

# THE FORENSIC

## OF PI KAPPA DELTA

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### *Forensics and Scholarship*

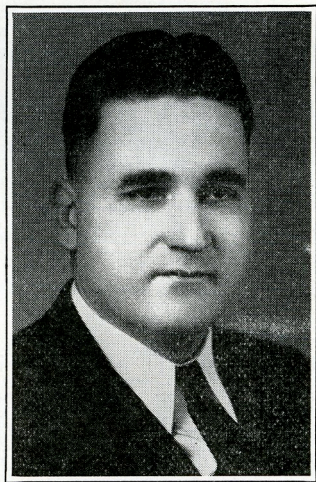
DR. ALBERT H. BURROWS

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The ever lengthening list of outstanding personages who are also former Pi Kappa Delta participants seems to leave little doubt as to the value of forensics as far as success in post-college life is concerned. Probably, any list of *Who's Who in Colleges* would also show that forensic activity and college leadership are closely correlated. But the question arises, What is the relationship of forensic participation to scholarship as measured in college courses? Does the time spent in debate preparation and on forensic trips detract from the mastery of subject matter as taught and measured in the typical college curriculum? This problem will be approached first from the viewpoint of logical analysis and next from that of factual data supplied by colleges which have Pi Kappa Delta chapters.

Speech is an art. Debate is a combination of the art of speech and the science of logic. Whether one follows the "Bow-wow," the "Pooh-Pooh," or the "Ding-Dong" theory of the origin of language, there is universal agreement that "learning to talk" represents the child's earliest mental relationship with the world. Likewise, relative to the racial experience, man became "Man the Wise" as he devel-



DR. BURROWS

oped the art of speech. Brutes remained without a language—dumb.

Forensics require the highest degree of perfection and development of this civilizing and educative tool—speech. To be efficient in forensics one can not be slovenly in his word choice and thinking. He must think with a high degree of accuracy and choose his word symbols with the highest degree of nuance. This demand for exacting finesse should react beneficially upon scholarship. Under tutelage of such an exacting discipline, one should develop a high degree of articulate exactitude relative to his ideas and conclusions. Slovenly and careless speaking, writing, or thinking soon become an anathema.

But careful and exact choice of word symbols must be accompanied by a logical, organized arrangement in order to portray scholarly thinking. Thus, the science of logic, which might well be termed the “science of thinking” or the “science of accurate deduction,” becomes of supreme importance. Most high school and even college students receive no formal training in this important discipline.

The forensic field is based upon the ability to think consistently and non-fallaciously. No debater should ever be guilty of any of the many examples of the fallacies of begging the question, *non-sequitor*, or argument beside the point. The forensic participant should become intelligently critical both of his own deductions and those of others because he knows the several technical tests of the soundness of categorical, disjunctive, and hypothetical syllogisms. He is aided in accuracy of thinking by his knowledge of the various tests of arguments from generalization, classification, authority, causal relationship, induction, and analogy. Certainly this training in consistent and logical thinking should be a *sine qua non* for intelligent deductions in the fields of the physical and social sciences as well as in the various arts, including that greatest of arts—the art of living.

The successful forensic student has learned that no perfection of the speech art nor proficiency in the technique of logic can bring victory unless accompanied by thorough research. In other classes one may study the texts selected, reference books, and class notes and pass *magna cum laude*. But to be successful in debate one must have the attitude of research. The “lesson” is never completed in debate. One must literally attempt to know everything about the problem under discussion. This means RESEARCH, RESEARCH, and RESEARCH. The development of such an attitude of research should prove of inestimable value to thoroughness of study in all subjects.

Furthermore, the necessity for clarity of understanding and sim-



plicity of statement so essential in debate should forever prevent anyone who has been trained in debate from stopping with a hazy, half understanding of any problem or datum in any other field. The debater must understand perfectly in order to portray clearly and simply. This necessity for a complete subjective understanding should prevent any mere memoriter or parroting process from ever again satisfying the mind of a debater. The text book "cadaver" must become the mental flesh and blood of the debater and be reproduced in his own word symbols. Such an attitude should prove very valuable mental capital in all fields of study.

Word exactitude, logical technique, the spirit of research, and thorough understanding should each make a major indirect contribution to scholarship in every field. But the contribution of debate to scholarship in other fields should also be of outstanding import because of the direct "carry over" of content or subject matter. It seems trite to mention that if perfection in the use of language is the objective of the study of English, then forensics should inevitably serve as a valuable laboratory adjunct to the English department. That this point of view is widely held is evidenced by the fact that forensics are so frequently placed in the department of English.

However important forensic activity may be in the use of language, it is also of supreme consequence in two other major divisions of study—the physical and the social sciences. This fact may be illustrated by noticing the content or the nature of the last five National Pi Kappa Delta debate questions: 1935-6, limiting the power of the Supreme Court to override laws of Congress; 1936-7, the power of the National Labor Relations Board; 1937-8, the Wage-Hour Law; 1938-9, governmental pump-priming; 1939-40, isolation from the wars of the Eastern Hemisphere.

The first four of these questions demand a thorough training in the social sciences of economics, political science, sociology, law, history, geography, and psychology, if the latter two are classified here rather than among the physical sciences. The current question, as was true in 1934-5, is one involving both the social and physical sciences; e. g., one must have a thorough acquaintance with both the present and potential physical output of goods and natural resources in the some seventy countries of the world. He must know the chemical possibilities in the realm of the synthetic production of natural resource substitutes. And, as is always true, one must have a fundamental social science background. One must know the economics of international trade, finance and exchange, the theories and influence of monetary and credit manipulation on the prosperity and depres-



sion phases of business cycles, international law, the history and practice of international relations and diplomacy, the causes of war—racial, diplomatic, sociological, economic, historical, psychological, and personal. Certainly, the direct “carry over” of content or subject matter from the study of this debate question to the various social and physical sciences is not in itself subject for debate.

“Money produces Money,” Aristotle to the contrary notwithstanding, “success breeds success,” “achievement produces achievement,” everyone sees his “looking-glass self.” Any success in the field of forensic intellectual competition gives the student the general feeling of achievement and justifiable pride and confidence in himself that is most essential to success. Such a self-confidence is necessary to the mastery of any subject. Many students can not master mathematics because they think the subject matter is too difficult for their abilities. A measurable degree of success in forensic competition will contribute to the creation of the confidence in one’s own ability that is necessary to scholastic achievement. Scholarship is aided further by the pride that is developed and the recognition that is secured through forensic success. Such recognition and the desire to maintain this new found status is responsible for the further increased expenditure of mental effort in order to maintain and extend the recognition and social status that has been achieved. This achievement of the individual and his recognition by the group and a lifting of his scholarship status is a major contribution of competitive forensics.

The author, with the cooperation of colleges and universities having chapters of Pi Kappa Delta, has tested theory by the following factual data:

Thirteen chapters stated the exact number and scholarship level of campus organizations and the scholarship rank of the Pi Kappa Delta chapter. The average number of organizations in the several colleges was twelve and the forensic organization never ranked below third place and had an average rank of 2.25. From other chapters reporting in more general terms as to their scholarship rank, were statements such as, “Pi Kappa Delta has ranked at the top in scholarship for the last five years,” “Pi Kappa Delta has been at the top of the list,” “More than half of the members of our chapter of Pi Kappa Delta, during the past four years, have also been members of Phi Beta Kappa,” “Pi Kappa Delta has ranked highest in scholastic level except for a very small group of creative writers.” In no instance was a Pi Kappa Delta chapter reported that was not the highest or nearly so in scholarship.

The individual members of seven Pi Kappa Delta chapters re-



ported forensics as causal to scholarship; 35% reported that debate makes a greater contribution to their scholarship than any other subject; 57% more placed debate among the upper 10% of studies relative to its contribution to scholarship; and only 7% placed debate lower than the upper 10%. Furthermore, 59% of the membership of the same chapters reported forensics as, "having made a greater contribution than any other subject to their ability to function as citizens," and the other 41% placed debate among the upper 10% of subjects. Thus the limited data indicate that the participants in forensic activity think that it makes a supreme contribution to their general scholarship in other fields and to their ability to function as citizens.

The data secured from the several registrars were much more complete than those already presented. Data were secured from fifty-three colleges and universities in which the Pi Kappa Delta scholarship was compared to the scholarship of the student body for the year 1938-9. In only one instance was the Pi Kappa Delta scholarship lower than the average for the student body and in one it was exactly equal to the average for the student body. Six of the schools reported the grades in numerical terms. The Pi Kappa Delta was six percent superior in three instances, five percent in one, seven percent in one, and eleven percent in the other instance. In the other forty-five colleges and universities which reported in terms of grade points, Pi Kappa Delta surpassed the college average by the following percentages:

12	18	24	28	33	40	45	51	71
12	19	24	29	34	41	45	58	77
13	21	25	30	35	43	50	60	91
14	21	26	31	35	44	50	62	123
15	24	28	31	40	44	50	70	127

These data show that the Pi Kappa Delta members exceeded the average of the school scholarship by 41% and by a median percentage of 35\*. These data appear conclusive that Pi Kappa Delta members excel the average student in scholarship just as they surpassed most of the several campus organizations in grades.

Are forensics cause or effect relative to scholarship? Certainly, this article does not claim to have proved irrevocably that forensics

\*It should be noted that these data are based on grade points and should not be interpreted as representing an exactly corresponding numerical grade percentage. It is possible that the grade of the average college student is frequently just below the mark where an additional grade point is added and that the Pi Kappa Delta member has grades just above this same mark, thereby giving a grade point percentage much superior to the numerical percentage.



## *Illinois Wesleyan Speech Clinic*



"After three years' experimentation the Annual Speech Clinic of Illinois Wesleyan University, Bloomington, Illinois, is an approximate success," says Carl Wilson, director of forensics at Wesleyan.

"A clinic, not a contest" was the philosophy motivating Professor Wilson B. Paul, head of the Wesleyan speech department, when he initiated the first invitational meeting in November, 1937. "Ratings are to be used merely as measuring sticks" stated Mr. Paul.

"This clinic held early in the season is unique," the originator stated, "because it gives intercollegiate oratorical experience to a large number of students from each school, it gives beginning orators intercollegiate experience, and it gives students constructive criticism from several judges."

Thirty orators and 25 extempore speakers from 11 colleges registered in 1937. Four rounds, of four divisions, were held for both experienced and inexperienced orators. Three rounds, of five divisions, were held for extempore speakers, who drew topics centering upon the Pi Kappa Delta official debate question. Three judges,

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are all cause and no effect relative to scholarship. However, it does seem reasonable to accept as an hypothesis the proposition that forensic activity is a major cause of scholarship. The logical analysis in this article supports the acceptance of such an hypothesis. The factual and objective data from the cooperating colleges and universities in over twenty states support the same thesis. The FORENSIC and similar magazines carry testimonials by the score stating that forensic activity was responsible to a major extent for the mental awakening of the individual. During the past five years out of the nine different men on the varsity debate team with which the writer is acquainted, seven have attended graduate school and the other two are making similar plans. This scholarly ambition is repeated among debaters in various colleges. Furthermore, it is probable that many of the most outstanding forensic participants began their participation in high school and have maintained that activity throughout their high school and college careers. The fact that the very best debaters from high school and college also appear to rank the highest in scholarship seems to show a causal relationship. Certainly, the logical analysis and the many data presented justify the acceptance of the hypothesis that FORENSICS BEAR A CAUSAL RELATIONSHIP TO SCHOLARSHIP!



who were debate coaches and advanced speech students, criticized each round orally and ranked the participants.

In 1938, the local chapter of Pi Kappa Delta assumed responsibility for the clinic. The program and judging procedure remained essentially the same, but there was a marked increase in participation. The number of colleges participating increased to 17.

In 1939 several changes were made to adjust the meet more closely to the clinic idea. One competent judge was selected for each round. He was asked to submit to each contestant at the end of the round written constructive criticism, to add oral remarks, and to answer questions as time permitted. An attempt was made to realize the clinic idea, to make the meet serve the needs of speech students, to establish a speech hospital instead of a speech contest. More time was given visiting coaches to hear their own and other speakers.

However, several problems remain. Drawing extempore speaking topics by a method that does not delay the schedule is sought. A president-proof calendar convenient to all entrants is needed.

But more important than administrative mechanics is firm establishment of the clinic idea in the minds of entering students and coaches. Evidence that participating schools consider the clinic a contest comes from two sources. Students from other colleges report elaborate tryouts and "send-offs" for "representatives." Publicity releases from the colleges verify these reports, and also reveal accounts of "winning first place" and "ranking high."

"As long as students and coaches consider the clinic a contest, teaching and learning, primary purposes of the clinic, are handicapped," says Mr. Wilson.

"My 'written constructive criticism' reads 'I liked you very much'" says a student orator. "Then I was ranked last. What's this clinic for if not to help me improve my work?"

According to present plans for next year's clinic, colleges will be invited that will send judges willing to conduct a group discussion following each round. Judges will be encouraged to make specific constructive suggestions to every student, illustrating general principles with concrete illustrations from the concluded round. Judges will be asked to give signed written critiques to each student. Judges will be asked to make no rankings, ratings, or grades. No records will be kept, other than the written critiques given each student.

"We hope in this manner to establish a functional oratory and extempore speaking clinic that will give students the benefit of criticism from several judges. This plan should eliminate the contest idea and leap the hurdle to a successful clinic" concludes Mr. Wilson.



## *St. Olaf Entertains English Debaters*

JANE NELSON

Minnesota Beta



Leaving Europe's popular pastime—war—in the background, two young Englishmen have crossed the Atlantic to enjoy for a few short weeks America's favorite indoor sport—talking. After a speculative trip across the Atlantic, a hurried glimpse of New York's dizzying heights, three verbal "work-outs" in St. Paul and River Falls, Wisconsin—Mr. George J. Bean and Mr. Victor Hugh Parkinson arrived at St. Olaf College, Northfield, Minnesota, on Tuesday, November 7.

Mr. Bean and Mr. Parkinson were chosen by the National Union of Students of Wales and England to represent the English Universities in a series of debates to be held with various American colleges of the middle west.

Mr. Bean, the leader of the team, was born in London in 1915, but "emigrated" to Liverpool in 1927. After a brief experience in a produce broker's office, Mr. Bean despaired of the produce business and entered Law School at the University of Liverpool in 1934. As Mr. Bean observed St. Olaf students in the confusion of pre-final week, he supplied them with the information that he had completed his last academic examination in October when he took his law finals. Despite the possibility of a change in residence to the Maginot Line, Mr. Bean is planning on resuming law work when he returns to England.

Mr. Parkinson, the second member of the team, represents that loyal portion of England's population which lives outside the Island. He was born in Auburn, New South Wales, Australia. It was not until July, 1937, that he arrived in Manchester, England, to begin work on his law course at the University. Mr. Parkinson hopes to complete his degree during the present session and to sit for Bar finals the following year.

On Tuesday, November 7, Mr. Parkinson and Mr. Bean were the guests of St. Olaf College. Mr. Harold Ditmanson and Mr. Donald Eastvold represented St. Olaf College in a debate held Tuesday evening in the St. Olaf gymnasium.

Mr. Ditmanson is a sophomore at St. Olaf College with four years of high school and one year of college debating. Mr. Eastvold is beginning his third year of college debating and was a member of the men's team which won the Northwest Debate Tournament last year.



The debate was on such a vital subject as, Resolved: That the American foreign policy shall be one of complete isolation. The audience was alive with interest, and both teams were fired with an enthusiasm which seldom characterizes an American debate. England could have found no better spokesmen of her ideals, dreams, and hopes than these two young Englishmen. And America would have had to look far before she found two people so determined for peace and neutrality in America as these two young Americans. Perhaps the most characteristic factor of the entire debate was its sincerity. Mr. Bean and Mr. Parkinson were sincere with the polished eloquence of Englishmen. Mr. Ditmanson and Mr. Eastvold were sincere with the pounding insistence of Americans.

To the students of St. Olaf College the debate was more than just a mere test of English and American wit. It was their opportunity to see what the youth of England really thought about America's part in the present European war. From the lips of those whom the war will really hit, the youth, St. Olaf students had the opportunity to hear what effect the war will have on their lives. And with the faith that youth accords only to youth, the opinions of Mr. Parkinson and Mr. Bean were received with a good deal of interest.

Of prime importance was England's attitude toward America's entrance in the war. The most encouraging piece of news to reach America from war-torn Europe was the assurance given by the English debaters that England *did not* want America's youth to fight on European soil. England and France, said Mr. Bean, have sufficient man-power to carry on a modern war; but today wars are fought with machines, not men, and England needs machines. The repeal of the arms embargo in America was England's only plea for help. Now that that embargo has been repealed Mr. Bean's reaction was, "England hoped for nothing more. England asks nothing more."

Both Mr. Parkinson and Mr. Bean felt they were representing the young people of England when they said, there will be a lasting peace in Europe or there will be no peace. At least the men of England who move up to the front do so in the belief that eventually there will be peace for all of Europe. This time there will be no Versailles.

This is an attitude which Americans are apt to scoff at because one year of fighting in 1917-18 for the same purpose has made cynics of them. But the Englishmen are evidently harder to convince. After four years of fighting, 1914-1918, they're willing to try again. Whatever St. Olaf students were thinking on the matter, they were hoping that no stray German bullet would find its way to Mr. Bean and Mr.



Parkinson because England will need men like that to frame a *lasting peace*.

Pausing for a moment to discuss the immediate effects of the war, both of the debaters reported that University life in England continues almost unhampered by the war. The forensic program, as well as other college activities, is being carried out in the usual fashion. The only material effect on the universities has been the removal of some of them from one part of England to another. The University of London is now scattered throughout various parts of England and Wales. This is also true of various other universities located in what are considered to be the danger spots of England. Outside of this migration—which is taking place in all the major cities of warring nations—there has been no “blackout” of education in England.

Turning from the topic of war to the idiosyncrasies of Americans, Mr. Parkinson gave a brief sketch of a visitor's impressions of America. After once accustoming himself to the marvels of engineering that characterize New York's skyline, Mr. Parkinson found American people immensely more interesting than American buildings. After a few more weeks of rushing to keep appointments and meet train schedules, Mr. Parkinson may find an answer to the question, “What's all the hurry about in this country?” But by the time they reached St. Olaf, he was still a little bewildered about the pace of American life.

Equally confusing to Mr. Parkinson was the amount of people who explained to him, “I'm Norwegian. I'm German. I'm Swedish.” By the time he reached St. Olaf College, there was one question rather dominant in his mind. “Don't you have any Americans here?” This, of course, is worth thinking about.

After having concluded that Americans could build the tallest buildings in the world; that Americans could talk and walk faster than anyone else in the world; and that there really weren't any Americans; Mr. Parkinson turned to our colleges with a bit of amazement. That anyone who wants an education can have a chance to work for that education is something almost unheard of in England. Mr. Parkinson had nothing but praise for the American policy of “working your way through college.”

St. Olaf would have enjoyed detaining her guests for another day or two, but the rush of American life demanded that they leave on the 7 o'clock train Wednesday morning. In the few remaining weeks of their trip, they must visit such states as Texas, Louisiana, Iowa, Ken-

# *General Subject for the Extempore Speaking Contest*

at the National Convention



## **Democracy—Threats From Within and Without. The Same Subject for Both Men and Women.**

The Topeka convention in 1938 voted to give the local chapters a voice in selecting the national extempore speaking subjects. In accordance with that vote, the national secretary sent out a chapter letter early this fall asking each chapter to propose suitable subjects for the contests. These subjects were listed, 47 of them, and sent back to the chapters for a final vote. The result of that vote was as follows:

For men : No. votes

1. Democracy—Threats from Within and Without .....	26
2. Education for a Modern World .....	10
3. The 1940 Political Campaign .....	8
4. Propaganda .....	7
5. Pan-Americanism .....	5
6. Rights and Duties of Minorities.....	3
6. Internationalism vs. Nationalism .....	3
8. The Future of Capitalism .....	2
8. 20th Century Political Philosophy.....	2
8. Current Events .....	2
8. Socialized Medicine .....	2
8. Youth Problems .....	2
and a single vote for each of nine other subjects.	

For women :

1. Democracy—Threats from Within and Without .....	19
2. Education for a Modern World .....	15
3. Propaganda .....	13
4. Women and War .....	7
5. The 1940 Political Campaign .....	4
6. Internationalism vs. Nationalism .....	3
7. Youth Problems .....	2



7. Socialized Medicine .....	2
7. Married Women at Work .....	2
7. The Logical Basis for Peace in Europe....	2
7. Pan-Americanism .....	2
and a single vote for each of ten other subjects.	

Thus the Democracy subject won out for both men and women. The contestants will, of course, prepare themselves as well as possible on the general subject between now and convention time, March 25. One hour before time for them to speak in the contest each will be given an opportunity to draw a sub-topic and will have the hour in which to prepare the speech. There will be three rounds for everybody, with semi-finals and finals for those who make the best scores.

### Convention Expenses

Entry fee: \$1.00 per event entered.

Convention registration fee: \$2.00 per delegate.

Travelling expenses: Depending on your distance from Knoxville, Tennessee.

Eats: Usual prices (banquet ticket is covered by registration fee).

Hotel rooms: \$1.50 per person per room at the Farragut and the Andrew Johnson; \$1.25 at others, four in a room.

### Things to Watch Out for in the Rules

1. Orations are limited to *1200 words*, not counting articles.
2. Typewritten copies of all orations must be sent to the National Secretary not later than March 8. Give the number of words according to your account on the back of the manuscript. The oration given in the contest must conform to the manuscript.
3. All entry blanks must be filled in and sent to the National Secretary so as to show a post mark not later than March 8, together with the entry fee of \$1.00 per event entered. Do not send registration fees at this time; they are to be paid at the convention. Entry blanks will reach you some time in February.
4. Members of the Student Congress may enter Oratory or Extempore Speaking but not Debating.



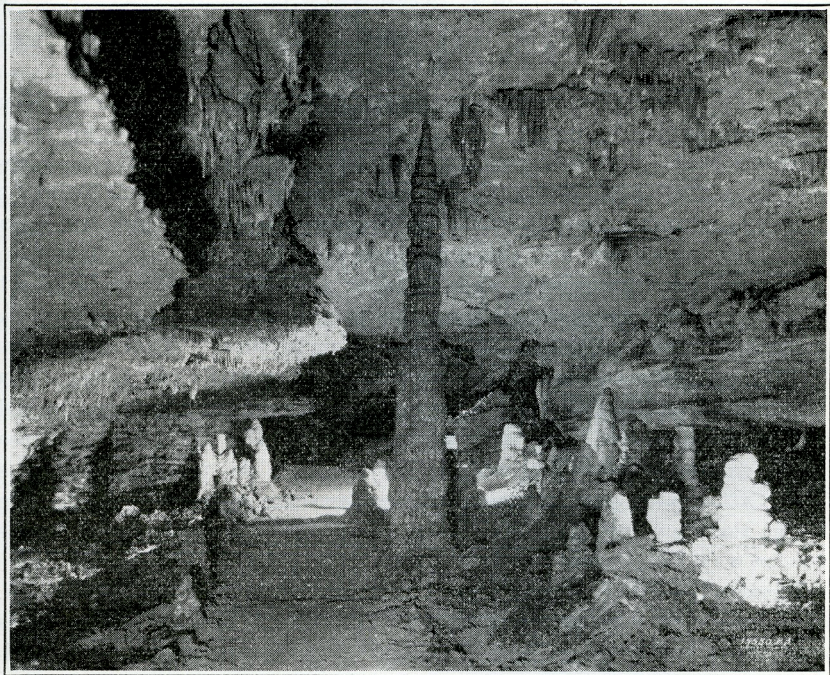
## *Convention Attractions*

OTTO PFLANZE

Maryville College, Tennessee Alpha



Plans are rapidly progressing for one of the most unique conventions in Pi Kappa Delta history, to be held in Knoxville, March 25-29. Efforts are being made to liven up the gathering by putting more emphasis on the social and cultural angles of the tournament. The



INDIAN CAVE—TENNESSEE

steady grind of the contests will be broken by the best East Tennessee has to offer in the way of entertainment.

High spot of the convention will be a half day excursion through the Great Smoky Mountains National Park. P. K. D. delegates will follow the one hundred mile "Scenic Loop" road into "the most massive mountain uplift in the East," viewing its 400,000 acres of virgin forest and towering peaks. This virtual paradise of giant



trees, rushing streams, rugged mountain tops, and breath taking scenic vistas has remained isolated, untouched through the decades as the westward-bound population streamed through the lower passes in the Appalachians seeking more accessible areas. Only recently have tourist boulevards been opened up through this mountain fastness and its true beauty revealed to America's motoring public.

Destination of the P. K. D. caravan will be Clingman's Dome, highest peak in the park, from which one of the world's most spectacular views can be attained. There the delegates may gaze over the green camouflaged ridges and mountain tops that stretch out in profusion as far as the eye can see. You midwesterners who have seen little of mountains will be thrilled by the enormous expanse of land beneath you and by the wild beauty of the forested peaks covered with the blue haze from which the Smokies gets its name.

From Clingman's Dome the caravan will go back along the "Sky Way," highest auto highway in Eastern America, to Newfound Gap, thence winding its way down the mountain to Gatlinburg, the park resort where the tournament dinner and dance are to be held.

The trip to the Smokies is the only excursion that Pi Kappa Delta will make en masse, but there are many other points of interest in Knoxville and immediate vicinity that one can reach by a short jaunt between contests. Foremost among these perhaps is exhibit A of the Tennessee Valley Authority: Norris Dam. This much-discussed government power project is only twenty-five miles from Knoxville. Behind it the waters of the Clinch River are impounded in beautiful Norris Lake with a shoreline of 1100 miles and an area of 83 square miles. You will be led through the power plant by a TVA attendant, and afterward you may ride through wooded Big Ridge Park and proceed through the model TVA community of Norris on the way back to Knoxville.

However, if the delegate has time only for a few minutes walk, there are some points of interest within the city limits of Knoxville itself that will attract him. Just six blocks removed from the business section on the west side of the city is the University of Tennessee. A short climb up "the hill" will take the convention goer to the central part of the campus crowned by magnificent Ayres Hall. On the streets leading from the parking rank in front of Ayres are most of the other main buildings of the university. Over the brow of the hill on a lower level is the beautiful gymnasium and beyond it Shields Watkins Field where the coaching of Robert Neyland prepared the way for the rise of the Tennessee Volunteer football squad to national fame.

Or if even more rushed for time, you have only a block to go from the main business district to locate the Blount Mansion, historic structure, that served as the home of William Blount, Governor of "The Territory South of the River Ohio," from which Tennessee and other states were formed. This mansion was the first frame house built west of the Appalachian Mountains and today is filled with museum pieces valuable for their significance in the history of Tennessee and representative of the pioneer era in general.

If you are interested in architectural beauty, you will not be disappointed in Knoxville. The costly new U. S. Post Office and Court House (where the student congress is to be held) is located on Main Avenue just removed from the business area. This structure, designed by a Knoxville architect and built of Tennessee marble, is the pride of Knoxville. One block further on Henley Street is the inspiring Church Street Methodist Church. A triumph in Gothic architecture, this cathedral-like church is made of the incomparable Crab Orchard stone quarried on the Cumberland Plateau less than a hundred miles west of Knoxville. Kingston Pike is only a few minutes drive further on and there you can see some of the most beautiful homes in Tennessee.

These are but a few of the plans and attractions for your entertainment during convention week. Rest assured that nothing is being overlooked that will add to your enjoyment of the 1940 national tournament. Knoxville and East Tennessee are arranging a convention that no chapter of Pi Kappa Delta can afford to miss.

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If you wish to know the difference between an orator and an elocutionist—between what is felt and what is said—between what the heart and brain can do together, and what the brain can do alone—read Lincoln's wondrous speech at Gettysburg, and the oration of Edward Everett. The speech of Lincoln will never be forgotten. It will live until languages are dead and lips are dust. The oration of Everett will never be read. The elocutionists believe in the virtue of the voice, the sublimity of syntax, the majesty of long sentences, and the genius of gesture. The orator loves the real, the simple, the natural. He places thought above all. He knows the greatest ideas should be expressed in the shortest words—that the greatest statues need the least drapery.

—ROBERT T. INGERSOLL.





THE TENNESSEE ALPHA CHAPTER

From left to right: Otto Pflanze, Robert Lamont, Sara Lee Hellums, Vernon Lloyd, Prof. V. M. Queener, George Webster, Harriet Miller, Arnold Kramer, and Arda Walker. Standing is Prof. A. F. Pieper.

## *The Host Chapter*

TENNESSEE ALPHA



The picture includes the Junior, Senior, and faculty members of the Tennessee Alpha Chapter, the host Chapter for the 1940 convention in Knoxville, Tennessee. Each of these has a specific assignment in preparation for the convention.

Otto Pflanze and Sara Lee Hellums are working on publicity. At the convention they will have charge of the information desk and help Dr. Westfall with his bulletins. Mr. Robert Lamont is helping with the facilities for the Senate and will act as Chaplain of the Senate. Vernon Lloyd and George Webster are working on the radio outlets for the convention. Lloyd works part time with WROL in Knoxville. Harriet Miller and Arnold Kramer are working with Mr. Queener on securing facilities—Kramer on contest facilities and Miss Miller on dinners and the banquet. Arda Walker is secretary to Mr. Queener and looks after the correspondence and files of the whole set-up. Mr. Pieper, assistant coach, has been appointed on Dr. Betz's judging committee and is now preparing a list of local judges. All of these people will be at the convention. Another member, Mr. Clifford Procter, is not in the picture. Four or more will be entered in contests as well as doing what they can to make the convention a success and a pleasurable event.

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“The world mistakes money for wealth, excitement for pleasure, interference for influence, fame for wisdom, speed for progress, and volubility for eloquence.”—Byron V. Kanaley, President of the Board of Lay Trustees of Notre Dame University.

## *Iowa Does It That Way*

CUNERA VAN EMMERIK

Central College, Iowa Beta, Governor Province Two



At about the time Dr. Lasse was preparing his "Suggested Revisions in Contest Procedures" for the May, 1939, FORENSIC, The Forensic Association of Iowa Colleges was experimenting with some of the very improvements which Dr. Lasse advocated. How much of this was coincident, I do not know; but I do believe, after having read Dr. Lasse's article, the Pi Kappa Delta coaches will be interested in the Iowa experiment.

Throughout the entire tournament, awards were based on merit rather than on winning. Thirteen schools competed. There were five rounds of debate, three of oratory and of extempore, and only one round of after-dinner speaking and of poetry reading. Teams and speakers were scored 5, 4, 3, 2, or 1 to indicate the ranks of superior, excellent, good, fair and poor. At the end of the contest teams or speakers averaging a score of 4.5 or above were ranked superior; 3.5, excellent; 2.5, good; etc.

True, some of the coaches as well as some of the contestants regretted not picking a champion, but the results showed that the ranking system gave a better idea of the actual achievement of the individual. In poetry reading and men's extempore there were no superiors; whereas in women's oratory and in men's debate there were two superiors. In each of the other contests only one superior ranking was awarded. These might have been winners of first place. However, in every section of the tournament as shown by the number of superior and excellents there were more than two who might have contested for second and third places.

Furthermore, an individual achievement blank was handed to each contestant or team at the end of the tournament. This year the achievement blank will be handed to the contestant immediately after the contest so that the speaker may have an "insight into his points of inadequacy and achievement" before he goes into the next round. These achievement blanks are made up with specific points on which the judge is expected to comment. This method serves the purpose better than scores because the student would have to know the judge's standard in order to evaluate his points. But when the judge writes, for "Use of Voice"—"too high," "harsh," "pleasing," the stu-



dent has a helpful suggestion. If the judge makes full use of these blanks, his work may approximate that of a critic judge.

Iowa coaches are not fully satisfied with the system. The items on the achievement blank have not been weighted with the idea of scoring them and adding scores for ranking speakers. If judges try to relate the achievement blank and the rating blank in terms of scores, the presentation will get undue credit. At present, the purpose of the two blanks must be kept distinct.

However, Iowa schools were so well pleased with the results of the first tournament, they want to continue the method. Already changes have been made and more will be made, but contestants will continue to be ranked as superior, excellent, and good instead of first, second, and third.

The seven Pi Kappa Delta coaches from Iowa who are also in the Missouri Province were so pleased with the results of the first experiment that they induced Province Two to adopt the system for the 1941 Provincial Tournament. The seventeen coaches of Province Two in turn have petitioned the National Council to try the method in a National Tournament.

Maybe others have been experimenting along the same lines. We in Iowa and in Province Two would be happy to hear suggestions from others whether they have experimented with the system or not.

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## ST. OLAF ENTERTAINS TWO ENGLISH DEBATERS

Continued from Page 42

tucky, and Arkansas. We of St. Olaf wish them a pleasant trip as they cross the unmarked and unpatrolled borders which separate the States of America. We sincerely hope with them that they may someday cross the States of Europe in the same manner. But we of St. Olaf did not need two Englishmen to convince us that youth the world over are not so very different—no so different that they need to stand on either side of a border and shoot each other's brains out. on a leave of absence this year.

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Drawing is speaking to the eye; talking is painting to the ear.—  
*Joubert.*

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