

THE FORENSIC


SERIES 14

MARCH, 1929

NUMBER 4

Truthful Publicity For Forensics

BY PRESIDENT W. H. VEATCH

NE OF the essential parts of a forensic program of any school is the publicity program. A failure to carry out this phase of the forensic program weakens the whole structure. Upon the amount of the publicity obtained rests to a certain extent the success of the whole venture because if no one but the participants knows what is being done, even the number of participants will wane. Granted, then, that a strong forensic program should have along with it and as a result of it a strong publicity program, how far are we justified in going to obtain such favorable publicity?

This is not intended to be a constructive article. This is not intended to point out how to get favorable publicity. This is intended to call attention to the fact that publicity in forensics should be governed by the same code of ethics as publicity in business—namely: the truth. Business men have discovered that the truth pays in advertising. The same thing is true in advertising forensics. If our colleges cannot set a standard of leadership here, they should retire from the field. Let me give three recent instances of untruthful publicity that have been called to my attention.

(a) After the last Pi Kappa Delta convention the college paper from one of our chapters was sent to me to show me what type of publicity forensics received in that institution. The convention had received a very well written article that covered two columns and a half. Most of us would appreciate receiving that much space. BUT—according to that article practically every university in the United States had attended this convention and been defeated by the debating teams of this institution. In all, nine schools were mentioned as having been defeated by this college, which are not members of Pi Kappa Delta and naturally were not at the convention. The 1928 Pi Kappa Delta convention was a big enough event and should make a big enough story for any college in the country without such tactics.

(b) During the past summer the publicity department of one of the colleges of the country put out a paper which covered in its several issues,

Issued four times a year in October, January, March and May. Subscription price per year, 50c. Subscription free to all active members. Entered as second-class matter, October, 1928, at the post-office at Fort Collins, Colorado, under Act August 24, 1912.

Office of Publication: Express-Courier Publishing Company, Fort Collins, Colo. Address all copy to George McCarty, Editor Pi Kappa Delta Forensic, State College Station, Brookings, South Dakota.

the various activities of the institution. In the issue covering debating the statement was made that for five consecutive years their debating teams had been undefeated. During one of the years that they named, I happened to have been connected with debate at an institution that belonged to the same debating conference as this school, and upon looking up the conference record for that year discovered, as I had thought, this school had placed sixth out of seven schools in the conference and lost five debates in that conference alone during this year that they claimed to have been undefeated.

(c) Two colleges debated three times during last year. A. College won the first debate. B. College sent out a bulletin to the Associated Press that the debate had been won by B. College. A. College called their attention and B. responded that someone had made a mistake. A. College won the second debate and B. College again sent out a statement to the Associated Press that the debate had been won by B. A. again protested and was informed by B. that a patriotic telegraph operator must have changed the message as it had been sent out correctly. A. College won the third debate and B. College once more sent out the story that the debate had been won by B. and this time the protest of A. was not answered.

Do not draw the conclusion from these three examples that the colleges of the country and the forensic departments of all of them are engaged in a deliberate attempt to gain undeserved publicity. This is three schools out of six hundred. The point I am making is that, to be valuable, our publicity should be absolutely truthful. Mistakes are made sometimes, but they should be corrected. Your college papers get their information from the director or manager of debate. Two of the instances mentioned above the publicity department of the college itself seemed to be to blame, yet I will venture the statement that if the information had been furnished the publicity departments correctly, it would have been sent out correctly.

Let us watch the publicity material that we give out. Let us get our activities before our student body and our college constituency just as actively as we can. But, above all, let us get publicity that is truthful.

POOR RICHARD SAYS—

Half the Truth is often a great Lie.

The Way to see by Faith is to shut the Eye of Reason.

The Morning Daylight appears plainer when you put out your Candle.

A full Belly makes a dull Brain.

The Muses starve in a Cook's Shop.

Spare and have is better than spend and crave.

Good-Will, like the Wind, floweth where it listeth.

Silence is not always a Sign of Wisdom, but Babbling is ever a Folly.

Great Modesty often hides great Merit.

THE JUDGE'S SCORE SHEET

BY DR. E. R. HUNTER
Dept. of English—Maryville College

THE ONE prevailing and consistent fact about the judge's job in estimating a debate case is, that no two debates are alike. Any preconceived notion as to the way to decide a debate is bound to yield to modification and limitation in the case of each specific debate. I begin

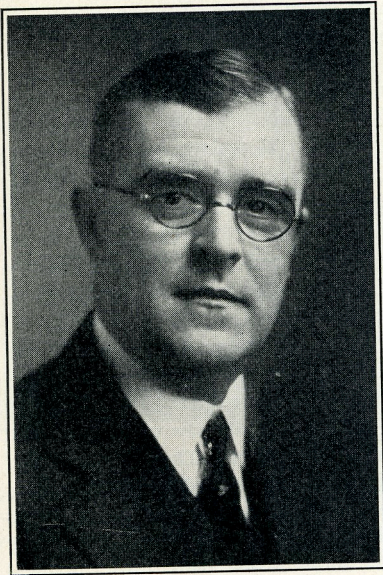
with this general statement by way of warning to myself, for I am about to set down a list of factors which may enter into the judging of a debate, and yet a list, in the using of which, no sure prediction can be made as to respective weight of the enumerated factors, for one cannot know until the debate begins to unfold, just to what extent any one of them may assume importance.

I list seven factors which I watch as I judge a debate with a few explanatory words about each.

1. I watch the CASE. By case I mean the organization and scheme of argument. The good case is clear and relatively simple. I ought, under no great compulsion to speed, to be able to write it down as it is stated. The good case is thorough, giving clear indications of having accepted all its obligations of proof. The good case is reasonable and straightforward. One

of the weakest of debating devices is so to modify and mutilate a system or institution which is being proposed, as to render it unrecognizable. I recall a debater who was to defend the application of the system of responsible cabinet government to the United States, who worked out an ingenious scheme for retaining four-year terms, presidential vetoes, and senatorial confirmation of executive appointments, and was still calling it "responsible cabinet government," but, at the same time, he was calling attention to every weak spot in his armor. Not only are such tactics not reasonable; they are positively weakening.

I include also under case the type and form of support used. Unsupported statements of fact are, of course, valueless. Figures must be well authenticated. Men quoted should be competent witnesses and shown to be



DR. E. R. HUNTER

so. Personal letters, so-called, and answers to questions in interviews are almost, if not quite, useless.

2. I watch **TEAM WORK**. In my opinion, the sequence of argument and the manner of beginning a second speech with a summary of the proof adduced in the first speech, and a clear indication of the logic in the sequence of what is to be said in this second speech is of major importance. I believe in the effectiveness of backward-looking references in all speeches after the first.

I hope it is not an eccentricity that leads me also to watch the debaters who are at their tables while a speech is going on. What use are they making of their time. Are the members of the opposing team conversing excitedly about something which was said thirty seconds ago and missing altogether something being said now which is immensely more important? An air of cock-sureness on the part of debaters at their seats, a facial expression which seems to say: "this is easy for me," indicates a false conception of debating and debate courtesy. A debater of mine, otherwise sensible, once said: "I'm never afraid of my opponent." Of whom, then, in Heaven's name, should he be afraid? No matter how well the debater may know his materials, no matter how many diamonds he may rate in his $\Pi K \Delta$ key, he's never been in this particular debate before, and the best use he can be making of his time is to be, in a quiet and respectful fashion, busy and attentive.

3. I watch the **STRATEGY** of the debate: direct questions and charts and statements of what opponents must prove. Courtesy is involved in these matters. Too much can be made of such devices as questions and charts. Exaggerated programs of proof hurled at the opposition are offensive. If the affirmative asks the negative a question in decent and respectful manner, then I am much interested in when and how the negative answers it. If the negative presents a chart or graphic diagram of any sort, I want to hear what the affirmative has to say about it. In the first debate which I served as critic judge, one team presented a very good chart. They presented it early. Each speaker emphasized it. The other team ignored it. Called upon by the rebuttal speakers to answer it, they continued to ignore it. The impression came to be that they could not answer it. Answered in almost any sort of reasonably decent fashion, it would have fallen back into the level of the discussion; but, ignored, it became the one prominent feature of the debate. Otherwise the teams were about even, and I gave my decision to the team with the chart, not so much for the chart's sake, as for the opposition's ignoring of it.

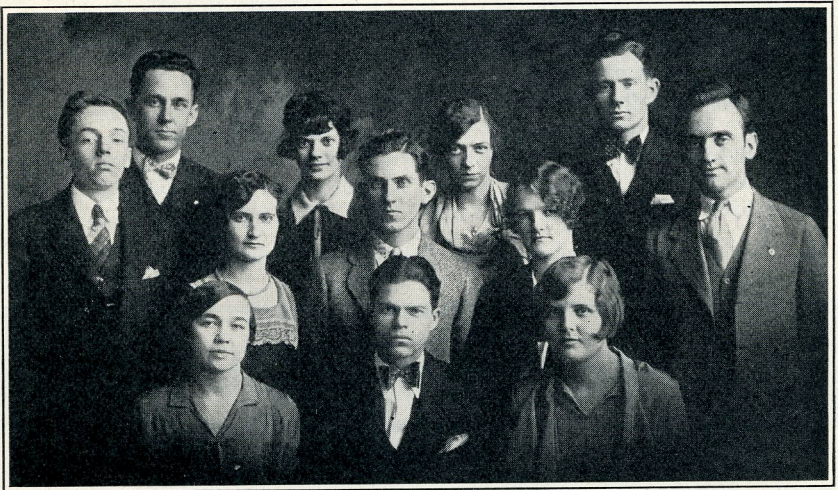
4. I watch **REFUTATION**. I believe in prompt refutation. The only speech that has any business being "set" is the first affirmative speech. The debater who can begin refutation at once and who can relate his own prepared arguments to those which his opponent has advanced, is clearly the better debater. The refutation must be apt and directly pointed at an argument already presented. Anticipatory argument is a foolish acknowledgment of the opposition's strength.

The rebuttal speech, so-called, should have completeness and finality. Little pecking, tasting dabs at the body of the opponent's argument are relatively futile. The good final rebuttal speech gathers the issues together

and compares the two cases; it expounds the debate as a whole. A really adequate final rebuttal speech is a joy forever.

5. I watch PRESENTATION. Ease and clarity of voice, and sureness of enunciation enter into it. Ease and grace of carriage, pleasantness of facial expression, effective and moderated use of gesture for emphasis chiefly, are factors. Earnestness is essential, but the debate need not be wooden. Almost above all else, courtesy is a virtue. I refer to the observation of the amenities of debate, of course, but more particularly to the finer sort of courtesy which puts a snarling, surly opponent at a disadvantage.

6. I watch TONE. I mean by tone the impression given by the language used. As everywhere else in polite society, so in debate bad grammar



TENNESSEE ALPHA CHAPTER

Left to right, front row: Vera Coy, Forest Robertson, Alice Renegar; *second row:* Wm. Graham, Mildred Crawford, Fravis Hitt, Margaret Mevis, Robert Jones; *back row:* Verten M. Quiener, coach; Ruth Longhead, Betty Jane Sharp, J. Stuart James

and unauthorized pronunciation are social errors, and should weigh their full weight, no less, against the total impression of the debate. Appropriateness of language is important. Avoidance of the grandiose and magniloquent language is a mark of wise debating. Good tone also includes sincerity of statement, frankness, avoidance of extravagances.

7. Finally, I keep in mind TECHNICAL ADVANTAGES. In many a debate, the balance of proof is almost all against one team because of a poorly-stated proposition, or because of popular prejudice regarding the issues. Such a situation calls for proportionate consideration for the team thus disadvantaged. The fact that the affirmative has the last word should always be held in mind in giving the negative fair consideration. The judge should listen harder, perhaps, to the negative's final rebuttal speech than to any other part of the debate. The team debating on its home floor has a decided

advantage. In many college audiences the applause for the home debaters is noticeably stronger than for the visitors. Perhaps the judge *is* to remain all night in the town, even perhaps to be entertained at the president's home, nevertheless the honor of his calling demands that he be fair to the team which is away from home.

I attach to this discussion a sort of form for a score sheet embodying the criteria which I have enumerated. The specific use of this sheet or of a similar one will have to be worked out by each individual judge. In the manipulation of this scheme, I compare each team on each of the seven factors. The result is either a draw, an advantage, or a disadvantage for each team on each factor. If there should in a given debate, be a draw on four of the factors; if the affirmative has a slight advantage on Case, the negative a decided advantage on Refutation, and the affirmative a slight advantage on Tone, the score is not necessarily 2 to 1. More probably the *decided* advantage outweighs the two *slight* advantages and the debate goes to the negative. But it depends, after all, on the meaning of "slight" and "decided." So, in spite of all our discussion, here we are back on the doorstep of Subjective Judgment. Will someone please invent an objective means of debate judging? No, don't bother, please. That would rob debate, and even debate judging, of all their fun.

(Judge's Score Card on next page)

From Missouri Delta

William Jewell College, Missouri Delta, has scheduled definitely the 1929 debate season, thirty debates and there are seven other contests in the process of negotiations. The schools which William Jewell debates this year include: Creighton University, the University of Oklahoma, the University of Mississippi, Hastings College, Central College, Moberly Junior College, Kemper Military College, Missouri Valley College, Pittsburg State Teachers College, Oklahoma City University, Kansas City School of Law, Westminster College, William Woods College, the Kansas City, Kansas Junior College, Southeastern Missouri State Teachers College, Nebraska Wesleyan University, Park College, Baker University, Culver Stockton College, Washburn College, Iowa Wesleyan, Cotner College and St. Louis University.

William Jewell debate schedule last year included 66 intercollegiate debates but this year the schedule has been cut to less than half.



Believe me when I tell you that thrift of time will repay you in after life with a usury of profit beyond your most sanguine dreams, and that the waste of it will make you dwindle, alike in intellectual and in moral stature, beyond your darkest reckonings.

—Gladstone.

Judging Sheet for Formal Debate

	Affirmative		Negative	
	First	Second Team	First	Second Team
CASE:				
Thoroughness				
Clearness				
Reasonableness				
Support				
TEAMWORK:				
Summaries				
Follow-up				
Use of Time at Seat				
STRATEGY:				
Questions				
Charts, etc.				
Program of Proof for Opponents				
REBUTTAL:				
Promptness				
Aptness				
Completeness				
PRESENTATION:				
Delivery				
Voice				
Enunciation				
Manner of Face and Posture				
Courtesy				
TONE:				
Language				
Correctness of Grammar				
Pronunciation				
Appropriateness				
Sincerity, Avoidance of Extravagances				
TECHNICAL ADVANTAGES:				
Burden of Proof				
Order of Speeches				
Home Audience				

Trimming the Sails of Oratory to the New Wind

(Written for *The Emerson Quarterly*)

BY JOSEPH E. CONNOR

Head of the Department of Public Speaking, Emerson College of Oratory

(Reprinted in *The Forensic* by Permission of Sands Chipman, Editor of
The Emerson Quarterly)

Not all of those who deplore the decline of the fine art of oratory-as-it-was and the rise of the practical art of public-speaking-as-it-is are as dubious over the present prospect as was the old-time actor in "Trelawney of the Wells" who pined for some lines he could "set his teeth into." Some there are, like Professor Connor, who believe that the surest and swiftest way to restore oratory to its former high estate is for teachers of public speaking to invest the practical art with more of the beauty and inspiration of the fine art. This attitude in itself is both practical and inspirational.
—E. Q. EDITOR'S NOTE.

(This article by Prof. Connor will be read with interest by both students and teachers of Speech.—Forensic Editor)

IN ALL of the arts and in all of education—in all educational subjects—we have an ever-changing cycle; or, if you wish, a changing style. Just as dress changes in style from year to year so do educational subjects and the arts run in cycles. This is true today, particularly, in the art of oratory. Oratory in the past has been a fine art just as the art of dressing in the past has been a fine art with women, and indeed with men. You remember from your reading that the most picturesque periods in the history of England, of France, and indeed of the United States, have been those periods in which the women wore great billowing skirts, the crinolines, the beautiful powdered wigs, the beauty patches; and when the men wore rich brocades, lovely laces, and periwigs. In those days dressing was for the purpose of bringing beauty into the world, for giving pleasure to mankind. The rustle of silks and satins was music to the ear, the picture a delight to the eye. In other words, it was a fine art.

The same holds true of oratory. A few years ago, oratory, too, was a fine art. Its purpose was to bring beauty into the world, to thrill and inspire, to uplift mankind through the human voice. The orator was something set apart from his fellowmen. Speak of the old-time orator now, and immediately a picture comes into your mind of a gentleman with a great shock of hair tossed by the wind. His voice was "a thing of beauty and a joy forever."

When he came before you, you were inspired and uplifted by his very presence, were you not? You were astounded continuously as you sat in the presence of a great orator by the beauty of his voice, by the majestic, dramatic sweep of his powerful being, and by his dramatic response to high and noble thought. It was a fine art. Its purpose was to bring beauty into the world, to thrill and inspire and uplift us, to have men lift their heads from the furrow and behold the stars.

Now, it seems, oratory has fallen on evil days. Its field became honey-combed with all kinds of charlatans and quacks, men who put their talents for sale to the highest bidder, who would advocate any cause which had behind it a remuneration. So you find practical, honest-minded men and women turning away from oratory as something to be abhorred, and you cannot blame them for that. They found that many of their favorite evangelists were at bottom nothing but quacks. They found that some of the leading statesmen, when they got out of office, would go on the Chautauqua platform and, shall I say, "hocus pocus" the public in the far regions of our country. Practical-minded men and women turned away in disgust, and to be stamped as an orator became something of a disgrace. Of course, the innocent, as ever, must suffer with the guilty and today you find men and women who would say to you, "Of course, I am no orator," and then go ahead and give you a pretty good speech. But they make excuses for this ability to speak. How many times do you hear good speeches prefaced with, "Unaccustomed as I am to public speaking"?

We find that the ordinary man of affairs today is beginning to search out some means by which he can drive his thought into the minds of the public. He is finding himself inadequate to it and, as he will not be stamped as an orator, he goes about and makes up a terminology of his own. He will tell you public speaking is something different from oratory. In other words, public speaking is something a little less than oratory, and now you find this practical-minded man wanting the ability to speak. He is beginning to find that it will pay to be able to speak, so he tries to find out about it, what it can give him, what he can make out of it, and he comes upon the course in Public Speaking in the curriculum of the university, the college, the high school.

The first thing he says to you as he approaches you for a course is: "Now, I don't want any fireworks. I do not want to spout a lot of poetry. I want a good, sound course that will teach me to stand up on my two feet and think." Of course, there is an anomaly in it. He presupposes that he can think under ordinary circumstances and that, therefore, with a little instruction (preferably in private lessons or by correspondence), he will be able to think aloud while on his feet before an audience. I am afraid we must first train our folks to think when they are sitting down. Then, perhaps, they will give us something worth thinking about when they stand up.

(So, we find this great art of oratory descending from its high plane as a fine art and coming down to the level of a practical art. The great question is: Will it pay? Will it bring returns?—and we find a rather hard,

formal, cut-and-dried form of oratory which seems to be trying to take the place of the fine art of which we speak. Now, if you will analyze this practical art, you will find that it has every element of the old art except that it lacks the fine edge of inspiration and beauty and drama that the old art contained. In other words, oratory, like woman's dress, has become chiefly revelatory and utilitarian. So we must trim our sails, we teachers of oratory, if we are to do anything of good at all with this new wind.

A curious thing to note is that while oratory was a fine art it was not accepted by the great educational institutions of our country, but the moment that the business man began to ask for this ability to speak, that moment our colleges, universities and high schools all over the country began to hire teachers of public speaking. In other words, the business man said: "Here, unless our young folks coming to us for jobs know how to speak and present thought before groups of people, they are of very little use to us," and, of course, when business speaks, the rest of the world stands to listen. I wonder if I may digress a moment to draw a comparison between two courses of which I have had some knowledge. One is given in a university here in New England, a university noted for a great football team and in which there is a fine teacher of oratory of the old school. I was talking very recently with one of his boys who is a member of the football squad and I asked him, "What are you doing in public speaking at——?" "Well," he said, "the old boy isn't giving us very much. You come in and he says, 'John, you stand up and recite for us, *This is the ship of pearl, The world is too much with us, or, To be or not to be,*' and," said the student, "I can't get a confounded thing out of the course."

Now, you understand what that teacher of oratory is trying to do. He is trying to develop his students along the lines of beauty and power of voice, of commanding presence, of spiritual looking up from the furrow, but the young fellow said, "I only go because I am obliged to go."

Let us look for a moment at another course in oratory in a great mid-Western university which grants a very high academic degree in speech. Of what is that course made up? Well, when the senior from the business school comes to this teacher, his first assignment reads, "At our next meeting you are to stand up before this class and sell them an automatic oil burner." When the student of theology comes he tells him to stand up before the class and pretend that it is a congregation that has had a failing clergyman for the past year and that he is there for his first sermon to show what he can do. When the senior from the medical school comes to him, he says: "Prepare a paper and read it before a clinic of physicians and doctors."

In other words, this course is designed to help the student to make money. It has become a practical art. It is no longer a fine art, an art through which to thrill and uplift humanity. So when folks say to you, "Are you an orator?" and you say, "Yes," they look at you as though you ought to be in a psychopathic ward somewhere. Do not take the next step, I plead with you, and say that you are an elocutionist, or they will put you there. Both of these are fine arts.

I am not complaining that this is true. As teachers of public speaking it is our job, of course, to face the thing and to do the best we can with it. Of course, it would be lovely if all our students came to us from the high schools with a fine glow of inspiration on their faces. It would be fine if they were to come to us to get beauty and inspiration instead of better means of making money.

Now, the fine artist is not absolutely silly in matters of money. A fine art can be made to pay, too, just as can a practical art. But the business men, you see, are finding that if they are to be successful as bond salesmen, if they are to be successful as salesmanagers, if they are to be successful as office executives, they must know how to speak. The teacher of public speaking at once begins to try to give the public what it wants.

I was speaking with the principal of a great high school in New York City not so long ago and he told me this story. I will let you draw your own conclusions from it. He said, "A young fellow, then a Junior in the high school, came to the office one day and said, 'I am going to drop my course in public speaking.' The principal asked, 'Why?' 'Well, I think that I shall never be called upon to use it. I am getting nothing out of it that I shall ever use. My father is a contractor and I am going to go right into the business as soon as I finish high school.' 'Well,' replied the principal, 'I think you will be able to use the speech course some day in some way.' But he dropped the course despite the arguments of the principal. Several years passed. That boy's father died and he fell heir to the contracting business. It seems that one of the great new schools of the city was in the course of construction and his father had the contract. The responsibility of the whole work fell upon the boy. They ran into quicksand under the foundations and had to spend thousands and thousands of dollars that they never had thought of spending. Then this boy was called upon to stand before the school committee and ask for an advance of money with which to meet his payroll. He came to the principal of the high school and said to him, 'I want one friend on that board. You are that friend. Speak for me tonight.' 'I cannot. I must vote on it, I said. So, down to the meeting they went and the chairman of the Board called the young contractor and said, 'We have your application for more funds. You will have to tell us what you want it for.' The boy got upon his feet, said something about quicksand; this, that and the other about dollars. When the chairman put to him the question, 'Just what has become of the money already advanced?' the boy stood mute. He could not say a word, and they turned the contract over to another firm. The boy went bankrupt."

This is just one illustration from hundreds. You cannot tell when you are going to need this ability and it is well always to be ready.

As I say, we are not complaining that this art has come down from its high estate to become a practical art. Our job is to find the happy medium, to add to this practical art something of the beauty and the uplift and the inspiration of the fine art. When we find that happy medium oratory again will come back to its high estate and it will not be an insult to a man to call him an orator.

The Beginning of The End

BY KATHRYN KAYSER—KANSAS ZETA

Editor's Note—Here is an interesting article by a student debater. You will enjoy reading it as I did. You may not agree with all of it. Neither do I. Perhaps the author does not agree to all of it. But we believe there is no part of it which some member of our "brotherhood" would not accept. What do you think? We have held a very successful National By-mail Pi Kappa Delta Oratorical Contest. Why not a debate? And if so, "try and find" a better subject

IT HAPPENED in one of those college classes where a student may express a personal opinion without fear of having the instructor glare at him or flunk him in the course. (And how few classes do you find like that!) The class had been investigating the field of debating. On this particular morning, each student was to express himself in regard to his reactions concerning the decisionless debate. With few exceptions the members of this class were experienced debaters—many of them Pi Kappa Deltans. Almost to a man the class was against the old-type, formal, decision debate!

This feeling was not a result of a reaction against debating as these students had been forced to follow it. They had not been forced into a formal type from which they were rebelling. *But they had tasted a new type of debate and they liked it.* They had participated in the formal debate with the traditional three judges and the expert critic judge. They had participated in the decisionless debate with the open forum. And they were voting against that style of debate which our fathers and grandfathers used. So "the old order changeth" as far as the debate students in this class are concerned. And I am wondering if the result of the vote would not be comparable with votes of students of debate all over the country?

Surely, these students can justify their prejudices against the formal debate of yesterday. A number of the qualities which dub this style of debate as passé which shall be included in this article, are actual reactions of these students already mentioned.

In the first place, when a debater is hampered by a number of judges who sit before him, note book ready and pencil poised in mid-air, he creates an artificial situation for himself, the audience, and the judges. Does Judge A look like he would fall for "such and such" a line? Does Judge B favor a counter plan? Will Judge C count it against me if I bring in the Republican party since he is a Democrat? It is an actual fact that certain debaters when debating last year's Pi Kappa Delta question, would debate negatively with

fear and trembling when a Methodist was a judge. Why? Because Methodists were opposed to war and therefore they couldn't approve of a policy which required the force of arms. Of course, these students may have been super-sensitive and the Methodist might have owned a sugar plantation in Nicaragua, but that fear was there just the same, restricting the thoughts and sincerity of the debater. A vote is a vote and he must get it by hook or crook!

The pity of it is, perhaps the Methodist is a pacifist and would let the rebels ruin his lovely sugar cane rather than fire a single shot, but he has more to worry about than that sugar cane. He has a debt to pay to the coach of the team, for when he was a judge at *his* debate, the coach of this team voted for his youngsters! And you know a debt of honor must be paid. So the poor debaters talk themselves hoarse when the die has already been cast.

It is even rumored that dark conspiracies among judges take place if these judges happen to be debate coaches. It's a tricky little game. Coach A says to Coaches B, C, and D, "Now, Coach E has won too many debates the last year. It isn't healthy for us." So poor Coach E loses most of his debates and the school says that "old Coach E is falling down on the job." "Winning teams" is the slogan, and it is a slogan that hampers debate and its possibilities on every side. Artificiality is rampant when the debater should have as his ideal situation a group *with whom* and not *to whom* he may reason. In real life situations, we reason with others always giving them the chance for questioning and challenging. We wish to move them to action—not to a vote. For this reason, the debaters enjoy the decisionless debate, in which they talk with their group, and in the open forum the group may further question their arguments.

And parrots can't get anywhere in a forum. Debaters can't memorize speeches. They have to know their material from A to Z. How much more interesting to the student is this easy, natural method than the one where he stands with his eyes glued on the coach. "A wink of the right eye means quote statistics," says the coach. "If I put my right hand to my left ear, tell the story of the Irishman," says the coach again. I wonder that more debaters are not physical wrecks when the season is over.

O'Neill has a criticism of our present system of debate which is pertinent. He believes that debate is carried on by the "star" debaters of the school. As long as decisions are given, such will be the case, for what coach would send his poor men into the game when a score had to be made? What of the other students in the school? Do they know how to present a clear logical argument? Nine cases out of ten they don't even get to "suit up." It is just as important that the poorest speaker in the school learn to present arguments as the best. And it will take more time, too. The speech department is strong on stars but it lets the subs sit on the side lines and cheer.

Well, what is to be done about it, anyway? Drop debate entirely? Indeed not! It has a vital place in the speech curriculum. It will have to change its skin. The debate coach will have to be classed as a speech teacher instead of

an athletic director who has to put out winning teams to keep his job. Gradually, the newer types of debates should be given in the school, allowing students and audiences to contrast their value with the traditional type. A step in this direction has been made in Kansas where this year a majority of the inter-collegiate debates will be decisionless. Inter-Collegiate decisionless debates! Will the students like it? Will the audiences like it? Will the college presidents approve of it? Will the coaches retain their positions? At this time next year, perhaps Kansas will have some interesting data for you. How do *you* think the experiment will work?

Several High Schools

IN DIFFERENT PARTS OF
THE UNITED STATES HAVE ORDERED

Winning Intercollegiate Debates and Orations

VOLUME 2

Containing the winning debates, orations, and extemporaneous speeches of the Seventh National Convention

Price ----- \$1.00

As a matter of Forensic History as well as value, every chapter should have a copy. See that your library orders

Volumes 1 and 2

Send orders to:

G. W. FINLEY, Secretary

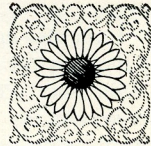
Teachers College, Greeley, Colorado

The Convention Chairman's Page

by

GEORGE R. R. PFLAUM
Convention Chairman

National Pi Kappa Delta Homecoming Convention



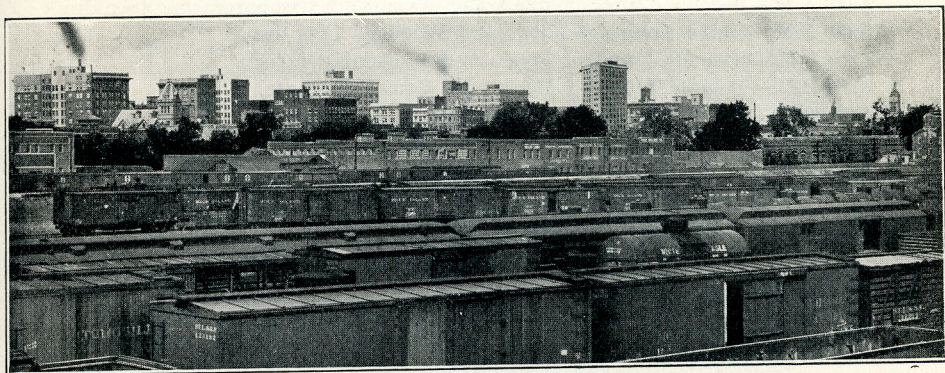
Wichita, Kansas, 1930

IF YOU will review the convention page of the last issue of *THE FORENSIC*, you will notice that you have a general resume of the 1930 Pi Kappa Delta Homecoming Convention plans. Now for business—Below is a cut of Wichita's business district. In spite of the fact that Wichita will afford us many pleasures, we must not forget that we have real business as well as pleasure to work for at the next national convention.

In making plans for attending the convention, allow me to remind you that Pi Kappa Delta will have some very important business sessions and that as loyal members we should cooperate with National President Veatch in conducting and transacting the business of our organization. I know he will appreciate your aid and suggestions. Start thinking now of matters of business that will be of benefit to Pi Kappa Delta.

Need I say much about the Forensic tournament?

Please allow me to refer you to the resolutions on page 27 of our national



BUSINESS DISTRICT OF WICHITA

constitution. A splendid goal for each chapter not only to be at the conclave but to have contestants in each contest. Remember, it was voted that each school may enter one men's and one women's team in debate. This may help in making keener competition. The South Dakota contest plan may be used in the national tournament and I would suggest that you familiarize yourself with it as it is presented in the January FORENSIC.

Above all things, be assured that the next National Convention in Wichita in 1930 will mean serious, strenuous business. Plan now not to miss a minute of its entire program.



I am also enclosing a tentative program and the rules governing the Kansas Regional Pi Kappa Delta tournament to be held in Wichita April 11 and 12 of this year. The Regional Governor, Dean LeRoy Allen of Southwestern, and myself, as secretary-treasurer, wish to extend an invitation to any Pi Kappa Delta schools that may be in this territory at that particular time to come in and enjoy our tournament with us.

Tentative Tournament Program

Thursday, April 11, 1929

- 8:00 A.M.—Meeting of Coaches from all schools represented.
- 8:00 A.M.—Drawing of Men's and Women's Extemporaneous Speaking topics.
- 9:00 A.M.—First Round of Men's and Women's Extemporaneous Speaking.
- 10:00 A.M.—First Round of Men's and Women's Debates.
- 1:30 P.M.—First Round of Men's and Women's Oratory.
- 3:00 P.M.—Second Round of Men's and Women's Debates.
- 4:45 P.M.—Business Session of Kansas Pi Kappa Delta Schools.
- 6:30 P.M.—Banquet.
- 8:00 P.M.—Special Business Session of Pi Kappa Delta Schools (if required).

Friday, April 12, 1929

- 8:00 A.M.—Drawing of Men's and Women's Extemporaneous Speaking topics.
- 9:00 A.M.—Second Round of Men's and Women's Extemporaneous Speaking.
- 10:00 A.M.—Third Round of Men's and Women's Debates.
- 1:00 P.M.—Second Round of Men's and Women's Oratory.
- 2:00 P.M.—Fourth Round of Men's and Women's Debate.
- 4:00 P.M.—Sight-seeing trip of Wichita.
- 7:00 P.M.—Fifth Round of Men's and Women's Debates.
- 8:30 P.M.—Close of Tournament—Announcement of Winners, etc.

(This program subject to change)

Tournament Rules

1. Tournament:

Pi Kappa Delta Regional Tournament will be held at Wichita University, Wichita, Kansas, Thursday and Friday, April 11 and 12, 1929.