal cords and larynx.

But an investigation of normal speech is only a part of the field open to the scientifically minded student. Numerous studies have been conducted, and others are now under way, to determine the physiological and psychological causes of defective speech such as stuttering and lispings.<sup>3</sup> By applying objective techniques to the recording of certain physiological characteristics of speech defectives, the basic causes of the troubles are being discovered and a number of appropriate therapeutic measures have already been worked out.

The larger universities are rapidly realizing the importance of the scientific study of speech and are incorporating courses of study and programs of research pertinent to this field in their curriculums. For the technically minded student, interested in the art of speech, this kind of work opens up an especially attractive academic field of study.

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2. Research on this problem is now being carried on by Miss Gladys Lynch.

3. Research in speech pathology at the State University of Iowa is under the direction of Prof. Lee Edward Travis.



If you are planning to compete in the contests at the next National Convention you will want to study the winning speeches of the last three.





#### MICHIGAN DELTA AWARDS HONORARY MEMBERSHIP TO GOVERNOR BRUCKER

Michigan Delta Chapter, Pi Kappa Delta, Michigan State College after the annual banquet when the Honorable Wilber M. Brucker, Governor of Michigan, was awarded honorary membership in the Chapter. National President Pflaum spoke at the banquet.

Reading from left to right:

Front row: Paul Younger; Joseph Kidder; Gov. Wilber M. Brucker; Mildred Patterson, chapter president; Ethel Lyon; Pres. Geo. R. R. Pflaum; Morris Huberman.

Back row: Coach O. J. Drake; Harry Skornia; Coach J. D. Menchhofer; William Pratt; Robert Hurley; Jack Jones; Gordon Fischer.



### STANDARDS FOR ADMISSION TO PI KAPPA DELTA

(Continued from page 138)

5. The college must have engaged in not less than eight inter-collegiate contests for each of the five years immediately preceding application.
6. The college's application must have the endorsement of at least 75% of the chapters of the province of which the petitioning college would logically be a member.



## THE AMERICAN SCHOLAR

The following information concerning a magazine, which is to make its initial appearance this month, should be of interest to readers of Pi Kappa Delta, and others interested in the American college and in a broader, finer American culture.

**P**HI Beta Kappa, the college honor society, parent of all Greek-letter societies, founded in 1776 at the College of William and Mary in Virginia and now having chapters in one hundred and twenty-six American colleges and a living membership of over 63,000, announces the appearance in January, 1932, of a new quarterly, *The American Scholar*. This periodical is designed not only for members of Phi Beta Kappa but for all who have general scholarly interests. It will be a non-technical journal of intellectual life.

Among its objectives are listed the following:

The promotion in America of liberal scholarship.

A medium for scholars and all persons who are interested in intellectual pursuits, higher learning, and the cultural development of America.

A synthesis of the arts and sciences essential to liberal education and a guiding philosophy of life.

An esprit de corps among the educated.

The scholar's responsibility for major social tendencies.

A whole diet for the whole mind.

The contents are described as including articles scholarly but non-technical by eminent leaders of thought and action at home and abroad; introducing creative minds to the intellectual world; carefully selected from the work of young scholars, even undergraduates; and interpreting literature to non-critics, physics to non-physicists, and economics to non-economists, for example; and education, art, philosophy, and religion not merely to the professionally interested but to the intellectual generally.

*The American Scholar* will consist of at least 128 seven by ten inch pages, about 100 of which will be general articles and poems in twelve point old style Caslon type. This will be followed by about twenty-five pages of double column ten point for items



of news from the realm of scholarship. The quarterly will be printed by The Scribner Press, edited in the offices of The United Chapters of Phi Beta Kappa, 145 West 55th Street, New York, and distributed at two dollars a year.

The editor is William Allison Shimer, Ph.D, formerly a professor of philosophy at the Ohio State University; the consulting editor, Clark Sutherland Northup, professor of English at Cornell University; and the editorial board consists of Ada Louise Comstock, John Erskine, John Huston Finley, Christian Gauss, Will David Howe, Adam Leroy Jones, William Allan Neilson, Harry Allen Overstreet, J. Herman Randall, Jr., and Frederick J. E. Woodbridge.

The first number is expected to contain articles by Frank Aydelotte, John W. Davis, John Erskine, John Finley, Dorothy Canfield Fisher, and Owen D. Young, and a poem by Odell Shepard. This journal promises to be "a distinct contribution to the intellectual life of America."



## CHAPTER CORRESPONDENTS

See note under heading "Forensic Folk"

### California:

Alpha—E. R. Nichols.  
Gamma—E. Mott Prudames.  
Epsilon—Edawrd Rubin.

### Colorado:

Alpha—Willie Elmore.

### Connecticut:

Alpha—David Jacobson.

### Idaho:

Alpha—H. H. Hayman.

### Illinois:

Delta—Harold Benz.  
Zeta—Pauline Mathias.  
Eta—Wendell E. Oliver.  
Lambda—Joe Montgomery.  
Mu—Allan Zaun.

### Iowa:

Alpha—Robert G. Alexander.  
Beta—Nick Roseboom.  
Delta—Roene Brooks.  
Epsilon—Ruth Robinson.  
Nu—Paul D. Brown.

### Kansas:

Gamma—Helen Mangelsdorf.  
Iota—Lucile Arnott.

### Kentucky:

Delta—N. R. Williams.

### Louisiana:

Gamma—Louise Hoffpauir

### Minnesota:

Beta—Harold Monson.  
Gamma—Louis Crowner.

### Missouri:

Alpha—Joe Bachelder.  
Gamma—John Randolph.

### Ohio:

Eta—Marguerite Covrette.

### Oklahoma:

Gamma—Glenn Cap.  
Zeta—Clarice Tatman.  
Eta—Geneva George.

### Oregon:

Alpha—Minnie Heseman.

### South Carolina:

Alpha—C. H. Humphries.

### South Dakota:

Gamma—Vivian Halverson.

### Tennessee:

Alpha—Mary John Metcalf.  
Beta—Clifton E. Lawrence.

### Texas:

Gamma—Mary Lou Whitley.  
Eta—Ross Compton.  
Iota—Cass March.

### Virginia:

Alpha—Margaret F. Hix.

### West Virginia:

Alpha—B. W. Folsom.

### Wisconsin:

Alpha—Alice Senk.



## NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

The sixteenth annual convention of the National Association of Teachers of Speech was held in the Hotel Statler, Detroit, Michigan on December 28, 29, 30, and 31, 1931. The general aims of the convention were stated in a note in the printed program:

"The program has been built to accomplish several aims. The primary purpose, of course, is the presentation of data and philosophies in the various phases of the field. In addition to this, emphasis has been placed on the social aspects of our work, and on the degree to which our curricula are meeting some of the major objects of education, particularly those of vocational preparation, use of leisure time, and equipment for social contacts. The final of this program is the promotion of ample discussion of the problems presented by the papers, or any others that may arise. It is hoped that the program itself and the discussion of mutual problems will result in increased interest and information, and also act as a stimulus to wider acquaintance and increased fellowship with the members of our profession."

The opening address of the general session of the convention was given by Frank M. Rarig, University of Minnesota, his subject being "The Teacher of Speech as a Factor in Society."

Other papers presented in the general sessions were:

"Disorders of Speech In Europe," Sara M. Stinchfield, Mount Holyoke College.

"A Discussion of X-Ray Studies of Vowel Production," S. N. Treving, University of Chicago.

Discussion of the preceding two papers, G. Oscar Russell, Ohio State University.

"A Follow-up Study of One Thousand Cases of Stammering From the Minneapolis Public Schools," May E. Byrne, Director of Special Education, Minneapolis. Discussion, Bryng Bryngleson, University of Minnesota.

"Individual Reading Exercises for the Correction of Stammering (lantern slide demonstration), Clara B. Stoddard, Public Schools, Detroit.

"Speech Re-education for the Cleft Palate," with phonographic records, Dorothy M. Wolstad, Public Schools, St. Louis.

"Message of the Soft Palate as an Aid to the Solution of the problem of Nasality in Cases of Palatal Abnormality," (lantern slide demonstration), Frances A. Perlowski, Director of Speech Clinic, Children's Memorial Hospital, Chicago.

Discussion of the two preceding papers, Claire L. Straith, M.D., Detroit, Michigan.

Demonstration of palatal message by Miss Perlowski, and of phonograph records by Miss Wolstad.

"The Relation Between Speech Defects and Hearing Ability," Ralph H. Walz and Alice N. Vogt, Ohio State University. Discussion, Max A.



Goldstein, St. Louis, Mo.

"Ways and Means of Measuring Improvement in the Speech of the Stutterer," Mrs. Elizabeth D. McDowell, Teachers' College, Columbia. Discussion, Lee Edward Travis, State University of Iowa.

"What Constitutes Complete Recovery from Stammering?" Helen L. Pierce, Buffalo, N. Y.

"The Pre-school Stammering Child and His Treatment," Smiley Blanton, New York City. Discussion, Pauline B. Camp, Madison, Wisconsin.

"The Psychoanalytical Treatment of Stammering," Isador H. Coriat, Boston, Massachusetts.

"Details of the Visual Treatment of Stammering," Walter S. Swift, Boston, Massachusetts.

"Primary and Secondary Stammering," C. S. Bluemel, Denver, Colo. Discussion, Meyer Solomon, Chicago.

"The Contribution of Suggestion and of Distraction to the Treatment of Stammering," Samuel D. Robbins, Boston, Mass.

"Why Stutterers React Favorably to Various Methods of Treatment," Mrs. Jessie W. Wilson, Dayton, Ohio.

"Similarities and Differences in the Treatment of Stammering as Practiced in America," Robert W. West, University of Wisconsin.

Discussion of the papers of Mrs. Wilson, Miss McGinnis, and Mr. West: Max A. Goldstein, Smiley Blanton, Lee Edward Travis, Meyer Solomon, Mrs. E. D. McDowell, S. D. Robbins, Walter B. Swift, G. Oscar Russell.

### SECTIONAL MEETINGS

#### Regional and State Organizations

Topic: "Integration of National and Regional Organizations," Chairman, Henry L. Ewbank, University of Wisconsin.

Leaders, A. B. Williamson, Edwin H. Paget, Lee Emerson Bassett.

#### Research in Basic Speech Functions

Chairman, Floyd K. Riley, University of Michigan.

"Sound Recording in Educational and Research Work," J. Elliott Jenkins, Jenkins & Adair, Inc., Radio Broadcasting Equipment, Chicago.

"Improved Technique for Objective Study of Vocal Expression with an Analysis of Certain Factors which Differentiate between Good and Bad Voices," Joseph Tiffin, State University of Iowa. In collaboration with Elwood Murray.

"The Effect of Individual Variation in Pitch on Vocal Resonance," F. Lincoln Holmes, University of Minnesota.

"The Application of Some Neurological Principles to Speech Training," Lee Edward Travis, State University of Iowa.

#### Graduate Reports in Research

Chairman, E. C. Mabie, State University of Iowa.

"Gross Changes in Personality and Social Attitude of Problem Adolescents during the Teaching of a Course in Dramatic Art," Dina Rees Evans, Cleveland Heights High School, Cleveland, Ohio.

"An Experimental Study of Emotional Expression in the Speaking Voice," Gladys Lynch, State University of Iowa.

"Benjamin H. Hill, Civil War Orator," Albert M. Fulton, University of Min-



nesota.

"The Younger William Pitt," Myron G. Phillips, Wabash College.

"The Oratorical Career of Albert J. Beveridge," H. T. Ross, DePauw University.

"An Analytical and Critical Study of the Rhetorical Methods of Rufus Choate," John W. Black, Adrian College.

Lionel Crocker, Denison University, Discussions.

#### **Speech in the Teachers' Colleges**

Chairman, Gus W. Campbell, Northern Illinois State Teachers' College.

"Requirements for the Teaching of Speech," Margaret Mary McCarty, Brooklyn College.

"The Function of Teachers' Colleges," Raymond H. Barnard, State Teachers' College, LaCrosse, Wisconsin.

"The Speech Curriculum in the Teachers' College," Virginia Sanderson, Teachers' College, Columbia University.

"The Value of Interpretative Reading for the Teacher of Speech," Marion Franklin Stowe, Ypsilante State Normal College.

#### **Speech in the Technical Schools**

Chairman, C. F. DaLaBarre, Virginia Polytechnic Institute.

"Objectives of Speech Education for the Technical Student," Sherman P. Lawton, Bradley Polytechnic Inst.

"Speech Requirements for Students in Technical Schools," Upton S. Palmer, South Dakota State College.

"Speech Contests for the Technical School," Guy S. Greene, Iowa State College.

"Methods of Advancement of Speech Training in Technical Schools," Lyman S. Judson, Alabama Polytechnic Institute.

#### **Graduate Reports on Research**

Chairman, Andrew T. Weaver, University of Wisconsin.

"Studies in Speech Style," H. B. McCarty, University of Wisconsin.

"Correlating Statistical Data on Speech Style with Audience Judgments," Henry L. Ewbank, University of Wisconsin.

"Muscle Leverages in Deglutition and their Relation to the Consonantal System," George R. R. Pflaum, Kansas State Teachers' College.

"Bio-Chemical Studies of the Cause of Stuttering," G. A. Kopp, University of Wisconsin.

"The Relative Instructional Value of Radio and Platform Speaking," Richard Phillips, University of Wisconsin.

"Objective Tests for Articulation," Helen Gibbons, Illinois Institute for Juvenile Research.

"The Effect of Forced Vibration on Speech," G. Paul Moore, Northwestern University.

"The Derivation of Laws of Time Control in Speaking," Frederick B. McKay, Michigan State Normal College.

Discussions.

#### **Stagecraft**

Chairman, Chester M. Wallace, Carnegie Institute of Technology.

"Recent Developments in Stage Lighting," H. D. Sellman, State University



of Iowa.

"Recent Developments in Stage Lighting," H. D. Sellman, State University  
versity.

"Practical Problems in Stage Management," Clarence Bell, Detroit Play-  
house.

Discussion.

### Story-Telling and Pageantry

Chairman, Mrs. Edith M. McNabb, Vice-President, National Story League.

"Story-Telling in the Speech Curriculum," Helen Osband, Alabama College.

"New Settings for Old Stories," Cloyde Duval Dalzell, University of South-  
ern California.

Discussion.

"Pageantry and its Place in the Educational Program," Editha Parsons,  
Syracuse University.

"Recent Developments in Puppetry," Paul McPharlin, Detroit.

### Drama

Chairman, Vance M. Morton, State University of Iowa.

"Aims for Instructors in College Drama Courses," A. M. Drummond, Cor-  
nell University.

"Problems in the Teaching of Playwriting," Hubert Heffner, Northwestern  
University.

"Problems in the Teaching of Acting," Valentine B. Windt, University of  
Michigan.

"Voice and Diction for the Student of Acting," Helene Blattner, State Uni-  
versity of Iowa.

"Creative Work in Playwriting and Experimental Production; Its Place in  
the Graduate College," A. Dale Riley, University of Minnesota.

### Interpretation and Oral Reading

Chairman, J. T. Marshman, Ohio Wesleyan University.

"Readings and Backgrounds for Interpretation Courses," Gertrude E. John-  
son, University of Wisconsin.

"Our Aim in Teaching Interpretation—Theory, or Skill, or Both?" Maud  
May Babcock, University of Utah.

"How the Courses in Interpretation May be Adapted to the Academic  
Mind," Lee Emerson Bassett, Stanford University.

"Interpretation and the Public," Davis Edwards, University of Chicago.

### Debate

Chairman, P. E. Lull, Purdue University.

"Variations in the Standards Used by Critic Judges," Martin Holcomb,  
Bethany College.

"When Argumentation Becomes a Business," R. C. Borden, New York Uni-  
versity.

"Enlargements of the Traditional Teaching of Argumentation," Charles A.  
Fritz, New York University.

"Problems in Measuring Audience Reaction," Wm. A. D. Millson, Western  
Reserve University.

### Technique in Voice and Diction

Chairman, Henry Moser, University of Michigan.



- "Breathing and Voice Quality," Giles Gray, State University of Iowa.
- "The Application of Phonetics to Speech Problems," C. M. Wise, Louisiana State University.
- "Techniques of Vocal Development," Frederick W. Orr, University of Washington.
- "Good Diction and How to Acquire It," Margaret Prendergast McLean, Leland Powers School.
- "Tone Production and 'Standard' English," Angela O'Byrne, New York City.
- Discussion.

#### Radio Drama

- "Techniques in Radio Drama," C. L. Menser, Production Manager, National Broadcasting Company in Chicago.

Through the cooperation of the National Broadcasting Company this demonstration was arranged for the Radio, Dramatics, and Interpretation sections of the Convention. All phases of the preparation of a radio drama were presented: auditions, casting, direction, and sound effects.

#### Rhetoric and Public Speaking

Chairman, W. Norwood Brigance, Wabash College.

- "American History and American Speech," C. D. Hardy, Northwestern University.
- "The Rhetorical Influence of Henry Ward Beecher," Lionel Crocker, Denison University.
- "Abraham Lincoln," E. W. Wiley, Ohio State University.
- "They Knew What They Wanted," Howard Woodward, Western Reserve University.

#### Problems of the College Curriculum

Chairman, Charles R. Layton, Muskingum College.

- "Re-education of Speech Failures," Bryng Bryngleson, University of Minnesota.
- "Recognition of Entrance Credits in Speech," W. P. Sanford, University of Illinois.
- "The Problem of the Beginning Course," E. C. Mabie, State University of Iowa.
- "College Contests," Isaac M. Cochran, Carlton College.

#### Problems of the Secondary School Curriculum

Chairman, Winifred Ray, Wiley High School, Terre Haute, Indiana.

- "The Social and Educational Objectives in the High School Curriculum," Sara M. Barber, Richmond Hill High School, New York City.
- "Motivation of Student Effort in the High School Curriculum," Gladys L. Borchers, University of Wisconsin.
- "The Advancement of Speech Training in the High School," Stella A. Price, South Hills High School, Pittsburgh.
- "Teaching Speech as a Tool," Merle L. McGinnis, Huntington Park High School, California.
- "Speech Contests in the High School Curriculum," Arthur Secord, Paw Paw, Michigan.

#### Problems of the Elementary School Curriculum

Chairman, J. Walter Reeves, Peddie Institute.



"The Elementary Speech Program," Irene Poole, Akron, Ohio.

"Creative Dramatics in the Elementary School," Winifred Ward, Northwestern University.

"The Use of Poetry in the Elementary School," Vernetta F. Decker, State Teachers' College, Trenton, New Jersey.

Curriculum Discussion.

#### **Problems of the Junior College Curriculum**

Chairman, Rolland Shackson, Grand Rapids Junior College.

"Student Interest in Speech Arts," Hope Dupre Ridings, Paris, Texas, Junior College.

"What Are Our Objectives in Junior College Debate?" P. Merville Larson, Hutchinson, Kansas, Junior College.

Roundtable discussion of the following problems: "What Standards Should Be Set for Junior College Speech Courses?" Led by Anne McGurk, Highland Park, Michigan, Junior College.

"How Shall We Control and Finance Dramatics and Forensics?" Led by the Chairman.

#### **The American Society for the Study of Disorders of Speech**

Chairman, the President of the Society.

"A Workable Program for Meeting Our Responsibilities in Speech Correction and Improvement in the Public Schools," Chelsea A. Pollock, Director of Special Education, Public Schools, Columbus, Ohio.

Discussion:

H. J. Heltman, Syracuse University.

Alice Liljegren, Public Schools, Omaha, Nebr.

"Speech Correction in Cleveland College," C. A. Buchholz, Cleveland College, Western Reserve University.

"The Prevention and the Correction of Stammering in the Kindergarten as a Means of Lessening the Problem of Stammering in the Grades," Mrs. Bernice Rutherford, Public Schools, Minneapolis, Minnesota.

Discussion: M. Claudia Williams, Cleveland, Ohio.

#### **Forensic Luncheon**

At 12:30 on the second day of the convention a luncheon was served for all members of Delta Sigma Rho, Pi Kappa Delta, and Tau Kappa Alpha. The topic for discussion was "The Educational Significance of the National Forensic Society." Leaders of the discussion were the presidents of the honor societies: Henry L. Ewbank, George R. R. Pflaum, and J. Q. Adams.

#### **Officers of the Convention**

The officers in charge of the convention were: Clarence T. Simon, president, Northwestern University; George R. R. Pflaum, first vice-president, Kansas State Teachers College; Wilhelmina G. Hedde, second vice-president, Sunset high school, Dallas, Texas; G. E. Densmore, executive secretary, University of Michigan; Andrew T. Weaver, editor of the *Quarterly Journal of Speech*, University of Wisconsin; Herbert A. Wichelns, editor of research monographs, Cornell University.



## AMONG FORENSIC FOLK

**Note:** Chapter items in this issue may be found either in this department or under "See You At Tulsa." For the March Forensic send us your best chapter news in forty words or less, signed by the chapter correspondent.

President George R. R. Pflaum announces the appointment of W. V. O'Connell as Province Governor of the Oklahoma Province. Prof. O'Connell is serving in place of C. W. Patton, who is doing graduate work at Harvard University.

### CALIFORNIA

**Gamma.**—Our chapter at Pasadena on Nov. 19th presented "The Clouds," written by the old Greek dramatist Aristophanes. This was the ninth annual production of Pi Kappa Delta. They played to "a capacity house," realizing the largest profits in years.

**Epsilon.**—Wanda Hayden, representing U. C. L. A. in competition with speakers from five other California institutions, was first in the Southern California extemporaneous oratorical contests held at Occidental College recently. This is the second consecutive year for U. C. L. A. to win this honor.

### ILLINOIS

**Delta.**—The Illinois Delta chapter recently announced that the outstanding debater among the men, the best of the women and the winning orator of their institution will receive individual silver loving cups.

**Eta.**—As part of their homecoming program, Pi Kappa Delta at Northern Illinois State Normal University held a banquet which was attended by thirty former members.

**Lambda.**—Prof. H. B. Allen, instructor in speech at Shurtleff, is absent on leave, studying toward his doctorate in Speech at the University of Michigan.

### IOWA

**Alpha.**—Iowa Wesleyan has a debate squad of twenty-three, including men and women. Fourteen have signed up for oratory, eleven in extempore speaking.

**Epsilon.**—Simpson College should

offer some competition in oratory. By December 1st twenty-three orators had been submitted to the coach, Edith Whitaker.

**Nu.**—John Paulson of Penn College after taking first place in the Iowa contest of the Peace Oratorical Contest, submitted his oration, as did the first and second place winners of several other states, in the Seaberry National Essay Contest where he won third in the national competition.

### KANSAS

**Beta.**—Washburn College expects to have a representative participate in an oratorical contest sponsored by the Native Sons and Daughters of Kansas. The winner will receive a silver loving cup to be presented by Senator Capper. The contest is scheduled for January 28.

**Iota.**—The College of Emporia participated in nineteen debates at the Southwestern meet. Of this number Emporia won twelve.

### MICHIGAN

**Delta.**—The Michigan State chapter plans to have luncheons on the first Thursday of each month, the purpose being social and business. At their first meeting it was decided to purchase a scrap book into which all forensic news is to be placed as a permanent forensic record.

### MINNESOTA

**Beta.**—St. Olaf has organized a Forum, conducted after the manner of the Oxford Commons system. Their meetings are well attended, and questions are eagerly discussed.



**Gamma.**—Before an audience of 800 people, many of whom had come from surrounding towns, debaters of Gustavus Adolphus met a team from Oxford University in a non-decision debate, discussing the proposition, "Resolved, that the American civilization is a greater danger to the world than that of Russia." The visitors upheld the affirmative. This was the third time Gustavus had welcomed an English debate team. Harold LeVander, last year's winner of the Minnesota state peace oratorical contest and third place winner in the national Pi Kappa Delta essay-oratorical contest, and Leland Stark, alternate on the Gustavian team that won the national debate tournament at Wichita in 1930, represented Gustavus.

#### MISSOURI

**Alpha.**—Westminster College expects to have a large delegation at Tulsa.

**Gamma.**—Central College of Fayette has definitely scheduled debates with seven colleges and universities. There are tentative arrangements for contests with four others.

#### NEBRASKA

**Beta.**—Miss Polly Ann Bignell, M. A. of the University of Iowa, heads the work of Speech at Cotner College. Under her leadership a major in speech is now offered there.

#### NORTH CAROLINA

**Alpha.**—North Carolina State College has won 27 of its 34 debates held the past two years. During that period her representatives have

won three state titles and three Southern championships in individual competition. Prof. E. H. Paget is coach of debate and oratory.

#### NORTH DAKOTA

**Alpha.**—The Jamestown College chapter recently sponsored the presentation of "Hamlet" and "Taming of the Shrew," by a Shakespearean Repertoire company.

#### SOUTH DAKOTA

**Gamma.**—Vivian Halverson, with her oration, "Stone Throwers," in a recent local contest won a cash prize of \$25.00 and the right to represent Yankton in the state oratorical contest to be held at Brookings in February.

#### TENNESSEE

**Beta.**—Sam Cochran and Clifton Lawrence, representing Tusculum College, won a critic judge decision over Emory College of Virginia in a debate on Compulsory Unemployment Insurance held at Greenville Tenn., Dec. 8.

**Gamma.**—Mary Lee Whitley, the chapter reporter at Commerce, Texas, states: "We would like help on the problem of arousing interest in oratory. We have no young preachers here, and school teachers do not like to 'orate.' Will some other successful teachers college send help? South Dakota Zeta for example."

#### VIRGINIA

**Alpha.**—State Teachers College of Farmville "will send two—possibly three representatives to Tulsa" A play will be presented soon to provide the necessary funds.

## QUESTIONS BEFORE THE HOUSE

(Continued from page 133)

5. The federal government should fix minimum prices on farm products.

6. The several states should adopt a plan of unemployment insurance. Missouri University: 1. The several states should adopt a plan of unemployment insurance. 2. This house favors the principles of Mr. Charles A. Beard's Five-year Plan.

Morningside College: Rules prohibiting professionalism in intercollegiate athletics should be abolished.

For women's debates:

1. The divorce laws of Nevada should be condemned.

2. The federal Congress should have exclusive power to regulate marriage and divorce.

3. The care of children should be the sole basis of granting alimony.

4. The working of married women in gainful occupations when their husbands are also employed should be prohibited.