

# THE FORENSIC

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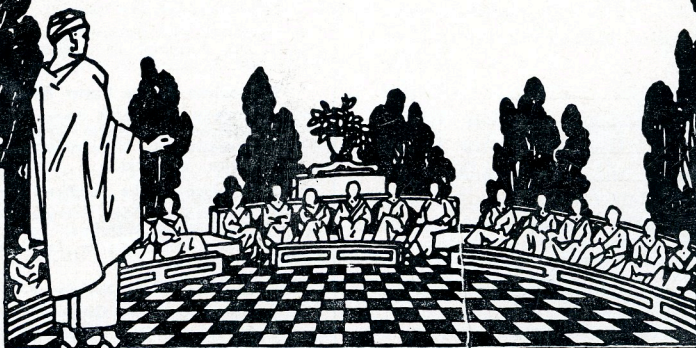
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# The FORENSIC OF PI KAPPA DELTA

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John W. Parker is professor of English at Fayetteville State Teachers College. He has published extensively in Negro, English and education journals. Those interested in pursuing further the study of Forensics in Negro colleges may be interested in:

"Current Debate Practices in Thirty Negro Colleges" JOURNAL OF NEGRO EDUCATION, 1940

"The Status of Debate in the Negro College" THE JOURNAL OF NEGRO EDUCATION, 1955

# *Some Observations on Debate in the Negro College*

by JOHN W. PARKER  
Fayetteville, North Carolina  
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The evolution and growth of debate in the Negro college has, for the most part, paralleled that in other American institutions of higher learning. Forensic innovations in the colleges resulting from changing campus and extra-campus influences have turned out to be more in degree than in kind, but the sharp reduction in school budget in colleges for Negroes has been reflected in the extent of their forensic activity, and sometimes, although to a small degree, in the character of the debate program itself. The design of the present investigation is to examine Negro college debating with respect to its inception; its development of forensic associations; its methods of rewards for excellence; the adequacy of the debate budget; and the recent tendency toward interracial debating. Likewise, the task is to inquire into the differences in emphasis, where such exists, disclosed by debate programs in Negro colleges and those in other American colleges.

Trailing by twenty-eight years America's initial intercollegiate debate contest between the Phi Alpha Society of Illinois and the Adelphi Society of Knox College on May 5, 1881,<sup>1</sup> the debate between Atlanta Baptist College (now Morehouse) at Atlanta, Georgia and Talladega College at Talladega, Alabama, on April 8, 1909,<sup>2</sup> marked the inception of intercollegiate debate in American colleges for Negroes.

From the outset, the idea met favorable reception; it took root quickly and sprang up almost overnight as one of the most popular of the non-athletic, extra-class activities. Like that in other American colleges, debate in the Negro college has drawn upon British and European antecedents, but has nevertheless developed as an American tradition.

During the early decades, the debate interests in Negro colleges were (and in a few cases still are) loosely held together by a network of debate leagues<sup>3</sup> similar to the old Tri-State League (organized at South Carolina State College, Orangeburg, South Carolina, in 1918) which involves colleges in North Carolina, South Carolina, and Virginia and by the once-famous Pentagonal Debate League whose member colleges included Johnson C. Smith University, Morehouse College, Talladega College, Knoxville College, and Shaw University. When in the mid-twenties debates became non-decisional affairs, interest lagged and this league like many others passed quietly out of existence. Likewise, the Intercollegiate Forensic League (Winston Salem Teachers College, Elizabeth City Teachers College and Fayetteville State Teachers College,

<sup>1</sup> David Porter (Editor), *Argumentation and Debate*, New York: The Dryden Press, 1954, p. 12.

<sup>2</sup> Benjamin G. Brawley, *A History of Morehouse College*, Atlanta: Atlanta Baptist College Press, 1917, p. 126.

<sup>3</sup> *Ibid*, p. 132.



organized in 1946 at Fayetteville, North Carolina, fell through for similar reasons after one year of operation. During the same school year, 1945-1946, with Lucius Gipson as Temporary National President and J. E. Andrews as Temporary Vice President, Gamma Delta Sigma, a debate fraternity modeled after existing regional forensic organizations, made its appearance at Albany State College, Albany, Georgia.<sup>4</sup> But once again interest and enthusiasm were not forthcoming and Gamma Delta Sigma has become a faint memory in the annals of American forensics, while regional and national debate fraternities such as Pi Kappa Delta abound in American colleges and universities as a whole.

The impact of the debate leagues obviously stepped up the number of debates and necessitated an increased outlay of funds for debate materials and for travel. During the first decade or so of intercollegiate debate in the Negro college, these expenses were frequently met in part by a small admission charge or by a silver offering from the audience,<sup>5</sup> but such schemes failed as other forms of entertainment took the audiences. Gradually the debate budget made possible in most instances by the institution, came into existence and debating in colleges for Negroes took another firm step forward. However, today the size of the debate budgets in colleges for Negroes scarcely lend themselves to favorable comparison with those in other American colleges.

Problems of budget were complicated by the advent of the "long debate trip" exemplified by the 1916 trip of the Columbia University debate team to Los Angeles, California, with debates along the way.<sup>6</sup> Perhaps the most ambitious tour yet completed by an American college was that undertaken in 1939 by Le Moyne College, a Negro institution, in Memphis, Tennessee. The trip extended over six months during which time the coach and the debaters covered more than 30,000 miles, engaged in 36 debates, participated in over 40 radio broadcasts, and addressed about 320 meetings. This epoch-making tour carried them through the United States, British Columbia, Hawaii, Australia, and New Zealand. It turns out that the debate coach was a foreign-born in-

structor in English at the college. Debate trips that run to 400 or 500 miles are not uncommon, although the average debate trip covers less territory.

The tendency toward the long trip is linked with the attitude of Negro colleges on the selection of topics. While the topic of national significance has long been in common use in the Negro college, those of state and local interest are still employed on a limited basis. Of the thirty Negro institutions of higher learning surveyed in 1940, only six (or 20 per cent) of them held rigidly to the Pi Kappa Delta topic to the exclusion of all others. Topics less broad in scope are employed for diversity and for the stimulation of interest locally, but those of national interest obviously render it possible to secure debate contests in many sections of the country. Only occasionally are topics limited to Negro life in America chosen; the thinking is that in a period of growing social awareness, Negro college students might well be encouraged to become national and international in outlook. In respect to the selection of topics, then, the colleges for Negroes follow a pattern almost identical to that adhered to by other American colleges.

At a majority of the colleges for Negroes, varsity debaters receive awards at the end of the season, the gold key being the trophy most commonly given. One institution awards its debaters a cup, another letters, another provides a banquet, while still another college awards certificates, pins, or keys depending upon the experiences and efficiency of the individual debater. At yet another institution, varsity debaters automatically become members of the campus letter club on the same basis as do athletes.

Perhaps a noteworthy system of awards is that found in a college in Alabama where no award is made for one year of participation, a part scholarship is provided for two, a gold pin for three, and a gold key for four years of successful debating. Moreover, Morgan State College maintains an annual scholarship fund of \$1,600 for the encouragement of forensic

<sup>4</sup> Letter from James E. Andrews, March 20, 1946.

<sup>5</sup> Brawley, *Op. Cit.*, p. 136.

<sup>6</sup> Egbert R. Nichols, "A Historical Sketch of Intercollegiate Debating," *QJS.*, XXII, (April, 1936), 217.



activity. The individual scholarships range from \$50.00 to \$100.00 per semester.<sup>7</sup> In his survey of extra-curricular activities, Dr. William H. Martin of Hampton Institute found in 1939 that debate and dramatics were ranked as the most popular of the non-athletic, extra-class activities in the Negro college.<sup>8</sup>

It is understandable that with the increased intensity of the debate work, the question of school credit should have cropped up. Students came to feel that carrying debate was like carrying any other school subject. But academic credit for debate by faculty vote was never an assured fact, and the argumentation and debate classes that yielded normal college credit sprang up partially in response to this situation. Dr. Howard Jason, Director of Debate at Kentucky State College in Frankfort, pointed out in 1956 that college credit for debate participation might prove an inducement,<sup>9</sup> but a preponderance of his fellow debate directors saw little, if any, virtue in providing academic credit for participation in college debate. Although opinion is divided on the matter, a majority of colleges for Negroes withhold academic credit for debate activity.

A relatively new forensic venture in Negro college circles is the parliamentary-American debate. Although such debates have been conducted in this country since 1922, little headway was made in Negro colleges prior to 1930. During the 1940 season, nine colleges for Negroes held Parliamentary debates on their campuses, but only three of the nine regarded the Parliamentary type as superior to the American.

A few Negro college debate directors have spoken out against Parliamentary debate as having a definitely negative influence upon debate contests in colleges for Negroes, pointing out that "they make for artificial thinking and for the loss of composure on the part of the participants." On the other hand, many are convinced that these debates have served as stimulation and diversion; they have broken the formal rigidities of traditional American debate, and have added to it humor, wit and repartee. Re-established at the end of World War II, the Parliamentary-American debate is again gaining a foothold in colleges for Negroes as elsewhere in American higher education. The

advent of international debating has served likewise to increase the growing dissatisfaction with contest debating and to add meaning to the so-called "new schemes" in debate procedure.

Today, to one degree or another, a number of the experimental types of debate enjoys vogue in Negro colleges — the Oregon Plan, the Non-Decision Type, the Split-Team Arrangement, the Open-Forum Scheme, and the Problem-Solving Debate. The audience-decision contest is almost unknown in colleges for Negroes. In the case of both the Oregon and the Open-Forum Plan, many schools after beginning them have not employed them in consecutive years, a fact which may signify that they are studying the adaptability of these new systems to their local situations. And, interestingly enough, in nearly every instance the reasons given for the superiority of each of these new debate schemes are similar — consideration of the audience, stimulus to thorough preparation, and the promotion of critical thinking. The current trend is definitely away from college debate as the presentation of a set of "learned speeches" primarily for the purpose of winning a decision.

Perhaps the most discussed and not infrequently the most "cussed" venture in debate in American colleges for Negroes as in others is the intercollegiate debate tournament which in a great many instances turns out to be one segment of a many-sided forensic contest. For the most part, it had its genesis in the financial rigidities imposed by the depression thirties, lean years which saw debate budgets fold up overnight. The intercollegiate debate tournament provided something of a solution; through it a number of nearby schools were able to conduct debate contests inexpensively and in a short time.

Alfred L. Edwards, Director of Debate at Southern University, has found the intercollegiate tournament procedure to be a means of offsetting monotony on a small college campus where the same participants present essentially the same case week after week. And A. Russell Brooks,

<sup>7</sup> Letter from Nick Aaron Ford, January 26, 1956.

<sup>8</sup> William H. Martin, "Extra-Curricular Activities in the Negro College," *National Educational Outlook Among Negroes*, II, (April, 1939), 7.

<sup>9</sup> Letter from Howard Jason, March 17, 1956.



Director of Debate at Morehouse College, insists that while tournament debating may have encouraged more canned, cut-and-dried debating than we have had heretofore, it also has encouraged thorough preparation such as we have not had before. "A team hardly goes to the top," he points out, "through accident or prejudice, although both of these elements play some part. The chances are that by the time a team reaches the finals, it has more or less earned its laurels, for it has been through the mill not only of a variety of opponents but of judges as well."

Perhaps intercollegiate tournament debating, more than any other one force, has accounted for the current up-surge in forensic activity in the Negro college since the war years. During this period from 1944 to 1948, debate contests in 29 Negro institutions of higher learning never exceeded 47 — less than two a year per school —, but during the five years following the war (1949-1953), these contests were stepped up almost progressively from 107 in 1949 to 263 in 1953.

It should be pointed out, however, that despite the increase in numbers, the "spread" was limited to a mere handful of colleges that had boosted their totals largely by their participation in tournament contests. Of the 1,314 debate contests staged during the ten-year period, 1944-1953, only six, or 21 per cent of the 29 institutions investigated, accounted for 802 or 62 per cent of the total. One of these schools, Howard University, engaged in 396 debates during the ten-year period — an average of 39 a year. Today the number of debate and forensic tournaments in colleges for Negroes is extremely limited as compared to those in operation throughout the country. The National Forensic Calendar for the school year 1953-1954, listed a total of 114 forensic tournaments in American colleges and universities; only six of these were confined to colleges for Negroes.

Inter-racial debate at the intercollegiate level is a relatively new wrinkle in the Negro college forensic pattern. The exact extent to which Negro institutions participate in state and sectional debate tournaments is not known. Kentucky State College is a member of the annual state-wide debate tournament for all colleges in the

state of Kentucky, and Lincoln University in Pennsylvania takes part annually in two state-wide debate tournaments. Likewise, Dillard University holds membership in the New Orleans Collegiate Forensic League organized in 1955. The League provides for an annual inter-racial tournament debate that is state-wide in scope.

Since 1951 Alabama State College has competed in the West Point Regionals, the Azalea Tournament, the Southern Intercollegiate Forensic Conference contests, and has matched wits with Oxford University in England.<sup>10</sup> At the Southern Invitational Tournament at Emory University in Atlanta in 1955, in which 18 colleges and universities participated, the Morehouse College debaters won first place among the novice teams and placed second in the affirmative group.<sup>11</sup> And as a result of their winning the nod at the West Point Regional Debate Tournament, the Howard University debate group represented West Point District VIII at the West Point National Debate Tournament in 1954.<sup>12</sup>

Dr. Nick Aaron Ford, Chairman of the Department of English at Morgan State College, affirms that 90 per cent of the debates in which his college participated in 1954 were inter-racial encounters. He takes the position that "inter-racial debate has given new life to debating in the Negro college. Competition among Negro colleges has not been keen and enthusiastic enough to keep it alive."<sup>13</sup> The employment of the tournament procedure and the stimulation afforded by inter-racial encounters have meant that during the past few years debate in the Negro college is finding the comeback trail.

In general, debating in Negro colleges, coming later chronologically, has followed traditions set in other American institutions. The long trip and the tournament were initiated after other schools had tried them. But Negro colleges have failed to establish strong forensic associations, have for the most part rejected college credit for forensic participation, and have em-

<sup>10</sup> Letter from Raleigh L. Player, March 26, 1956.

<sup>11</sup> Letter from A. Russell Brooks, April 12, 1954.

<sup>12</sup> Jack M. Carter, *A Survey and Analysis of the Methods and Philosophies of Selected Directors of Intercollegiate Tournament Debating*, (M. A. Thesis), University of Alabama, 1953, p. 56.

<sup>13</sup> Letter from Nick Aaron Ford, June 24, 1954.



played an assortment of methods in rewarding excellence. Further, Negro college debaters have clung to topics of national import as opposed to those concerned specifically with Negro life in America. The greatest stumbling block to forensics in colleges for Negroes has been

the presence of forensic budgets that are smaller than those in most other colleges. The seeming decline in debating among Negro colleges may be explained in part by the increase in inter-racial debating in recent years.



**INITIATES AT THE FIRST PI KAPPA DELTA INITIATION AT UIC** — Front row, left to right, Joe Wenzel, Richard Klein, Richard Fischmar, William Haase, Morris Kaplan, John Insalata; second row, Edward Golub, Bernard Baum, Morton Kaplan, Ferdinand Pirnat, Phil Lieb, Alan Malkus, Richard Mora; third row, Martin Farrell, Mr. Rigler, Sheldon Grauer, Fred Richman, Prof. Dudley (Illinois College), Dr. Nystrom (Wheaton College), Dean Caveny; fourth row, Uldis Roze, Richard Sullivan, Jeannette Sikora, Tom Thompson, Richard LeNoir, Laurence Robbins, Sam Evins, John Peterson, Dr. Pitt, Dr. Thompson.

## *University of Illinois*

CHICAGO UNDERGRADUATE DIVISION

UIC — short for University of Illinois, Chicago Undergraduate Division, is known primarily for its physical plant, its gymnastics team, and its forensic program. Less well known but probably more im-

portant is the serious nature of its student body, seventy per cent of whom are gainfully employed and many of whom are older than the typical undergraduate.

This account is not concerned primarily



with the gymnastics team, which once won the national championship and produced America's top-ranking performer in the 1952 Olympics. However, the absence of big-time football and basketball has tended to increase the prestige and importance of debating and minor sports in the minds of administrators, faculty members, and students. While the unsubsidized, play-for-fun dribblers and batsmen struggle, often successfully, for honors against small and little-known local colleges, only the gymnasts and the debaters compete, again often successfully, for district and national titles with the giants in their respective areas.

The history of UIC goes back to 1946 when the flood of GI students threatened to engulf the University of Illinois campus in Urbana-Champaign. Dormitory facilities, in particular, were unavailable "downstate," and the Board of Trustees came to the logical conclusion that the quickest, cheapest, and best solution was to establish an undergraduate division in Chicago, where students could live at home.

The most available place, given only a few months to build or remodel, was Navy Pier, constructed by the city of Chicago in 1916 and used in the thirty intervening years as an amusement park, a shipping warehouse, a naval post, a convention center, a warehouse for the War Surplus Administration, and headquarters for numerous city offices, including the one where Chicagoans paid their traffic tickets.

The decision to use a warehouse on a pier for a college led to what may be the most unique campus in the world — three thousand feet long and three hundred feet wide, surrounded by water on three sides, with water splashing beneath, and in two titanic lake storms with water also splashing inside. It is one of the few campuses in the world that offers a course with full laboratory facilities in Boating and Fishing (oddly enough no swimming is permitted), an opportunity for students to pay their traffic tickets between classes, and a chance for hungry freshmen and sophomores one golden week each spring to eat their way, slightly hampered by Kane guards, from one end of the National Restaurant Show to the other.

One of the largest buildings in ground floor space in the world, Navy Pier, Chi-

cago, is so large that it has taken care of as many as 4,600 college students in one-third of its area and had room left over for detachments of Marines, Air Force, and Army Reserve, for the Chicago Traffic Department and other municipal agencies, for a major warehouse used by one of the daily papers, and for a convention exhibit area adequate for such major organizations as the American Medical Association and the International Trade Fair.

And since summer, 1956, the railroad has run through the middle of the house — a step looking forward to big-time shipping with the completion of the St. Lawrence Seaway. Whether the construction of a railroad smack dab down the center of the Pier inspired the popular song is uncertain.

But back to debating, which being essentially like debating on other campuses, is less novel than the campus itself.

Supervised forensic activities began in the fall of 1947, when Executive Dean C. C. Caveny, a true friend of the activity throughout its history, called a meeting in his office. Associate Dean of Liberal Arts and Sciences H. W. Bailey, a member of Pi Kappa Delta and one-time debate coach; Dr. Ernest Van Keuren, who was Chairman of the Division of Humanities, and Dr. Wayne N. Thompson, Head of the Speech Staff, were the others present. The most significant decision at that meeting was to make forensics a part of the educational program and not a student activity. Finances were to come from the educational budget, and the program was placed under the responsibility of the Executive Dean.

Coaching, research, and practice soon were underway and on January 8, 1948, William Dwyer, Glenn Felner, William Arnold, and Irving Miller went to the University of Chicago to make two nondecision engagements. Just to make sure the date was memorable, Dwyer and Felner had their car commandeered by a gunman and were late in arriving! Cornell College on January 10 was the first school to visit UIC.

The first tournament on February 14, 1948, at Northwestern was a heartless Valentine for UIC speakers, who made the most inauspicious beginning possible by losing eight of eight. Competitively the



fortunes of UIC, which has never had a losing season, turned soon, and they have remained good ever since. The next time out the team won six of eight, the time after that they won seven of eight to tie for first place in the Junior Division, University of Wisconsin, and they finished that first year with a 5-3 record in the tough competition of the Chicago Area Debate League Tournament.

The following January UIC passed another milestone when Bill Casteel and Douglas Picht were runners-up at the Bowling Green State Tournament, as they lost to Northwestern in the finals, establishing the right of UIC speakers to compete with the best in the Midwest and indeed the nation. Victories of importance were to come with some regularity after that. In 1951 UIC was admitted to the Illinois Intercollegiate Debate League and within the hour of formal admission Spencer Johnston and Bill Metzger, undefeated in six rounds and one point up on the only other undefeated unit (Augustana), took home the first-place trophy. In 1952, 1953, 1954, and 1956 UIC speakers qualified for the national championships at West Point, and there, excepting 1952, they survived the seeding rounds to reach the final day of competition. The total program at UIC runs fifteen to eighteen tournaments a year, about two hundred debates with about thirty participants in the intercollegiate program.

Most of the visiting institutions are neighbors, but such schools as Cornell, Army, New York University, Texas Southern, and Cambridge have provided an intersectional and international flavor. An audience of 2,200 for the Cambridge debate was the largest that Messrs. Post and York had had up to that time on their

trip; it was also one of the largest audiences ever to attend a UIC Convocation.

Activities other than debate include after-dinner speaking, oratory, discussion, extempore speaking, and appearances before community forums. UIC is the headquarters for the annual National Contest in Public Discussion, which Dr. Thompson originated in 1951-52. UIC also sponsors an annual freshman-sophomore tournament for thirty to thirty-five colleges in seven states and an annual high school tournament.

Equal to its pride in the achievements of its outstanding students is the satisfaction that UIC takes in its policy of never turning away anyone who wishes to debate. As early as the second year of the program an Assistant Director of Forensics was appointed to take care of non-tournament debating, and each year a full schedule is maintained for those lacking the time or ability to meet the top performers of other colleges.

The annual banquet that closes each year's activities provided the setting for the installation of the Illinois Psi Chapter. Professor Lloyd Dudley, Governor of the Illinois Province, was the installing officer with Professor Clarence L. Nystrom, Wheaton College, assisting. Twenty-four members were initiated, and Executive Dean C. C. Caveny was the first honorary member.

The future of forensics at the University of Illinois, Chicago Undergraduate Division, seems secure. The lake winds may blow, convention trucks rumble, and the railroad runs through the middle, but it appears that four thousand and more students, mostly of high seriousness, a Speech Staff of eight at present, and an administration well aware of the values of forensics will continue.

C-O-N-V-E-N-T-I-O-N - - B-O-U-N-D -



SOUTH DAKOTA STATE COLLEGE  
B R O O K I N G S



A letter from the author explains the reasons for presenting this article to readers of *The Forensic*. Wrote Dr. Schrier: "I went through my voluminous files recently and ran onto a speech I had delivered as long ago as November 22, 1933. As I indulged in the doubtful luxury of spending time reading it, the thought did occur to me that the points made in defense of intercollegiate debating and citizenship were as relevant today as twenty-three years ago."

## *Intercollegiate Debating and Citizenship*

*Address delivered before the Grand Forks Kiwanis Club  
Wednesday, November 22, 1933*

WILLIAM SCHRIER, *Hope College*

We are, as you know, faced with many problems today. On some of these my opinions have reached the status of convictions and, at times, I have the urge to win converts to my point of view. I shall not do that this noon, however, before you people, all of whom are older than I am. Rather, like a good cobbler, I shall "stick to my last", and speak to you, not in an argumentative but in an explanatory way, about something relating to my job. My subject is "Intercollegiate Debating and Citizenship", and I propose to show how the one promotes the other.

Before enumerating the advantages of intercollegiate debating, I would like to dispel from your minds a common impression that many laymen have about the effects of intercollegiate debating upon the participant. It does not develop in him a bickering and contentious spirit which makes him ready and willing to argue about anything and everything at the drop of the hat. You all know the type I mean, the kind of fellow who is not at all suggestible, whose main reason for saying "no" is that you've said "yes"; who constantly carries an "I'm from Missouri" chip on his mental shoulder. I sometimes wonder which is the bigger nuisance, the chronic disagreeer or the acquiescing "yes" man.

Let us come to the positive advantages of debating. In the first place, a college debater gains an intelligent and a continuing interest in current affairs. If education is to prepare young people for citizenship, and that will scarcely be denied, then

surely students should be reasonably conversant with public affairs. I think it is quite foolish to be studying ancient and mediaeval history and to be completely dead to the events of history in the making. John Dewey, in a radio address a couple of years ago, after enumerating a number of the unsolved social and political problems confronting us, said, "Unless education prepares its future citizens to deal with these problems our civilization may collapse."

Now I am an apologist for college students. I think they are a much maligned group. Sometime I plan to write a speech on, "Is There Any Hope For The Older Generation?" However, there is one fault I find in them, not only here but also at other places where I have taught, St. Louis University and the University of Colorado. That fault is: College students are woefully ignorant of current events.

It has been my practice for a number of years to give current event quizzes. Less than two weeks ago I asked my students to identify twenty prominent men, men whose names had appeared in newspapers and magazines the last six months. Professor Roy Brown of the Political Science Department at our home Sunday thought that the average student should identify seventeen of them. My own guess was that twelve would be a fair average. Out of one hundred and seventeen students the average for the class was 4.72!

Some of the responses were quite humorous. I was told, for example, that Col. Louis McHenry Howe was the head of



the United States Army, that Hitler was a Congressman from Minnesota, that Ferdinand Pecora was the exiled King of Spain, and another said of him, "A big shot in the Cuban Government." These answers were exceptional, but the general run of replies was not encouraging.

When we come to the intercollegiate debaters, however, their ratings are away above those of the average college student. These debaters no longer debate the type of questions prominent in the old literary societies such as, "Resolved: That the pen is mightier than the sword" or "That the search after knowledge is of more importance to the searcher than the knowledge." Rather, they debate on such subjects as the cancellation of war debts, government control of industry, fixing of prices for staple agricultural products, and such live present-day problems.

It should not be necessary to belabor the obvious and to show the connection between this and citizenship, for surely in the process of solving problems one of the first steps is an awareness of their existence and nature.

In the second place, the intercollegiate debater becomes equipped to combat the propaganda with which he and all of us are beset on all sides. He learns something of the laws of reasoning, of evidence, of fallacies. He learns something about authorities, and that Henry Ford, for example, while admittedly competent in one field, is not thereby qualified to testify in another. He learns something of statistics and the need of them, but, at the same time, he learns how they can be garbled, and, also, that sometimes a wrong interpretation can be placed upon them as was certainly true in the family where there were three children and the parents hoped there would not be a fourth because statistics showed that every fourth person born to the world was a Chinese!

Let us be more specific and analyze in two fields, advertising and politics, just what we mean. We all know that in the good old days a merchant was permitted a certain latitude in advertising his wares, a "puff" we used to call it. Hence the rise of the legal doctrine, caveat emptor, "let the buyer beware."

No one of course would be so absurd as to insist upon 101% truth in advertising,

for example, so that a correspondence school should advertise: "You may never amount to much — only one in a thousand persons is a success, but if you want to take our course you may; we may as well get your money as the bootlegger!" At the same time, we know that there are products being advertised on billboards, on car cards, and over the radio which claim to cure almost everything from housemaid's knee to halitosis and cancer, and that the problem has become serious enough for our government to contemplate doing something about it in the next Congress. My point is, that if a person can detect fallacies in these advertisements he certainly is less liable to "fall" for them.

Now take the field of politics. We all know what a tremendous power for good or evil newspapers are. I never realized quite enough the tremendous power of the press until some time back when I read in a country weekly: "Owing to the crowded condition of our columns a number of births and deaths are unavoidably postponed this week." Now the college debater is not enslaved to print. Print doesn't hold for him the magic it does for some. While it isn't supposed to be done according to the ethics of the profession, he knows that frequently the headlines and news stories are colored to suit the editorial policy of the paper.

In the second place the college debater isn't so likely to "fall for" the tendency to indulge in symbols. I refer to the effort frequently made in politics to clothe ideas in the garb of a word full of emotional significance. He is not satisfied with the charge that so and so is "un-American", or that such and such is "Bolshevistic." He wants to know why, and in what respect it is that. In short, he does not suffer from "wordflight."

This tendency to indulge in the use of symbols was so well illustrated by Walter Lippman in his book *Public Opinion* that I could not resist jotting down a few sentences to illustrate the point and reading them to you:

*The question of a proper fare on a municipal subway is symbolized as an issue between the People and the Interests, and then the People is inserted in the symbol American, so that finally in the heat of a campaign, an*