

THE

Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

MARCH, 1967

Raymond H. Miller—1967 Distinguished Alumnus



FORENSIC

of Pi Kappa Delta

Series 52 March, 1967 No. 3

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Published four times a year in October, January, March and May. Office of publication: Montana State University, Bozeman, Montana. Second class postage paid at Bozeman, Montana 59715 (application for re-entry pending).

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The President's Page

By the time this magazine is printed, the Convention will be a memory and the year's forensic activities nearly at an end. As you put away your file box, ask yourself in what ways you have grown during this season; how are you richer for your forensic experience.

Have you mastered research? Some students there are who rely throughout the year on the shorthand information they copy from a debate handbook. Others know research as a set of dittoed file cards provided by the coach via the efforts of assigned members of the squad or graduate assistants. Still others look up their own material but skip hastily through each source, copying only the first thing they see that might prove quotable, regardless of the fuller context. Real mastery of research means thorough acquaintance with every available source on your campus, a personal knowledge of every facet of the debate proposition, the discussion question, the oratory subject.



GEORGIA BOWMAN
President
Pi Kappa Delta

Have you mastered the techniques of speaking? Some students are fluent and glib, but they ramble. Thoughts should be marshalled cogently for effective presentation and developed in a clear and orderly fashion to build a convincing argument. Language is the prime tool of speech, and to make your language effective you must cut away the excess verbiage, the "anduh's," the "thus-we-see's," the "we-have-pointed-out's" — all the useless jargon that clutters thought. Voice, too, needs control. Shouting and ranting at one extreme are as irritating to listeners as dull and apathetic monotones. Enthusiasm for your ideas must be demonstrated by vitality of delivery.

Finally, have you mastered your own mind? Great is the temptation to sarcasm in debate, to sophistry in extemp, to affectation in oratory. It is easy to jump to conclusions by assuming what the opposition might have said, if it thus serves your case. Twisting evidence just a bit, omitting dates and sources are such simple tricks. But the honest advocate must have infinite control over his own mind. As Quintilian put it, "An orator is a good man skilled in speaking." Are you a better person today for your speaking experiences this year?

Let's Have More Cross Examination Debate

Jean Johenning

Before I became a participant in college debating at the University of Dayton, I was coaching a high school team in Richmond, Va. It was there that I first became familiar with some of the current activity in the field of school debating. When I advanced from the Virginia high school program to college debating in Ohio, I was disappointed to find one major difference in the format of the debates. In our high school league, we always had a cross examination period immediately following the speaker's initial address. However, it seems that the majority of college tournaments now use the standard 10-minute main speech, 5-minute rebuttal format. (The University of Pittsburgh Tournament would be a good example of an exception.) So I would like to propose a more frequent use of cross examination debate in our college tournaments across the country. First I shall propose some advantages of this type of debating and then discuss our choice of rules to be used in cross examination debate.

ADVANTAGES

Briefly, I see three advantages to cross examination debate:

1. It is a better challenge of a debater's ability to speak.

2. It is a better test of the debater's knowledge of the topic and his ability to reason with this knowledge.

3. It provides more exciting debating.

Let us consider each of the advantages.

1. It is a better challenge of a debater's ability as a speaker.

One goal of our debate program is to produce articulate leaders for our American society. The debater is already trained in speaking skill by having to prepare two speeches (main and rebuttal) on short notice, adjusting to the opponent's case and the remarks of the previous speaker. But cross questioning is an even more refined and exacting challenge. The debater must be articulate, informative and accurate in an unrehearsed and spontaneous situation. He must demonstrate this ability on the shortest of notice, speaking fluently despite the fact that some — if not all — of the questions were "not quite what he expected."

Many of our current lecturers and political figures throw the floor open to questions after a speech. Thus, this ability to speak promptly and fluently in response to questions has fine carry over value for the speaker into real life speaking situations. It is a skill that should not be neglected in our debate programs and can be most readily and aptly developed by having a cross examination period.

2. Cross examination is a better test of the debater's knowledge of the topic and his ability to reason with this knowledge.

Admittedly, cross examination puts added pressure on the novice debater. This is particularly true of the first affirmative speaker who can prepare his speech in advance. How many of us coaches have put our weakest speaker at first affirmative hoping his facility as a speaker will conceal his somewhat

shallow knowledge of the topic? This is a tempting idea but now I suggest we crack down just a little on that first affirmative speaker. He must demonstrate his ability in a cross examination period! No longer can he write his speech, rehearse it a few times and "be all set until rebuttals."

Indeed it will do him good! What better motivation to do a little extra research before the tournament begins? I remember how proud I was of my high school freshmen, listening to them battle their way through a cross examination period. (They had some rough moments but, by golly, they learned the trade!)

Of course, all the debaters are under added pressure with cross examination following their main speech. No embarrassing issue can be completely disregarded; they must be ready to defend against any attack. Not only must they have knowledge, to apply this knowledge within the logical context of freshly proposed situations suggested by their opponents. Analysis and reasoning are put to the keenest test. The questioner too is challenged on his ability to demonstrate inconsistencies and inadequacies in his opponent's position by the clever use of appropriate questions. Can he obtain certain admissions from his opponent which will lay the groundwork for a devastating rebuttal period? Gratuitous assertions and fallacious reasoning can now be challenged practically on the spot. Then the men are separated from the boys; the better debater comes to the forefront.

3. Cross questioning provides more exciting debating.

This is my personal opinion, based on the experience of hearing many debates both with and without cross examination. After the main speech has been delivered, the real excitement begins. Has the speaker fallen victim of any fallacies or other errors? If yes, has his opponent discovered these errors and can he demonstrate them by pointed questioning? Can the main speaker "slip the hold" by a clever or unexpected answer to the question at hand? Will

both speakers keep their poise under the pressure and excitement? Will the respondent make a fatal admission which will ruin his case? Or will he reinforce his main speech by capably answering each question right down the line?

By this series of questions, I have tried to recreate the excitement of it all. But for those debate enthusiasts who have participated in cross examination debates, I think the best proof is your personal recollections of these dynamic, stimulating and thought provoking moments of cross examination on the debate floor. It is the debater's "finest hour" — when he accepts all questions and answers them well!

METHOD

Having considered some advantages of cross examination debate, let us proceed to my second point concerning the rules used for this type of debating.

The time allotments vary in different systems of cross examination. Some methods have only one rebuttal period for each side following cross questioning. I do not like this system, principally because it gives an unfair advantage in gaining speaker points to the debater chosen to give the rebuttal. His colleague is at a disadvantage in rankings because he does less talking. All four speakers should be allotted equal time. Thus, the system I propose would be 8 - 3 - 4 for each speaker:

8 minutes main speech.

3 minutes cross questioning.

4 minutes rebuttal.

15 minutes to defend your side of the proposition.

This 15-minute period is the same total as the more commonly used 10-minute main speech, 5-minute rebuttal. Hopefully, the proceedings are enlivened and the debating is more challenging when it includes a period of cross questioning.

Finally, I would suggest that a school using cross examination should distribute a short list of "ground rules" concerning the cross questioning period.

Some examples would be:

1. The respondent is responsible to defend his entire case. He may not refer a question to his partner to answer later.

2. It is the obligation of the questioner to propose a clearly worded and readily understood question.

3. A debater may decline to answer a question which he feels is irrelevant or which he could not reasonably be expected to be able to answer.

4. Badgering, rudeness and unsportsmanlike conduct will be penalized at the discretion of the judge.

(This rule is important. If a debater cannot "keep his cool" under pressure, he is in trouble — in the debate and in life. Graciousness and poise are valuable

lessons to be learned from the debate program.)

Other examples of basic rules occur to me, but I think the point is clear. I am not trying here to define the basic rules, but I suggest that such rules be formulated. If cross questioning were to become a standard part of college debate, we could formulate one set of rules to govern cross questioning period for all colleges across the United States.

Well, debate enthusiasts, there are my ideas and suggestions. What do you think? Perhaps you agree that we need more cross examination tournaments. If yes, why not try such a tournament next year on your own campus? You will provide an exciting and stimulating weekend!

Otterbein Speech Celebrates 60th

Otterbein College, Westerville, Ohio, is currently observing the 60th anniversary of the Speech and Theatre Department on campus and has spotlighted the celebration by pausing to honor several who have excelled in forensics while students at Otterbein.

The celebration was officially "kick-off" last October when Shakespeare's timeless fantasy, "As You Like It," was presented over the Homecoming weekend. This was the first production ever given at Otterbein, June 10, 1907.

Speech and theatre majors at Otterbein gathered together for an anniversary dinner over Homecoming weekend to help observe the celebration.

A total of five men were honored with Distinguished Service Awards at this special banquet including two Otterbein grads who had been members of Pi Kappa Delta while students at Otterbein. Ironically, the two are now both well known judges. Judge Earl Hoover, Cuyahoga County Court of Common Pleas, and Judge Horace W. Troop, Franklin County Court of Appeals, were among the recipients.

Actually, the history of speech-theatre at Otterbein is as old as the institu-

tion which was founded in 1847. The 1848 Otterbein catalogue indicates emphasis was placed on declamation and composition. It appears from published finding that the first known performance of Shakespeare at an American college or university was given at Otterbein in 1851 when scenes from "Merchant of Venice" were presented as part of the "annual exhibition."

The Department of Public Speaking was formally approved by the Board of Trustees in 1906 as eight courses were included in the curriculum.

The anniversary has been featured in a special feature story in the **Columbus Dispatch Sunday Magazine**, a special brochure has been published recognizing the progress over the past 60 years and many other events are planned in honor of the occasion during the second semester. Highlighting plans for the second semester is a spotlighting of the department as part of Founders' Day in April.

Dr. James Grissinger is chairman of the department. Dr. Charles Dodrill is director of theatre. Other members of the department include Professor Fred Thayer and Professor Joel Swabb.

A Variant in Intercollegiate Speech

Herbert L. Curry

The Michigan Intercollegiate Speech League has sponsored for more than a decade a variant form of intercollegiate speech. Its results have been interesting and valuable.

The Michigan Intercollegiate Speech League has sponsored the usual activities of discussion, debate, oratory, extemporaneous speaking, and oral reading for many years. However, in 1955 it added an activity which was new in concept and somewhat different in structure from those previously sponsored. That the form has some merit, at least in the view of the League, is attested by its continuation in the program.

Perhaps the easiest way to understand the activity would be to describe its pattern. For lack of a better label, the activity is known as "Public Address." A state director is chosen for a three year term at an annual business meeting of the League, and a Fall and Spring date on which meets are to be held are agreed upon each year.

Two or three weeks prior to each of the dates selected, the Director notifies all members of the League of the activity, and states the procedure in approximately these words:

The semi-annual Public Address Conference will be held at Y College on Saturday, December 16 starting at 9:30 a. m. The general regulations for this event are:

1. Participants are expected to be students who have had no intercollegiate or extensive high school experience in extemporaneous speaking, oratory, or debate.

2. Each institution may enter as many participants of either sex as it

desires. (This is a major departure from most speech events.)

3. Each participant may present a five to seven minute speech on a subject of his choice **in any manner that he may wish.**

The speaker, as in any real life situation, may use the impromptu, extemporaneous, written and read, or memorized method or any combination of these. The speech and the speaker should **be evaluated on the effectiveness of his communication**, not on the precision with which he follows a particular method. (This is the basic idea around which the event was built and is a sharp break with tradition.)

4. Participants will be assigned by chance to sections containing five to eight participants and will speak in an order assigned by the director.

5. Each speaker will be evaluated by all participants in each section, using a rating scale supplied by the director of public address.

6. After all participants in each section have spoken, the section will become a discussion group under the direction of the chairman of each section. Each speaker will be orally evaluated by the group. This evaluation may take place in the room assigned to the group, in the college union, or in any other place selected by the group.

7. After lunch a second round of speaking will be held. Participants will not meet with the same group, but in so far as possible, speakers will be assigned with speakers from other sections. In this round, speakers may repeat their speech or adjust it to meet the comments received during the first round.

8. A short general session will be held at the conclusion of the second

round. Participants will be asked to suggest improvements for the event.

9. Directors may audit any session but are not expected to comment on any speaker. They are not expected to judge rounds of speaking. Frequently they serve merely as drivers and bankers for their group, and, have no specific responsibilities for the event.

10. Chairmen for each section will be supplied by the host school. They will introduce each speaker and lead the discussion during the evaluation session. They are not to assume the role of teachers or critics.

11. Entries must be sent to the director by December 14. (Two days prior to the meeting.)

A short general meeting of all participants and the director is held at 9:30 a. m. on the day of the meeting. The director distributes schedules for two rounds of speaking, makes such changes in personnel as may be needed — and there always have been such changes — reminds the group of the closing session, provides each participant with a packet of rating scales, and directs the students to their proper rooms.

The closing session is one at which the director invites oral or written suggestions for improving the event. Some of these may have been tried and found wanting; the director indicates why they are not used. Other suggestions may be incorporated into succeeding events. This twenty to thirty minute session concludes the conference.

There are several values to be had from such an event. First, it is the only intercollegiate speech event which is **not** surrounded by rules and regulations.

So far as the student speaker is concerned it approaches a life like speaking situation more adequately than do most of our intercollegiate speech events. He is free to choose a topic, develop it as he sees fit, deliver it as he wishes. Demonstration speeches using objects, slides, et cetera have been employed. In what other intercollegiate speech event could

this occur? And yet this is a common type of speech used daily in commerce, business, industry, education.

A second value is the opportunity to get direct critical comment from a peer group. While this is possible in the usual classroom situation, the Public Address event adds the spice of the representation of different points of view provided by the instructors from several colleges and universities speaking through their students.

A third value is to be found in the contribution such experience may make to each student's standards of speaking. Again he has the advantage of observing a variety of standards in operation.

A fourth value is that a student may learn to be somewhat diplomatic in his criticism. Among his fellow students on his own campus he may be less concerned with "diplomacy"; when confronted by a group of "foreigners" he may couch his criticism and his speaking in more subtle language.

A fifth value lies in the unlimited participation. On occasion, some schools have entered fifteen or more persons in the event. This creates problems for the director in his attempt to distribute such numbers among the several sections and sometimes a given section may be overloaded with representatives from one school. Yet such wide participation is desirable and since this is a noncompetitive event, overloading is usually taken in stride.

Busy directors of activities enjoy this event since they have no direct responsibilities other than transporting and feeding their participants. They may watch TV, bowl, get into a discussion with other directors or find a quiet place for a rest.

The Public Address Conference usually attracts forty or more participants from half a dozen colleges and universities. It has been in operation for more than ten years and is a vital, growing part of the intercollegiate speech program of the Michigan Intercollegiate Speech League.

Midwest Conference Debate

Harold P. Sampson

NO DEBATES. NO WRONG DECISIONS. NO TROPHIES. NO LOSERS. At a debate meet? Yes, these were some of the "missing" features of the Midwest Debate Conference held at Central Missouri State College on September 30-October 1. Although these usual characteristics of a debate tournament were absent, the conference provided for those in attendance many new ideas, an opportunity for an exchange of views on debate and on this year's debate topic, and created many meaningful questions for debaters and coaches to research during the coming months.

These consequences did not happen by chance. The forensic staff at CMSC, Mr. Bert Miller, Mr. Al Moore, and myself, designed and planned the conference to achieve these ends. Two primary objectives guided the staff in the securing of speakers and the scheduling of the conference. They were: (1) to offer students debating this year the opportunity to hear authorities discuss some of the troublesome areas of argumentation and debate; and (2) to offer debaters, early in the debate season, an opportunity to hear authorities discuss the 1966-67 debate proposition.

After these goals were determined and a program arranged, an invitation was extended to colleges and universities in the midwest area and to local area high schools. Twenty-three colleges and universities from a six state area sent 150 representatives to the conference. Nine high schools had fifty observers at the meeting.

To meet the goal of offering students the opportunity to hear competent men discuss certain aspects of argumentation and debate, two men were invited to lecture and to conduct workshops in four different areas.

Dr. Wayne E. Brockriede, Professor of Speech at the University of Colorado and co-author of the debate text, **Decision by Debate**, lectured on "Using Toulmin in Debate" and conducted a workshop on "Case Construction."

Dr. Roger Hufford, Professor of

Speech at Clarion State College, Clarion, Pennsylvania, lectured on "Using the Comparative Advantage Case in Debate." Prof. Hufford, who was a West Point Debater a few years ago and who is currently a successful debate coach, also conducted a workshop on "Using Evidence in Debate."

To meet the second goal of offering the students the opportunity to hear authorities on foreign policy the conference directors were fortunate in securing two well-qualified men.

Ambassador Randolph Kidder, a career diplomat with the U. S. State Department since 1938, spoke to the conference on "U. S. Foreign Policy and U. S. Commitments." Ambassador Kidder who has served several posts, mainly in the "underdeveloped" areas of the world and recently as Ambassador to Cambodia, was well qualified to discuss with the students current U. S. foreign policy. He is presently serving as the Co-ordinator of the National Interdepartmental Seminar at the Foreign Service Institute in Washington. In addition to the lecture, Mr. Kidder participated on the panel which discussed multilateral agencies.

At the closing session of the conference, a Pi Kappa Deltan, the Honorable Senator George McGovern, United States Senator from South Dakota addressed the group. His address: "New Perspectives in U. S. Foreign Policy" was articulately delivered and provided many challenging thoughts for those in attendance. Senator McGovern received his Ph.D. degree in history from Northwestern University and was on the staff of Dakota Wesleyan University teaching political science and coaching debate prior to entering the political arena. After serving in the House of Representatives he was appointed the first Director of the Food for Peace Program. As a debater at Dakota Wesleyan he became a member of PKD.

In addition to the lectures, workshops, and major addresses, a panel was conducted with Ambassador Kidder and

three members of the CMSC staff who teach in the political science department. This panel directed its attention to multilateral treaty organizations.

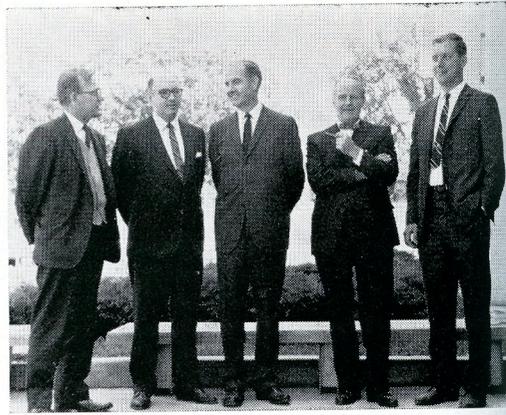
An important part of the conference was the opportunity for participants to question each speaker following his presentation. Each session ended with many vital questions being asked by students.

Discussion did not stop at the adjournment of each session but was carried on "over the coffee cup" at several opportunities throughout the conference. A social hour was held Friday evening which gave an opportunity for the visiting coaches to meet informally with the guest lecturers.

The values of such a conference seem almost inestimable. The various forms and styles of public address presented during the conference should have afforded students interested in speech valuable examples for rhetorical analysis. The many ideas presented by the authorities on foreign policy should have provided the participants with much thought at the start of their work on the debate proposition. The clear and challenging presentations of the lecturers on debate theory should have assisted the participants, both students and coaches, as they begin work preparing their cases and enter into tournament activity.

The values to the host school were many. In addition to the conference providing CMSC students in debate with a fresh and challenging outlook on debate and U. S. foreign policy, the conference made the campus-administration, faculty, student body — aware of debate and the objectives of the forensic program. There could be little doubt that this type of conference was "educational" in nature — stifling the critics who claim debate activities are "non-academic."

Although from such a close range, my views may be somewhat prejudiced, I sincerely believe the conference fulfilled its goals successfully, and as a result the students and coaches attending the conference should have a successful 1966-1967 forensic year.



Wayne E. Brockriede, Harold P. Sampson, Senator George McGovern, Ambassador Randolph Kidder, and Roger Hufford.

Our Distinguished Alumnus

Awards from the National Wildlife Federation, Boys' Club, a Civic Light Opera Company, two outstanding-citizen awards, two honorary degrees, commendation from the Secretary of the Navy, and his latest honor — a citation, at age 75, as Horseman of the Year; these selected samplings show the almost unbelievable range of interests and services which make Raymond H. Miller the indisputable choice for this year's Pi Kappa Delta Distinguished Alumnus Award.

Born in Central City, Colorado, in 1892, Mr. Miller tried his hand in his youth as a bronc rider, he traveled to Alaska, and he served in World War I. As a student at Colorado State University (Colorado Alpha), he became a member of Pi Kappa Delta, and has continued his interest since his graduation (B.A. 1919).

In 1939 he settled in Oakland, California, and became affiliated with the Insurance Securities Trust Fund. Working variously in 47 states, he built the enterprise into a flourishing corporation, and his successes have enabled him to become the benefactor of literally hundreds of civil and service projects.

Should Debate Judges Take Notes?

Wayne E. Hodgestraat

This title tempts the reader to answer with another question: "How else will they remember?" That's a good question, but it should be asked of the debaters, not the auditors.

I.

Present expectations seem to be that, "If it has been said in the debate the judge should remember it." Why should he? Do jurors remember each item of evidence and each observation of the contesting attorneys? Do students remember each point made by the professor? Does the legislator remember each contention complete with evidence as it is offered in legislative debate? The all too obvious answer to these questions is, "Certainly not," not unless the speaker takes pains to make his remarks so vivid that they cannot be forgotten.

Conversly, the present expectation, too often, is that the judge is responsible for retaining the content of the debaters' presentations. This is illustrated by such remarks as, "Now if you will check your flow sheet." Unfortunately, this practice leads to the apparent conclusion that saying a thing once poorly is as good as making it a matter of major emphasis. Ultimately, we resolve debate to a measure of the judge's note-taking ability. If the emphasis is to be on other than oral skills it would seem that a more reasonable practice would require opposing teams to submit briefs — which could be read and re-read at the judge's leisure until he is able to form a clear judgment as to whether the affirmative or the negative prevails. Think of the savings! The

travel budget could be cut. The manuscripts could be mailed to the judge.

II.

Fortunately those who have been involved in forensic activities recognize that debate in its presentation to the audience embodies oral skills. This means that it is a speaker-auditor involvement and not a reciter-reader relationship. Consequently, one measure of the debaters' effectiveness is the ability to meet the demands of the oral skills involved.

The late William Norwood Brigance emphasized these demands when he said,

In short, the difference between written and spoken style is this: Written style must be ultimately intelligible to the reader. Spoken style must be instantly intelligible to the hearer.

This requires more vividness in spoken language than in written. In arrangement it requires more frequent use of suspense and climax. In treatment it requires more repetition and restatement.¹

The total emphasis of this writing is that the burden of communication is primarily on the speaker, not the auditor. Whether or not the judge chooses to outline the debate as it progresses is not the point of major concern. The major concern is that the debater is not justified in assuming that a greater burden of communication can be placed on the judge than on any other auditor of public oral discourse. If this premise is accepted, and fully realized, the debater will give proper attention to enforcing and re-enforcing his ideas.

THE FORENSIC has received word from Prof. Clara Chilson Lee that she has numerous copies of **THE FORENSIC** from 1954-1966. If you are interested in completing your files contact her at Augustana College, Sioux Falls, South Dakota.



EVANGEL COLLEGE

The Missouri Rho chapter of Pi Kappa Delta was installed by the National President, Dr. Georgia Bowman, November 15, 8 p. m. in the Queen City room of the Ramada Inn, Springfield, Mo. Dr. Bowman was assisted in the formal initiation by Dr. Robert Wilhoit of Drury College and Mr. Don Bergdolt, Pi Kappa Delta alumnus of Drury College. At this time the purposes of the organization and the responsibilities of each member were explained to the candidates.

Sponsoring this new chapter is Mrs. Nonna Childress Dalan, assistant professor of speech at Evangel College. Seniors who were inducted as members include Alan Caldwell, Paul Wray, and Dwight Colbaugh. Juniors were Lynette Gamble and Gloria Kamarkovic, and sophomores were Charlotte Crabtree, Wedge Crouch, Karen Goerky, LaRue Riecks, and Carl Sgro.

A time of refreshment and fellowship followed the ceremony. Invited guests included President and Mrs. J. Robert Ashcroft of Evangel College, academic dean Dr. Zenus Bicket and Mrs. Bicket, Registrar Riley Denton and Mrs. Denton, Divisional Chairman Dr.

Ward Williams, President and Mrs. Philip Crouch of Central Bible College, Mrs. Amy Carmichael and Miss Bertha Daniel, both members of Evangel's Speech Department, Mrs. Paul Wray, and Mrs. Emory Dalan.



TOWSON STATE COLLEGE

Bottom row, left to right — Helen Pryor, Student Government Representative; Kathleen Gregory, President; Mrs. Phyllis Bosley, club moderator; Susan Miskelly, Treasurer. Top row, left to right — Dr. Howe, member of the charter committee; Thomas Bateman, Corresponding Secretary; Charles Errico, Recording Secretary; Michael Ratliff, Vice President; Mr. Wanty, Speech Chairman at Towson State.

Greetings to all chapters of Pi Kappa Delta as we enter into a new term of competition. The Washington Epsilon Chapter is embarking upon an ambitious semester this spring. The discussion of our new constitution is occupying the majority of our time at the present. Since our advisor, Professor Karl, is in charge of a great deal of the compilation of the new charter for Pi Kappa Delta, the Epsilon Chapter feels the discussion is quite worthwhile.

Our chapter was able to raise enough money to be able to send six delegates to the national convention. This money

was raised through a high school student congress and a high school debate tournament. Later this spring, the chapter will initiate several new members. After a formal pledge week, the initiation will take place at the Shakesperian Inn, a local restaurant. A special effort is being made to contact all old members who are still in the area and to invite them to our extravaganza.

We hope to see many of you, whom we met out here at Pacific Lutheran Univ. two years ago, back in Wisconsin. Looking forward to renewing old friendships and initiating new ones, the Washington Epsilon Chapter wishes all the best and we'll see you at Nationals.

A Philosophy of Forensics

Charles L. Roegiers

People are often required to write a philosophy of speech, but seldom do we hear or read about philosophical views concerning the forensic arena. The following article is one such expression.

The terms of the title will be used in the following manner. By "philosophy" this writer means the beliefs or attitudes one professes toward or about a given subject. "Forensics" is defined as the extra-curricular speech activities, such as debate, discussion, oral interpretation, extemp, or any speech event of a similar competitive nature.

In an attempt to compile a justifiable philosophy, this article will be concerned with the who, what, why, when and how of the forensic arena. For one to suggest that the importance of forensics is understood by most people is to assume that which is false to fact. But for one to ignore the importance of informing them about forensics should also be considered absurd. With this in mind this writer will begin.

Who will be involved? The forensic activities are beneficial to almost anyone who cares to participate. The broad scope of events allows for the shy reader, the forceful debater, the smooth orator, and the witty extemper. Each indi-

vidual has a distinct opportunity for growth and success. The degree of achievement is self imposed. The "who" also concerns the "age requirement" which is far too often a controversial issue in a discussion of this nature. The concept of "being too young" is rapidly being overcome. True, the product of the grade schooler or high school student is less sophisticated than the product of his college counterpart. But is this reason enough to question the validity and value of communication events that can be adjusted to fit the needs of the interested parties? In this writer's opinion the answer is a definite "NO."

Most speech people feel that the forensic and speech activities have a useful place in the elementary school and in the junior and seniors high schools as well as in the colleges throughout our land. One could hypothesize that this participation serves a dual purpose: the transference of knowledge and the experiences of applying this knowledge. If these ends are properly developed at each and every level, the outcome should be beneficial and satisfying to the participants in their social life as well as in their professional careers.

The **what** of forensics has to do with the many diversified events in which the interested student may partake. These events are designed both for the student who works alone and for those who desire a partner. Regardless of whether the event involves many participants, such as debate or discussion, or the solo performances of the extemper or impromptu speakers, the main objective of the team and coach should be one of "team work" If the atmosphere generated is one of academic encouragement as opposed to "gold fever" the "success" of the program should be inevitable.

The **what** also includes the educational enrichment attained from competitive speaking activities. The dividends derived should include a better understanding of logic, reasoning, and rhetoric; a better appreciation of speech mechanism, plus an understanding of the physical and psychological manifestations of a fellow communicator. One might submit that those involved will also function more adequately in their thinking, listening, and perception processes, and therefore, will improve in both their understanding and application of communication habits and skills.

The **why** of forensics focuses on the individual and on the amount of learning that takes place both directly and indirectly. On his behalf direct learning is gained through his participation. The research, preparation, and presentation involved develops talent for speaking, a curiosity of ideas and a desire for competition. The indirect dividends should be innumerable, but for purposes of discussion one could list the "development virtues" of creativity, spontaneity and flexibility. The immediate application of these virtues should produce refined intellectual, spiritual, and social manifestations that lead to a better personality, a more cultured set of values, and a greater degree of individualism. A cultivation of these traits has never been known to be undesirable.

The **where** of forensic training knows few limitations. The school, the community, the country — all desire

ambitious, energetic minds, and are ever-willing to accept, encourage, and comply to the needs and aspirations of such minds. For one to limit the values of the forensic experience to the classroom or to a tournament would be ridiculous. Every profession has leaders and in most of these professions the leaders are expected to handle the problems and troubles that confront them. Speaking is usually a part of this problem solving situation.

The **how** of the activity concerns its flexibility and scope. Forensics is interdisciplinary in its approach. The whole world is its "workshop" so to speak. The debate and discussion topics are national and international; the oral interpreter reads the cultured writings of the past and present; the extemper and the impromptu speakers logically express opinions concerning the issues of the time. Today's orators, just as those of the past, profess profoundly the words of persuasion developed intrapersonally. A person trained to reason, to rationalize, and to express his ideas has something to offer to tomorrow's horizons. As a coach of forensics and a teacher of speech, this writer would like to prepare as many students as possible to achieve the rank of leaders or, at least, productive followers, for in this manner, the concerns of all can adequately be met.

If the **when** of forensics were limited to only the school years, the real value of the program would be lost. The glories of winning are dynamic and meaningful, but a more important goal is the retention and adequate application of the learned skills and training throughout the participant's lifetime. In this light, most speech teachers emphasize "carry over" or "apply what you have learned to situations outside the classroom."

The forensic experiences are the stepping stones to leadership, for in our world the active and accurate communicator is an asset, not a liability to society. To develop oneself rhetorically is a necessity, a prerequisite to the value structure of today.

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