

The Forensic

Series 27

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THE
FORENSIC
PEITHO KALE DIKAIA

JANUARY
1942

SERIES 27

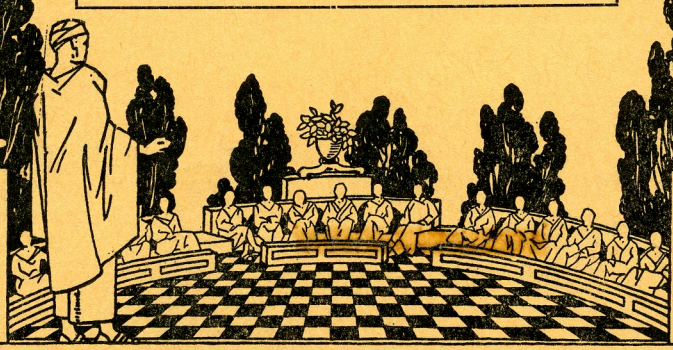
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MEND YOUR SPEECH A LITTLE, LEST YOU MAY
MAR YOUR FORTUNES.

KING LEAR.



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IDAHO

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Zeta—Monmouth College, Monmouth.

Eta—Ill. State Normal Univ., Normal.

Theta—McKendree College, Lebanon.

Iota—North Central, Naperville.

Lambda—Shurtleff College, Alton.

Mu—Wheaton College, Wheaton.

Nu—State Teachers College, Macomb.

Xi—Augustana College, Rock Island.

Omicron—De Paul University, Chicago.

Pi—Northern Illinois S. Teachers, DeKalb.

Rho—Principia College, Elmhurst.

Sigma—Eastern State Teachers College, Charleston.

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Delta—Morningside College, Sioux City.
Epsilon—Simpson College, Indianola.
Zeta—Parsons College, Fairfield.
Eta—Upper Iowa University, Fayette.
Theta—Coe College, Cedar Rapids.
Iota—Western Union College, Le Mars.
Lambda—Dubuque University, Dubuque.
Mu—Drake University, Des Moines.
Nu—William Penn College, Oskaloosa.
Xi—Luther College, Decorah.

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Beta—Washburn Municipal Univ., Topeka.
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Zeta—Kan. State Teachers Col., Emporia.
Eta—Kansas Wesleyan Univ., Salina.
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Xi—Bethel College, Newton.

KENTUCKY

Alpha—Georgetown College, Georgetown.
Beta—Centre College, Danville.
Gamma—Ky. Wesleyan College, Winchester.
Delta—Transylvania, Lexington.

LOUISIANA

Alpha—Louisiana College, Pineville.
Beta—Centenary College, Shreveport.
Gamma—S. W. Louisiana Inst., Lafayette

MAINE

Alpha—Colby College, Waterville.

MICHIGAN

Alpha—Kalamazoo College, Kalamazoo.
Beta—Olivet College, Olivet.
Gamma—Hope College, Holland.
Delta—Mich. State Col., East Lansing.
Epsilon—Mich. State Nor. Col., Ypsilanti.
Eta—University of Detroit.
Theta—Central State College of Education, Mount Pleasant.

MINNESOTA

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Beta—St. Olaf College, Northfield.
Gamma—Gustavus Adolphus Col., St. Peter.
Delta—Hamline University, St. Paul.
Epsilon—College of St. Thomas, St. Paul.
Zeta—Concordia College, Moorhead.

MISSISSIPPI

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MISSOURI

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Beta—Park College, Parkville.
Gamma—Central College, Fayette.
Delta—William Jewell College, Liberty.
Zeta—Culver-Stockton College, Canton.
Eta—Cen. Missouri S. T. C., Warrensburg.
Theta—N. E. Mo. S. T. Col., Kirksville.
Iota—S. E. State T. Col., Cape Girardeau.
Kappa—N. W. State Teach. Col., Maryville.
Lambda—Missouri Valley Col., Marshall.
Mu—Tarkio College, Tarkio.

MONTANA

Alpha—Polytechnic-Intermountain Union, Billings, Montana.
Beta—Montana State College, Bozeman.

NEBRASKA

Alpha—Nebraska Wesleyan U., Lincoln.
Gamma—Doane College, Crete.
Delta—Hastings College, Hastings.
Zeta—State Teachers College, Kearney.
Eta—State Teachers College, Chadron.
Theta—University of Omaha, Omaha.

NORTH CAROLINA

Alpha—North Carolina State Col., Raleigh.
Beta—Wake Forest Col., Wake Forest.
Gamma—Asheville Nor. & T. C., Asheville.
Delta—Lenoir Rhyne College, Hickory.

NORTH DAKOTA

Alpha—Jamestown College, Jamestown.

OHIO

Alpha—Baldwin-Wallace College, Berea.
Beta—Heidelberg College, Tiffin.
Gamma—Hiram College, Hiram.
Delta—University of Akron, Akron.
Epsilon—Otterbein College, Westerville.
Zeta—Marietta College, Marietta.
Eta—Bowling Green State University, Bowling Green.
Theta—University of Toledo, Toledo.
Iota—Kent State University, Kent.

OKLAHOMA

Alpha—Oklahoma Agricultural and Mechanical College, Stillwater.
Beta—University of Tulsa, Tulsa.
Gamma—Oklahoma Baptist U., Shawnee.
Delta—N. W. State College, Alva.
Epsilon—Okla. City Univ., Oklahoma City.
Zeta—Okla. Col. for Women, Chickasha.
Eta—East Central State College, Ada.
Theta—Southeastern State College, Durant.
Iota—Central State College, Edmond.

OREGON

Alpha—Linfield College, McMinnville.

PENNSYLVANIA

Alpha—Grove City College, Grove City.
Beta—St. Vincent College, Latrobe.

PUERTO RICO

Alpha—Univ. of Puerto Rico, San Piedras.

SOUTH CAROLINA

Beta—Presbyterian College, Clinton.
Delta—Winthrop College, Rock Hill.
Epsilon—The Citadel, Charleston.

SOUTH DAKOTA

Alpha—Dakota Wesleyan Univ., Mitchell.
Beta—Huron College, Huron.
Gamma—Yankton College, Yankton.
Delta—S. D. State College, Brookings.
Zeta—Northern S. T. C., Aberdeen.
Eta—Augustana College, Sioux Falls.

TENNESSEE

Alpha—Maryville College, Maryville.
Beta—Tusculum College, Tusculum.
Gamma—State Teach. Col., Johnson City.
Delta—Tennessee Polytechnic Institute, Cookeville.
Epsilon—Carson-Newman College, Jefferson City.

TEXAS

Alpha—Southwestern University, Georgetown.
Beta—Trinity University, Waxahachie.
Gamma—E. Texas S. T. C., Commerce.
Delta—Howard-Payne Col., Brownwood.
Epsilon—Mary Hardin-Baylor, Belton.
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Eta—North Texas S. T. C., Denton.
Theta—Hardin-Simmons Univ., Abilene.
Iota—Baylor University, Waco.
Kappa—Sam Houston S. T. C., Huntsville.
Lambda—Southwestern Texas State Teachers College, San Marcos.
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VIRGINIA

Alpha—State Teachers Col., Farmville.

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Alpha—College of Puget Sound, Tacoma.
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Alpha—W. Va. Wesleyan Col., Buckhannon.

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THE FORENSIC

OF PI KAPPA DELTA

ALFRED WESTFALL, Editor
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SERIES 27

JANUARY, 1942

NO. 2

Come To Minnesota



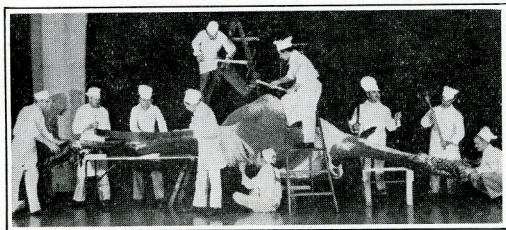
Mini, water; *sotah*, sky-colored; sky-colored water; that was the descriptive name given to a river in the "land of the Dakotas," by the native Indians of the region, and from that name is formed "Minnesota," name of the hostess state of the 1942 Pi Kappa Delta Convention.

Four-hundred miles from north to south, 354 miles in breadth, Minnesota lies close to the center of the United States. It is a land of beautiful farm homes, great cities, of fine highways, magnificent scenery, of 10,000 lakes, of great natural wealth in forests, mines, and soil. Of 84,287 square miles of surface, nearly 6,000 are water surface. There are so many lakes that 1,000 are still to be named. In one single county there are over 1,000 lakes. In our Convention City, Minneapolis, there are no less than 22 lakes.

Within the boundaries of Minnesota originate the three principal water systems of North America, those of the great Mississippi, of the Red River of the North, and of the St. Lawrence. The Mississippi drains to the Gulf of Mexico; the Red River of the North to Hudson Bay; and the St. Louis River in Northeastern Minnesota, flows into Lake Superior, linking up thru the Great Lakes with the St. Lawrence and the Atlantic Ocean.

The history of Minnesota's active development spans but little more than a single life-time. Its railroads, its farms, its great cities, its mines of iron ore, its fine public buildings, its educational institutions, all have been produced within the memory of living men. Its mines have yielded over 150,000,000 tons of iron ore; there still remain available over one billion tons, enough to supply the nation for fifty years. Its forest products have contributed to the building up of all the states. It has become a national play-ground with its fishing, hunting, and all forms of recreation.

Visitors who come from the east and southeast to Minnesota will find available Highway 12 through Wisconsin, by which route they will pass through St. Paul; or they may enter on Highway 61, and follow the Mississippi River Route with its gorgeous scenic beauties, past picturesque cities like Winona, Red Wing (on famed Lake Pepin), Lake City, and Hastings. They may enter from the Iowa border, and pass through Rochester, where the famed Drs. Mayo founded



Radisson Hotel Chefs Preparing for P. K. D.

their medical clinic. On this route they will see the best types of farm homes and will learn what constitutes the solid foundation for the prosperity of Minnesota.

If our visitors come from the southwest, through the Omaha and

Sioux City gateway—on Highway 60—another prosperous farming section will be spread before them, with cities such as Washington, St. James, Mankato and St. Peter, associated with Indian lore, marking the stages of their journey. From the west, by the famous Yellowstone Trail, travelers will enter the state from Fargo, North Dakota, and proceed by way of Moorhead, Detroit Lakes, Little Falls (home of Charles A. Lindbergh), and St. Cloud, to the Twin Cities. Or between Moorhead and St. Cloud they have an alternative route by way of Fergus Falls and Alexandria, where they can see the Kensington Rune-stone giving an account of the explorations centuries ago of a party of Norsemen who made a trip to what is now western Minnesota.

All these broad highways lead to the Twin Cities—Minneapolis and St. Paul, the two largest cities in America that have grown up side by side, boasting a combined population of 800,000. At St. Paul is the State Capitol, one of the most beautiful public buildings in America; at Minneapolis—but wait until we tell you all about Minneapolis, for that is our Convention City.

Minneapolis is the pride of Minnesota. With its 22 lakes within the city limits, its fine system of public parks connected as are the lakes with wide, beautifully kept boulevards, its attractive homes, its impressive business center, excellent hotels, and spacious restaurants, Minneapolis makes an ideal Convention city. The Hotel Radisson, where the headquarters of the Convention will be established, will meet every requirement, while a few blocks away the new Miller Vocational High School offers us 100 contest rooms for our Convention

Like Paris, Minneapolis is cut through from end to end by a great river. The Mississippi winds through the City from northwest to southeast and is spanned by splendid bridges which connect at convenient intervals the two parts of the city.

On the eastern bank of the Mississippi is the campus and buildings of the University of Minnesota, third largest in the U. S., where 14,000 students throng the campus and swarm through the buildings. Its Social Center, Coffman Memorial Union, is widely known. Incidentally they play football at Minnesota, as you may have heard.

In the Twin Cities, in addition to the University, there are Augsburg College in Minneapolis; and Hamline University, Macalester College, St. Thomas, and the College of St. Catherine in St. Paul.

Perhaps the most widely-publicized lake in the United States is Lake Minnetonka, 12 miles from the city center of Minneapolis. Around its shores are hundreds of attractive homes where people of the city spend their summers.

But we cannot exhaust the interesting things about Minnesota and Minneapolis. We want you to check up on our claims. The way to do this is to come and see for yourselves. Minnesota and Minneapolis welcome you.



PARTIAL SKYLINE OF MINNEAPOLIS FROM EAST
SIDE OF MISSISSIPPI RIVER

The President's Page



“THINK ON THESE THINGS”

If, perchance, you read in previous issues of THE FORENSIC, my few words of greeting, I think you will find that I have always stressed—the challenge of Pi Kappa Delta. To me, more than ever, that challenge is our responsibility, not only to think clearly ourselves, but to seek every opportunity to help others to think clearly. It was Henry James who said, “All life comes back to the question of our speech, the medium through which we communicate with each other.” This year we are discussing a question of the most profound import. Let us urgently strive to understand ourselves, because, to have world understanding we must have individual understanding.

Solomon might have prayed for riches, power, and an excess of material possessions; but he did not. He prayed, “Give Thy Servant an Understanding Heart.” More than other needed things, America needs an understanding heart with which to face the future and profit from the experience of the past. She needs it among her public servants and among her individual children. It is time for America to sing with the psalmist, “I will lift up mine eyes unto the hills, Oh, Lord, from whence cometh my help.” We must lift our eyes to the hills of inspiration and from them draw strength of character and nobility of action that will justify citizenship in this great country.

I suggest to you that we give less of our thought to vexatious worry and more of it to quiet contemplation. In the darkness of our chamber, on our knees, maybe, let us think out our problems with the help of All Wisdom and bring to bear on them the fund of common sense that all of us have in reserve and which, most of the time, we so little use. Let us rededicate ourselves to worthiness in the application of the fundamental principles underlying American citizenship—let us declare a dividend of common sense through understanding of self. “Whoso would kindle another must himself glow!”

Let us rededicate ourselves to the pledge of Pi Kappa Delta. “Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.”

W. V. O'CONNELL.

Training for Democracy

HILLIER McC. BURROWES

Pennsylvania Alpha, Grove City College

Just thirty-two minutes ago I arose from my desk, where I was still wrestling with details in an outline for the article requisitioned some weeks back by the Editor of *THE FORENSIC*. An old line of Bret Harte's was jingling through my head:

"We couldn't help perceivin',
When we took to inkstand heavin',
That the process was reliev'in'
To the sharpness of debate."

I stopped by the radio to tune in the beginning of the Pittsburgh symphony; but as the tubes warmed, the first words ended a news broadcast: "... that Churchill will declare war on Japan within the hour."

Curiosity aroused, I turned to the symphony, caught the last phrase of the National Anthem, listened rather idly to the opening number, and at 3:15 went back to KDKA for Kaltenborn.

For fifteen minutes I have listened to the precise, restrained words of the commentator, and I am back at my desk—but in a different world. With the first announcement of the attacks upon Pearl Harbor and Manila has come a sharp snapping of long tension. There is something fiercely animal in most of us, something that welcomes the end of debate and the beginning of "inkstand heavin'." (What strange telepathy could have brought the old phrase to my mind in just this hour?) But I have found myself mounting the stairs slowly, and a stinging blur keeps returning to my sight. For I have known war.

And now you would have me write of the value of debating experience in life after college. Well, since we are to have another war, to me at least one thing is sure: we are still striving by every means, even by violence itself, to preserve against the rule of force



HILLIER McC. BURROWES

a way of life that we call democracy. And discussion—or, if you will, debate—is the very means by which democracy lives and works; but debate must be informed, it must be skillful, it must be sympathetic. For if I speak in ignorance, I shall breed error or—when I am found out—disgust; if I speak unskillfully, I shall confuse and weary; and if, when I dispute with another, I do not honor him with a sympathetic effort to learn how much of truth may be seen from his point of view that is not visible from mine, I shall never help to reach the orderly, harmonious decision that is the objective of our democratic processes. Like King David I must ruefully admit, “I am for peace, but when I speak, they are all for war.”

A few weeks ago another editor requested that I seek information from alumni as to what they felt they had gained from undergraduate forensics. One with whom I talked was a young lawyer some ten years out of college and half a dozen out of law school, working independently and evidently with growing success, mixing a little in politics. “First of all,” he told me, “we learned how to study a question. Next, we learned how to think and speak on our feet. And finally, I at least, learned not to jump too quickly to conclusions.”

He went on to amplify the last point: “Often as I began work on a question, I found my mind quite made up on one side. But by the time I had been battered about in a few intercollegiate debates, I began to discover that the other fellow might have something on his side too. The worst mistake a lawyer can make,” he went on, “is to assume that there is nothing to be said on the other side.”

The chief values of debate work in after life may well be just these three that my friend summarized: training in the study of a question, training in the technique of discussion, training in getting at the other man’s point of view.

I have just come back from the first tournament of our season, and in retrospect a few points that I noted there seem appropriate to the three-fold summary just presented.

First as to the study of the question. We college-bred folk will always be readers and listeners, eyes and ears alert to catch information from newspaper, radio, magazine, lecturer, the dust-covered volume off the top shelf, or the latest book-of-the-month. Facts, principles, arguments, pleas, from all angles, from all sorts of authors—they come to us. In debate work as nowhere else we should learn to winnow wheat from chaff. William James wrote once that the chief benefit of a college education is that “it teaches us to know a good man when we see him.” So the debater should learn to know a reliable authority, to recognize sound reasoning.

Often I could wish, however, that debaters would not stop with

applying the tests of authority and of reasoning as formally laid down in our texts. The shrewd debater never fails to use his imagination. How often we hear, especially in affirmative cases, the confident assertion that a certain plan will remedy a certain evil. One team narrates the conviction of union leaders for racketeering in the movie industry, and then promises that federal incorporation of the unions with the consequent audit of union funds will end the evil. But in post-debate discussion it is evident that neither affirmative speaker has formed any mental image as to how the racketeer has worked; he has not realized, consequently, that the bribe never passes into the union funds, but goes direct into the pocket of the racketeer, and that no C. P. A. audit of the union's accounts would ever reveal the crime.

As to training in the technique of discussion, we all can see the value of debate in the practice of thought and speech while on our feet, a value more evident with the disappearance of "canned" speeches, delivered fluently—or laboriously—from obvious memory. But in developing swiftness and flexibility, especially in the streamlined one-hour contest now most generally employed, sometimes we may have gone too far in eliminating old practices of parliamentary utterance.

Finally, the former debater's feeling that debating teaches one to get the other man's point of view was well justified. Herein may lie one reason for keeping a certain number of decision debates on every schedule. The debater who sets out cocksure that his is the only answer to the question may be a headache to his colleagues and a thorn in the flesh to his coach. One remedy is that he be required to prepare a brief for the other side; but often this exercise will be only perfunctory until the season has advanced to the point where the better teams are put in training for the tournaments in which each will have to debate both sides of the question. For the bigoted debater, a couple of adverse decisions will often work wonders, especially when a sharp critique has rubbed his nose against the points he has missed.

Government by the people—democracy—can be carried on only through free discussion. And it is essential that when discussion ends and the votes are counted, the decision of the majority shall be cheerfully accepted by all, and that there shall be unity of action. If college men and women practice the friendly rivalries of debate, they cannot but find themselves better prepared for our democratic way of life.

Student Activities the Best Training

When Iowa Theta was established at Coe College in 1923, one of the charter members was William Shirer, then a sophomore. During the past year the name of William L. Shirer has become familiar to most Americans through the popularity of his book, *Berlin Diary*, and through his broadcasts on the European situations. The foundations for his success were laid in his participation in student activities during his college days. Mr. Shirer learned to speak readily and effectively upon the debate platform and learned to report and write during four years of work on his college paper.



WILLIAM L. SHIRER

Mr. Shirer gave abundant evidence of his energetic nature and varied talents while in college. He began debating during his freshman year. He was also a member of the vesper choir and a track man during his freshman and sophomore years. During his first year he was a reporter on his college paper, *The Coe College Cosmos*, sports editor his second year, managing editor as a junior and editor-in-chief during his senior year.

Mr. Shirer left for Europe on a cattle boat as soon as he completed his college course. Since then he has served as foreign correspondent of *The Chicago Tribune*, on the staff of *The New York Herald-Tribune*, and as Berlin correspondent of Universal Service. His work took him through the Balkan states, included a stay in India, and service in Spain. With the outbreak of war he began his daily first hand news reports which were carried over 117 stations. Two of his broadcasts have become famous enough to be frequently included in anthologies and college textbooks. They are "Der Tag in Vienna", his account of the Anschluss of Austria; and his account of signing of the Franco-German Armistice from Compiegne on June 21, 1940.

The records for *Berlin Diary* were smuggled out of Germany during the years he was reporting events there. It was made a Book-of-the-Month selection. Over 500,000 copies have been sold.

From Forensics to Artillery

If someone should ask me—as someone did—how speech work helps one in the Army, I would give the matter due consideration and wind up with an answer similar to this:

As far as the physical mechanics of army life are concerned speech work is of no use. One doesn't need a liberal arts education to interpret such obvious commands as Column Right, March, Left Face, or By the Left Flank. Nor does one require a speech major to learn the action of a "big gun" or fire an expert's score with a rifle. And the only possible use it could be on a ten mile hike with a full pack would be to enable one to "give forth" with a more educated brand of "griping". It doesn't take a well-rounded education—certainly not speech training—to become a good mechanical, obedient soldier. However, if one chooses to better himself in

By GEORGE CASWELL

Iowa Eta, Upper Iowa

the service, speech work, especially debate, will prove of inestimable value to him. One of the few things upon which ALL debaters agree is that debate teaches one to think; to delve beneath the surface; to discover the why's and wherefore's; to separate and use the fine distinctions; and, above all else, to predicate his thoughts on logical reasoning. Training of that type is valuable in any walk of life and the same holds true for the army. All phases of the service are highly technical—and our instructors can't do our thinking for us! We must study the intricacies of coastal defense—or we'll merely be performing an operation without the foggiest notion of the "why" that's back of it.

More than that, we must choose our fields of specialization—choose between the plotting room, the range section, gun pointer, elevation setter, enlisted specialists school—and a dozen other technical jobs.

I might add that if one is rated and kept in a training camp as an instructor he must be able to speak intelligently. At least one-half of our lectures "fall through" due to the inability of our instructors to "put across" what they know. Then, too, as we all well know, people in all walks of life look up to the person who can express himself—he stands a good chance of becoming a leader.

It's my firm opinion that the same speaking—and consequently, *thinking*—ability that would aid one on the "outside" will be of great value to one on the "inside". What do you think?