

THE FORENSIC

OF PI KAPPA DELTA

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PUBLICITY FOR P. K. D. CHAPTERS

The Publicity Committee is very anxious to encourage and enlist every possible interest in the affairs of Pi Kappa Delta. It is our aim to place before the public the activities of our chapters so that people may be informed of the high type of work and leadership that we sponsor and uphold. It is equally important that we ourselves become better acquainted with the work of the chapters. No one group should be content to retain its findings and accomplishments, but should pass them on and let all enjoy the benefits of their attainments. In this way much good will be accomplished; we can exchange practical suggestions for our forensic programs; the weaker chapters will be urged to measure themselves by the standards of the stronger; we can all become better acquainted.

The Publicity Committee will gather all of the Pi Kappa Delta information it can possibly find and send it out thru the Associated Press and the United Press. If we are to make this thing a go, we must have the information. Now that is where you come in; you are responsible for that. We want you to send us anything that you consider will make good publicity. Let us have your leading news from time to time, whether it pertain to your chapter activities or to your provincial conventions. If you have a winner or runner-up in a contest; if you have an unusual debate; if you have an international debate; if you have an interesting debate experience, or what not, send the news to one of the committee at the addresses given below and we shall draft a story for the press. Let the committee serve as a clearing house for Pi Kappa Delta news.

Our big task will come during the convention, at which time we shall provide every possible publicity facility to keep the convention before the public. But much can be done between now and the national convention if you will let the committee serve you, and, through you, the whole of Pi Kappa Delta.

C. W. Patton, Chairman, Oklahoma Baptist University,
Shawnee, Okla.

L. W. Courtney, Baylor University, Waco, Texas.

Harold Allen, Shurtleff College, Alton, Illinois.

V. M. Queener, Maryville College, Maryville, Tennessee.

OPENING ADDRESS ANNUAL SPEECH CONVENTION

(Hotel Stevens, Chicago, December 29, 1930)

By PROF. JOHN DOLMAN, JR.*

President of the National Association of Teachers of Speech
(Reprinted from the Platform World)

MEMBERS and Friends of the
National Association:

It is my pleasant duty to welcome you to the fifteenth annual convention of a most remarkable organization—an organization which began as a little group of “academic teachers of public speaking,” but which now includes many hundreds of teachers, some of whom scorn to teach public speaking, and some of whom do not like to be called academic. Within our present field of interest are such apparently divergent subjects as conference speaking, argumentation, persuasion, debate, rhetoric, oratory, radio address, pedagogy of speech, oral reading, verse-speaking, interpretation, story-telling, drama, acting, stage directing, stage-craft, pantomime, pageantry, voice science, phonetics, physics of speech sounds, laryngology, psychology of speech, mental hygiene, pathology and correction of speech disorders, and—not quite lost in the shuffle—public speaking.

I have been asked frequently of late to explain how all these subjects can be considered as belonging to a single discipline; how a single department of instruction can presume to claim them all; and how a single national association that does claim them all can possibly hold together.

It has not been altogether an easy question to answer. I am not sure that it has ever been officially answered by the Association, or even considered in a formal way. But I have tried

*Prof. Dolman will be remembered by many members of Pi Kappa Delta for his books, “A Handbook of Public Speaking,” and “The Art of Play Production.” He has written many articles for the Quarterly Journal of Speech and other publications. For three years, 1924-1926, he was Editor of the Quarterly Journal of Speech Education. He is Professor of English and Director of the Summer School at the University of Pennsylvania.

to answer it unofficially, and if my answer is wrong I hope that you will set me right before this convention is over.

A Common Bond

I have answered that the members of our profession are bound together by a common conception of speech as the most distinctive characteristic of mankind; the characteristic which—apart from the soul—most distinguishes man from other animals; the characteristic which represents man's highest achievement and the instrument for all his other achievements including thought itself. I have said further that with this conception goes inevitably the conviction that speech education is the most basic and purposeful of all disciplines.

Such a statement of the case sounds, I suppose, a bit highfalutin, and some of our colleagues may be pardoned if they set it down to an exaggerated professional enthusiasm. Nevertheless it is close to the truth. Certainly no one will deny that speech is man's most essential medium of communication—not to mention woman's. No one will deny that speech is older than writing; that writing is but a development of the attempt to record and perpetuate speech; and that speech is therefore the basis of the perpetuation of human knowledge. No one, I think, will deny that speech in its more highly developed forms is an instrument of culture on the one hand, and of leadership on the other. And if these things are true, it follows that the mastery of his own powers of speech is to the individual human being the most important of all skills, and to some degree the index of the whole man.

Personally, I came into this Association as an academic teacher of public speaking, and with others of my ilk I still share a certain distrust of the word Speech—especially with a capital S. I particularly resent any conception of the term which is too narrow to include public speaking, or which is limited to one specialized aspect of speech training, such as voice, diction, or enunciation. But I do believe in the essential unity of speech education in its broadest sense. I know that most of the serious difficulties I have to contend with in teaching public speaking are traceable to some maladjustment in the student's early speech history, some warping or twisting of the speech situation which has resulted in the growth of inhibitions, or mannerisms, or misconceptions.

Has Inferiority Complex

A great deal has been said in the public press of late about the inferiority of American speech. It seems to be generally

admitted that in our verbal intercourse with other nations we Americans are at a disadvantage. We have a tendency to slovenliness in voice and diction, and we are subject to self-consciousness. In our own respective communities and our own local dialects we usually speak with some ease, but when we travel, or meet people from other regions, we are inclined to experience a sense of inferiority and to seek refuge in silence—all of us at least except the ones whose speech is least creditable and most offensive. They generally talk too much.

If we are to shake off this inferiority, and to master our own powers of speech to a degree consistent with our capabilities, it must come about through the cooperation of all the agencies represented in this Association. The time is ripe for a most rapid development, for the radio and talking pictures have created new agencies, of enormous potentiality. Something is going to happen to American speech in the next few years, and it is our responsibility to see that it happens for better, not worse. We cannot confine ourselves to remedial or re-educational work in high school and college; we must make use of the agencies which affect the formative period of life.

Elementary School Speech

It is in the elementary schools that speech education can be most effective because there it precedes the period of greatest self-consciousness. One of the greatest obstacles to re-education in the later years is the dread of affectation. The student hesitates to make any change in his habits for fear it will not seem natural. He often persists in what he really knows is bad, in order to avoid the suspicions of hypocrisy. But the chief difference between natural behavior and affectation is a difference of time. Man is not born with the power of speech; the whole speech function must be learned. What is learned early in life is regarded as natural. What is learned late, and therefore consciously, is regarded as an affectation. If good speech is learned early, good speech will seem natural, and there lies the opportunity for the elementary schools.

So far the National Association has had very little cooperation from the elementary schools, not because the schools decline to respond when reached, but because we have not yet reached them. In this convention we are trying to make a beginning in that direction. I would call your attention to the separate section for the consideration of elementary school problems this afternoon. I sincerely hope that it will be well attended and that from it will grow an active and wide-spread

movement for the betterment of fundamental speech training in the grades.

And now just one thing more. As many of you know, your officers have been planning a campaign to secure more adequate financial support for some of the projects now being carried on by the Association. This campaign has not yet progressed very far, but already we have found it necessary to formulate some kind of a statement defining the aims of the Association. With the help of several other officers, I have written out such a statement, and that also I want to lay before you, that it may be freely discussed during the convention, and if necessary revised, for the benefit of my successor who will carry on the campaign.

Aims of Association

I have ventured the assertion that the aims of the National Association of Teachers of Speech are as follows:

1. To afford all teachers of speech, through its meetings and publications, opportunity for the exchange of opinions and experiences, for cooperation and mutual assistance.

2. To encourage the effective and worthy use of man's greatest and most distinctive gift: the power of communication through articulate speech; a power without which his other achievements, even the power of thought, would be impossible.

3. To restore the ancient discipline for the cultivation of that power to the place in education which it held for the greater part of two thousand years.

4. To organize and bring to the service of the speech educator the resources of modern science and thought.

5. To encourage genuine research for the extension of these resources.

6. To direct the great potential influence of the radio, the talking picture, and other such inventions, to the improvement, rather than the degradation, of American speech.

7. Generally, to improve American speech as an instrument of communication, a vehicle of civilized thought and feeling, and an index of national character.

And to these should be added the following important negative statement:

8. It is not the aim of the Association to impose upon the American people any narrow standard of pronunciation; or to propagate any particular controversial theory; or to encourage any restrictive uniformity of method.

With this statement, ladies and gentlemen, I declare the 1930 Convention in full session.

DEBATING FOR THE AUDIENCE

By PROF. H. B. SUMMERS
Kansas State Agricultural College

HERE is an old vaudeville gag, well known to everyone, to the effect that when two Englishmen get together, they have tea; when two Scotchmen meet, they form a Caledonian Club; and when two Irishmen get together, they have a fight. The idea should be carried one step further: when two debate coaches get together, they hold an experience meeting and commiserate one another on the disappearance of the debate audience.

Certainly no one will question the statement that the old-time debate audience is almost as extinct as the famous dodo-bird. We can offer whatever alibis we wish; we can blame it on the movies, or the increase in social activity, or the emphasis on football, or the non-intellectual type of student which composes the bulk of our college population today. But regardless of explanations, the fact remains; audiences around our colleges simply do not attend debates. Of course, we can bring in a team of Englishmen from Oxford or Cambridge, and pack in a thousand sensation-seekers, anxious to be amused by the much-advertised wit of our visitors—but when the next “regular” debate is held, the audience shrinks to its normal proportions of six debaters, a chairman, a judge, a couple of coaches, and a handful of the faithful

Editor's Note—You may disagree with the author of this article. He will not object to that. IS he right in stating that “interest in debate is dead?” Do you agree with him that there is nothing in debating, as usually conducted, to interest an intelligent audience? Do you,—admitting shortcomings in the present system—believe that the big trouble lies in the choice of questions? Can debating, with right choice of subject, be made interesting to an audience—providing we can get the audience? Shall we discard debate conventions and technicalities?

Do you agree with Prof. Summers' criticism of Pi Kappa Delta that our organization discourages progress in debate; that “debate as we found it in 1912 is still our standard and our ideal”? Do we in PKD need to re-evaluate debating in light of modern needs, and change our basis in awarding advanced degrees?

Whether you agree or disagree with the author, you must admit that he is shooting hard and fast and pointing where he is looking. You will find this article interesting. You will note that we have placed it in the PKD Forum. Now if you do not like it; if you do not believe that debate is dead; or being dead did not get that way from the ills enumerated here, then man your argumentative guns and launch a counter attack. You, “being a member,” may especially resent the attack

on "our worthy order." In such a case it is your "patriotic" duty to rise and defend. There will be room in the Forum of the March Forensic for "reactions" favorable or otherwise to the point of view expressed here.

whose capacity for punishment has not yet been reached.

That's the situation existing in nine out of ten colleges today. Interest in debate is dead. And the worst of it is, most of our coaches strew

flowers over the dear departed, wring their hands and bemoan the situation—and that's all. We're content to

Interest In let the dead rest in peace. Perhaps if we take
Debate Is Dead the trouble to look at our debating from the

point of view of our departed audiences, we might be able to see a few of the reasons why audiences refused to attend our discussions. The writer has had the experience—perhaps the word should be misfortune—of hearing nearly five hundred debates in the past seven or eight years, including both high school and college discussions, and in practically every part of the United States. On the basis of these discussions, it may be possible to postulate a typical American debate.

The question almost invariably is one not touching the lives of anyone in the audience, and in which the audience is interested only politely, if at all. Free trade, for ex-

Stale Questions ample, or unemployment insurance, or world
For Debates disarmament, or parliamentary government for the United States, or perhaps the creation of

a department of education in the cabinet—very excellent subjects from the standpoint of two-sided-ness and ability to secure impartial judging, but wholly uninteresting to an audience, whether from the campus or from the town. Four debaters, or possibly six, haranguing their bored hearers with patently artificial passion, through eight—or even twelve—dull speeches. A minimum of consideration for the audience and its interests and problems; a maximum of consideration for the all-important matter of winning a vote of a judge. Much flourishing of debate technicalities—"burden of proof," "affirmative," "negative," "colleagues," "constructive case," "rebuttal," "major contention," "Honorable Judge," all meaningless to the debate-ignorant audience, yet introduced and reiterated *ad nauseum*. Nicely-planned traps, and righteous indignation when opponents refuse to stumble and commit themselves. Complete absence of clash during constructive speeches, then a sudden interest in what opponents have said in rebuttals. And finally, a tactfully-worded decision by a self-confessed "expert" judge (the writer is no exception) pointing out praiseworthy observance or unfortunate

lack of observance of various debate technicalities by one side or the other, "compelling me to believe that the better debating, by a very small margin, has been done by the Affirmative."

What is there in a performance of that kind to interest an intelligent audience? What stimulus to intelligent thinking?

Nothing to Interest an Intelligent Audience What light upon subjects of current popular interest? Nothing, of course. As coaches, we admit it. In fact, we take pride in it. Debate isn't intended for the masses. It's intended for the few who can appreciate it—apparently the

professional judges. Of course, once in a while we become alarmed at the enthusiasm with which everyone remains away from our little parties, and attempt to inject some life into the dying horse by using some novelty or other. We bring in a team from some other section, or we use the innovation of an open forum and allow our bored listeners to ask questions after the debate, or even introduce legal cross-questioning of opponents into the discussions in the hope that novelty may counter-balance lack of content. But even these innovations, worthy as they may be, are insufficient to bring back the crowd. The debate audience has been hooked before; it resolutely refuses to even nibble on the bait so temptingly displayed.

And all the while, we stand in the class-room and tell our students of speech that the purpose of a speech is to persuade the audience—to make our hearers think, or feel, or act in a different manner than before. We tell them that the success of a speech is measured by the degree to which we affect audience reactions. We hold up for admiration the great speakers of bygone years—men who, in times of stress, moulded the beliefs of great audiences on questions of vital interest to those audiences. And then we retire to our offices, and arrange for still another debate in which the speakers are asked to concern themselves with displaying sufficient debate technique to win the vote of a judge.

Wouldn't it be possible for us to attempt a slightly different kind of debate—one in which debaters, really believing in the arguments they advance, discuss questions of present day vital importance before audiences directly concerned in the subject chosen? Might **Would Something Different Interest an Audience** not our debaters discuss that proposed increase in state taxation before audiences of tax-payers who will be called upon to foot the bill? Might they not discuss the success or failure of the farm board before audiences of wheat-growers who have just watched the price of

wheat tumble to half the level of a year ago? Might they not consider before men whose businesses are affected, not the theoretical desirability of free trade, but the effects of the Smoot-Hawley tariff itself?

Numerous schools have experimented with debating of this kind in the past few years. Vanderbilt and Tennessee annually hold a series of discussions before business-man audiences all over the state, on whatever question is selected as most vital to Tennessee. Pittsburgh has used the same idea with various opponents; so have Missouri, Drake, Nebraska, Kansas, Kansas State and Oklahoma. The writer has been present at a dozen or more discussions in various localities; in every case, the audience has been vitally interested; frequently surprising changes in attitude toward vital questions have resulted; almost invariably organizations before which such discussions have been held have invited the participating debaters to return for discussion of other vital questions at a future date.

The writer suggests that debate coaches who are faced by loss of audience interest in debate in their own schools, consider seriously the possibility of supplementing their present programs with a few of these more practical discussions each year. Opportunities for such discussions are plentiful; labor unions, chambers of commerce, civic clubs, women's clubs, farm bureaus, high schools, churches, and even fraternal organizations will usually welcome the possibility of holding such discussions before their membership. But the difference is not merely one of audiences; the change should go far deeper than that.

Technicalities Should Be Put in Discard

Purely academic questions must be discarded; the subject selected should be one which directly affects the interests of those composing the particular audience, and which is of immediate public interest. Debate technicalities should be forgotten; there is no need to bewilder the audience with technical discussions of burden of proof. Probably it would be desirable to abandon the conventional order of speeches, with artificial division into constructive and rebuttal arguments, and permit each speaker to appear only once with perhaps a very short concluding rejoinder for the side opening the discussion. But most important of all, the minds of the speakers should be centered upon the idea that the audience is keenly interested; that they are speaking in behalf of or are opposing an idea which is being seriously considered; that they must win their hearers to their own way of thinking. The aim of every speaker must be not to impress a judge or the au-

dience itself with the speaker's ability as a debater and his mastery of the question, but to win the minds of his hearers for his cause. That is the essence of practical debating.

The introduction of this more practical form of debating does not and should not involve the abandoning of the present formal academic style of debate. After all, the debater is a student; at least one important purpose of all of our debating is to give him training; and no better device has been discovered for training a student in the use of argumentation than this existing form of debate. However, the training of the debater should not end with formal contest debating. After the ground-work has been laid by this method, the student should be given opportunity to try out his powers of persuasion under practical conditions, in discussions of vital public questions before interested audiences.

Perhaps the whole matter might be clarified if the debates in which college students participate were classified under three general heads. First would come the debates of the type which

today are usually our non-decision arguments—
Rudiments of those held entirely for the purpose of giving
Debating Are speakers platform experience and some knowl-
Still Essential edge of the rudiments of debating. These might
be termed "freshman debates" whether the

speakers be freshmen or upper-classmen; better still might be the term "novice debates," for so far as college debating is concerned, the participants might still be assumed to be in the novice class. For such discussions, no audience need be present unless perhaps one composed of other debaters, and no decision need be rendered—faculty advisors and coaches of the participants could supply all of the criticism desired. Next might be listed the formal type of academic debate most common today, with debaters who have progressed beyond the novice class. For these, small audiences would be desirable, but not essential. The purpose of such debates would still be primarily the training of the debaters, but now perhaps in the finer points of argumentation. Decisions for these debates would be valuable, particularly those rendered by critic judges, as a means of giving the speakers a broader viewpoint on the demands of effective debating. But after the debater has had sufficient experience in these two types of debate, there should still be open to him the opportunity of participating in practical discussions in which he could use his persuasive powers to win adult audiences to his own point of view concerning vital public questions. This third stage of debate might be termed audience discussions, informal debates, or

whatever other term seems suitable. In the opinion of the writer, a program of training following these lines and covering a period of not less than three years in ordinary cases would be far more valuable to the debater than the widest experience in the form of debating customary today.

Unfortunately, Pi Kappa Delta takes a position today which definitely discourages any such form of debating as that suggested above. The constitution of Pi Kappa Delta (and the writer was a member of the committee which drafted the provisions) lays all stress on decision contests, and penalizes any form of discussion in which a formal decision is not given by making such discussions count but little toward securing advanced degrees in the fraternity. From the standpoint of the constitution of the organization, it is far more of an accomplishment in debate to stand in an almost empty room at a national or provincial convention, and convince one judge that you are a better debater than your opponent, than it is to convince an audience of five hundred business men that the tax increase which they oppose is necessary to the welfare the community. And it is this attitude which has done as much as any other single factor to bring debate to the unfortunate position which it occupies today.

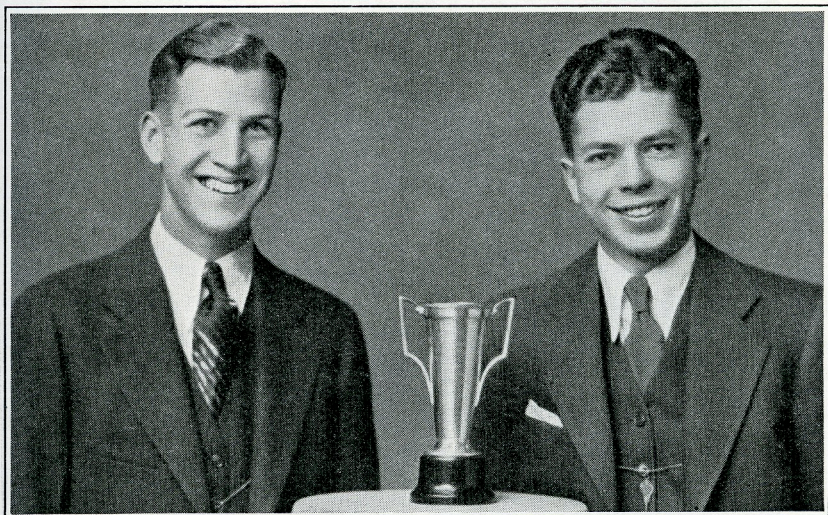
Pi Kappa Delta is an organization devoted to the fostering of debate; presumably to the elimination of glaring weaknesses in debate and the encouragement of improvements. It is an unfortunate fact that in the entire life of the organization, no particular effort has been made by the fraternity as a whole to directly improve the quality of debating done. To be sure, debate has been made more convenient, both through the adoption of a national question each year and through the holding of provincial and national tournaments; likewise the fraternity has worked consistently toward higher ethical standards in forensics. But we have given far more attention to the problem of securing a large attendance at our national conventions than we have to the more vital matter of discovering the cause of the loss of interest in debate on the part of the audience. We have discouraged rather than encouraged innovations; debate as we found it in 1912 is still our standard and our ideal.

Many of the debate coaches in our colleges and universities feel that in practical informal discussion of vital questions there is to be found a forward step in debate. Would it be too much to suggest that Pi Kappa Delta recognize and en-

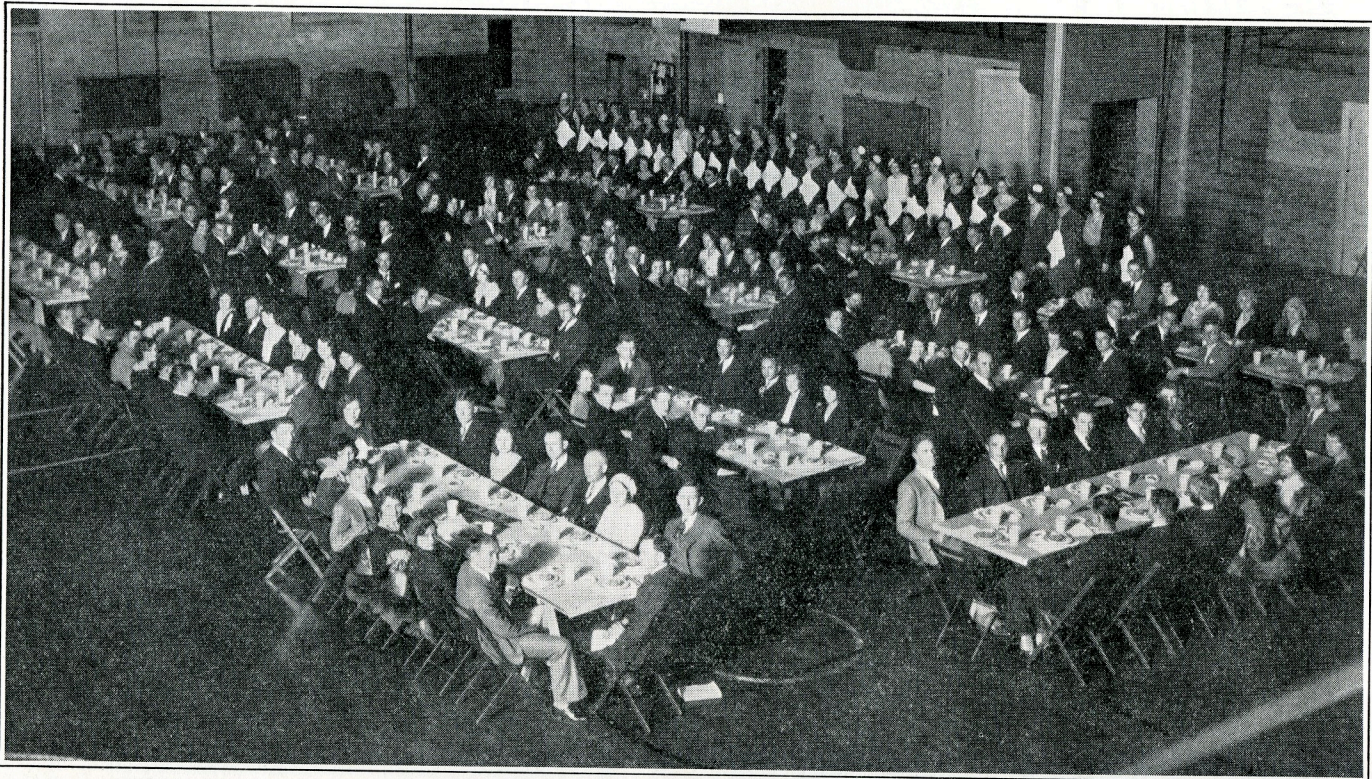
**Shall We
Create a
New Degree?**

courage such discussions as worthy of the attention of its members? Would it be too much to ask that debating of this type be given a position at least of equal importance to formal decision debating as a basis for advanced degrees? Or might one even go a step further, and suggest that Pi Kappa Delta even more decidedly encourage this more practical form of debating by the creation of a new degree, open only to students who, having attained special distinction, have participated worthily in a reasonable manner of public discussions of this kind?

No doubt these suggestions are extreme. Discussion of the type considered in this paper is still in its infancy; perhaps it is too early to urge its encouragement in positive fashion. But the experiments with informal discussion by dozens of colleges and universities, some of them among the largest and most progressive in the land, do show that such discussions are worthy the consideration of every member of Pi Kappa Delta. Perhaps in public discussion, used to supplement our existing forms of formal debate, we may find an answer to the all-too-common question, "What's wrong with debate?"



Albert Tener (left) and Theron Ashley (right), of Park College (Missouri Beta), winners of first place in the men's division of the annual debate tournament of Southwestern College (Kansas Delta). The cup pictured was awarded to the Park team.



Banquet of Southwestern Practice Intercollegiate Debate Tournament, Winfield, Kansas, December 5-6, 1930.
Over 200 were at the banquet—all debaters or coaches.

SOUTHWESTERN COLLEGE DEBATE TOURNAMENT

A NEW type of debate tournament has been developed recently which is attracting wide and favorable attention. It is the pre-season, practice tournament. A year ago the first tournament of this kind was held at Southwestern College, Winfield Kansas, and on December 5 and 6, 1930, the second tournament was held. How widespread this idea has gone and how favorably it has been received is attested by the fact that forty-four colleges from the five states of Nebraska, Missouri, Kansas, Oklahoma and Texas sent a total of 132 teams to participate in the tournament.

For many weeks prior to the opening of the tournament Dr. J. Thompson Baker, head of the Department of Public Speech at Southwestern, has been sending out matter advertising the tournament and explaining its character. All colleges which attended last year were anxious to return, and many new ones enrolled.

The tournament is just what its name indicates, a practice tournament. To it the debaters come, not fully prepared or in any sense polished speakers; but they come with a general knowledge of the subject under consideration and here thru practice and exchange of ideas and wits in actual debating have the benefit of a real training school in debate.

The tournament began with a great banquet at six o'clock in the big Stewart gymnasium. More than 200 debaters and coaches partook of this banquet, and it looked like a healthy young brother of the national Pi Kappa Delta banquet. Dr. Baker acted as toastmaster and the following program was carried out in a spicy and interesting way:

- "The two horns of the dilemma"-----Miss Maude Webster,
from the Long Horn State (Texas)
- "The kernel of the corn"-----Prof. Leroy Laase,
from the Cornhusker State (Nebraska)
- "Keeping the Sunflower Smile"-----Prof. Marcus A. Hess,
from the Sunflower State (Kansas)
- "Show us in debate"-----Miss Lucille Beals,
from the Show Us State (Missouri)
- "Eventually, why not sooner?"-----Prof. O. W. Rush,
from the Sooner State (Oklahoma)

At 7:30, the banquet closed, and all went to the high school where the tournament was held. Two rounds of debate were held



Miss LaVerne Geeslin (left) and Miss Hster Irion (right), of Northwestern State Teachers' College, (Oklahoma), who as first place winners in the women's division of the annual debate tournament of Southwestern College (Kansas), were awarded the cup shown herewith.

that night. According to the plan of the tournament, there were five rounds of the debates before the eliminations began, so that each team was assured of five debates, win or lose. After the five rounds, all teams which had won at least four of the first five debates went into the eliminations. As soon as any team lost two debates it dropped out, whether the loss of one was in the first five or not.

All teams were prepared to debate both sides of the question, and as far as possible alternated sides thruout the debating. Substituting was freely allowed, with the provision that if a debater or team was once withdrawn it was not permitted to go back into the tournament again. As a result of this plan, many more teams came and were used. In fact, tho there were but 104 teams entered at the beginning of the tournament, teams were substituted freely; so that there were altogether 132 teams in the tournament.

Altogether there were 281 debates from eight o'clock on Friday night until two-thirty Sunday morning. Since in the national tournament at Wichita last March during the five days there were but 470 debates, it can be seen how enormous was the tournament held in Winfield and how strenuous the program. In fact, it was altogether too strenuous, and already plans are under way to make a better tournament next year and at the

same time eliminate some difficulties experienced this year.

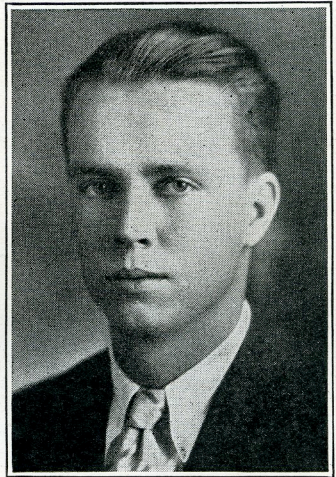
Altogether there were twelve rounds to the tournament, and it was at the same time like a three-ringed circus, for three distinct tournaments were running simultaneously; one for men and one for women of senior colleges and one for mixed teams of junior colleges.

Thirteen men's teams, twelve women's teams and five junior college teams, a total of just thirty teams entered the elimination contests, which began with the sixth round. The junior tournament was completed in the ninth round, when one team from St. John's College, of Winfield, won first place, and another team from St. John's won second place. The women's tournament ended in the tenth round, with Alva Teachers of Oklahoma winning first place and Wichita University women winning second honor. The men's tournament proved to be a veritable endurance test, and not until 2:30 Sunday morning in the twelfth round was it decided, when Wichita University won first place and Park college of Missouri won second place. How sharp and even was the competition is indicated by the fact that not a single team went thru the tournament without defeat.

All the debates except the last were judged by a single judge, but in the final debate there were three judges. The judges used came from the coaches in attendance, the faculty of Southwestern College and the Winfield high school, and from business and professional men and women of the town.

There is no enrollment fee of any kind at this tournament. Rooms are provided in the best homes of the city or at the hotels at fifty cents per person per night, and meals are furnished for thirty-five cents each. The banquet supper costs but fifty cents. Six fine silver loving cups were awarded to winners of first and second places in the tournament. These cups were donated by the Winfield Chamber of Commerce.

The size of the tournament has become a real problem, but arrangements already are under way to provide for taking care



Leroy Lewis
Coach of Debate
University of Wichita
Wichita, Kansas