TENTATIVE TIME-CARD FOR TULSA TOURNAMENT

President Pflaum asks that you offer any suggestions you may have for improvements.

Monday, March 28.

8:15 a. m. First roll call. General assembly, ball room—mezzanine floor of Tulsa hotel.
9:15 a. m. First round of men's and women's debates, high school.
10:30 a. m. Second round of men's and women's debates, high school.
12:00 Noon Council luncheon. Parlor—mezzanine floor of Tulsa hotel.
12:00 Noon Luncheon of Kansas Province.
1:30 p. m. Third round of men's and women's debates, high school.
2:45 p. m. Drawing of topics for first round of men's and women's extemporaneous speech contest. Extemporaneous speech headquarters—mezzanine floor of Tulsa hotel (or high school).
3:45 p. m. First round of men's and women's extemporaneous speech, high school.
6:00 p. m. Pi Kappa Delta dinner. Ball room—mezzanine floor, Tulsa hotel.
8:15 p. m. First round of men's and women's oratory, high school.

Tuesday, March 29.

8:15 a. m. Fourth round of men's and women's debates, high school.
9:45 a. m. Second roll call. First business session; committee reports. Ball room—mezzanine floor, Tulsa hotel.
12:00 Noon Council luncheon. Parlor—mezzanine floor, Tulsa hotel.
1:30 p. m. Second round of men's and women's oratory, high school.
3:30 p.m. Fifth round of men's and women's debates, high school.
6:00 p.m. Pi Kappa Delta dinner, ball room—mezzanine floor, Tulsa hotel.
7:15 p.m. Drawing of topics for second round of men's and women's extemporaneous speech. Extemporaneous headquarters—mezzanine floor, Tulsa hotel (or high school).
8:15 p.m. Second round men's and women's extemporaneous speech contest, high school.

**Wednesday, March 30.**

8:15 a.m. Sixth round of men's and women's debates, Tulsa hotel, high school and churches.
9:30 a.m. Province meetings, Tulsa hotel.
11:00 a.m. Second general assembly, Tulsa hotel.
12:00 Noon Council luncheon, Parlor—club room on lobby floor, Tulsa hotel.
1:30 p.m. Seventh round of men's and women's debates, high school, hotel and churches.
2:30 p.m. Drawings for third round extempore contests.
3:30 p.m. Third round extempore contests.
4:30 p.m. Third round of men's and women's oratory, high school.
6:00 p.m. Pi Kappa Delta dinner, ball room—mezzanine floor, Tulsa hotel.
7:00 p.m. Faculty and Student conferences.
8:30 p.m. Social evening, University of Tulsa.

**Thursday, March 31.**

8:15 a.m. Eighth round of men's and women's debates, Hotel Tulsa and churches (semi-finals for women).
9:30 a.m. Third roll call and business session, ball room, Tulsa hotel—mezzanine floor.
12:00 Noon Council luncheon, parlor—mezzanine floor, Tulsa hotel.
1:30 p.m. Semi-finals in men's debate. Finals in women's debate.
1:30 p.m. Meeting of all faculty members for symposium on forensic problems.
3:30 p.m. Sight seeing trips and airplane rides.
6:00 p.m. Pi Kappa Delta dinner, ball room—mezzanine floor, Tulsa hotel.
8:00 p.m. Finals in men's debate—to be broadcast over N. B. C. hookup.

**Friday, April 1.**

8:15 a.m. Drawings for men's and women's semi-final extemporaneous speech contest, Hotel Tulsa.
9:15 a.m. Semi-finals in men's and women's extempore. Finals, men's and women's oratory, Hotel Tulsa.
12:00 Noon Council luncheon, parlor—mezzanine floor, Tulsa hotel.
1:30 p.m. Finals, men's and women's extempore.
2:45 p.m. Final roll call and business session, Tulsa hotel.
6:30 p.m. Pi Kappa Delta biennial banquet, ball room—mezzanine floor, Tulsa hotel.
QUESTIONS BEFORE THE HOUSE

We are indebted to The Gavel, of Delta Sigma Rho, for much of the information given below.

Oxford University Questions

1. That the Statue of Liberty is not a signpost but a grave-stone. (Oxford team takes the affirmative).
2. That immediate independence should be granted to India. (Oxford, negative).
4. That the nations of the world should take a twenty-year tariff holiday. (Both teams split).
5. That American civilization is a greater danger to the world than that of Russia. (Oxford, affirmative).

English University Questions

1. That the dole provides a better method of solving the unemployment problem than does the charity system. (English team affirms).
2. That the world has more to fear from Fascism than from Bolshevism. (Teams split).
3. That the formation of a federation of European states would be conducive to world peace and prosperity. (Teams split).
4. That the future well being of humanity depends on the continued dominance of the white races. (Teams split).
5. That this house favors international agreements for free trade among the nations. (English team affirms).

Robert College Questions

1. That Turkey should be a member of the League of Nations. (Turkish team denies).
2. That the mandatory system used by the Great Powers is a continuation of imperialistic policies. (Turkish team affirms).
3. That the United States should recognize the government of U. S. S. R. (Turkish team affirms).
5. That compulsory unemployment insurance should be adopted by the sovereign states as public protection against the vicissitudes of the Machine Age.

Arizona Junior College League: A third political party based upon present economic needs should be established in the United States.

Southern Idaho Conference: Pi Kappa Delta question.

Indiana Intercollegiate Debate League: The United States government should extend political recognition to the present government of Russia (DePauw, Earlham, Wabash, and other Indiana colleges). For women in the same colleges: The distinction between amateurs and professionals should be abolished in all athletic contests to which admission is charged.

Illinois Intercollegiate Debate League: For the men’s debates, The federal government should enact legislation embodying the essential features of the Stuart-Chase plan for the stabilization of business. (13 Illinois colleges). Question for women, The United States should offer to participate in the cancellation of all inter-governmental World War debts including reparations.

Michigan Debate League: Some substitute for the present capitalistic system should be adopted in the United States. (10 colleges in Michigan). For the women, the same question as that of the Illinois Women’s League.

Midwest Conference: The Stuart-Chase plan as outlined in the June, 1931, number of Harpers Magazine. Constitutionality is waived. (About 30 colleges in the middle West. Mentioned by Albion, Beloit, Lawrence, Shurtleff, and other colleges in recent reports). For the women, the same question as for the women of the Illinois and Michigan Leagues.

Missouri Valley Conference: Government control of industry. Second choice in the final voting of this league was the Sales Tax, and third choice, Capitalism. (Arkansas, Colorado, Drake, Iowa State College, Kansas, Kansas State, Missouri, Nebraska, Oklahoma, South Dakota, Texas, and Washington University of St. Louis).

New Mexico College Debate League: Pi Kappa Delta subject. (New Mexico Normal University, University of New Mexico, State Teachers College).

Buckeye League: For the men, Capitalism as a system of economic organization is unsound in principle. For the women in same league, The entrance of women into the industrial and political life of the United States is to be deplored. (Informal
organization including University of Cincinnati, Ohio University, Denison, Ohio Wesleyan, and Miami).

Interstate League: Capitalism as a system of economic organization is unsound in principle. (Allegheny, Oberlin, Ohio Wesleyan, Western Reserve, and Wooster).

Ohio Debating Conference: For men, The principle of communism is best adapted in solving our present economic problems. (Heidelberg, Mt. Union, Wittenberg, and other colleges in Ohio). For women, Government direction of public conscience should be condemned.

Oregon Intercollegiate Forensic Association: Proportional representation, wages, marriage and divorce.

Pacific Forensic League: The Republican Party is a major cause of the present financial depression in the United States.

Northwest Conference: For men, The cutting of wages during the present depression has retarded the process of recovery. (Reported by Whitman College and Washington State College). For women, College disciplinary regulations should be the same for men and women.

Western Conference Debate League: The United States should adopt a compulsory nation-wide plan for the control of production and distribution in major basic industries. (Universities of Wisconsin, Illinois, Michigan, Purdue, Northwestern, Iowa and Minnesota).

Miscellaneous

There should be proportional representation of political parties in the federal House of Representatives.

The federal Farm Board should be abolished.

Denison University: Unemployment insurance.

Drake University: Compulsory unemployment insurance.

Georgia: The election of President Hoover has not been justified by the record of his administration.

Grinnell: Compulsory unemployment insurance.

Hamilton: The dole provides a better method of solving unemployment problems than does the charity system.

Kansas State College:
1. Capitalism has proved a failure.
2. The state of Kansas should provide from state funds for a major portion of the cost of secondary education within the state.
3. Corporation farming should be condemned.
4. The Republican Party should be returned to power in 1932.

(Continued on page 168)
THE FORENSIC OF

DEBATING TOURNAMENTS

Professor E. R. Nichols of Redlands has an article in the December issue of the Southern California Journal of Speech on "Debating Tournaments." He traces the rise of the plan among the schools and colleges of the Dakotas, and relates Professor Veatch's introduction of the plan at the Pi Kappa Delta Convention at Peoria in 1924, the subsequent development of the idea at the National Conventions in Estes Park, Tiffin and Wichita, noting also the rise of the practice tournament idea at Southwestern College, Winfield, Kansas. The article also discusses the advantages and disadvantages of the tournament as an educational process.

In tabulating the results of the annual questionnaire for intercollegiate debates, Professor Nichols has just listed the following tournaments that are being held this debate season.

Practice Tournament—Southwestern College, Winfield, December 4-5; Practice Tournament—University of Redlands, California, December 4-5; Invitational Tournament—University of Redlands, California, March 17-18; Invitational Tournament—Arkansas Colleges, Arkadelphia; Invitational Tournament—Northwest colleges, Linfield College, Ore.; Invitational Tournament—Iowa colleges, Cedar Falls, March 9-12; League Tournament—S. California colleges, Los Angeles, February 18-19; Delta Sigma Rho Tournament—Madison, Wisconsin, March 24-25; Pi Kappa Delta National—Tulsa, Oklahoma, March 28-April 1.

A BOOK EVERY DEBATER SHOULD HAVE

Winning Intercollegiate Debates and Orations, volumes I, II and III, are now on sale. Vol. III was published during the summer. In it appear the debates, orations, and extempore speeches which won the national contests at Wichita. Every chapter of P. K. D. and every library in a P. K. D. institution should have a copy. Each chapter should ask its library to order one or more. Individuals will want copies. Order now. Regular price $1.50. Special price $1.00. Address all orders to Noble & Noble, 76 Fifth Ave., New York City.
Editor's Note: The following article contains excellent advice both for the experienced and for the inexperienced. We know of college professors, jurists and politicians, as well as college debaters, who would profit by its practical principles. This article appeared during the World War, under the title "A Handbook for Speakers," and was issued for the information of those who were to assist in raising the Liberty Loan. As one might expect, therefore, it does not detour by way of hair-splitting discussions on academic non-entities. Although the war is over, the art of making a speech has not materially changed.

Plan Carefully.—Plan your speech with care. Don’t trust to inspiration. Assume to speak only when you have thought out beforehand what you are going to say.

The boast of some speakers that they always speak extemporaneously, that their speeches are never twice the same, may well be the cause of the failure of some patriotic meetings.

One of the greatest speeches of all time, Lincoln’s Gettysburg Address, was drafted three times before it was delivered. If that great master of English and oratory felt it necessary thus to work over his material before addressing an audience fully aware of his position and power, how much more necessary is it for the average speaker to do likewise. If it be distasteful to write out the whole speech, the safe and wise thing to do is to prepare a comprehensive outline. As the campaign progresses revise your speech as experience dictates.

Be Consecutive.—Plan your speech so as to keep it moving forward. Let one thing lead to another. When you have made a point, pass on in logical order; your audience will travel with you.

Be Specific.—Visualize things for your hearers. If your
speech presents word pictures, the impression is both stronger and more lasting.

**Appeal to both the emotions and the intellect.**—People fight their best, work their hardest, and make their biggest sacrifices when both their reason and their emotions are appealed to. They must not only be moved to subscribe, but convinced that they should keep up their payments and not sell their bonds.

**Get Subscriptions**—Always remember that this is the definite object of your speech, and the test of your success.

**Character of appeal.**—Avoid “high brow” methods. This is democracy’s war and you should talk democracy’s language. Therefore, be clear and simple, using short words and crisp sentences.

Avoid equally the other extreme. Don’t be too colloquial, too slangy. It is perfectly possible to keep the thought and the sentiment on a high plane and yet do so in simple language.

**Be adaptable.**—Find out about the place and the audience. Ascertain local conditions. Get the figures for that town as to the men in service, the number of casualties, the record on former loans, on the Red Cross, the Y. M. C. A. Inquire about local organizations, Home Guard, Red Cross branches, etc.

Let your speech fit your audience. Draw your illustrations from things they know about and care about. Consider what is the best appeal to farmers, to factory workers, to tradesmen, etc.

“Canned” speeches will get few subscriptions. Select those topics that you believe will appeal most to that particular audience. Assimilate them, think them over, dress them up in your own way, with your own illustrations. Make them your ideas, and the speech your speech.

**Forceful presentation.**—Though orators may be born, not made, yet almost any speaker can greatly improve his effectiveness by study and observation.

As a master of speaking has tersely said, “Attack your audience, or it will attack you.” An audience to which you do not give your best will be slow indeed to respond to any message you bring.

If inattention occurs in any part of the audience, the speaker must not turn away from that section and speak to those who appear interested. Inattention spreads rapidly and should be stopped at its source. Let the speaker address his words to the inattentive, and through natural courtesy they will assume the
attitude of attention.

Always remember the man in the far corner of the room. You want his subscription, too. Therefore speak so that he can hear you. People soon tire of the effort of trying to hear, and thus drift into inattention.

Enthusiasm is born of conviction. It is earnestness, not noise, which counts. An American audience quickly realizes whether a speaker means what he says. Nothing is more contagious than enthusiasm that is genuine.

Finish strong.—Daniel Webster tells us that he always worked out and memorized a strong closing sentence, no matter how extemporaneous the other portions of the speech might be. With a comprehensive outline and a strong closing sentence or paragraph the speaker is less likely to exceed the proper time.

Many speeches otherwise effective have lost all effect because the speaker did not know when he was through. It is a matter of mere courtesy, both to the audience and to other speakers, to be as brief as logic and clearness allow. A college president, when asked by a visiting clergyman how long the latter could preach to the students, replied, "There is no time limit, but rumor has it that no souls are saved after the first twenty minutes."

Keep these points in mind

Begin with a positive, concrete, striking statement. Tell them something at the start that will immediately grip their attention.

Use short sentences. Try to make one word do the work of two.

Avoid fine phrases. You aren’t there to give them an ear-full, but a mind-full.

Talk to the back row of your audience; you’ll hit everything closer in.

Talk to the simplest intelligence in your audience; you’ll touch everything higher up.

Be natural and direct. Sincerity wears no frills.

Speak slowly. A jumbled sentence is a wasted sentence.

You represent the United States of America. Don’t forget this. And don’t let your audience forget it.

Finish strong and sharp.
At the Wichita convention a resolution was passed prohibiting the granting of charters to institutions except at national conventions. This means that if any college wishes to have a chapter of Pi Kappa Delta within the next two years, petition should be made soon, so that the Charter Committee will have opportunity for complete investigation.

The Charter Committee makes these urgent requests of the local chapters:

1. If there are any colleges in your vicinity or province which would like to affiliate with our organization or which you should like to have become members, speak to the proper representatives of these institutions at once. The committee does not solicit. We expect the local chapters to develop interest in our fraternity.

2. When you are asked for information by the committee, remember that it is your official duty to comply. You are in a position to know about the colleges in your vicinity. Give us all the information you can, so that your committee may properly evaluate a petitioning institution. The following standards for admission of new chapters were adopted at the last convention. Use these standards as a guide when supplying us with your information.

1. The college must be a member of the North Central Association or its equivalent.

2. The college must offer courses in public speaking amounting to the equivalent of a three hour course for two or more semesters.

3. The college must have engaged in inter-collegiate forensics continuously for not less than five years.

4. The college must have an average of ten students actually engaged in inter-collegiate forensic contests for each of the five years immediately preceding the application.

(Continued on page 158)
WANTED: A THEME SONG AND CONVENTION STUNTS

H. DANA HOPKINS, Chairman Convention Committee

Now if Al Jolson or J. D. Coon would only write us a theme-song, say, such as "Tulsa Bound," or "Oklahoma, We're On the Way," this musical daily dozen would give us something to do between the endless activities which the chapters are now pursuing so that the elusive fund for that trip to the convention may be securely corralled.

Perhaps you would like to write a convention song yourself. We want a good red hot one that will raise the roof when we gather there at Tulsa in our daily dinners at the end of each forensic day.

Besides this, I want to know what your chapter delegation can have ready in the way of a special stunt to be used as a short program at one of these dinner hours. We will have use for perhaps three or four. They should be short and potent enough to make the losers of the day forget their sorrows and the winners put away for the moment at least their self-esteem. I would like to have both the songs and your suggestions of stunts not later than the middle of February.

In this issue of the Forensic are pictures showing some of the aspects of your home from March 28th to April 3rd. The
banquet hall is located off the mezzanine floor and will be used for our evening meals. The hotel is admirably suited to a convention such as ours. Its sleeping rooms are roomy and the beds are wonderful. The lobby is spacious with ample room for desk space necessary for your convenience. The mezzanine floor, admirably suited to our needs, is flanked on two sides by rooms splendidly adapted for small conferences or private luncheons, and arrangements can be made with the management for these if state delegations would like to have during the convention, noon lunch-

eons of this nature. The hotel is located within easy access of any section of the Tulsa business section and yet not so centrally that the business of the convention will be handicapped by city traffic. I know you are going to be charmed with the unusually fine conveniences of the Hotel Tulsa and that our convention will reflect
in smoother working its adaptation to our needs.

In a chapter letter I am taking up with you the item of cost so I am not including it here. I wish to emphasize that we have received every consideration from Mr. Ketchem, the owner of the hotel and that these favors to us were his response to our assurance that the hotel Tulsa would have ALL of our delegation. Such an arrangement will be advantageous to us, for the success of the convention program, the close fellowship which such a convention affords and your personal enjoyment will reach their fullest degree only if we keep our fraternity family united.
SEE YOU AT TULSA
Has your chapter some unique way of securing tournament funds? Tell us about it.

The following chapters report that they expect to send representatives to participate in all forensic activities at the National Tournament: Wisconsin Alpha, Ohio Eta, Iowa Epsilon, Oklahoma Eta, Illinois Mu. Many others state that they will have "large," "experienced," "strong," "able," "representative," "quota," or "winning" delegations.

The Texas Gamma chapter has adequate funds to send delegates to Tulsa, and to pay for their local forensic program. These funds are provided thru their share of the student fund.

Prof. Hayman of Idaho Alpha suggests as a matter of economy that some of the schools of the Northwest Province charter a bus for their conveyance to Tulsa.

West Virginia Wesleyan P. K. D.'s have added to their convention fund by selling football programs on homecoming day and by raking leaves on the campus. Other enterprises are being considered.

Prof. Toussaint's speakers at Monmouth have recently presented a play, the funds from which, we understand, are to aid in the Tulsa trip.

WHAT CAN WE DO ABOUT COLLEGE DEBATING?
By E. R. NICHOLS

I have not seen the statement this fall that debate is officially dead, but several predictions have reached me as usual. Therefore I wish to present another walking of its ghost. And it was quite a walk—94 debates held, 30 judges used, 14 schools represented, 40 teams participated, 7 rounds to final eliminations—all held from 10:30 A. M. Friday to 3:30 P. M. Saturday. And there was time for recreation and fellowship in between.

The Redlands Invitation Practice Tournament is thus graphically described. It was held at the University of Red-
lands, December 4 and 5, and was the first of its kind in the west. It represents the attempt of the colleges and junior colleges of Southern California to better their understanding and analysis of the question under discussion.

The question used was the official Pi Kappa Delta question: "Resolved, that Congress should enact legislation providing for the centralized control of industry, constitutionality waived." Fourteen schools attended the tournament. They were: Glendale Junior College; San Bernardino Junior College; Los Angeles Junior College; Santa Ana Junior College; Long Beach Junior College; Compton Junior college; Pasadena Junior College; Pasadena College; Woodbury College, Los Angeles; Whittier College; La Verne College; Santa Barbara State Teachers College; California Christian College, Los Angeles; and University of Redlands. These schools sent a total of 40 teams.

There were three divisions—Varsity men; women, made up of all women's teams, whether junior college or college; junior college, to which was added freshmen and sophomore teams from the colleges. The winners were, in the men's division, University of Redlands; in the women's division, University of Redlands, and in the junior college division, Los Angeles Junior College. Medals were awarded to the members of the winning team in each division, and a cup to the winning school in each division.

The meet was conducted like the national Pi Kappa Delta tournament. There were four rounds of debates without any judgments being published. At the end of four rounds all teams with no or one defeat continued. Twenty-six debates were necessary to determine a winner in the men's division, with twelve teams entered. Twenty-two debates were needed for the women's division, with ten teams entered. Forty-six debates were needed in the junior college division with eighteen teams entered.

The affirmative side won 57 and the negative 37.

All in all it was a huge success, as voted by participants, coaches and judges.

In spite of the repeated staging of successful forensic tournaments like that at Redlands, our critics repeat their annual prophecies of debate's demise.
THE FORENSIC OF

SOME OTHER LEAGUE DOINGS

The Southern California Public Speaking Conference will hold its annual league debate this year in the form of a tournament at the California Christian College, Los Angeles, the third week in February. The colleges entering are Whittier, La Verne, California Christian, Pasadena College, California Institute of Technology, University of Redlands. Both men's and women's tournaments will be held. Each college will have two teams in each round.

* * * * *

The Pacific Forensic League will hold its oratorical and extempore contests at Pomona College March 21 to 24, 1932. The Pacific League is debating a political question this year, the idea being that the country should change to a Democratic administration.

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The Western Association of Teachers of Speech met at the Pasadena community playhouse and the hotel Maryland in Pasadena, California, during the Thanksgiving recess. It was a fine convention and extremely well attended. About 80 attended the Thanksgiving dinner. Many additional registrations came in Friday. The Saturday sessions were also large. The one act plays at the Pasadena Junior College, Friday evening, were especially good, and the opening session Thursday afternoon featuring addresses by Professor L. E. Bassett of Stanford, president of the Western Association, and by Gilmore Brown of the Pasadena community playhouse and Hamlin Garland, the noted author, were inspirational high lights of the meeting.

* * * * *

The College Teachers of Speech in Southern California have merged with the Speech Arts Association of Southern California, an organization maintained by the high school, junior high school speech teachers and the speech correction teachers of the elementary schools. The merged organizations will publish the Southern California Journal of Speech. Professor J. P. Beasom, of the department of speech of Glendale Junior College, is the editor.

Professor E. R. Nichols, who heads the College Teachers of Southern California, is a member of the board of directors of the journal.
ABRAHAM LINCOLN: A TRIBUTE

An extract from Henry Ward Beecher's memorial sermon on Abraham Lincoln, delivered at Plymouth Church, Brooklyn, April 25, 1865.

(In reprinting this extract our purpose is two-fold, namely: To commemorate that date, more significant as the years pass, marking the birth of the martyred Lincoln; to call attention to, and make easily available for all Forensic readers, one of the foremost examples of commemorative oratory.—The Editor.)

THERE is no historic figure more noble than that of Moses, the Jewish law-giver. There is scarcely another event in history more touching than his death. He had borne the great burdens of state for forty years, shaped the Jews to a nation, filled out their civil and religious polity, administered their laws, guided their steps, dwelt with them in all their journeys in the wilderness; had mourned in their punishment, kept step with their march, and led them in wars, until the end of their labors drew nigh. The last stage was reached. Jordan only lay between them and the promised land.

"From that silent summit, the hoary leader gazed to the north, to the south, to the west, with hungry eyes. The dim outlines rose up. The hazy recesses spoke of quiet valleys between the hills. With eager longing, with sad resignation, he looked upon the promised land. It was now to him a forbidden land. It was a moment's anguish. He forgot all his personal wants, and drank in the vision of his people's home. His work was done. There lay God's promise fulfilled.

"Again a great leader of the people has passed through toil, sorrow, battle, and war, and come near to the promised land of peace, into which he might not pass over. Who shall recount our martyr's sufferings for this people? Since the November of 1860, his horizon has been black with storms. By day and by night he trod a way of danger and darkness. On his shoulders rested a government dearer to him than his own life. At its integrity millions of men were striking at home. Upon this government foreign eyes lowered. It stood like a lone island in a sea full of storms; and every tide and wave seemed eager to devour it. Upon thousands of hearts great sorrows and anxieties have rested, but not on one such, and in such measure, as upon
that simple, truthful, noble soul, our faithful and sainted Lincoln. He wrestled ceaselessly, through four black and dreadful purgatorial years, wherein God was cleansing the sin of his people as by fire.

"At last the watcher beheld the gray dawn for the country. The mountains began to give forth their forms from out of the darkness; and the East came rushing toward us with arms full of joy for all our sorrows. Then it was for him to be glad exceedingly, that had sorrowed immeasurably. Peace could bring to no other heart such joy, such rest, such honor, such trust, such gratitude. But he looked upon it as Moses looked upon the promised land. Then the wail of a nation proclaimed that he had gone from among us. Not thine the sorrow, but ours, sainted soul.

"Never did two such orbs of experience meet in one hemisphere, as the joy and the sorrow of the same week in this land. The joy was as sudden as if no man had expected it, and as entrancing as if it had fallen a sphere from heaven. In one hour it lay without a pulse, without a gleam, or breath. A sorrow came that swept through the land as huge storms sweep through the forest and field, rolling thunder along the sky, disheveling the flowers, daunting every singer in thicket and forest, and pouring blackness and darkness across the land and up the mountains. Did ever so many hearts, in so brief a time, touch two such boundless feelings? It was the uttermost of joy; it was the uttermost of sorrow—noon and midnight, without a space between.

"The blow brought not a sharp pang. It was so terrible that at first it stunned sensibility. Citizens were like men awakened at midnight by an earthquake, and bewildered to find everything that they were accustomed to trust wavering and falling. The very earth was no longer solid. The first feeling was the least. Men waited to get straight to feel. They wandered in the streets as if groping after some impending dread, or undeveloped sorrow, or some one to tell them what ailed them. They met each other as if each would ask the other; "Am I awake or do I dream?" There was a piteous helplessness. Strong men bowed down and wept. Other and common griefs belonged to some one in chief: this belonged to all. It was each and every man’s. Every virtuous household in the land felt as if its first-born were gone. Rear to his name monuments, found charitable institutions, and write his name above their lintels; but no monument will ever equal the universal, spontaneous, and sublime sorrow.
that in a moment swept down lines and parties, and covered up
animosities, and in an hour brought a divided people into unity
of grief and indivisible fellowship of anguish.

"And now the martyr is moving in triumphal march, mightier than when alive. The nation rises up at every stage of his
coming. Cities and states are his pall-bearers, and the cannon
beats the hours with solemn progression. Dead, dead, dead, he
yet speaketh. Is Washington dead? Is Hampden dead? Is Da-
vid dead? Is any man that ever was fit to live dead? Disenthral-
ed of flesh, and risen in the unobstructed sphere where passion
never comes, he begins his illimitable work. His life now is grafted
upon the infinite, and will be fruitful as no earthly life can be.
Pass on, thou that hast overcome! Your sorrows, oh people,
are his peace! Your bells and bands, and muffled drums, sound
triumph in his ear. Wail and weep here; God makes it echo joy
and triumph there. Pass on!

"Four years ago, oh Illinois, we took from your midst an
untired man, and from among the people. We return him to you
a mighty conqueror. Not thine any more, but the Nation's; not
ours, but the World's. Give him place, oh ye prairies! In the
midst of this great continent his dust shall rest, a sacred trea-
sure to the myriads who shall pilgrim to that shrine to kindle
anew their zeal and patriotism. Ye winds that move over the
mighty places of the West, chant requiem! Ye people, behold a
martyr whose blood, as so many articulate words, pleads for fi-
delity, for law, for liberty!"

MORE "BALM" FOR DEBATEERS

Extra-curricular activities and socialized educational pro-
jects are not substitutes for class room study, Dr. Luther T. Pur-
don, University of Michigan vocational guidance expert, told
three Toledo audiences recently.

A survey in a large New York bank showed that only one of
the 20 highest paid bank employes had been a socially prominent
under-graduate.

The average salaries for ex-college athletes, dramatic stars
and class presidents is less than the average for all college grad-
uates, surveys show.

Annual and newspaper editing and debating are the only
extra-curricular activities that tend to make students more suc-
cessful after graduation, Dr. Purdon believes.—(From the Bee
Gee News of Bowling Green State College.
THE SOUTHWESTERN CONFERENCE

What is doubtless conceded to be the largest debate tournament of 1931 was held on December 4 and 5 at Southwestern College, Winfield, Kansas. This is an annual event at Southwestern, and each succeeding year has seen increased interest and attendance. In the recent meet, 300 debaters, representing forty-nine colleges of seven states, participated. Practically all the debaters attended the banquet which was served in the Stewart Gymnasium. Dr. Baker, Director of the Tournament, and Toastmaster at the banquet, is seen at the right end of the table in the foreground. Seated at his right is Prof. Geo. R. R. Pflaum, National President of Pi Kappa Delta, guest speaker, who told of plans for the Tulsa Tournament.
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.

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**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.

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**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.
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.1 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.

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. 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 lisping. 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.

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.
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.


PHI 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 Hoffpauer

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.
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 Exercress 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.


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


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


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


SECTIONAL MEETINGS

Regional and State Organizations

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


Research in Basic Speech Functions

Chairman, Floyd K. Riley, University of Michigan.


"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. Mable, 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.


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 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.


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


Graduate Reports on Research
Chairman, Andrew T. Weaver, University of Wisconsin.


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


Discussions.

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

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

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.
"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.
"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.
"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

"Motivation of Student Effort in the High School Curriculum," Gladys L. Borchers, University of Wisconsin.
"Teaching Speech as a Tool," Merle L. McGinnis, Huntington Park High School, California.

Problems of the Elementary School Curriculum

Chairman, J. Walter Reeves, Peddie Institute.
"The Elementary Speech Program," Irene Poole, Akron, Ohio.  
Curriculum Discussion.  

Problems of the Junior College Curriculum  
Chairman, Rolland Shackson, Grand Rapids 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 extemporaneous speaking.

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

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, Tex., 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.