

THE

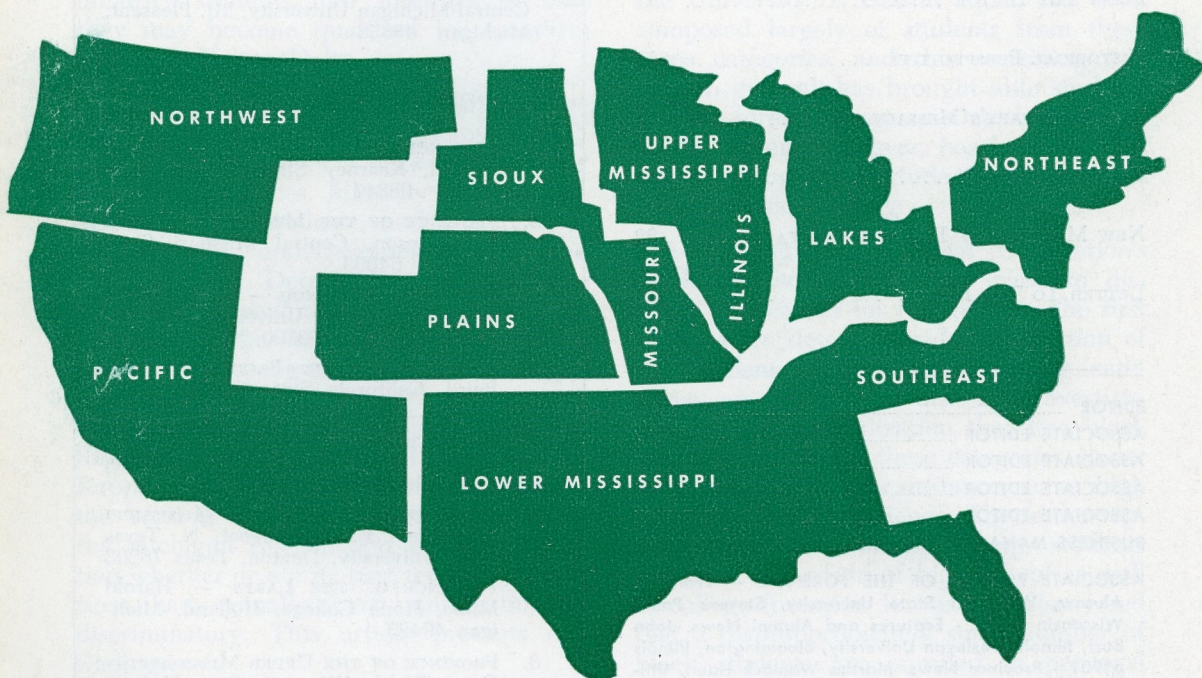
Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

SERIES 55

MARCH, 1970

NO. 3



THE YEAR OF THE PROVINCES

The FORENSIC of Pi Kappa Delta

SERIES 55 MARCH, 1970 No. 3

Table of Contents

DEBATE AND THE BLACK STUDENT	3
THE PRESIDENT'S MESSAGE	5
PHYSICAL FORENSIC FACILITIES CAN BE OBTAINED	6
THE ISSUE OF INHERENCY	9
FROM THE EDITOR	11
HISTORICAL PERSPECTIVES	12
THE SECRETARY'S MESSAGE	15
CHAPTER NOTES	16
NEW MEMBERS OF PI KAPPA DELTA	22
LETTER TO THE EDITOR	23

EDITOR	GIL RAU
ASSOCIATE EDITOR	FRANK T. ALUSOW
ASSOCIATE EDITOR	JOHN BURT
ASSOCIATE EDITOR	MARTHA WOMACK HAUN
ASSOCIATE EDITOR	ROBERT TICE
BUSINESS MANAGER	LARRY NORTON

ASSOCIATE EDITORS OF THE FORENSIC — Frank T. Alusow, Wisconsin State University, Stevens Point, Wisconsin 54481 - Features and Alumni News. John Burt, Illinois Wesleyan University, Bloomington, Illinois 61701 - Province News. Martha Womack Haun, University of Houston, Houston, Texas 77000 - Chapter News. Robert Tice, Texas A & I University, Kingsville, Texas 78363 - Convention Publicity.

Published four times a year in October, January, March and May by Pi Kappa Delta. Subscription price is a part of the membership dues.

Office of publication: Central Michigan University, Mt. Pleasant, Michigan. Second class postage paid at Midland, Michigan 48640.

Printed by —
Ford Press Inc., Midland, Michigan 48640

DIRECTORY OF PI KAPPA DELTA

NATIONAL PRESIDENT — H. Francis Short,
Kansas State College, Pittsburg, Kansas
66762

NATIONAL VICE-PRESIDENT — James Gris-
singer, Otterbein College, Westerville,
Ohio 43081

NATIONAL SECRETARY-TREASURER — Larry
Norton, Bradley University, Peoria,
Illinois 61606

NATIONAL COUNCIL MEMBERS — Fred B.
Goodwin, Southeast Missouri State Col-
lege, Cape Girardeau, Missouri 63701;
L. A. Lawrence, Montana State Univer-
sity, Bozeman, Montana 59715; Edna
Sorber, Wisconsin State University, White-
water, Wisconsin 53190

IMMEDIATE PAST PRESIDENT — Theodore O.
H. Karl, Pacific Lutheran University,
Tacoma, Washington 98447

HISTORIAN — D. J. Nabors, East Central
State College, Ada, Oklahoma 74821

EDITOR OF THE FORENSIC — Gilbert Rau,
Central Michigan University, Mt. Pleasant,
Michigan 48858

PROVINCE GOVERNORS

1. PROVINCE OF THE PLAINS — Robert
Kunkel, Kearney State College, Ne-
braska 68847
2. PROVINCE OF THE MISSOURI — Harold
P. Sampson, Central Missouri State
College 64093
3. PROVINCE OF ILLINOIS — Edna Sorber,
Wisconsin State University, White-
water, Wisconsin 53190
4. PROVINCE OF THE PACIFIC — John
Baird, California State College, Hay-
ward, California 94542
5. PROVINCE OF THE SIOUX — Arthur F.
Prosper, Black Hills State College,
Spearfish, South Dakota 57783
6. PROVINCE OF THE LOWER MISSISSIPPI
— William R. DeMougeot, N. Texas
State University, Denton, Texas 76203
7. PROVINCE OF THE LAKES — Harold
Mikle, Hope College, Holland, Mich-
igan 49423
8. PROVINCE OF THE UPPER MISSISSIPPI —
Grace Walsh, Wisconsin State Univer-
sity, Eau Claire, Wisconsin 54701
9. PROVINCE OF THE SOUTHEAST — Carroll
Ellis, David Lipscomb College, Nash-
ville, Tennessee 37203
10. PROVINCE OF THE NORTHWEST — Jean
Ward, Lewis & Clark College, Portland,
Oregon 97219
11. PROVINCE OF THE NORTHEAST — Seth
Hawkins, So. Connecticut State Col-
lege, New Haven, Connecticut 06511

Debate and the Black Student: A Comment on Recruiting

Charles A. Dause and Robert V. Seltzer
Director of Forensics Director of Debate
University of Detroit

At the 1969 National Convention of Pi Kappa Delta a resolution was introduced which observed that "members of minority groups are significantly underrepresented at the Pi Kappa Delta National Convention." In its final form, the resolution claimed that "Pi Kappa Delta recognizes the value of active recruitment of minority students to ameliorate this condition" and called upon the National Council and each individual chapter to "more actively recruit minority students into forensics so that they may become qualified for membership in Pi Kappa Delta."

This resolution and its implications caused the Michigan Eta Chapter of Pi Kappa Delta to take a critical look at its recruiting practices. Minority groups, particularly black students, had indeed been "significantly underrepresented" in the University of Detroit forensic program. While black students comprise about ten per cent of the student body, only three black students engaged in forensic competition between 1964 and 1969, and none of these participated long enough to qualify for membership in our local chapter of Pi Kappa Delta.¹ In attempting to discover the reasons for this underrepresentation, the Michigan Eta Chapter began to question whether or not its past recruiting practices had actually been unintentionally discriminatory. This article presents our findings.

While attempts had been made to make the entire campus aware of the opportunities for forensic training, our "active recruiting" had centered primarily on selected groups of incoming freshmen. Each

summer, letters encouraging debate and forensic participation had been sent to freshmen falling into three broad groupings: students with high school debate and forensic experience, pre-law students, and students with high S.A.T. scores. These groupings had been selected on the assumption that the students within them would be 1) the most interested in forensic activity and 2) the most likely to succeed in forensic competition.² Expectedly, the University of Detroit squad has been composed largely of students from these three categories, and this recruiting system, in general, has brought able students into the forensic program. One shortcoming of the system, however, has been its failure to bring black students into contact with forensic training.

Acting on the National Convention's resolution, an attempt was made to discover the reasons for this failure. The first step was to determine what proportion of the students within the recruiting categories are black students. The investigation led to the realization that few black students fall within these categories at our institution.³ Few, for instance, have high school forensic experience. The underrepresentation of minority group students seems characteristic of high school as well as college forensics. It was also discovered that a disproportionately small number of black students are enrolled in pre-legal programs at the University of Detroit. Finally, few black students fall into the "high S.A.T. scores" category since many of these students come from inner city

1. While this article focuses solely on recruiting, this suggests that we need to explore the possibility of developing a new emphasis in our training programs to adapt to the special circumstances of an inner city student attempting to master debate technique.

2. Indeed, we discovered that by sending out about 150 letters a year we were able to elicit a positive response from nearly fifty per cent of the students contacted.

3. Since college admissions forms contain no indication of the race of a student, this determination had to be made in consultation with the administrators of the Freshman Studies program.

schools where the S.A.T. tests are not even administered because of the low proportion of "college prep" students.

With this realization in mind, the recruiting system was changed during the summer of 1969. Instead of utilizing the three categories, letters of introduction to the forensic program were sent to all incoming freshmen. Included with these letters was a four-page "Forensic Newsletter" which described the forensic program in detail.⁴ By abandoning the assumptions and methods of the categorical approach it was hoped that this system would remove the inadvertent discriminatory effects of that approach while still maintaining the capacity to draw strong students into the forensic program.

This generalized recruiting system, while certainly not "actively recruiting students from minority groups," did remove the discriminatory effects of the categorized system. Of those who came to the fall recruiting meeting and signed up for forensic activity nearly one-third were black students. While black students comprised only fifteen to twenty per cent of the freshman class, one-third of the novice debaters attending the debate Seminar Weekend and one-fourth of the students engaged in novice debate during the first semester were black students.⁵

The new recruiting system, however, did have its drawbacks. Despite the fact that forensic materials were sent to all incoming freshmen rather than to only about one-eighth of the freshman class under the old system, the percentage of positive responses was less than under the categorized system. Under the new system only eight per cent responded as compared to nearly fifty per cent under the old system. Also, a significantly smaller proportion of these students had previous forensic experience. By the time that the novice debate squad was ready for intercollegiate competition, it had dwindled to less than half of its normal size.

The experience of the Michigan Eta chapter suggests a few conclusions which might be used as hypotheses for future study. First, a selective recruiting system designed to draw students on the basis of "likelihood of success" in forensic activity may have built-in discriminatory factors. If our recruiting efforts are to reach a proportionate number of minority group students, then we must carefully examine the basis of our selectivity or abandon that selectivity entirely. Second, it seems that black students, when exposed to equal recruiting efforts, will respond positively to the invitation to engage in forensic training, and that this response will be at least proportional to their population at the school involved. Third, the generalized approach to recruiting is less successful in drawing large numbers of students into forensics than the more selective approach described. This suggests that some combination of general and selective recruiting may be desirable.

The writers of this article realize that these results and conclusions may well be unique to the University of Detroit. The article merely reports the efforts of one Pi Kappa Delta chapter to evaluate its recruiting program under the mandate of the 1969 National Convention resolution. Hopefully, other chapters have undertaken similar self-evaluation, and it would be interesting to discover the results of their efforts.

The National Council of Pi Kappa Delta is in a perfect position to gather such information. Indeed, they were instructed by the 1969 convention resolution to assist in the active recruitment of minority students. It seems that one way in which the National Council can discharge this responsibility is to survey the individual chapters to see what efforts are being made to act in accordance with this resolution. Such action by the National Council would not only serve as a reminder of the concerns of the resolution but might also provide a wealth of information which could assist individual chapters in bringing their recruiting programs into harmony with the stated objectives of Pi Kappa Delta.

4. This, obviously, is an expensive process which may not be adaptable to schools with lower budgets or higher freshman enrollment. The printing and mailing of 1200 letters and newsletters cost about \$120.00.

5. This decline in the percentage of black students further suggests the need to develop training programs which adapt to the unique needs of these students.

The President's Message

Several Governors met with the National Council of Pi Kappa Delta at the Speech Association of America December Convention in New York. The Governors present at the convention included:

GOVERNOR EDNA SORBER — *Province of Illinois*

GOVERNOR JOHN BAIRD — *Province of the Pacific*

GOVERNOR WILLIAM DEMOUGEOT — *Province of the
Lower Mississippi*

GOVERNOR GRACE WALSH — *Province of the Upper
Mississippi*

GOVERNOR CARROLL ELLIS — *Province of the Southeast*



H. Francis Short

The role of the Province Governor was discussed at great length. Since so many of these ideas seemed to involve the individual chapter I felt you should share in the discussion. Listed below are some of the ideas discussed:

1. Each Province should consider the possibility of a newsletter sent to each chapter in the Province. The Province of the Pacific has introduced such a publication with satisfying results.
2. It was felt that more attention should be given to the delinquent chapter. The offer of assistance and encouragement could be just what this chapter needs. See that their annual report is submitted, being certain that your own is not missing.
3. There seemed to be a need for the distribution of a questionnaire that would help determine the status of each chapter. The results of this questionnaire should be sent to all chapters.
4. Distribute a roll that lists all the chapters in the Province including sponsors, local presidents, addresses, etc.
5. A need for Province projects such as working for group transportation to the Houston National Convention in 1971. Some felt that joint meetings with other adjoining Provinces would be helpful. The Governor should be

aware of the status of each and every chapter.

Province meetings are here. Many of the thoughts listed above should be discussed and appropriate action taken. The Province of the Lower Mississippi is reminded that they will be the host Province of the 1971 National Convention to be held in Houston. They need to be certain that they elect a student to represent all Provinces on the National Council. The other student member will come from the University of Houston Chapter.

While at the SAA Convention I attended a meeting of the American Forensic Association. I was concerned about the move of this organization to become the agency to sanction all debate tournaments in the United States. The attempt to determine the standards for everyone seemed to be a bit presumptuous for this small group that had gathered in New York. The report of their Professional Relations Committee was not conclusive since at least one of this committee of five was not in agreement with the majority report. It seems to me that this organization would be wise to offer guide lines to follow rather than setting up sanctions and enforcements that may be the demise of the National Debate Tournament. Read carefully the material that is sent to you before signing it; it may be important to the future of debate.

Physical Forensic Facilities Can Be Obtained

Warren A. Gasink
Director of Forensics
East Stroudsburg State College

How many of you have adequate facilities for your forensic program? Perhaps your program can benefit by our experiences at East Stroudsburg State College.

Four years ago, our forensic program faced a \$600.00 total budget for 1965-1966, and no physical space or facilities of any kind for the forensic program (not even a desk or steel file for the director of forensics.) After I protested to anyone who would listen, the administration asked, "Just exactly what do you want?" My answer, "First, last, and always — money." \$3000.00 was allocated for 1966-1967, \$4000.00 for 1969-1970.

Then my students and I began work on a proposal for physical facilities. We discovered very quickly that we could find no published information concerning specific suggested floor plans or equipment for an educationally justifiable co-curricular forensic program. Therefore we submit this paper in the hope that your students will benefit from our experiences. (The following information includes the pertinent facts of the original and present proposals to our administration.)

PHYSICAL NEEDS OF A FORENSIC PROGRAM

What are the physical needs of a forensic program? More specifically, what capital equipment and how much physical space are minimally required for a productive, curricular and co-curricular, competitive, intercollegiate debate and individual events program?

Perhaps these requirements can be most effectively developed by mentioning some characteristics of the East Stroudsburg State College program.

The intercollegiate competitive program includes approximately twenty students competing with colleges from throughout the United States. Events entered include four-man unit and two-man switchside debate, both orthodox and cross-examination

styles, original oratory, extemporaneous speaking, impromptu speaking, after-dinner speaking, and a parliamentary congress. We also host from one to three tournaments each year.

Our students meet formally twice weekly from 3:00 to 5:00 P.M. for case construction and practice debates, plus many informal hours of research and preparation. Much productive work takes place during evenings and other free hours. Thus we need work space available at all times, not just for meetings and classes.

The curricular phase of debate includes one three-hour course presented each fall in Argumentation and Debate, plus a three-hour course in Management of the Forensic Program (designed for presently employed forensic coaches), and a proposed summer workshop for high school debaters.

In the above courses, the students should be exposed to more than just theory. This requires two things: (a) that the members of the class be placed in an environment where they have available materials for research and preparation for forensic events, and (b) the class should be located so that the members can be directly involved in planning and executing tournaments and other activities. If a person represents himself as having had training in forensics, at the very least he should be exposed as deeply as possible to the practical operation of a program with adequate, up-to-date facilities.

Some equipment and materials with which they should have contact are: flow sheets, time cards, and the other paraphernalia necessary to conducting a formal intercollegiate debate. They should also encounter the typing, record keeping, duplicating, stapling, etcetera, a necessary part of forensic programs.

Also, future forensic directors should at least be introduced to the values of audiovisual teaching aids, such as slide projec-

tors and video-tape machines. This will necessitate a complete audio and video control console with recording and playback equipment.

We can thus see that work and storage space are necessary for the above and the following situations.

As we do not have a large research and graduate library at East Stroudsburg State College, research materials such as handbooks, pamphlets, U.S. Government publications, and magazines on the annual debate proposition must be made easily accessible to the student for study and excerpting of quotations and evidence. (Supporting or "proving" *every* issue in debate — or failing to — is a cardinal basis for decisions.) Floor to ceiling shelves, plus at least three lockable cabinets for storage therefore become imperative.

Storage space for other equipment should be supplied. These items include tape recorders, electric typewriters, debate file boxes, etcetera.

Other essential items include a full office desk, office chair and lockable file cabinets for the director of forensics, plus a secretary's desk and chair and IBM Selectric typewriter with three different type balls. Preferably, the office of the director of forensics should connect directly with the forensic room(s).

We also need three large steel or wood tables and a speaker's stand (portable) during debates, for student conferences, and during preparation.

Finally, a forensic program vitally needs an outside direct telephone line. Unquestionably, comments on a tournament invitation such as, "Please feel completely free to call the tournament director at home — 717-424-1524 — as contacting him at the college is extremely difficult", degrade the program and insult the college.

Therefore we need several distinctly different, separate facilities: one for the main activity, one for a second practice debate occurring simultaneously, one for concurrent preparation and individual events practice, one for research facilities, a control and storage center, and office space.

The above requirements become obvious in the next three items:

1. An adequate intercollegiate co-curricular forensic program neither begins at 3:00 P.M. nor ends at 5:00 P.M. on Tuesday and Thursday, but continues many hours of every day. The above hours include merely the formal meetings of the squad.

Because we had a room (in a building now torn down) assigned full-time to forensic training and preparation, one of the largest and most necessary advantages occurring in 1966-1967 concerned the accessibility of materials and space for research and consultation for students at whatever times best fit their schedules. These meetings took place in a relaxed atmosphere. One administrator was amazed at the amount of use the room received.

By contrast, if the facility is unavailable during the day, the debater cannot work with absolutely necessary materials.

2. If our students have no place to work *together*, the team member cannot become deeply familiar with the way that his colleague thinks, his attitudes, beliefs and basic assumptions, and his partner's knowledge and research background. Thence the coach cannot expect close cooperation and effective team action.

Obviously, when forensic facilities are available to the team members at other times than just during official meetings, the more eager, hardworking, and potentially successful student can and does more rapidly progress.

3. Another subtle factor is highly influential. Having a place to go, a place to associate, a home — if you will, provides us with a sense of roots and a feeling of unity. The students become involved in a group or team effort, with resulting increased loyalty, desire to grow, and dependability.

The above obviates the necessity for physical space and equipment reserved exclusively for the forensic program.

An educationally valuable program contributes not only to its own student body and campus, but also to local service clubs, school districts, high school forensic programs, and to germane professional associations. Yet a lack of effective space and equipment significantly decreases our potential contribution.

As I write this, our situation is definitely changing. Not only have several pieces of equipment now been purchased for our exclusive use, but a full classroom is being set aside for our exclusive use until the Art, Speech, and Music building now be-

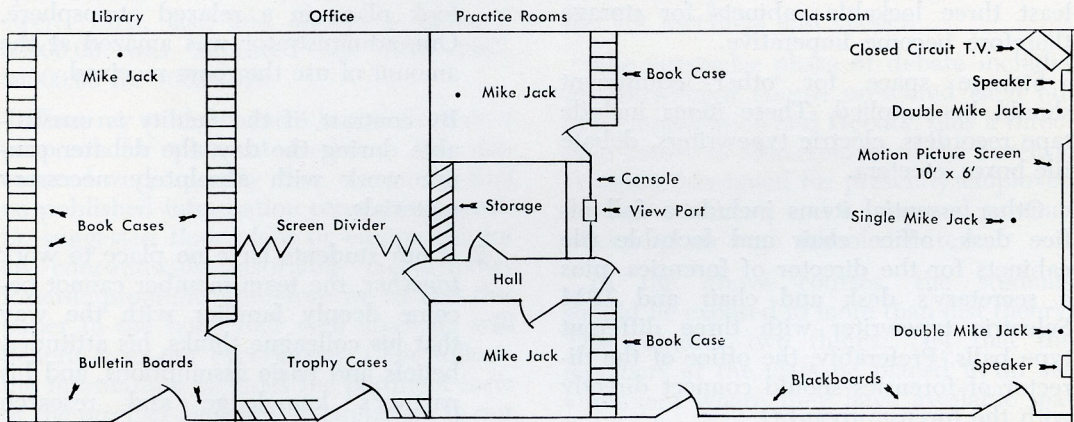
ing planned is constructed. We now expect the inclusion of the requested floor space and suggested equipment. (A detailed floor plan accompanies this article.)

We began asking for improvements when our situation seemed bleak and almost hopeless, even when we heard that little real hope of change existed for the foreseeable future. Yet we are getting our wishes.

But remember, administrators are not mind readers. If you don't ask, "c'est la vie". *If you ask*, perhaps to you also it shall be given.

PROPOSED FORENSIC FACILITIES

East Stroudsburg State College



FORMULA FOR ACTIVE CHAPTERS

1. Commit your school to make that big trip next year.
2. Plan a budget for this trip.
3. Plan fund raising for more money.
4. Make that trip!

PLAN AHEAD!

1971

NATIONAL PI KAPPA DELTA
CONVENTION and TOURNAMENT

UNIVERSITY OF HOUSTON
Houston, Texas

(Dates to be Announced)

THE ISSUE OF INHERENCY

by

ROBERT E. PRUETT

Glen Mills, in his book, *Reason In Controversy*, says "analysis is the process of determining what a proposition means and of finding the controversial questions which must be answered if the deliberation is to be critical and thorough."¹ Based upon the idea that analysis begins with an examination of the proposition provides one with the starting point from which the issues begin to develop and it is within the meaning of the issues that the potential argument of inherency can be discovered. This is not to imply that all propositions offer the advocate the opportunity to find such an argument for as Mills later explains in his discussion of issues: "When the shortcomings of the status quo are not serious, and when only modest claims can be made for the benefits of the proposed change, we can use the comparative-advantages approach."² Mills' statement seems to provide a clear line of demarcation between an analysis that provides an inherent argument and one that suggests a comparative advantage approach yet much controversy has developed regarding the meaning of "shortcomings in the status quo." Writers, such as Marsh³ and Newman,⁴ would agree with Mills' interpretation while others like Kruger⁵ would claim that the comparative advantage is only an implied need argument or concealed inherency. The purpose of this paper, however, is not to defend either point of view; rather it is an attempt to isolate the concept of inherency, explain its meaning, and show two approaches available to an ad-

vocate who discovers the issue of inherency in a proposition.

In examining the concept of inherency, it is surprising that authors of debate texts spend so little time discussing the meaning of the term. Most treat inherency as a major issue without describing what it entails or to explain what a person must do to make it a functional argument. For example, Huber limits his treatment to the question: "Are evils caused by the present system and are they inherent?"⁶ Freeley⁷ does little more than reiterate the same question while Moulton,⁸ and Ehninger and Brockriede⁹ don't bother with the term.

As an issue, the argument of inherency falls somewhere within the analysis of the need for a change, and most critics of debate agree that this is the first important issue to be answered in the debate. But how should inherency be developed within the broader issue of a need for a change? Here, at least, Huber's question offers the idea of causality and the present system. Thus, inherency implies that something exists within the system and as a basic characteristic of the system it causes the need for a change.

The next point to discuss, analyzing the need issue in order to find the inherency argument, is much more difficult than defining the term. Reid, in his article, "Analysis of the Proposition," says that "Inherency involves the question of whether the failure of a policy is related to the particular phase of the status quo which the debate resolution proposes to change."¹⁰

Mr. Pruett received his M.A. from Northern Illinois University in 1959 and is past Director of Forensics at Wisconsin State University Oshkosh. He is currently a teaching fellow in Speech at Bowling Green University.

1. Glen Mills, *Reason In Controversy*, Boston: Allyn and Bacon, 1968, p. 89.
2. *Ibid*, p. 107.
3. Patrick O. Marsh, "Is Debate Merely a Game for Conservative Players?" *Speaker and Gavel*, Volume 1, January, 1964, pp. 46-53.
4. Robert P. Newman, "The Inherent and Compelling Need," *Journal of American Forensic Association*, Volume 2, May, 1965, pp. 66-71.
5. Arthur N. Kruger, "The Inherent Need: Further Clarification," *Journal of American Forensic Association*, Volume 2, September, 1965, pp. 109-119.

6. Robert B. Huber, *Influencing Through Argument*, New York: David McKay, 1963, p. 44.
7. Austin J. Freeley, *Argumentation and Debate*, Belmont, California: Wadsworth, 1966, pp. 41-55.
8. Eugene R. Moulton, *The Dynamics of Debate*, New York: Harcourt, Brace, and World, 1966.
9. Douglas Ehninger and Wayne Brockriede, *Decision By Debate*, New York: Dodd, 1963.
10. Ronald F. Reid, "Analysis of the Proposition," in James H. McBath, ed., *Argumentation and Debate*, New York: Holt, Rinehart, and Winston, 1963, p. 61.

The importance of Reid's statement relates back to what Mills was talking about in reference to the meaning of the proposition. It is from the statement of the proposition and its meaning that one determines if there is an inherent argument. This is an analytical process in which the advocate must examine the present system in order to determine (1) precisely what in the present system the proposition offers to change and (2) whether the problem in existence is an innate characteristic of that system and as such, a factor of causality. Reid affirms such an idea in stating that "Only if the problems are in some way a result of the basic features of the status quo which the resolution will change can the problems be considered inherent."¹¹ Thus, the potential issue of inherency is not an argument that comes from all propositions but is developed according to the stated problem in a specific proposition and as such, it will be reflected within the concept of causality as innate to the present system. The proposition, itself, will determine whether inherency exists within the need for a change.

Given the assumption that a proposition does provide an inherency, the advocate has at his disposal two methods of analyzing this particular issue in arguing for a change: a structural inherency and a philosophical inherency. The structural inherency is the one most commonly found in debate. It claims that the present system, no matter what means at its disposal, cannot solve the problem. Such an approach does not argue in degrees but in absolutes. This is reflected in the causality factor and is developed according to Mader as the "fixed point, around which the controversy revolves, suggesting that the most important is that which is essential to the advocacy or rejection of a given proposition."¹² The structural inherency argues that the proposition must be adopted because the present system in no way can solve the problem. Such an argument is justified by the advocate in terms that the status quo is unable to re-

pair itself and any attempt to do so would either fail to solve the problem or perpetuate the problem in its severity. Kruger makes a good point about this when he says that "according to the law of cause and effect, an effect can be eliminated only by eliminating its cause; thus, if evil effects are caused by the present policy, they can be eliminated only by eliminating their cause, the present policy."¹³ The inherency, of course, is referring to those innate characteristics of the present system as the cause. While an advocate can argue that the innate characteristics are the entire cause, he may if he decides restrict his argument to showing that a significant part of the cause can be attributed to the present system. For example, in debating the resolution, "Resolved: That the federal government should guarantee a minimum annual cash income to all citizens," many affirmatives were justified in analyzing the problem of poverty and showing that lack of money was a cause for poverty. Within this poverty class were a significant number of people who were restricted from receiving aid because they didn't fall into certain specified categories. In this instance a large portion of the cause of the problem could then be related to arbitrary laws and such a problem could not be overcome until the proposition was adopted. Thus, one approach available to the advocate in analyzing the need issue in terms of the inherency argument relates to the structural incapability of the present system to correct itself. This type of argument directly attacks the basic mechanism of the status quo and argues that no matter what it does or tries to do, it will be unable to solve the problem.

A second type of approach an advocate can take is the philosophical inherency. There has been little discussed regarding this approach and what has been written relates to the concept of goals and failure to meet such goals which would focus more upon the inability to achieve the goals because of a structural inherency. Some critics, such as Reid, discuss the idea of goals of present policy and the desirability

11. *Ibid.*

12. Thomas F. Mader, "The Inherent Need to Analyze Stasis," *Journal of American Forensic Association*, Volume 4, Winter, 1967, p. 13.

13. Arthur N. Kruger, *Modern Debate*, New York: McGraw-Hill, 1960, p. 46.

of the goals. He would argue that if a goal of the present policy is no longer desirable, the affirmative has the right to analyze such a problem in terms of developing an inherency argument and that "the debater should examine the circumstances surrounding a policy, and, in light of such circumstances, determine whether the present policy is achieving desirable goals to an optimum degree."¹⁴ This pattern of analysis is actually saying that the philosophy under which the present system is operating is no longer desirable. While there is much value to this type of argument, a problem develops in that most philosophies or goals are rendered as value judgments and, as such, are difficult to overturn when they have been ingrained for a long period of time. For example, the basic philosophy of United States foreign policy since World War II has been the containment of communism while protecting our national security. An advocate attempting in some way to change our foreign policy or method of deciding foreign policy might find it difficult to show a structural inherent problem, given the acceptance of such a philosophy. While there are signs that specific actions have not been successful, the containment principle has justified our actions in such a manner that most of our

programs seem to be relevant and advantageous. A better method of overturning problems of foreign policy would be in showing that such a philosophy actually works against United States interests and as such, many of our actions cannot be justified because the goal they aimed to achieve is impractical, unjustified, or antiquated. Mader also touches briefly on this approach in his treatment of inherency when he talks about an inherent need flowing "from some principle of justice, or from some generally-held belief . . . or from the nature of the problem itself."¹⁵ Thus, the philosophical inherency can be justified as a method of presenting an inherent argument, something which the present value system cannot correct.

In conclusion, it can be said that the advocate who wishes to change the present system will find his inherency argument by analyzing the reasons why a change is needed and within this area of analysis he will determine whether such an argument exists. If the proposition calls for the development of such an argument, it will be determined either through an inherent indictment of the basic structure of the present system or by illustrating that the philosophical values or principles of the present system are no longer justifiable.

14. Reid, *op. cit.*, p. 51.

15. Mader, *op. cit.*, p. 20.

From the Editor . . .

The May issue is already in the planning stage. Governors out in the far-flung Provinces can assist in making the May issue a memorable one. First, by assigning one person to rush a summary of contest winners, newly elected officers, and other items of interest to the Editor. Second, by making arrangements with the host school to have a photographer on hand to take pictures of top winners, newly elected officers, and human interest situations. If such copy and photographs are rushed to the Editor by or before April 10, your Province will be featured in that May issue.

From the information available it appears that eight Provincial meets will be held, with three Provinces inviting a nearby one

to participate with them. The Sioux hosts the Missouri, the Upper Mississippi hosts the Illinois, and the Lower Mississippi hosts the Southeast. That accounts for six Provinces. The other five gather on their own — the Northwest, the Pacific, the Plains, the Lakes, and the Northeast. The Provinces set their own dates, select their own locations, arrange and run their own contests and meetings.

The strength and vitality of our national organization stems from this energizing activity on the level of the Provinces, which in turn is actually generated by active chapters in our sister colleges and universities from coast to coast. Much depends on *your* chapter, one of two-hundred and fifty-eight.

GIL RAU
Central Michigan University

I. EXTEMPORANEOUS SPEAKING

Extemporaneous speaking as a method of speaking apparently is as old as speech itself. According to Nichols, "The earlier teachers professed to teach their pupils to speak extempore in assembly and the law courts . . . The earlier orators did not write their speeches. In fact, it is said that Pericles was the first to use a written speech in a law court".¹ Nichols also makes reference to a debate in the fourth century on the relative merits of written and extemporary delivery.

James N. McElligott, describing the qualities of the good debater, wrote in 1860, "He must be a good extemporaneous speaker . . . this is absolutely essential to the character of a good debater."² McElligott also refutes two erroneous opinions regarding extemporaneous speaking. 1) that it is a gift of nature, and, therefore, unattainable except by a gifted few; and 2) there is no benefit in its use and harm might result because of unfavorable habits that could result from the practice of extemporaneous speaking.³

The use of the forensic disputation was replaced in part by the extempore method of debate in the programs of the literary societies. In some instances, both methods were used with the extemporaneous method gradually becoming more popular with some groups. In the society programs, the question to be used at the next meeting was usually announced two weeks in advance which permitted some time for preparation in the typical extemporaneous method. However, at times the extempore actually became impromptu as the subject was not announced until the time of the meeting.⁴ In other cases, speakers were assigned to substitute for those not present which resulted in impromptu

speeches rather than extempore.

As early as Nov. 6, 1776, the minutes of the Yale Fellowship Club reveal that the meeting was opened by an "extempore dispute by Bulkley, Kimberly, and Lyon."⁵ On April 10, 1883, the Lionians of Yale voted that "two weekly meetings out of three be opened with an extempore dispute and the third with a forensic dispute,"⁶ and in 1810, the United Brothers of Brown went all out for the extemporaneous method by prescribing that extempore debating should be used in all debates.⁷ The Phi Beta Kappa Society of Harvard passed a similar resolution in 1831.⁸

The extemporaneous method of speaking continued to gain in popularity, although it lost some ground to the memorized speech in the early intercollegiate debates, however, the intercollegiate contests in extemporaneous were not to be developed until after World War I. Although intercollegiate oratorical contests were being held during the last quarter of the Nineteenth Century, the first intercollegiate extemporaneous speaking contest of national interest was that sponsored by Pi Kappa Delta at its National Convention in 1824.⁹ Before this first national contest in extemporaneous speaking local contests were being held as well as an occasional contest between schools with an arrangement similar to that used in debates between schools.

W. F. Brewer, debate coach at Montana State College for many years, after an attempt to trace the history of intercollegiate extemporaneous speaking, gave credit to Grinnell College, Grinnell, Iowa, for holding the first formal contest in extempor-

(Continued on page 14)

1. Alan Nichols, op. cit. p. 405.

2. James N. McElligott, *The American Debater*, Ivison Phinney & Co., 1860; New York: p. 24.

3. Ibid. p. 25.

4. David Potter, op. cit. p. 73.

5. Karl R. Wallace, op. cit. p. 244.

6. Ibid. p. 245.

7. David Potter, op. cit. p. 10.

8. Karl R. Wallace, op. cit. p. 245.

9. *The Forensic*, (1924) Vol. 10, p. 36