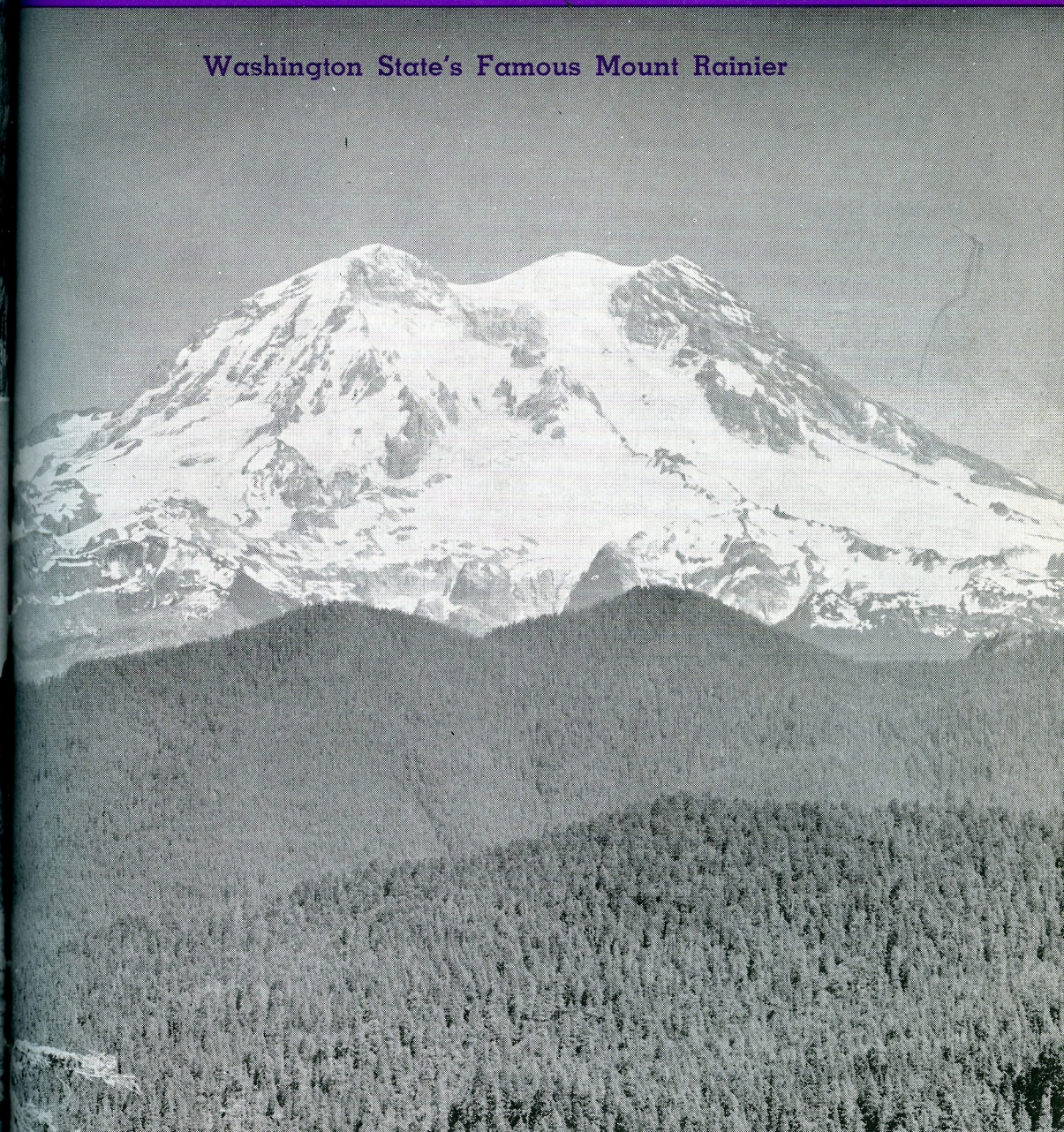


THE *Forensic*

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

MARCH. 1965

Washington State's Famous Mount Rainier



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CONTENTS

| | |
|---------------------------------|----|
| President's Page | 3 |
| Forensic Honoraries | 4 |
| Cross-Examination Debate | 6 |
| Draw Three—1950-1965 | 11 |
| New Members | 13 |
| The Creed | 14 |
| History of Pi Kappa Delta | 15 |
| Alumni News | 19 |

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The President's Page



ROY MURPHY

I expect you too were disturbed after having read recent publications regarding the misuse of evidence in certain intercollegiate debates. Perhaps comments and judgments should be withheld regarding ethical violations in the use of evidence until after further studies determine the full magnitude of the problem and reveal the pressures and practices that may encourage debaters to manufacture and misrepresent evidence.

If further studies indicate that the forensic community is confronted with a problem of considerable magnitude, then a solution for that problem must be found if debate is to survive as an intercollegiate activity. The forensic community cannot tolerate practices that are unethical in nature.

We are about to convene for the Twenty-fourth Biennial National Convention of Pi Kappa Delta. As we participate in the social, business, and forensic activities of this meeting, let us live up to our motto, "The Art of Persuasion, Beautiful and Just." If we do, then we will not be plagued with ethical violations. I hope that upon adjournment each convention delegate will be able to say, "I lived the motto of Pi Kappa Delta."

Recent reports seem to indicate that the 1965 National Convention of Pi Kappa Delta will prove to be one that will long be remembered by the delegates. We are expecting a good attendance. The meeting will be saturated with new and traditional social, business, and forensic activities. Our hosts are working hard in completing arrangements for our comfort and enjoyment.

Please remember convention features of special concern to delegates as follows:

1. **All Delegates**—Religious Program; Business Meetings; Convention Picture; Talent Night; Indian Salmon Bake and Indian Dancing at Tillicum Village; and Convention Banquet.
2. **Student Delegates**—Forensic Activities; Student Meetings; Province Meetings; Special Distinction Student Members — National Council Luncheon; and Pictures of Winners.
3. **Province Governors** — Province Governors Luncheon; Province Meetings; and Province Governors—National Council Luncheon.
4. **New Chapter Delegates**—Charter Presentation.
5. **Faculty Delegates** — Judging Assignments; and Convention and Contest Committee Assignments.

I sincerely hope that an atmosphere of goodwill, good fellowship, and friendly competition will continue to prevail at the National Conventions of Pi Kappa Delta. If you are among those present for the convention, then I trust it will prove to be a pleasant and profitable experience that you can place among your fondest memories.

Characteristics of the Forensic Honoraries

by STANLEY RIVES and DONALD KLOPF

Certain characteristics distinguish the three major national collegiate forensic honorary fraternities from each other. These characteristics perhaps represent differences which result from the distinctive purposes and goals of Pi Kappa Delta, Delta Sigma Rho-Tau Kappa Alpha, and Phi Rho Pi.¹ The historical context of these differences is described by Annabel Hagood in the Tau Kappa Alpha text, *Argumentation and Debate*.²

A recent survey conducted for the American Forensic Association provides some useful information about the similarities and differences in our forensic honoraries. The information reported here comes from a questionnaire distributed during 1963-64 to all colleges, universities, and junior colleges with departments of speech.³ The directors of forensics or heads of speech departments at 1200 schools were questioned about their programs; 50% responded, but the percentage was better of schools with a national forensic honorary fraternity chapter.

The 377 responses from honorary-affiliated schools represents 63% of the total replies. PKD has 220 chapters, and

209 replies from PKD schools were received (an amazing 95% return); DSR-TKA has 190 chapters, and 135 or 71% replied; PRP has 67 chapters, and 33 or 50% replied. The 377 responses represent 80% of the 477 honorary chapters.

Table 1 shows the type of schools that hold membership in the separate honoraries. PRP obviously maintains membership only with junior colleges. DSR-TKA is stronger in the universities while PKD is stronger among colleges. Both PKD and DSR-TKA are equally represented in publicly supported institutions (50% each) and privately supported schools (50% each). PRP has its strength in public institutions: 90% of its chapters are in public schools, 10% in private.

Table 2 indicates the size of the schools of chapter members. Eighty-two percent of the PKD schools have enrollments below 5000 students; 56% of DSR-TKA schools have enrollments over 5000; 79% of PRP schools have enrollments below 5000, and 100% below 7000 students. Tables 1 and 2 together suggest that PKD has its greatest strength in smaller colleges, DSR-TKA in larger universities, and PRP in small junior colleges.

Table 3 presents the number of years the responding schools have participated in forensics. PRP chapters are the newest; 98% have been engaged in forensic activity ten years or less. DSR-TKA schools have the oldest forensic participation tradition, 71% having been active twenty-five years or longer. Of the two senior college honoraries, PKD seems to be growing more rapidly with 23% of its chapters having begun forensic programs within the last ten

¹ Hereafter in this paper these organizations will be referred to as PKD, DSR-TKA, and PRP simply to conserve space.

² See Chapter 3, "Forensic Honorary Societies," by Annabel Hagood in James H. Mc-Bath (editor), *Argumentation and Debate: Principles and Practices*, Revised Edition (New York: Holt, Rinehart and Winston, 1963), pp. 33-47. This is an excellent brief description of the history and function of the various honoraries.

³ A more complete description of this study and its results have been published in the *Journal of the American Forensic Association*, Volume II, Number 1 (January, 1965).

years as compared to 9% for DSR-TKA.

Table 4 reveals the increase or decrease in the number of students participating in the program over five years earlier (1963-64 compared with 1958-59). Two-thirds of PKD chapters have expanded their membership over five years ago, while in only 2% of the chapters has membership declined. PKD and PRP both share a slightly higher degree of expansion than either DSR-TKA or the national average (which includes non-affiliated schools).

Table 5 notes the actual number of student participants in forensics during 1963-64 for each organization. PKD corresponds most closely to the national average. DSR-TKA schools involve the greatest number of participants; 50% of DSR-TKA chapters have twenty or more students active in forensics. PRP schools maintain the smallest squads: 75% have ten or less participants, while none have over twenty-five participants.

These conclusions appear to be warranted concerning differences between the three forensic honorary fraternities:

1. Pi Kappa Delta appeals largely to smaller colleges. PKD has a relatively large number of new and expanding chapter members, and the number of student participants corresponds very closely with the national average.

2. Delta Sigma Rho-Tau Kappa Alpha appeals to large universities. DSR-TKA chapters are relatively older, have expanding programs, and have relatively large numbers of student participants.

3. Phi Rho Pi serves only junior colleges. Its chapters have relatively new and expanding programs with relatively small numbers of student participants.

These distinguishing characteristics probably reflect differences in membership policy between the three organizations. As Hagood indicates, all three forensic honoraries have shared a common purpose—the recognition of excellence in public speaking. The differences indicated are overshadowed by that shared common objective.

TABLE 1
TYPE OF MEMBER SCHOOLS

| Type | PKD Percent | DSR-TKA Percent | PRP Percent |
|----------------|----------------|--------------------|----------------|
| University | 36 | 66 | 0 |
| College | 63 | 31 | 0 |
| Junior College | 1 | 3 | 100 |

TABLE 2
SIZE OF MEMBER SCHOOLS

| Enrollment | PKD Percent | DSR-TKA Percent | PRP Percent |
|------------|----------------|--------------------|----------------|
| Under 1000 | 24 | 10 | 32 |
| 1000-2999 | 38 | 24 | 32 |
| 3000-4999 | 20 | 10 | 15 |
| 5000-6999 | 5 | 11 | 21 |
| 7000-8999 | 5 | 10 | 0 |
| 9000-10999 | 2 | 4 | 0 |
| Over 11000 | 6 | 31 | 0 |

TABLE 3
NUMBER OF YEARS ENGAGED
IN FORENSICS

| Years | PKD | DSR-TKA | PRP | National Average* |
|---------|-----|---------|-----|----------------------|
| 1-5 | 17 | 3 | 61 | 27 |
| 6-10 | 6 | 6 | 37 | 9 |
| 11-15 | 10 | 9 | 0 | 7 |
| 16-20 | 11 | 9 | 0 | 6 |
| 21-25 | 3 | 2 | 1 | 3 |
| Over 25 | 53 | 71 | 1 | 48 |

*Includes all affiliated and non-affiliated schools.

TABLE 4
PROGRAM INCREASE-DECREASE DURING
PAST FIVE YEARS*

| Degree | PKD | DSR-TKA | PRP | National Average |
|-----------|-----|---------|-----|---------------------|
| Exp'nd'd | 66 | 61 | 72 | 61 |
| Rd Same | 32 | 27 | 18 | 28 |
| Decreased | 2 | 12 | 9 | 11 |

*1963-64 compared with 1958-59.

TABLE 5
NUMBER OF STUDENT ACTIVITIES*

| Number | PKD | DSR-TKA | PRP | National Average |
|---------|-----|---------|-----|---------------------|
| 1-5 | 5 | 3 | 25 | 5 |
| 6-10 | 20 | 9 | 50 | 20 |
| 11-15 | 27 | 18 | 5 | 28 |
| 16-20 | 15 | 20 | 15 | 18 |
| 21-25 | 10 | 20 | 5 | 11 |
| 26-30 | 9 | 8 | 0 | 6 |
| Over 30 | 14 | 22 | 0 | 12 |

*During 1963-64.

Cross-Examination Debate

by GERRY NEELY

Debate, ideally, involves persons showing willingness to subject their arguments to logical analysis by the opposition; it can be assumed that the rational approach is desired by the majority of debaters.

Keeping this in mind, perhaps we can draw a comparison between the traditional mode of debate and that of cross-examination debate, the thesis of this article being that the latter is more beneficial in terms of the judge, audience and debater. What to look for and how to obtain it through questioning will also be discussed.

Reasoning can be thought of as the relationship of the evidence presented to the conclusion drawn, either implied or stated. It would seem to follow that the arguments of a debate should be measured by questions which would test the adequacy of that relationship. This is difficult in the traditional form of debate, and abundant use of the fallacy of "Appeal to Authority" ("You aren't questioning the President of the U.S., are you?") and the so-called "stacking of cards" is apparent. Reams of contrary evidence can be obtained regarding any point of contention, but ideally the debate should revolve around the meaning of the evidence presented. This has its practical application, for this abundance of evidence is not usually at hand during the ordinary conversation or discussion and the individual is left with little recourse but to question the meaning of that evidence presented. The difficulty in traditional debate in this area stems, not from the fact that the evidence-conclusion relationship cannot be questioned, but from the time-lag between question and answer; the questioning process available in traditional debate is too limited. Negative questions cannot be advanced until the constructive, and the affirmative can easily refrain until the last rebuttal with an insufficient answer, in terms of what the negative desires; the objection that "we

have tried to consider the more important affirmative" (or negative) questions, allows both to skirt the issue and avoid an optimum confrontation within the allotted time. By the very nature of the traditional debate, the number of questions is severely limited, both in scope and number. Thus we find that cross-examination debate is merely a logical extension of the desire to eliminate the time-lag between questions in the constructive speeches of traditional debate, place them in their own timed area, and provide a more adequate means of questioning the evidence-conclusion process of the debate.

Since the rational approach is desired, cross-examination is also important because it leads to a more rational discussion due to its ability to weed out much emotionalism, or to make it secondary in the consideration of the decision; it requires consistent application of reason to the thoughts we hold. Through cross-examination we find a systematic probing of the hypothesis formulated earlier in the debate, giving shallow thoughts an early death; productive inquiry is fostered to a greater extent through cross-examination because errors are exposed due to the rigorous tests of consistency and logical adequacy put forth; the traditional pattern, especially towards the end of the year, assumes the position of rutted unproductive analysis-patterns.

Cross-examination gives more credit to those more fully prepared—the glib already have their due reward—for it credits instantaneous perception, evolved **during** the debate, and not at the coaches' knee. The use of the answers later in the debate encourages extempore speaking. The foreknowledge that one is going to be subjected to questioning undoubtedly stimulates more thorough study and preparation, for one must learn to adapt to ideas rapidly. must be ready for all eventualities and

Cross-examination is a welcome

breather from the all-evidence debate, and lends a certain amount of informality to the debate. Audience contact is made to a greater extent because of the cross-examination period itself, and because of the greater clash resulting from that period; the same can be said for its effect in keeping the judges awake, which can be especially important towards the end of a long day.

One of the few shameful aspects of debate in general today is the falsification or purposeful distortion of evidence during the debate; no style of debate is impervious to it. However, cross-examination curtails this trait to a much greater extent than does traditional debate; the ability to directly question an individual about a questionable source or sources is invaluable in moving debate to a higher plane, or in exposing those who would lead it to the gutter.

A few points might be made before moving on to the technique of cross-examination. Traditional debate has its advantages, all of which are present in cross-examination debate; cross-examination debate has further advantages which, in this author's estimation, easily outweigh any disadvantages which might be apparent. What is important, however, is that cross-examination is increasingly being used in tournaments across the nation on the intercollegiate level. It is of course used in the high schools today, and numerous tournaments have used it during one-man or Lincoln-Douglas debating; in the early part of the century it was used on the collegiate level, but fell by the wayside. Within recent times it has been revived, principally because of the efforts of Mr. L. A. Lawrence, debate coach of Montana State College, who reintroduced it to the Northwest in 1957.

In short, it can be summarily said that cross-examination is merely the art of making concise, clear statements that answer questions, while simultaneously defending fundamental positions; the ability to maximize the use of the results in subsequent speeches is of course essential.

One of the more educational advan-

tages of the cross-examination debate is that to truly master the technique of cross-examination the debater must ultimately master the subtleties of logical argumentation, as well as be familiar with the structure of the supposedly "perfect" debate case. The art of cross-examination merely involves knowing what must be pointed out, and how to point it out. The process requires the destruction of the opponent's arguments, and the construction of your own, the two being inter-related.

The destruction of the opponent's arguments merely involve the exposing of some forms of error on his part, either through logical inadequacy or contradictory positions.

It is important to point out first of all that every argument either makes a generalization or proceeds from a generalization. With this in mind, we can note that the inadequacy of an argument can be shown in the following manner through the process of cross-examination:

1. The debater can show that the facts are "not true" or "irrelevant".

Consideration of the "truth" of the facts entails an analysis of: a) **the reliability of the sources**; b) **the consistency of the evidence**; c) **the weight of the evidence**; d) **the accuracy of the evidence as presented**. Questions relating to the qualifications of the authorities presented, and whether or not these authorities continually express this point of view, are important. "Are you aware that Dr. 'X' later in that same article stated _____" is one effective way of showing inconsistency of evidence from an internal standpoint. Regarding external consistency, it can be pointed out that two or more pieces of evidence are actually contradictory, by saying: "Are you aware that your statement X contradicts your statement Y?" Weight of evidence might pertain to the relative merits of the authorities considered, although too much emphasis on this is fallacious. The accuracy of the evidence as presented might deal with the source or figures contained therein which might be thought to be either

contrived or inadvertently misquoted. A simple question may be used such as: "What is the source for your statement concerning X?" or "Are you aware that the figures presented are inaccurate or not true?"

Consideration of the "relevancy" of the facts entails an analysis of whether or not the generalization is warranted. An unwarranted generalization may be pointed out by noting: a) **the relative size of the observed parts of the class in relation to the whole—too small a number of parts will discredit the generalization;** b) **the members of the class may be shown to be atypical;** c) **it may be shown that there are exceptions to the general rule of the statement.** Such questions as: "Were you aware of the contrary example of _____? Can you account for this?" or: "Do you have any further examples?", will usually take care of this situation.

2. If the facts are judged to be logically adequate, the validity of the reasoning process is challenged.

Many errors in reasoning are due to a lack of causal relationship, either stated or implied, for the relationship must be said to exist or must exist if the inference is to be valid. For a causal relationship to be logically adequate: a) **the connection between the cause and the alleged effect must be complete;** b) **the extent to which the alleged effect is the result of the known cause must be known;** c) **the cause must be adequate to produce the effect in question.** The error of the false causal relationship can be shown by pointing out: "Were you aware that X is actually caused by A?" "Were you aware that X would exist even if Y were not in existence?" "Do you feel that Y is sufficient to produce the effect in question?" These are of course the bare outlines of questions that could be phrased in terms of the debate resolution that is being used at the time.

3. If the facts are logically adequate, and the validity of the reasoning process is sound, it may be shown that the arguments are not sufficient to establish the point at hand.

Of course, this point can be made in addition to the inadequacy of the first two points; it merely means that other programs might either be solving the problem at hand, or that the present programs are insufficient to solve the problems posed.

Realizing some of the outlines of questioning that are necessary to destroy any negative or affirmative contentions, we might turn to some of the more common approaches regarding logical fallacies or inadequate presentations.

The Reliability of Sources

Considerable doubt can be cast upon a source merely by asking who the individual is; most debaters won't know fully the background of their sources. The obvious question will be "do you consider X a reliable source?" The obvious answer is "yes", but doubt can still be cast upon the person answering the question, unless he elaborates on the relative merit of that particular authority vs. the opposition's authorities.

The Consistency of the Evidence

Further use of pointing out inconsistencies would be the question: "Are you aware of studies X and Y which contradict the results of your study?" "In other words you didn't take them into consideration in your constructive case?" Of course, one merely answers that, no, he didn't consciously take them into consideration, but that even in light of these, the adequacy of his case still stands because of reasons X, Y, and Z.

The Weight of the Evidence

Questions such as: "Do you have any further documentation for such and such a point? If so, you can present it in your next stand on the floor." Never allow them to use the precious time of cross-examination for the admittance of evidence. If asked for further evidence, say that you would be glad to read it at that time; if you have no further evidence remark that the point still has not been refuted — one piece of evidence should be sufficient to establish a point that has not been refuted. If matched by number of pieces of evidence, one

should remark that the **meaning** of the evidence should be considered.

Statistics and Statistical Correlation

It must be considered whether or not statistics cover a sufficient period of time. "Did you consider the year X in your evaluation? Are you aware that such and such is true during such and such a year before your figures were compiled? How do you account for this?" This is the way one can eliminate the statistical arguments of the opposition. Such questions as: "How old is the source on your quote concerning_____?" are effective in outdating the opposition's sources. It can be easily answered by stating the date and saying: "Of course the situation since then has not altered my data." It must be considered whether or not the statistics cover a sufficient period of time, whether they are correct, and whether they are meaningless or not. Such questions as: "What does X have to do with Y" can be asked. A statistical correlation is but a description of certain observable occurrences as they are, and the correlation does not necessarily show how the items got that way. There may be a high correlation between low wages and unemployment, but this does not prove that one caused the other.

Begging the Question Fallacy

Ask your opponent what the premise of his argument is, or state the premise and ask if he agrees with it. He must either ignore the question, or in attempting to prove the premise, expose his own fallacy. The entire case can actually fit in this area, for if evils are shown to exist, this does not warrant the adoption of the program; that which must be proven—workability of plan—is assumed.

Opinions should be: 1) qualified; 2) a fair indication of the person's real opinion, and not out of context; 3) consistent with other authorities, or 4) have a definite reason behind them (opinions are based upon reason and are subject to the exacting tests of reason that apply elsewhere). Some of the appropriate questions might be phrased in testing the opinions of authorities used

as follows: "What does Dr. X do?" "Are you aware that X has said such and such?" "Why did Dr. X say such and such? Are you aware that he felt that this was true because of such and such" "Did you take this into consideration?"

Unsupported Assertions

"Do you have any documentation for that assertion" is very effective, but make him present it later if he does. If no documentation, ask if he has any logical reason for believing as he does. It is surprising how many will be speechless with this last.

Attacking the Plan

"Did you include such and such in your plan? Why didn't you show a need for it?" You can actually find out much of the plan in advance, if the situation is approached properly. If asked about your plan, reply that your colleague is to present it in his stand on the floor, unless the gentlemen would wish you to present it at that time.

The Loaded Question

When asked a loaded question or a series of two or more questions state: "That sir is a loaded question" or "In answer to your loaded questions I can only say X, with qualifications of course." Or: "Which question did you wish me to answer first: A or B."

Reversal of the Burden of Proof or Rejoinder

Ask: "Are you trying to say that such and such is the situation?" This will usually make them, by answering the question, assume the burden of proof. A good answer is: "you brought up the point; I'm waiting for your proof of your assertion before replying."

These are merely a few of the areas that can be covered. Care should be taken to lay the groundwork for the debate by eliciting from the opposition the points of agreement and contention. After this, the test of the inadequacy of the opposition follows.

The following are a few points to consider in debating cross-examination style:

Points to Consider:

1. Don't quibble over terms.

2. Don't ask the question "why" if possible. It is better to use the Socratic method of eliciting a "yes" or a "no" from your opponent.
3. Set up your colleague's speech by asking material pertinent to what he will probably deal with.
4. Determine beforehand the position on all issues that you and your colleague will take. This will save contradictions in cross-examination.
5. Avoid complex questions and extended statements.
6. If put on the spot, say that your colleague will take care of it. Even his equivocation in a rebuttal or constructive is better than your equivocation during cross-examination.
7. Don't lose your temper.
8. Ask for clarification of vague questions or terms.
9. Speak clearly and direct your answers to all concerned, not just your opponent.
10. Look your opponent in the eye while questioning him.
11. Put the man you are questioning on the defensive. Pursue him politely when you notice a weak point in his answers.
12. Don't ask questions that are irrelevant.
13. Don't ask questions that are mere repetition of what was said in his constructive speech unless they form a premise of a syllogism that you wish to form — otherwise you waste your time.
14. Assume good posture while questioning.
15. Stay within the realm of the debate topic. Don't ask personal questions.
16. Never ask the opponent to read a quotation supporting your case. This is a bit outside the bounds of building your own case.
17. Ask him if he considers his position in relation to enumerated statements to be contradictory — this can be the most telling point in a debate.
18. Don't browbeat your opponent!

The Creed of a Director of Forensics

WILLIAM H. BOS

I believe in the educational value of co-curricular activities. I believe in athletics as a means of training the bodies and minds of students, and as an aid in the development of inter-personal relations. I believe in musical activities as means of developing cultural appreciation as well as personal skill and artistry. I believe in journalism as a vehicle to develop an individual's awareness and perceptiveness, as well as his capacity for personal verbal communication.

I believe in the superior educational value of forensics, the most rewarding of all co-curricular activities. I believe in **debate** as a superior means of training students in the search for truth, the capacity for valid reasoning, the art of effective oral communication and the cultivation of favorable personal relations. I believe in **oratory** as an equally

fine means of attaining these same ends, developing individual style in expression, skill in audience analysis and adaptation, and effectiveness in the use of techniques of persuasion. I believe in **extempore speaking** as a stimulus to knowledge of world affairs, facility in the organization and support of ideas, and skill in effective oral presentation. I believe in **group discussion** as a superior training in critical thinking, systematic problem-solving, and cooperation.

I believe in the consummate power of the effectively spoken word to influence the thoughts, attitudes and judgments of men and nations, to determine the decisions of today, and to shape the course of the world of tomorrow.

I believe that mine is the most responsible, most challenging, and most rewarding task in the whole realm of education.