

CHAPTER REPORTS

| Chapter | Fees | Keys | Total Refunds |
|--|----------|---------|---------------|
| ALABAMA | | | |
| Alabama College | \$ 25.00 | \$ 6.90 | \$ 31.90 |
| Spring Hill College | 40.00 | 80.73 | 120.73 |
| ARIZONA | | | |
| State College, Tempe | 30.00 | 31.72 | 61.72 |
| ARKANSAS | | | |
| Ouachita College | 70.00 | 29.32 | 99.32 |
| Arkansas State | 45.00 | | 45.00 |
| CALIFORNIA | | | |
| University of Redlands | 70.00 | 7.20 | 77.20 |
| California Inst. of Technology | 35.00 | | 35.00 |
| College of the Pacific | 105.00 | 119.94 | 224.94 |
| George Pepperdine College | 20.00 | | 20.00 |
| San Diego State College | 95.00 | 15.75 | 110.75 |
| COLORADO | | | |
| Colorado A & M | 10.00 | | 10.00 |
| Western State College | 20.00 | | 20.00 |
| FLORIDA | | | |
| John B. Stetson University | 20.00 | 24.80 | 44.80 |
| University of Miami | 40.00 | 45.60 | 85.60 |
| GENERAL | | | |
| General | | 12.18 | 12.18 |
| GEORGIA | | | |
| University of Georgia—Athens | 40.00 | 8.12 | 48.12 |
| University of Georgia—Atlanta | 25.00 | 72.61 | 97.61 |
| IDAHO | | | |
| College of Idaho | 35.00 | 25.59 | 60.59 |
| Northern Idaho Col. of Education | 35.00 | 40.81 | 75.81 |
| Idaho State College | 95.00 | 127.49 | 222.49 |
| ILLINOIS | | | |
| Illinois Wesleyan University | 90.00 | 173.54 | 263.54 |
| Eureka College | 40.00 | 37.67 | 77.67 |
| Carthage College | 20.00 | 18.69 | 38.69 |
| Bradley University | 85.00 | 142.49 | 227.49 |
| Monmouth College | 30.00 | 57.73 | 87.73 |
| Illinois State Normal University | 25.00 | 103.63 | 128.63 |
| Shurtleff College | 10.00 | | 10.00 |
| Wheaton College | 35.00 | 24.05 | 59.05 |
| Western Illinois State Teachers | 35.00 | | 35.00 |
| Augustana College | 15.00 | 18.19 | 33.19 |
| DePaul University | 35.00 | 12.59 | 47.59 |
| Northern Illinois State Teachers | 70.00 | 23.26 | 93.26 |
| The Principia College | 45.00 | 64.95 | 109.95 |
| Eastern Illinois State Teachers | 45.00 | | 45.00 |
| James Millikin University | 70.00 | 63.27 | 133.27 |

| Chapter | Fees | Keys | Total | Refunds |
|--|-------|--------|--------|---------|
| Southern Illinois University | 60.00 | 78.60 | 138.60 | |
| Illinois College | 30.00 | 31.14 | 61.14 | |
| Iowa | | | | |
| Iowa Central College | 25.00 | | 25.00 | |
| Morningside College | 50.00 | 68.49 | 118.49 | |
| Simpson College | 35.00 | 25.51 | 60.51 | |
| Parsons College | 20.00 | 20.01 | 40.01 | |
| Upper Iowa University | 35.00 | 70.94 | 105.94 | 1.22 |
| Coe College | 10.00 | 18.80 | 28.80 | |
| Westmar College | 25.00 | 6.91 | 31.91 | |
| University of Dubuque | 5.00 | 6.60 | 11.60 | |
| Drake University | 75.00 | 107.84 | 182.84 | |
| William Penn College | 30.00 | 40.47 | 70.47 | |
| Luther College | 40.00 | 21.06 | 61.06 | |
| KANSAS | | | | |
| Ottawa University | 45.00 | 192.82 | 237.82 | |
| Southwestern College | 50.00 | 21.55 | 71.55 | 2.45 |
| Kansas State Teachers, Emporia | 10.00 | 13.42 | 23.42 | |
| Kansas Wesleyan University | 10.00 | | 10.00 | |
| College of Emporia | 20.00 | | 20.00 | |
| Sterling College..... | | 16.36 | 16.36 | |
| Bethany College | 25.00 | | 25.00 | |
| Fort Hays State College | 5.00 | 5.19 | 10.19 | |
| Bethel College | 20.00 | | 20.00 | |
| McPherson College | 25.00 | | 25.00 | |
| KENTUCKY | | | | |
| Georgetown College | 25.00 | | 25.00 | |
| Centre College | 35.00 | 95.06 | 130.06 | |
| LOUISIANA | | | | |
| Louisiana College | 25.00 | 26.46 | 51.46 | |
| Centenary College | 25.00 | 13.20 | 38.20 | |
| Louisiana Polytechnic Institute | 25.00 | | 25.00 | |
| Southwestern Louisiana Institute | 45.00 | 30.27 | 75.27 | |
| MAINE | | | | |
| University of Maine | 70.00 | 11.70 | 81.70 | |
| MICHIGAN | | | | |
| Kalamazoo College | 75.00 | 13.52 | 88.52 | |
| Hope College | 5.00 | | 5.00 | |
| Michigan State College | 75.00 | 18.25 | 93.25 | |
| Michigan State Normal College | 55.00 | 56.29 | 111.29 | |
| University of Detroit | 20.00 | | 20.00 | |
| Central Michigan Col. of Education | 30.00 | 24.88 | 54.88 | |
| MINNESOTA | | | | |
| Macalester College | 45.00 | 37.75 | 82.75 | |
| St. Olaf College | 5.00 | 43.20 | 48.20 | |
| Gustavus Adolphus College | 25.00 | | 25.00 | |
| Hamline University | 15.00 | 26.43 | 41.43 | |
| College of St. Thomas | 40.00 | | 40.00 | |

| Chapter | Fees | Keys | Total | Refunds |
|---|-------|-------|--------|---------|
| College of St. Catherine | 30.00 | | 30.00 | |
| Concordia College | 65.00 | | 65.00 | |
| MISSISSIPPI | | | | |
| Mississippi State College | 20.00 | 6.60 | 26.60 | |
| Mississippi State College for Women | 20.00 | 20.70 | 40.70 | |
| MISSOURI | | | | |
| Westminster College | 25.00 | 35.66 | 60.66 | |
| Missouri Central College | 30.00 | | 30.00 | |
| William Jewell College | 50.00 | 24.79 | 74.79 | |
| Culver-Stockton College | 35.00 | 40.40 | 75.40 | |
| East Central State Teach. Col. (Ada) | 55.00 | 27.60 | 82.60 | 1.39 |
| Northeast Missouri St. Teachers Col. | 5.00 | 61.70 | 66.70 | |
| Tarkio College | 25.00 | 36.06 | 61.06 | |
| Rockhurst College | 10.00 | 37.50 | 47.50 | |
| St. Louis University | 50.00 | 6.60 | 56.60 | |
| Montana | | | | |
| Montana State College | 20.00 | 5.08 | 25.08 | |
| NEBRASKA | | | | |
| Doane College | 30.00 | 10.98 | 40.98 | |
| Hastings College | 10.00 | | 10.00 | |
| Nebr. State Teachers Col. (Kearney) | 55.00 | 34.82 | 89.82 | |
| Nebr. State Teachers Col. (Chadron) | | 7.51 | 7.51 | |
| University of Omaha | 5.00 | 15.82 | 20.82 | 1.09 |
| Midland College | 30.00 | | 30.00 | |
| NORTH CAROLINA | | | | |
| North Carolina State College | 30.00 | 19.87 | 49.87 | |
| Wake Forest College | 5.00 | | 5.00 | |
| Lenoir Rhyne College | 15.00 | 12.09 | 27.09 | |
| OHIO | | | | |
| Baldwin-Wallace College | 10.00 | | 10.00 | |
| Heidelberg College | 40.00 | 69.86 | 109.86 | |
| University of Akron | 60.00 | 63.07 | 123.07 | .76 |
| Otterbein College | 30.00 | | 30.00 | |
| Marietta College | 5.00 | 6.60 | 11.60 | |
| Bowling Green State University | 45.00 | 59.20 | 104.20 | |
| University of Toledo | 20.00 | 8.00 | 28.00 | 1.09 |
| Kent State University | 15.00 | | 15.00 | |
| OKLAHOMA | | | | |
| Oklahoma A & M College | 45.00 | | 45.00 | |
| Oklahoma City University | 25.00 | 6.60 | 31.60 | |
| East Central State Teach. Col. (Ada) | 55.00 | 27.60 | 82.60 | |
| Southeastern State Col. (Durant) | 30.00 | | 30.00 | |
| Central State College (Edmond) | 65.00 | 77.81 | 142.81 | |
| Phillips University | 50.00 | | 50.00 | |
| OREGON | | | | |
| Linfield College | 45.00 | 6.30 | 51.30 | |
| Lewis and Clark College | 55.00 | | 55.00 | |

| Chapter | Fees | Keys | Total | Refunds |
|--|--------|-------|--------|---------|
| PENNSYLVANIA | | | | |
| Grove City College | 40.00 | | 40.00 | |
| St. Vincent College | 10.00 | | 10.00 | |
| Seton Hill College | 10.00 | | 10.00 | |
| PETITIONING COLLEGES | 50.00 | 53.85 | 103.85 | 103.85 |
| SOUTH CAROLINA | | | | |
| Winthrop College | | 5.08 | 5.08 | |
| The Citadel | 10.00 | | 10.00 | |
| University of South Carolina | 15.00 | | 15.00 | |
| SOUTH DAKOTA | | | | |
| Dakota Wesleyan University | 15.00 | 45.93 | 60.93 | |
| Huron College | 35.00 | 37.67 | 72.67 | |
| Yankton College | 30.00 | 9.30 | 39.30 | |
| South Dakota State College | 25.00 | | 25.00 | |
| Sioux Falls College | 10.00 | 5.69 | 15.69 | |
| Northern State Teachers College | 80.00 | 6.91 | 86.91 | |
| (Aberdeen) | | | | |
| TENNESSEE | | | | |
| Maryville College | 30.00 | 24.50 | 54.50 | 1.84 |
| State Teach. Col. (Johnson City) | 40.00 | 5.68 | 45.68 | |
| Tennessee Polytechnic Institute | 50.00 | 46.74 | 96.74 | |
| Carson-Newman College | 10.00 | | 10.00 | |
| TEXAS | | | | |
| Trinity University | | 5.99 | 5.99 | |
| Texas Christian University | 30.00 | | 30.00 | |
| North Texas State Teachers College | 25.00 | 25.95 | 50.95 | |
| Hardin-Simmons University | 10.00 | 7.21 | 17.21 | |
| Baylor University | 15.00 | 53.12 | 68.12 | 18.91 |
| Sam Houston State Teachers Col. | 20.00 | | 20.00 | |
| Southwestern Texas State Teachers | | | | |
| College (San Marcos) | 60.00 | | 60.00 | |
| Stephen F. Austin | 25.00 | 6.91 | 31.91 | |
| Texas A & I College | 50.00 | | 50.00 | |
| WASHINGTON | | | | |
| College of Puget Sound | 105.00 | 61.24 | 166.24 | |
| Seattle Pacific College | 55.00 | 52.43 | 107.43 | |
| Washington State College | 105.00 | 46.96 | 151.96 | |
| Whitworth College | 50.00 | 37.10 | 87.10 | |
| Pacific Lutheran College | 140.00 | 48.55 | 188.55 | |
| WISCONSIN | | | | |
| Ripon College | 30.00 | 56.52 | 86.52 | |
| Carroll College | 15.00 | | 15.00 | |
| State Teachers College (Oshkosh) | 25.00 | 6.60 | 31.60 | |
| State Teachers Col. (River Falls) | 45.00 | 65.66 | 110.66 | |
| State Teachers College (Whitewater) .. | 30.00 | | 30.00 | |

\$5305.00 \$4002.50 \$9307.50 \$132.60

An Experiment

R. D. MAHAFFEY, Linfield College

It all began during the war. Tournaments were still being held on a very localized and restricted basis. Most of the contestants were young ladies, but on almost every squad there were one or two fellows who for one reason or another were not involved in the armed services. What could we offer these fellows in the way of debate competition? They couldn't find colleagues, in some cases, and they couldn't enter the women's division—much as some would have liked to do so. They needed the training which debate would give, so, we decided to try something.

A number of years ago a system of debate was set up which soon became known as the "Oregon Cross question" style. This type of debate had many things in its favor; audience interest, keen opportunity for clash, and less formal approach to the problem. We recognized some of the difficulties attached to the regular style of formal debate; the lack of understanding of terms, the strong and weak speaker combination, the lack of direct exchange of points of view, and the many times stilted presentation. Considering these factors and the various possibilities we proposed to solve our two problems by an experiment. To overcome the first problem, what to do for the lone males, and the second problem, how to liven up the debate, we devised the "one-person debate". This was later given the title of "Lincoln-Douglas" by Dr. C. T. Battin of the College of Puget Sound.

First of all the affirmative was to

spend a short time, four or five minutes in defining the terms of the question. The negative would then be allowed to question or suggest changes in the definitions. The judge or chairman acted as the arbiter. As soon as both speakers seemed to agree on the essentials of the debate and the proposition, the affirmative would be allowed twelve to fifteen minutes to present the case as he saw it. Following this the negative would have the same privilege. At the close of this period the two speakers would be allowed a specified amount of time for the purpose of cross examining each other. When they felt that they had asked and answered all of the pertinent questions, they were allowed a few minutes to assemble their closing arguments. These were presented with the negative leading. We immediately observed several things: first, that it provided opportunity for those who were left without colleagues to get some debate experience; second, it gave the speaker a chance to work on his own, something which many busy students found was the only way they could accomplish their research; third, it tended to equalize the presentation by making one person responsible for the entire case, eliminating the disadvantage, so prevalent, of having one fine speaker carrying a weak team-mate; fourth, it put the debate upon a more common ground of understanding; fifth, it gave the speakers a direct clash; sixth, the debates could be quite informal, without losing their fire and rivalry.

Students liked the individual responsibility placed upon them. They felt the importance of being well informed and not relying upon someone else to furnish or cover up the points which they didn't know. Judges liked the debate because they felt that the speakers were trying to meet each other fairly and directly. The coaches liked the debate because it trained and required their speakers to be thorough in preparation and to be extemporaneous in their handling of material. Audiences liked the debate because they weren't confused by evidence which many times seemed contradictory and was not directly challenged; because there was not the formality of just so much time for so many speeches and then the decision.

Along with its other advantages we believe that it offers to a student training in the type of argument and persuasion which he will face in business and professional contacts. We believe that it is essential that students learn to determine the basic principles involved in any controversy before beginning to advance argument. We believe that fair minded questioning of the opposition tends to aid the student in recognizing value in the other's point of view. We believe that students, through this type of debate, learn, more readily, to summarize the pertinent issues and to analyze more quickly the evidence which is presented.

Since the debate was first tried in 1943 most of the tournaments in the Northwest and many on the Coast have offered at least one division for this competition. We do not recommend the abandonment of the two man teams as not all debaters

are capable of doing the entire job of presenting a case. We know that there is value in team work but we do offer this experiment as a worthy one and would suggest that more debate tournament directors give it a try.

For example: see University Debaters Annual, 1946-47 Phelps, H. W. Wilson Co. "Control of Atomic Energy" Univ. of Oregon vs. Linfield College.

Our New Printer

Fortunately when a change in printers was found necessary, there was one who was not only conveniently located but who was also eminently fitted for the assignment. Irwin Campbell, our new printer, brings to the task of publishing *The Forensic* an unusual interest and a rare competency in printing college journals. Editor, himself, of *The Centra-light* and Director of the College Extension Press, Mr. Campbell has had rich experience in preparing and printing school magazines, bulletins and books.

The burdens of the Editor have already been lightened by his accessibility, his interest, and his sound judgment.

Brave men tell only truths; cowards tell only lies. Three men meet on the street. The first speaks to the second, who turns to the third, saying, "He says he is a brave man and he is." The third replies, "He is not a brave man, he is a coward." How many brave men and how many cowards are present?

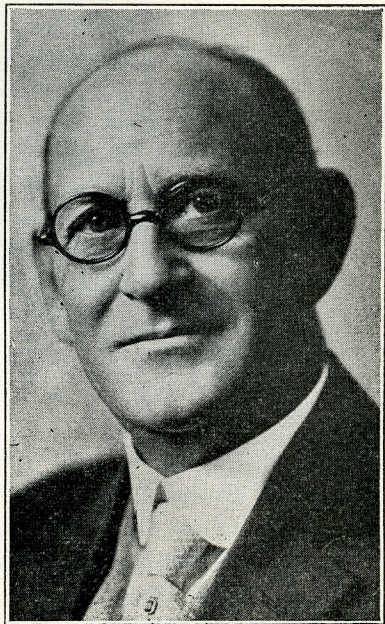
The Origin Of The Debate Tournament

JOHN D. HANSEN, Kansas State College, Manhattan, Kansas

A thousand years from now the researchers in the field of public speaking and forensics will probably look upon our age as the era of debate tournaments just as we look upon the days of Antiphon and Isocrates as the period of the Greek Professional Speech Writers, or those of the late Roman declamatory speakers as the age of the Declaimers.

There has been some question as to when and where the first debate tournament was actually held and by whom it was conducted. However, the following quotation is fairly convincing: "The first (debate) tournament was held at Southwestern College, Winfield, Kansas, about 1923. Through the influence of professor W. H. Veatch, then at Dakota Wesleyan University, the 1924 Convention of Pi Kappa Delta, meeting at Peoria, Illinois, decided to adopt the plan for national debate contests at the 1926 convention scheduled for Estes Park, Colorado." This quotation appears on page 87 of "Modern Debating" by E. R. Nichols and J. H. Baccus.

Dr. J. Thompson Baker, then Head of the Department of Speech at Southwestern was in charge of the first tournament. As originator of the debate tournament credit is accorded to Dr. Baker in Volume 25 of *Who's Who in America*. However, Dr. Baker rather modestly refutes this statement in a recent letter from which I quote: "No one person can be singled out as the 'originator' of the debate tournament. It did not like the hero of the poet's story,



Dr. J. Thompson Baker

"spring full grown from the heart of an oak tree, riven by lightning; but like Topsy, 'It jes grewed.'"

As in many fields of reform, the debate tournament originated from necessity. Efforts were being made to discover and develop a better means of carrying on competitive debating activities than those commonly in vogue; namely, the round robin and debating league plans. In this respect I again quote from a letter from Dr. Baker, who has now retired from the teaching profession and is Pastor of the First Presbyterian Church and Director of Religious Education at Normal State College at Dillon, Montana. "Debating then consisted of half a dozen or so debates with near-by rival colleges. These debates had developed into

acrimonious contests, and when these judges had delivered their decisions, it was not unusual for the meeting to break up into a riot—and there was much "euchring" in the selection of judges. In fact it was not uncommon for the coach to be called in by the college president and asked, Do you think you have judges who are safe? The practice resulted in the college team winning the most debates whose coach was the best politician in getting judges. I, myself, have had the experience of submitting a list of twenty-one proposed judges, only to have them all rejected but one."

Dr. Baker goes on to say, "This was one of the outstanding evils of debating. Some of us got very tired of it. So when the Regional Pi Kappa Delta Tournament met at Southwestern College in the spring of 1923, we talked over plans of reforming debate. The "round robin" had been tried; that is, having every team meet every other team. But there were objections to this. One of the main ones was that in any large gathering of colleges, it was too long and, indeed, impossible. Then several of us in a "bull session" led the discussion in a scheme which resulted in the tournament idea. There had been tournaments in various athletic contests which developed from knightly tournaments so popular from the 12th to 15th centuries in France and England, and which probably originated in France. This gave the idea expressed in the question, "Why not a debate tournament?" And out of this sprang the first debate tournament held at Southwestern College in 1923."

Perhaps it would not be out of place to mention that the first pre-season practice tournament was devised by J. Thompson Baker, himself, in connection with the invitation high school forensic events being sponsored by Southwestern College during the late twenties. Dr. Baker credits Dr. LeRoy Allen, then on the Speech staff at Southwestern for suggesting that it be tried with colleges. So rapidly did this event grow among the colleges that by 1937 the numbers attending the Southwestern annual event actually exceeded the number participating in the National Pi Kappa Delta Convention held at Houston, Texas the previous year. From a special bulletin published by the Speech Department of Southwestern College in the spring of 1937 we read: "This past year all records were broken, and in fact, it was the largest debate tournament ever held. There were more debate teams here debating than at the last National Pi Kappa Delta at Houston, Texas last April, and in two days there were as many debates as there were in the national in five days. A total of 185 debate teams from 57 colleges from 10 states participated. In all, there were more than 500 debates and more than 500 debate people came to Winfield for the debate tournament." With such a response, naturally Winfield, Kansas, merited the title of the "Debate Capital of the United States," and Dr. J. Thompson Baker was in his own right credited as the "Father of the Debate Tournament."

Our observations here would hardly be complete without citing a few novel incidents and near tragedies that occurred during these early

Southwestern tournaments. In his reply to my letter suggesting that he cite some of the most interesting of these, Dr. Baker writes at length. I quote a few of the most striking incidents submitted by Dr. Baker. In referring to the first practice tournaments he says, "From the beginning it was an elimination affair, and the goal sought was to remain in the longest and become the champion. Each team must be beaten twice before being eliminated. The women's team from the Teachers College at Ada, Oklahoma went through undefeated for nine debates. Just before the last debate, one of the teams said, "I just know if we win that debate and the tournament championship, I shall faint." And that is exactly what she did. They won the debate and she fainted; and her colleague went into hysterics, with the result that was the last time she ever debated."

"At the same time, the men's finalists had quite as dramatic and well nigh tragic result. The team from Park College had lost no debate, and went to the 10th round against the team from Wichita University which had lost one debate. But Wichita won that tenth debate, so each team had lost one debate. It was 1:30 Sunday morning when they started in on that eleventh debate. The first speaker from Park was going fine, when suddenly, with a dazed look, he put his hand to his face and stopped speaking. His mind had simply gone blank, and he would have fallen had not his colleague caught him, given him some water and mopped his face with a wet handkerchief. (All available judges had gone home, so Dr.

Allen, Will Wright and I were judging this debate. Already I had been kept awake by watching Dr. Allen and Wright as they nodded and had a hard time keeping awake at all. But this woke them up!) Finally, the Park man went on. But the damage had been done. His colleague was so shaken that his speech was of little value. This bolstered up the Wichita fellows; so they won that debate and the Championship—at 3:30 o'clock Sunday morning!"

Dr. Baker goes on to relate an unpleasant experience with judges. "We had some queer experiences with "judges". After one debate, when the decision of the judge was opposite to what all debaters and members of the audience expected, the judge went to one team and said, 'Your speeches were simply wonderful; I could not find any fault with them. But it was just too bad, dearies. You were on the wrong side. You just can't win on that side. Now, if you will get on the other side, I'll be glad to give you the decision'. Yes, that was a woman; but we had even worse luck with some men. A team knew they had a cinch, for the opposing team was unusually weak. But a learned District Judge was the "critic judge." The debate over, when he went to offer his criticism and decision, he debated the whole question, and finally said, 'Your argument was perfect. I find no fault with it. But you are dead wrong. I will never give a decision to that side of the question'. Yes, I saw that he was "blacklisted" and never called again."

Concerning slips and idiosyncrasies that enlivened the hard work of the tournament, Dr. Baker says, "Ken

Kitch one day took the floor to reply to a very emphatic and capable opponent. His beginning was: 'Our opponents have been trying to intimidate and ridicule us. But ladies and gentlemen, we are not at all excited or led astray by their sophistries. We propose to get right down to business and hard facts and to take the bull by the tail'. He could not understand why people laughed so, for he was not aware of the slip he had made."

Another incident that excited considerable interest occurred when the colleges were debating the Chain Store Question. "One team came in simply loaded down with quantities of soap, breakfast foods, etc. to show how the chain stores had special sized, smaller products to help them sell at lower prices. And those folks won almost all decisions. Another team made very effective use of a chart. They met a strong team. The last speaker on the affirmative came to the rostrum with a pained look on his face and said, 'Our friends of the opposition do not seem to like our chart. They have just torn our little chart all to pieces' (softly rubbing and caressing the chart as he spoke.) Then he turned and said, 'But we will just do the very best we can with what is left.' And without the chart, he made the best speech of his life, and won the debate and the tournament. He never used a chart again."

In closing let me remind you that the debate tournament is unquestionably one of the largest developments in the field of forensics since the techniques for debating were devised. There are some who believe its popularity has reached its peak

and is already on the wane. But let us bear in mind that it survived a period of great discouragement during the last war and in some areas has come back stronger than ever. And just recently highly influential groups have adopted it and added it to their repertoire of activities as a means of encouragement and better preparing its personnel for democratic expression.

In Appreciation Of William Berry

With this issue of *The Forensic* Pi Kappa Delta for the first time in twenty-five years changes printers. For a quarter of a century and during the terms of office of three editors William Berry, owner of the B&M Printing Company in Fort Collins, Colorado, has been loyally concerned with the growth and the function of Pi Kappa Delta. Himself an honorary member of the Fraternity, Mr. Berry has brought to the publishing of each issue of *The Forensic* more than a casual business interest.

However, because of the numerous problems which arose out of the great distance between the office of the editor and the printers, it was necessary to secure a printer whose location would permit closer cooperation.

For his years of service, for his kindness to and his sympathy with the editors of *The Forensic*, and for his enduring interest in Pi Kappa Delta, the Fraternity expresses its appreciation.

THE FORENSIC

OF PI KAPPA DELTA

WILBUR E. MOORE, Editor

ROY D. MURPHY, Associate Editor

Sylvester Toussaint, Business Manager

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SERIES 35

OCTOBER, 1949

No. 1

Editorial

During the past weeks I have conned dozens of fraternity magazines. Their chapter reports give a kaleidoscopic view of the amazingly varied yet essentially stereotyped activities of college students the nation over. The plethora of stories of fraternity recognition for homecoming decorations and parades, for sponsoring dream girls and campus beauties, for entertaining Hollywood film stars, producing "Kampus Kapers", and promoting "Shipwreck", "Tower Toppling", "Pig Poke" and "Sadie Hawkins" dances, emphasizes the high values college students place upon promotional, political, and social activities. It also suggests that in a country claiming the rights of individualism, college students, the salt of the earth, may not have much individuality, that they are excessively imitative—imitative of carnivals, the comic strip, burlesque shows, and glamorized advertising.

If would-be orators can free themselves from the collegiate "chain-gang mentality" sufficiently to reflect upon the psychological, the social, and the moral problems unfolding before them, they have at hand dozens of orations. Students with sufficient daring may emulate Ralph Waldo Emerson and discover "original relations to the universe", and discovering them, may through persuasive speech influence others to break the restricting and wooden goose step of imitation and conformance.

Benefits Of Debating*

WILLIAM G. CARLETON, University of Florida

There are, it seems to me, four distinct educational opportunities to be derived from high school and college debating.

First, effective speech is largely a matter of practice, and the earlier one takes part in public address the surer and readier a speaker he is likely to be in maturity. Like the learning of a language, practice in public speaking cannot begin too early. Learning to think on one's feet, spontaneous and ready speech, comes with **doing**, and doing **early**. The "born" speaker is usually the speaker who starts speaking at a youthful age.

Second, high school and college debating is likely to direct students to serious study of public questions at an early age. Debate questions are usually important and difficult and yet they are made attractive to the youthful mind by the concrete and controversial way in which they are put. Most students, even if they are majoring in one of the social sciences, will not delve deeply into such questions as labor relations, foreign policy, the control of business cycles, the tariff, public finance, and so forth unless they are challenged by active participation in debate.

Third, debating forces a student to consider all sides of a particular question. It is a mistaken notion that debating requires a student to think in distinct terms of black and white. Usually, the student learns to take all sides of a question, and often the question is phrased in a variety of ways in order to exploit it

from different points of view. This training in seeing all around a question, its many sides, its various facets, is invaluable. It affords significant training in flexibility and breadth of view. However, further to assure the student an opportunity to develop a subject in his own personal way, it is well to schedule a few discussions as well as debates, discussions in which the student is freed from any fixed statement of the problem and may state the problem and develop it in any way he sees fit.

Fourth, and most important, public speech allows valuable training in clear and precise thinking. Indeed, clear expression, both written and oral, is inseparable from clear thinking. The debater thinks through a proposition over and over again, phrases it any number of ways, and publicly experiments with it on numerous occasions before he finally achieves the crystal clarity he is seeking. This passion for clear expression develops into a passion for clear thinking, for the young debater soon learns that without clear thinking there can be no clear expression. The late Senator Albert J. Beveridge, himself an able orator, observes in his monumental biography of Abraham Lincoln that Lincoln's speeches at the end of any given political campaign were always better than they were at its beginning—by a process of selective repetition Lincoln distilled in clearer and clearer fashion his political arguments and ideas.

*Reprinted from "Speech Activities", Summer, 1949.

Chapter News

The College of St. Catherine Forensic Squad admires the sweepstakes trophy won at the Peoria Convention. Members of the squad from left to right: Adelaide McGuigan, Rosemary Manion; Catherine Heinz; Barbara Luger; Maureen Mashek.



The Pacific Lutheran College debate and forensic squad have completed their competitive year with a record of 16 first place wins in five tournaments. The tournaments were: Western Speech Association, Seattle, Washington; Tyro Tournament, College of Puget Sound, Tacoma, Washington; 19th Annual Linfield Tournament, McMinnville, Oregon; Annual Invitational tournament, St. Martins College, Olympia, Washington, and the Sixteenth National Convention tournament, PKD, Bradley U., Peoria, Illinois. These tournaments were held in the 1948-49 school year.

PLC is a newcomer in PKD with its chapter installed this year. The chapter now has a membership of 18, and included therein are four members of the degree of Special Distinction.

The enclosed photo pictures from left to right: Louis A. Innerarity, Su-

perior in Discussion at Peoria, Prof. Theodore O. H. Karl, Director of Speech at PLC, and Donald Graham, Superior in Extemp at Peoria. Mr. Innerarity has accounted for six of the first place wins this season, and Mr. Graham has accounted for five.



May 16, 1949, Southwestern Louisiana Institute honored the members of its intercollegiate debate squad Saturday night by presenting awards to them for having represented the college successfully in intercollegiate forensic competition this year. The awards were presented at the annual "Speech Takes A Holiday" banquet which was sponsored by the Southwestern Chapter of Pi Kappa Delta, National Honorary Forensic Fraternity. William Dempsey, of Fall River,, Massachusetts, president of the local chapter, presided over the banquet. After his welcoming remarks, President Joel L. Fletcher, Dean H. L. Griffin, and Miss Edith G. Dupre addressed the group briefly. Professor Roy D. Murphy, Director of Debate, presented awards to the varsity debaters and conferred upon them Pi Kappa Delta's advanced degrees of achievement.

Book Review

"Representative American Speeches: 1948-1949" (252p. \$1.75. H. W. Wilson Company, New York 52). Three campaign speeches, analyzed by the editor with "polled" results are included in the latest annual collection. The speakers are Harry S. Truman, Thomas E. Dewey and Henry A. Wallace. Their speeches, their manner of delivery, and especially the editor's analyses could well be "must" reading for all future candidates. They appear in a section, "Presidential Campaign," where the fourth speaker is Lowell Thomas commenting on the results and the reasons over NBC.

Other speakers in the book in order of appearance are: Dean Acheson, Winston Churchill and Francis B. Sayre speaking on "International Politics"; David E. Lilienthal, Dwight D. Eisenhower, William O. Douglas and Robert H. Jackson on "National Attitudes"; Herbert Hoover, Arthur H. Vandenberg, and Alben W. Barkley under the heading, "Personal Tribute and Reminiscence"; Harrison S. Brown on "Science"; Ruth Alexander, Helen Gahagan Douglas, Joseph Martin and Samuel Rayburn on "Business and Labor"; James Bryant Conant, Virgil M. Hancher, Paul H. Douglas, George D. Stoddard, Clifton Fadiman, James R. Killian, Jr. and John Tyler Caldwell speaking on "Education," and John Foster Dulles, Ralph W. Sockman and Robert I. Gannon on "Religion."

Under seventeen numbered paragraph headings he discusses how the thought or ideas of a speech should be judged.

Dr. Baird employs these same techniques in his analysis that precedes each speech. He first presents the time, place, occasion and background of the speech. He then discusses the manner of delivery, the structure, content and purpose of the speech and the audience reaction. As the editor points out, "effective communication is a two-way process," and he is particularly interested in the extent of the speaker's success in becoming one with his audience.

Amy, Beryl, Cecily, and Dorothy are married to Arthur, Basil, Cyril and David (not necessarily in that order) and each of the four husbands is brother to one of the ladies. Dorothy has no brothers. Amy's brother-in-law is married to Cecily. Beryl is married to Basil. Cecily's husband was at school with Arthur and David. Which of the ladies is Cyril's sister?

The logician's will: "I leave \$1000 to be divided among my four daughters. Some of my money is to go to Annabel or Beatrice. I know that Beatrice and Clarissa are under Dierdre's thumb, so if any of the money goes to either of them, she is to have none. I want Beatrice and Clarissa treated alike—in fact all four, or as many as possible, are to receive equal treatment." Who was the logician's favorite daughter, and what was the size of her legacy?