

# THE FORENSIC

PEITHO KALE DIKAIΑ

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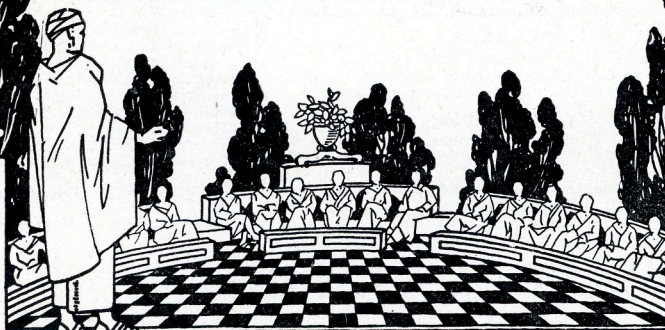
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MEND YOUR SPEECH A LITTLE, LEST YOU MAY  
MAR YOUR FORTUNES.

KING LEAR.





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# THE FORENSIC

OF PI KAPPA DELTA

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## *New Patterns for Debate*

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National Council

Central College of Education, Michigan Theta



To the founders of Pi Kappa Delta and to the men who early guided its activities, the somewhat younger teachers in the fraternity owe a great debt of gratitude. It was the older leaders who were in no small way responsible for transforming intercollegiate debate from a ridiculous ritual of repeating memorized speeches to a spirited extemporaneous discussion of issues. Recognizing that a few debates did not provide opportunity for maturation, critical insight, and refinement of speaking skills, they scheduled more debates, devised new forms of discussion, and made possible a wide variety of speaking experiences.

It is not likely that these sturdy gentlemen, who made many innovations to improve the form and substance of free and intelligent discussion by college students, would be pleased to see what they created become a static, unchanging, and, therefore, unhealthy thing.

Confident in this belief and assuming that the primary values in debate and discussion are not trickiness in the use of words and ability to make the worse appear the better reason, but rather open-mindedness, rigorous reasoning, and earnest desire to see and picture the world as it is, I dare suggest two major criticisms of the current pattern of debating.

A careful reading of such books as *Science and Sanity* by Alfred Korzybski, *Language Habits in Human Affairs* by Irving J. Lee, *Language in Action* by S. I. Hayakawa, *The Discussion of Hu-*



WILBUR MOORE  
Michigan Theta



*man Affairs* by Charles A. Beard, *The Technique of Controversy* by Boris B. Bogoslovsky, and a few similar works suggests a number of other criticisms, but the limitations of space compel a consideration of only two.

My first criticism of the 1942 pattern of intercollegiate debate is that it rests upon an outmoded Aristotelian logic which has as its basic postulates the law of identity and the law of the excluded middle.

The typical unit of thought in debate is the logical proposition, which is traditionally conceived to be the expression of a judgment in words, and which identifies the subject with the predicate (Hitler is mad, The League of Nations was a failure), or excludes the subject from the category or quality expressed by the predicate (Hitler is not mad, The League of Nations was not a failure). The logical proposition as a unit of thought rests upon the law of identity (A is A) and the law of the excluded middle (everything is either A or not-A). This form of judgment can at once be seen to have no place for a continuum or relativity. Yet, actually, life facts can seldom be classified as A or not-A. For example, if we think of a continuum from 0 to 100 with 0 representing complete uselessness or failure and 100 representing perfection or complete usefulness, and if we could secure the opinions of a large number of the most competent authorities and quantify them, we should likely find that the League of Nations would be placed somewhere between 0 and 100. In debate, how often are such judgments heard? Rarely, if ever. Instead we hear, "The League of Nations was a failure," or "The League was successful."

Likewise, the logical proposition is inadequate to express the dynamic nature of life processes. It represents events, institutions, objects, etc., as static and isolated facts. For instance, three years ago, students were asserting with considerable feeling, "A neutrality law will keep the United States out of war, because it will keep American ships out of the war zone." Such judgments represent the complex and dynamic relations between nations as simple and static. They omit, and must inevitably omit, the possibility of new relationships, new policies, like the aggressions of Japan and the attack upon Pearl Harbor.

Similarly, several years ago, a team that won a national tournament had as an important argument, "The inflation of credit is the cause of depressions because an inflation of credit has preceded every depression in the history of the United States." It then proceeded to enumerate the depressions which had the inflation of credit as an antecedent. The team over-simplified the multitude of factors accompanying each depression, and differentiated all characteristics of the



different depressions except the single one, the inflation of credit. Such judgments reveal regretful naivete in the fields of historiography and the social sciences. Charles A. Beard states in *The Discussion of Human Affairs*:

The unreality of the theory of historical causation is more strikingly evident when chains of causes are abandoned and a specific cause is introduced to 'explain' or 'account' for a specific event . . . . .

The theory of closed, positive, and mechanistic causation in history has been rejected by contemporary historiography, as distinguished from the assertions of writers called 'historians.'

A graver and more dangerous characteristic of the logical proposition which identifies the subject with the predicate is that it leads the individual to 'project' to the outside world a quality which exists only as a reaction within his own nervous system. When one says, "The League of Nations was a failure," he, in all likelihood, *thinks* of the quality of failure inhering in the League. In reality, the true significance of "failure" is that it is a label which, by the functioning of the nervous system, has been attached to the other label, "The League of Nations." A simple illustration will make the matter clear. If we have three beakers of water, one containing water 50° Fahrenheit, the second water 98° Fahrenheit, and the third water 130° Fahrenheit, and if we first place our left hand in beaker number one and our right hand in beaker number three and then place both hands in the second beaker, the water in it will feel warm to the left hand and cool to the right. *The quality of warmth or coolness does not inhere in the water.* It is instead the reaction of our nervous system to a configuration of stimuli. What we know of the world is known only through the reaction of our nervous system to different types of energy in the world outside our skins. Whether that reaction be to the words of the books we read or to the energy of warm and cool water makes little difference. It is determined by a configuration of stimuli, and as configurations of stimuli are infinite in variety, the nervous systems of different persons will be variously stimulated and the reactions, evaluations, and interpretations will be infinite in number. Hence it is delusional thinking to 'project' to the outside world a quality which exists only inside our skin. The debater who asserts that the facts presented by his opponents are not the *real* facts, who proclaims that his prophecies are the only *true* prophecies, is 'projecting' to the outside world his meanings and evaluations and reacting to them as if they were the true picture of the outside world.

The second criticism which I should like to suggest is that debate,



1942 style, leads to a verbal structure which differs from the structure of world facts. In other words, the language of debate is too frequently a verbal misrepresentation of the "un-speakable" life facts.

Korzybski has compared our language to a map of a territory. A map is adequate if it has the same structure as the territory it represents. If, on the other hand, it has a different structure, it is a poor map and may be one which leads us into difficulty. For example, if a map represents Detroit closer to New York than to Chicago, it can only confuse an airplane pilot flying from New York to Chicago via Detroit. That our inaccurate word-maps of objects and events in the world may be no less dangerous can be easily understood when we recall how the verbalisms of appeasers like Chamberlain, who said that Germany would make no further demands after Munich, led millions to disappointment, disillusionment, and confusion.

Let us now consider only two of the ways in which debate leads to verbal misrepresentation. In the first place, debating both sides must inevitably lead to a misrepresentation. If a speaker argues in one round that the League failed and in the next that it succeeded, at least one of the verbal representations cannot conform to reality, and in most cases probably both do not, since many details of a very complex constellation of facts are omitted entirely.

In the second place, the current form of debate leads to verbal misrepresentation of world facts in that it depends upon 'unqualified predictions.' Listen to nearly any debate and you will hear prophecies of evils sure to befall or of things wonderful to behold if a particular policy is adopted. There is, generally, little restraint in the making of predictions. Anyone who has attended any of the meetings of the American Academy for the Advancement of Science and has heard from scholars the cautious descriptions of data suffers something of a shock when he hears immature youngsters who have spent a few months studying a proposition making unrestrained predictions about what will result from the acceptance of a certain policy. It seems something of a travesty on sane and cautious thinking for well trained teachers to tolerate, even if they do not encourage, such irrational practices. The futility of making or accepting prophecies of future events is emphasized in the following statement of Charles A. Beard:

Opinions touching future events may be shrewd guesses that will be verified by history to come. Usually they are shot through with desires. If they are not mere outbursts, if they are 'reasoned', they are controlled by some frame of reference of things deemed desirable by the holder of the opinions . . . . .



In any case, such an opinion cannot be verified by reference to facts or to the past. It is a conjecture submitted to the future, flung to the wind of coming fortune. Time may demonstrate it to be a shrewd guess or a hollow hope.

I sincerely hope that no reader will infer from what I have written that I believe few values exist in debate. As one who debated four years in college and directed debate for fourteen years, as one who has manifested most, if not all, of the 'un-sane' behavior lamented in this article, I believe that much value comes from long and patient study of a topic, from frequent discussions, from having errors in reasoning exposed, from practice in the analysis of a problem and in the synthesis of the data which tend to suggest a solution.

These values, however, can be retained without clinging to a form of debating which seems to have inherent in it the regretful characteristics I have described. The changes would not need to be extensive. They would be incisive.

The major alteration would be to abandon the logical proposition as the basis of debate. Instead of a debate proposition, a question should be used. The question should be so worded that the qualifications and cautions which ought to be imposed by our inability to see into the future would be foremost in the speakers' minds throughout the discussion. For example, this year's subject might be phrased as follows: "In light of the 'present' world situation what plans for post-war reconstruction should we now consider as most acceptable?" The word 'present' would, of course, have different meaning as the year progressed and would have different significance to different persons. That fact should always be recognized. In the analysis of such a question we would be aware that the events of tomorrow might alter completely our considerations of today. For example, if we are realistic, we must foresee the *possibility* of serious friction between Britain and Russia. Yet it would be foolish to base our analysis on the supposition that such friction *will* exist.

In addition to this major change, other changes, chiefly in the attitude of coaches and debaters and in the methodology of analysis, reason, and critical examination of ideas presented in the debate, would have to be made. I submit a few of the more significant ones:

1. The pattern of discussion should place a premium rather than a penalty upon each debater who, no matter how much better prepared than others, was always aware of the incompleteness and inconclusiveness of his information and of the limitations of the inferences drawn from it.

2. The pattern of discussion should place a penalty upon the mak-



## *A Canadian-American Student Conference*

HERBERT J. WOOD

Nebraska Delta, Hastings, 1927

Associate Professor of History, Macalester College



Academic study of international subjects is not enough. Contacts with people in other nations provide a valuable supplement to material learned in the classroom. Many of the men in our armed forces are benefiting from everyday relationships with citizens in over thirty areas outside of continental United States. It is clear that the classroom study of international relations could be made more vital if students could somehow have the opportunity to meet international personalities and citizens of foreign lands. With this idea in mind, Macalester College, Minnesota Alpha, has made available part of an annual gift from the Byram foundation for some interesting projects in international understanding, some of which have now passed the experimental stage. One is the presentation of outstanding speakers for weekly convocation programs. For example, in the last few months students at Macalester have heard such men as Clarence Streit, Alfredo Montenegro, Carl J. Hambro, Paul Van Zeeland, and Alfred Noyes. Another is the annual Minnesota regional conference on Pacific affairs which is conducted under the joint auspices of the college and the American Council of the Institute of Pacific Relations.

For some years business men of the Twin Cities and Winnipeg have had occasional meetings for the discussion of problems of common interest. About two years ago, Dr. Charles J. Turck, President of Macalester College, Minnesota Alpha, happened to be discussing these commercial meetings with Dr. A. R. M. Lower, well-known Canadian historian of United College at Winnipeg, author of *Canada and the Far East*. These two men concluded that it would be desirable also for students of their two countries to get together and discuss various questions which might be of interest to both groups. Out of this informal discussion came the proposal for a conference of students from the two schools. After the necessary preliminary arrangements by the two administrations, the idea was presented to the students who received it with great enthusiasm. The first conference was held at United College in Winnipeg, November 13-14, 1941. Forty Macalester students, two faculty advisers, and President Turck made the trip. They were entertained and housed by United student hosts. A series of discussions was held on the general theme, "The Western Democracies in the Post-War World." The official dele-



gates, eighty in number, were divided into two groups with an equal number of delegates from each school. Each group met in three general sessions and the conference was concluded with a plenary meeting, at which reports were read summarizing the discussions of the two groups.

In 1942 thirty-five United students came to St. Paul. Here they conferred with an equal number of Macalester students on the general subject, "Our Common Aims and Purposes." On the basis of last year's experience, certain changes in the general program were made. The delegation was divided into four groups instead of two, and the members were shifted after each session so that all delegates had a chance to become acquainted. All groups discussed the same subject.

The program for each conference was first arranged by the host school. This year a representative student group met with the Macalester faculty committee on international relations, drew up a suggested program, and sent it to United College. A similar committee there made certain suggestions to which we agreed, and the delegates from each college prepared for the discussion.

Each college was permitted to work out its own basis of selection. At Macalester it was made known early in the school year that membership in the delegation would be open to: first, regularly enrolled students of the sophomore, junior, and senior classes with a C average or above; second, those who demonstrated an interest as shown by courses taken, membership in the International Relations Club, participation in last year's conference, or recommendation by a faculty member; third, those who had demonstrated ability in public speaking. All present members of Pi Kappa Delta were accepted as delegates. Applications were presented to the history, political science, or economics departments. Final selection from the list of applicants was made by a committee composed of six seniors and the faculty committee on international relations.

Student chairmen chosen from the visiting delegation with vice-chairmen from the home delegation presided at all of the discussion sessions. There were no formal speeches save a short introduction by



Elizabeth Sperling, Macalester; Donald Pratt, Canada; John Shelander, Macalester; Lois Snyder, Canada; Victor Gruneau, Macalester.



each chairman. The number of visitors was carefully restricted. This year the general topics for discussion were as follows:

Session I. How and why are we two separate nations?

- A. Historical reasons for separation.
- B. The nature and significance of the non-political differences.
- C. The nature and significance of the political differences.
- D. Advantages and disadvantages of separation.

Session II. How can we gear the two nations more effectively for war?

- A. Maximizing production.
- B. Military cooperation.
- C. Maintenance of morale.

Session III. How far can we collaborate in a post-war world?

- A. Should we return to the *status quo ante bellum*?
- B. What should be the relations between Canada and the United States in a western hemisphere bloc?
- C. What should be the relations between the United States and Canada in a combined western hemisphere and British Commonwealth bloc?
- D. Should Canada and the United States join in a world federation?

In addition to the discussion groups the delegates had luncheon meetings on each of the two days. Representative students and faculty members were speakers. There were also two sessions open to the general public. The first of these was the formal opening when Prof. Arthur Phelps, the well-known broadcaster for the Canadian Broadcasting System, gave the principal address on the subject, "We Americans." The other general meeting was held on the evening of the first day. The Honorable Stuart Garson, K. C., Provincial Treasurer of Manitoba, spoke on "Some Necessities of Post-War Planning." The formal sessions of the conference were concluded on the second evening with a banquet held in the college dining hall, at which Congressman-elect Howard McMurray, of Milwaukee, Professor of Political Science at the Extension Division of the University of Wisconsin, spoke on "International Organization."

In addition to these formal contacts through lectures and conferences, there were many informal contacts made by the delegates. Points which could only be touched upon in the conferences were handled at greater length in these outside discussions, where it was possible to get an even more frank exchange of ideas. Such contacts also provided opportunity for exchange of ideas about customs, ideals,



# *Notes on the History of Extemporaneous Speaking*

W. F. BREWER

Montana State College, Montana Beta



The first formal contest in extemporaneous speaking of which I have been able to get any record is one started at Grinnell (then, Iowa) College, Grinnell, Iowa, in June, 1891. I know of this one because I was one of six young men of the senior class who were chosen by the faculty to inaugurate this contest, for which prizes were endowed by two alumni of the college early in that year.

The two alumni were brothers, Dr. Gershom Hill, alienist of Des Moines, Iowa; and Rev. James L. Hill, Congregational pastor of Lynn, Massachusetts; both Grinnell graduates in the class of 1871. So far as known, the idea of this prize contest originated with these men. The contest was to be forever known as the "Hill Prize for the promotion of excellence in extemporaneous address."

Subjects were to be assigned to the speakers not less than three, nor more than five, hours before the contest. The speeches were to be from 12 to 15 minutes in length, but a speech less than 12 minutes "shall not prejudice the speaker." A clock was to be in plain view of the speakers. The judges were to be appointed by the faculty. The first endowment was \$700; this was later increased several times until in 1919 it was made \$5,000. The prizes at the beginning were fixed at \$20, \$10 and \$5.

At first only men participated, though the donors did not so limit the contest.

Later both men and women competed in the same contest; but this became less and less satisfactory, judging became more and more difficult. Several years ago the contest was divided into two, one for men, and one for women.

Grinnell College, so far as I can learn, has never joined in any intercollegiate extemporaneous speaking contests; though it has partici-



W. F. Brewer, head of English department of Montana State College, Bozeman, Montana, who retired May 31 after 46 years of service. Member of Pi Kappa Delta for about 20 years; coached and judged debaters for more than 40 years; probably the veteran of all PKD coaches.



pated in intercollegiate oratory and debate. At present the college does not participate in any intercollegiate forensic contests.

The Hill Prize contests, however, have gained and maintained an important place in the annual commencement program, with an attendance of several hundred persons. In recent years, at least, the audience has acted as judges.

I attended the fifty-first annual contest in 1941, and comparing it with the 1942 Pi Kappa Delta Convention contests, I should say that the two showed about the same grade of excellence. Professor J. P. Ryan of the department of Public Speaking at the College, says that the contest has been, as the donors of the prizes intended, a valuable and continuing stimulus to "excellence in extemporaneous address." Students train for the contest throughout the year, the speakers for the finals being selected by preliminary elimination rounds.

The earliest secondary school contest in extemporaneous speaking that I can get track of is the one that I devised in imitation of the Grinnell contest, and inaugurated at Montana State College for Montana high schools in 1911. It followed closely the original Grinnell plan, but shortened the time for the speeches, making a minimum length five minutes and the upper limit eight minutes. The subjects were originally stated as propositions, thus fixing not only the starting point, but the direction of the talk. Contestants might take either side of debatable propositions. The reason for this form of subject was to reduce the chance of the contestants' using materials already practiced on.

This contest has been popular with both students and high school teachers, and most of the largest high schools and many of the smaller schools contest every year. At first the contest was conducted through district contests organized by the high schools themselves. After several years this plan broke down; and now each school may send one contestant, with the final program reduced to five contestants, through a qualifying and a semi-final round. The public attendance at the contest has for many years been around 250.

The method of the contest seems to emphasize practice rather than coaching. Many of the high school speakers come to the state contest at the Montana State College without their teachers, as there is little at the state contest that the teachers can do. They are not permitted to hear their pupils in either the qualifying or the semi-final rounds which are before judges only; and for the finals, the coaches are not permitted to communicate at all with their contestants between the time when the subjects are assigned and the time when speeches are delivered. High school boys and girls train for this contest sometimes for two or three years. Both boys and girls participate on even



terms all the way through in the same contests. Usually more boys participate than girls, but the girls have taken their fair share of the winnings.

Pi Kappa Delta has had the intercollegiate extemporaneous speaking contest as a part of its program since the biennial national tournaments were inaugurated in 1924; but I have not been able to get any information as to where else this type has been used for intercollegiate contests. State intercollegiate contests have been held three or four times in Montana, but interest has fallen far below that in debate and oratory.

I imagine that the interest in this contest may have been gradually spread by Grinnell college graduates like myself, and that the Grinnell contest is really the parent of the rest, but I can not prove it. Professor Glenn Clark of Macalester College, St. Paul, a Grinnell graduate of 1905, has used the extemporaneous speaking contest there, and has provided some scattering notes on its use elsewhere. I have written many letters asking for information from various persons, but they have mostly remained unanswered. My own isolation from the larger libraries, and limited time for extended correspondence has left me far from the end of any complete investigation.

Professor Charles S. Templar of Hamline University in the January, 1935, *FORENSIC* has an appreciative study of the educational values of the "Extempore Speaking Contest," which he has found the most satisfactory of all speech contests. Professor Fred J. Barton of Abilene Christian college, Abilene, Texas, has an excellent article (*Quarterly Journal of Speech*, XXVI, No. 2, April, 1941) on "Significance of Extempore Speaking, in English and American Rhetoric," in which he traces the evolution of the idea from a speech unpremeditated in both form and content, to its present meaning of a speech premeditated in content, but not in form. He shows that by 1890 the second meaning was established in America, at least. The words *extempore* and *extemporaneous* seem to be used interchangeably at present. I have kept the word used by the Hill brothers, who seem to have been on safe ground in the meaning of the word as they used it.

Professor Templar in the article quoted above traces the contest back to 1924, and adds: "Possibly it was used before that. Who originated it I do not know." Professor Alan Nichols in his *Discussion and Debate*, (Harcourt, Bruce & Co., N. Y., 1941) says (p. 405): "The first extempore speaking contest was apparently held in South Dakota about 1916." He refers to two articles in the *Quarterly Journal of Speech* for April, 1917, and January, 1918, which I have not seen. The "Bibliography of Speech Education" lists a few other articles in the *Quarterly Journal*, and certain other periodicals which



would probably throw some light on the development of the contest, and a few master's theses that promise some information as to the spread of the contest, but these also I have not seen. "Notes on the History" of the contest is therefore the most that I can claim as the title of this article.

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## A CANADIAN-AMERICAN STUDENT CONFERENCE—

Continued from page 50

national habits, amusements, recreation, etc. The acquaintances made a year ago have continued, and there is every indication that new contacts made this year will ripen into permanent friendships.

It is difficult to define the results of such conferences. Last year's experience revealed quite naturally that the Canadians knew more of American history than the American delegates knew of Canadian history. During preparation for the conference, numerous questions arose about certain facts or opinions which our delegates made note of to ask the Canadians. The Canadians also took the opportunity to ask our delegates not what they thought about a certain problem, but what America thought. This year's conference showed that the American students were more nearly equal to the Canadians in background knowledge. The increased interest has convinced us here at Macalester of the desirability of putting a course on Canadian-American affairs in the regular college curriculum.

At this international meeting no decisions were reached which will profoundly alter the shape of things to come. Nevertheless, the students from each country became conscious, in many cases for the first time, of the problems facing the people of the other country. This awareness came home to them with an effectiveness which cannot be matched in a class room or through the usual study of international relations. Too often we in America are like the Pennsylvania woman cited by one of the Canadians who, when asked what she thought about Canada, replied, "Why I had never thought before to think about Canada." But it is evident that the two countries are drawing closer together, and that if the difficulties which exist between them can be resolved, techniques may be developed which will be of use elsewhere. Perhaps the best achievement of the conference was a new consciousness by the students of what people in another country think about them. The challenge of this awakening self-consciousness, with the resulting self-analysis, will be of the greatest value to them as future citizens and leaders. Added to the weeks of preparation was the illuminating exercise in facing concrete issues around a council table.



## *From Zero to Ten Thousand*

M. M. MAYNARD

Monmouth College, Illinois Zeta



This article is not a history of Pi Kappa Delta. Indeed the present writer could not pen such a history if he were to try. There is possibly only one man who could write an adequate history of Pi Kappa Delta, though there are doubtless a dozen who could do a better job than the writer of this article. After all it was an accident that led to the writer's being asked to write this article and almost equally an accident that he is honored by being considered a charter member of Pi Kappa Delta. It is, at least, an interesting coincident that the holder of key 10,000 should be the daughter of one of the charter members of the organization. That fact in itself may give this article the position of a foot-note in the history of Pi Kappa Delta.



M. M. MAYNARD  
One of the Founders of  
Pi Kappa Delta



DOROTHY MAYNARD  
Holder of Key 10,000 in  
Pi Kappa Delta

But Key 10,000 is a back number now just as those who were leaders in the organization in the earlier days are fast taking their places among the have-beens. To the historian, however, and to those who would give honor where honor is due, the name of E. Ray Nichols will always be given a prominent place in Pi Kappa Delta and in the story of forensics in American colleges. What E. Ray Nichols has been to Pi Kappa Del-

ta, Pi Kappa Delta has been to forensics in American colleges, the



most effective force in keeping alive and in improving forensics in the colleges of the land.

It was E. Ray Nichols, then head of the department of Speech at Ottawa University, Ottawa, Kansas, who first suggested to the writer the desirability of forming a forensic organization along the lines of Pi Kappa Delta. He was at the time in correspondence with men in other colleges—only he knows the names of all of them. He furnished in those early years not only the vision but the greater part of the dynamics of the organization. That he met with many discouragements his letters at the time clearly showed. No doubt he was disappointed as was the writer when Monmouth College at the last minute turned down the proposition. The faculty of Monmouth College was afraid that the college might suffer in prestige if she became identified with such a new organization with such ambitious aims. Possibly the writer was not aggressive enough, but anyway the faculty was at the time desirous of getting into Delta Sigma Rho, a desire which was never realized. Later the men of Monmouth College succeeded in securing a chapter of Tau Kappa Alpha, and the writer became a charter member of the Monmouth chapter of that organization.

But at that time Tau Kappa Alpha was not open to women, and that fact later paved the way for Pi Kappa Delta on the campus of Monmouth College. The stone which was rejected by the builders became the head of the corner.

Too much credit cannot be given to Charlotte M. Cummings for her work in securing a chapter of Pi Kappa Delta at Monmouth College. The writer of this article gave her strong moral support though he did so somewhat on the sly. He remembered his experience with Pi Kappa Delta at an earlier date, and knew that the faculty as a whole was only luke warm to the proposition and that some even looked askance upon debating among women. Undaunted, Miss Cummings continued to flirt with Pi Kappa Delta. She and two or three other girls, whose names I cannot recall—much to my regret—attended a Province Tournament at Peoria, Illinois, and made such good showing that all open opposition by the faculty was quelled, and a girls' chapter of Pi Kappa Delta was duly installed upon the campus. For the next few years Monmouth College had two forensic organizations: Tau Kappa Alpha for men and Pi Kappa Delta for women.

When S. R. Toussaint became head of the department of Speech at Monmouth College, he was quick to sense the undesirable situation which existed in the field of forensics. The girls had already brought some fine honors to the college through Pi Kappa Delta; there were no honors for the boys to win through Tau Kappa Alpha. Then, too,