

THE FORENSIC

OF PI KAPPA DELTA

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College Forensics Helps Women to Enter Radio

GEORGIE BOWMAN



College forensics will not automatically produce a Milton Cross—male or female. It will not even guarantee you a job on your hometown 250 watt station. But it can give you a good shove up the first four steps of the ladder to radio's fabulous fame.

Fundamental to all radio is effective speech; this is the primary goal of college forensics. With increasing manpower losses, the radio industry is concerned with finding personnel, women as well as men, whose voices are flexible, interesting, controlled, and intelligent. Competent training in college forensics leads to that speech achievement, striving to develop in the student a "thinking" voice that can express ideas as well as mere words. Variety based on understanding, emphasis stemming from fundamental logic, interest rising from the appeal of the material are all roots of the forensic program; these too are the requirements for effective radio speech.

Not far removed is the stepping-stone of persuasion. Commercial radio, that is, American radio, is a regular business of dollars and cents, of buying and selling, of persuading the listener to "Go down to your druggist and buy a jar tonight." And how often does the college debater lean toward the audience and plead with them to "adopt the pol-



Georgia Bowman is a graduate of William Jewell, Missouri Delta, where she was very active in forensics. After graduation she was employed by Station WLW, Cincinnati. She is now teaching courses in radio in the School of Journalism of the University of Missouri in a new course in radio journalism. Miss Bowman is also president of Beta Sigma Omicron sorority, "because of college forensics." As she was the only member of the Council with speech training, she had to make all the "official" speeches.

icy of postwar policing of the world"; how often does the coach advise the college orator that the purpose of an oration is to move to action; how often does the extemporaneous speaker beg her listeners to "solve now this great crisis that is facing our nation." Why, it's the very same thing in radio. The continuity writer may toss in a few more high-powered appeals, but whether it's toothpaste on an expensive network program, or soap flakes on a serial, or chick starter on a farm show, radio and forensics are just a matter of the "gentle art of persuasion." What better preparation for the radio aspirant, then, than this preliminary training through forensics?

"This is Station KXYZ. The time is 5:30." The millions of listeners who hear these simple words every fifteen minutes day and night have no conception of the infinite precision that lies behind the perfection that seems so easy. Precision is the keynote of successful radio operation. For producer, for announcer, for performer, perfect timing, absolute accuracy are the first rules of existence. A six seconds' delay may throw a whole nationwide chain of stations out of line. Perhaps this importance of limits does not occur to the student, but subconsciously he learns timing through forensic work. The pressure is not so acute as in radio; nevertheless he learns to condense, to time, to cut material or extemporize as needed, to limit thoughts, to cover all points in the ten minutes of a constructive speech and five minutes of rebuttal; or in the seven minutes of an extemporaneous talk. There can be no running over, no "Wait a minute, timekeeper, I've got another important point." So in radio, only "lots more so."

Hand in hand with precision goes accuracy. With the bogey of the Federal Communications Commission and the Federal Trade Commission hanging ever over its head, and now the Office of War Information, the Army and the Navy, not to mention The Sponsor (marked handle-with-care-and-use-kid-gloves), and the 10,000 listeners who deluge the station after every mistake (you never hear a peep from them when things go right), accuracy is a must in radio. Surely it is bromidic to add that all self-respecting debaters, too, base their appeals on accurate facts, for one soon learns what a smart opponent can do with a little inconsistency and a few errors.

But one more word. Going out for debate your freshman year and going back in the other three won't imbue one with the magic skills required in radio. As in musical or athletic training, it's the long pull that reaps results, the conscientious interest, the many hours of work when it would be more fun to jelly over a coke. No sham enthusiasm, but sincere persistence builds the abilities, and makes your college forensics record a worthy and significant recommendation for entrance into radio.

Socrates, the Student, and the War

RICHARD MURPHY

University of Colorado



Much has the relation of teacher, student and problem changed since the time of Socrates. In Socrates' day master and student met under the trees or at the table, and together presented a program for whatever audience chanced to be present. Seemingly master and student were on terms of equality, but the level of discourse was determined by the most capable rather than by those who were ignorant or perverse. The aim was to impress each other and the audience concerning the truth that was vital at the moment. The teacher shirked neither his opportunity of guiding students to profitable conclusions, nor his responsibility of declaring his own point of view on the subject. Socrates assumed a double role; he was both critic of technique and expositor of the problem at hand. He achieved this double purpose by actual participation in the deliberations.

The modern debate coach may not have the distinction that was Socrates', nor may his debaters always be the counterparts of Phaedrus and Apollodorus. Nor will the discourses of the debate squad likely be immortalized by some modern Plato to be read by audiences through the centuries. But the coach and his students, meeting together to explore problems of current import, present the closest parallel in the modern college to the ancient method of the *Dialogues*. The parallel is not a perfect one, however, for the coach has forgotten the image of Socrates, and has become a professional listener to speeches, or a critic of technique.

In the era of formal, judged debates, the coach did his best to prepare his proteges for the purpose of the day, the winning of decisions. Since most of the debaters were in training to become lawyers, the conditions of the rostrum approximated those of the courtroom. Arriving at the truth of the matter under consideration was not the major aim; rather the purpose was to give students training



RICHARD MURPHY
Debate Coach
University of Colorado

in handling evidence, in meeting opposing ideas, in pleading a case. When the debate was held (the participants in tuxedos, of course), the judgment rendered often obscured the place of the coach as a leader attempting to guide students to total truth. If the judgment were given by a clergyman, often it was in terms of some particular ethics; if by a lawyer, in terms of validity of evidence; if by a teacher of English, in terms of grammar and syntax; and if by an elocutionist, in values of voice quality and bodily rhythms. Often the coach sat writhing, in a back seat, as he saw the work of many squad meetings undone and the total aim of honest inquiry distorted into sheer excrescence. The coach, the one person in the hall who knew most of the problem at hand and of valuable approaches to it, sat a worried listener. He was but an incident in the process, a prompter or assistant getting students ready for days to come, a *coach* literally.

As students interested in fields other than law entered debating circles, the purposes of debate training were broadened. Practice in audience decisions, no-decisions, split-team arrangements were provided for future teachers, business men and farmers. The coach became a *director*, one who supervised the preparation of students in the speech processes. As audiences disappeared, the director contrived meetings of students for practice in tournament fashion. Four debaters, met in a lonely room, talked dispassionately while a coach took copious notes, later to be used in an evaluation of the debaters and the debate. The coach had become a *critic*.

In the epoch of conference, the purposes of debating were further broadened, and the critic changed with the changing forms. Some conferences were parliamentary in nature, with emphasis upon debate in assembly, committee meetings, drafting of resolutions, and other aspects of parliamentary forms. Some conferences undertook to present atmospheres in which the old line debate technique was purified; opportunities for "problem solving," for "thinking co-operatively," for "integrating experience" were offered—the terms varying with the social purpose the debate director wished to connect his efforts with, or the current pedagogical phrases. In the setting of the conference, with students and teachers brought together to consider problems, the situation became more real than the judged debate or the tournament with criticisms; the conference might have been an end in itself. But the aim remained largely one of preparation for something in the future, and the conferences were "mock" legislatures or "demonstrations" of procedures. There was opportunity, too, in the conference, for the coach to reassert his abilities, and to serve as participant, guide and critic. But his old role as

coach on the bench restrained him; he sat as parliamentarian or adviser. He could give a ruling on whether a motion were in order, but might not pass judgment on whether the motion were worth considering. The critic had become a technical adviser. In the evolution of the teacher to coach, to critic, and to technical adviser, Socrates' successor became a critic of technique on all subjects, but a spokesman on the substance of none. The development of speakers' bureaus, extension speaking before organizations beyond the campus, school forums, and other forms of practical speaking, have restored speakers to audiences. But the coach is still on the sidelines, a victim of the days when it was considered unethical for the teacher to say anything which might influence the decision of a judge.

The necessities of war demand that the coach reassert himself and take his rightful place as one informed on questions of importance, and as one qualified to lead fruitful inquiry before immediate audiences. Valuable as debate training may be in preparation for the professions, this is not the time primarily to drill students in techniques for law, ministry or citizenship of some future time. The day for which we are preparing is here. Communities need all useful speaking resources that are available. Community problems need to be presented and solved. In that process, those who are themselves informed, and are skilled in helping others reach satisfactory understanding, have a high service to perform. The people of democracy must not merely have proclamations and announcements from radio and press; there must be individual and group mulling over of problems under the honest atmosphere of enlightened public discussion. This requires leadership. The coach has been supplying this sort of leadership in the squad meetings. That most useful part of the whole debate process, the squad meeting, must be taken to the public. As he takes his speakers before groups, the coach should use all his own available resources. The audience does not need a technical evaluation of the speakers' habits; they need the best practical truth on the problem under discussion. The coach must do more than wittily present speakers, or coyly ask for questions from the audience. His appraisal of ideas presented should not be left for the walk home, or the next debate meeting. The coach's contribution should be made as Socrates' was made, at the time it is most useful and in terms of the problem. The coach may have to be an expositor if explanation is necessary; an interrogator if questioning is necessary; at all times he can be a guide into the most fruitful paths of discussion. And he can bring to community meetings patterns of discussion that permit a freer flow of discourse and thought than may be found in traditional debates.

The President's Page



In this last issue of THE FORENSIC for the school year, may I urge each local chapter to complete all of the tasks suggested to us by our National Secretary-Treasurer. This includes especially sending in membership applications and fees for every eligible candidate on our campus, placing the key orders, and submitting the chapter activity report for the past school year.

As the chapter activity blank was formulated before our Amendment was adopted providing for Pi Kappa Delta membership for defense speaking activities, I suggest that you also send the Secretary-Treasurer's office a report of the defense speaking carried on by your chapter during the past year. This report should be as specific and detailed as possible in order to give us a permanent record of the actual contributions our respective chapters are making in the war effort. List all of the specific activities in which your chapter participated, the subjects discussed, the number of speakers participating in each situation, and the approximate size of each audience.

Again I wish to emphasize that the greatest opportunity facing Pi Kappa Delta in this emergency is for each chapter to be intensely active in various types of defense speaking programs. Often the agencies in our local communities fail to contact us for such services. In that case, it's our responsibility to seek the situations in which we may be of service. If we have been neglectful in this matter during the past school year, let's intensify our efforts in these worthy projects as soon as school opens next fall.

Before another issue of THE FORENSIC will be published, a large number of our active and alumni members not only will be in the armed forces, but many of them will be in active combat on land, on sea, and in the air. May we pause in tribute and prayer for those brave comrades of ours as they face the realities and sacrifices of total war. Ours is the responsibility of perpetuating the noble ideals of freedom and justice for which they are fighting so gallantly!

MARTIN J. HOLCOMB.

The Provincial Conventions



1. Province of the Plains

The Province of the Plains met in convention at Kearney, Nebraska, March 25-27, with the Zeta chapter of the State Teachers as host. There were 79 delegates representing 13 Kansas, Nebraska, and Colorado chapters.

Jack Cough and Wayne Geisert of McPherson, Kansas Omicron, a new chapter, won the men's debate tournament out of a field of 13 teams. Arthur Schwabe and James Cayton of Hastings, Nebraska Delta, were second. Blance Geisert and Maxine Ruehlen, also of McPherson, were the best of the 13 women's teams. Betty Lou Sitz and Clara Jo Hopkins, Nebraska Wesleyan, were second.

Irene Pickering, Nebraska Wesleyan; Marcene Bailey, Kearney; and Clara Jo Hopkins, Nebraska Wesleyan, ranked highest of the seven women orators. They spoke on "The Wild Blue Yonder," "My Brother and I," and "The Granite Ledge." "Chaos to Cosmos" by Arthur Schwabe of Hastings, won top honors for the five orations in the men's contest. Douglas Laurence speaking on "Bill Jones" and representing Kearney, ranked second. "Peace through Education" by Joseph Hoffert of McPherson placed third.

Thirteen speakers entered the extempore contest with George Omar, Kansas State; Arthur Schwabe, Hastings; and Wayne Geisert, McPherson, winning the honors. The winners of the thirteen women extempore speakers were: Josephine Asher, Hastings; Maxine Ruehlen, McPherson; and Virginia Throckmorton, Kearney.

There were also public discussion contests for men and women with ten entrees in each. Again George Omer of Kansas State was the winner of the men's contest. Jack Cough of McPherson and Hal Hagen of Nebraska Wesleyan were second and third. In the women's contest Josephine Asher, Hastings; Clara Jo Hopkins, Nebraska Wesleyan; and Virginia Snyder, Southwestern, Kansas Delta, finished in the order indicated.

2. Province of Missouri

No convention scheduled.

3. Province of Illinois

The largest provincial convention was held at Normal, the home of the Illinois Eta Chapter, Normal University, March 18-20. Eleven Illinois and Wisconsin chapters sent 82 delegates. Some non-Pi

Kappa Delta speakers participated in the tournaments by invitation of the province.

Peter Bakker and Weyman Cleveland of Wheaton, Illinois Mu, won the men's tournament in which twelve teams entered. Philip Engdahl and Harold Brack won second for Augustana, Illinois Xi. Western State Teachers, Illinois Nu, won third through the efforts of Everett King, Wm. Folder, Jerald Jackson, and Alfred Rush. Two undefeated teams emerged from a starting field of twelve in the women's tournament. They were Clara Mae Frederick and Ruth Harriet Koch of Augustana; and Frances Horner and Jane Beekman of Carroll, Wisconsin Beta. Four Monmouth, Illinois Zeta, girls won second: Georgia Spicer, Jean McInnes, Pat Noble, and Gloria Winslow. Third was a three way tie between Helen Johnson and Dorothy Rutledge of Normal; Gladys Norstrum and Joan Walker of Western State Teachers; and Helen Stites and Joan Sheeks of Eastern State Teachers, Illinois Sigma.

Only four entered the men's oratorical contest. Francis Strand, Normal, speaking on "Streetcorner Congressman", won first. "Words of Tomorrow" won second for Harold Hoffman of North Central, Illinois Iota. Harry Mosiman of Wheaton was third. Eight women orators appeared. Ellen Spunsby won first for Monmouth with "For the Duration." "There will be no Galahads", Eloise Schmitz, Augustana, won second. Jene Louise Bails won third for Eastern State Teachers. She spoke on "The Crisis of Christianity."

"Winning the War and the Peace" was the subject of the extempore contests. There were ten women and six men speakers. Frances Horner of Carroll ranked first, followed by Mary Andrews, Northern Teachers, Illinois Pi; and Jean McInnes, Monmouth. Harold Brack, Augustana; Glen Barler, Wheaton; and Robert Erickson, Northern Teachers, were the winners in the men's tournament.

The newly elected officers are: Guy Eugene Oliver, North Central, Governor; Paul Crowford, Northern Teachers, Secretary; and V. A. Utzinger, Carroll, Vice-President.

4. Province of the Pacific

Sixty-one delegates from seven widely scattered chapters in California, Oregon, and Washington, met with Linfield College, Oregon Alpha, February 19-21, for the convention of the Province of the Pacific.

Pearl Steiner and Jacqueline Judge of the College of the Pacific, California Delta, won the women's debate tournament in which four teams participated. Eunice Hepler and Jean McKenzie of George Pepperdine, California Zeta; and Mary Elizabeth Morton and Meri-

lyn Gilstrap of the College of Puget Sound, Washington Alpha, tied for second. There were seven teams in the men's division. The winners were: first, Ray Poole and Tom Haldorsen, Redlands, California Alpha; second, tie between Ray Pederson and Milton Valentine of College of the Pacific and Claude Spaeth and Bob Armstrong of George Pepperdine.

Frank Hanawalt, College of Puget Sound, won the men's oratorical contest. Roy Poole of Redlands was second. There were three orators. Elaine Freeman of Redlands and Jacqueline Judge of College of the Pacific were the only women orators.

The extempore subject was the war program. There were seven in the women's and ten in the men's contest. Pearl Steiner, College of the Pacific; and Mary Elizabeth Morton, Puget Sound, finished first and second. Claude Spaeth, Pepperdine; and Sam Batt, Puget Sound, won the men's contest.

In impromptu Sam Batt and Milton Valentine were again the winners. The same Eunice Hepler and Mary Elizabeth Morton won the women's division.

College of Puget Sound won sweepstakes honors, with Pepperdine and College of the Pacific close seconds.

Professor B. B. Baxter, George Pepperdine, was elected governor.

5. Province of the Sioux

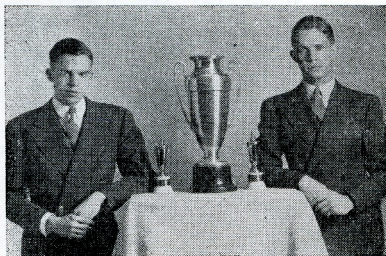
Six chapters were represented by 26 delegates in the Province of the Sioux convention at Morningside, Iowa Delta, Sioux City, March 25-27.

Leo Borin and Jack Gold, Yankton, South Dakota Gamma, won the men's debate honors from Orvin Plucker and Ed Jacobson of Augustana, South Dakota Eta. Four teams competed. Adrian Dahl and Vernon Pearson of Jamestown, North Dakota Alpha, were third. The three teams in the women's tournament finished: Ruth Arnold and Alice Thomas, Augustana; Mary Jean Tarbell and Arlene Mets, Jamestown; and Lois Shefte and May Lou Gerlinger, Yankton.

Marjorie Wheeler, South Dakota State, was first among the four women orators. She spoke on "Youth's Battleground."

"And Ghosts Shall Walk" won

second for Ruth Arnold of Augustana. Yankton's Lois Shefte won third with "These are my Jewels." Familiar names appear among



YANKTON'S SOPHOMORE WINNERS

Jack Gold (left), who has been accepted by Annapolis. First, Peace Oratorical; third in the Provincial contest. First in debate. Leo Borin, Navy V-1 reserve. First in state oratorical contest, in Provincial Extempore, and in debate.

the winners in the men's four-speaker contest. Adrian Dahl, Jamestown, "Portrait of a Prairie"; Orvin Plucker, Augustana, "Our Back Yard"; and Jack Gold, Yankton, "America on Signal Hill".

There were five entrees in each of the extempore contests. The general topic was "Current Affairs." Winners: Leo Borin, Yankton; Ed Jacobson, Augustana; Wesley Jacobson, Morningside. Alice Thomas, Augustana; Mildred Oines, South Dakota State; Joan Elsinga, Morningside.

Thirty attended the province banquet. Prof. Paul Harkness of Northern Teachers, South Dakota Zeta, was the speaker.

A governor was elected, Prof. George McCarty, South Dakota State.

6. Province of the Lower Mississippi

Sixty delegates from eleven chapters attended the convention of the Province of the Lower Mississippi in Denton, Texas Eta, March 26-27.

Ten teams started in the men's debate tournament, with North Texas Teachers and Baylor, Texas Iota, finishing first and second. Among the eight teams in the women's division Baylor, Southwestern Louisiana Institute, and North Texas finished in the order named. North Texas and Millsaps, Mississippi Alpha, won the junior tournament, which had an entry list of five.

The best women's oration, "Promise of Tomorrow," was delivered by Yvonne Cates of East Texas. North Texas finished second on "The American Way," by Mary Frances Harris. "Shall we Isolate," by Annabelle Dunham, Southeastern Louisiana Institute was awarded third. The honors among the men went to Otis Singletary, Millsaps, "Youth Pays the Price"; W. A. Duggan, North Texas, "For What Do We Fight"; and W. J. Eggleston, East Central Teachers, Oklahoma Eta, "Oh, Ship of State."

Scotty Nobles of Southeastern Oklahoma Teachers won the men's extempore contest in which eight were entered. W. A. Duggan, North Texas, was second; John Walker, Southwestern, Texas Alpha, third. With the women it was Betty Jane Timblin, North Texas; Evelyn Morrifield, Southwestern Louisiana; and Martha Freeman, Southeastern Oklahoma.

There were also radio contests with the following winners: Men's: Lillard Hill, East Central; Denver Graham, Southwestern Louisiana. Women's: Martha De Gravelles, Southwestern Louisiana; Elizabeth Scull, North Texas. Poetry reading: Men's: Lillard Hill, East Central; Jimmie Gober, East Texas. Women's: Hilda Haynes, North Texas; Evelyn Merrifield, Southwestern Louisiana.

Afterdinner speaking honors went to Bernard Marcentel, Southwestern Louisiana; and Jon Morrin, Southwestern University.

The new governor of the province is Prof. T. H. Marsh, Southwestern University.

7. Province of the Lakes

The Province of the Lakes met at Heidelberg, Ohio Beta, April 2-3, with eighty representatives of thirteen chapters. Otterbein, Kent, and Bowling Green tied for honors in the men's debate tournament. In the women's tournament Adelaide Snyder and Elizabeth Erfly of Kent went through undefeated.

Harland Steele of Hope won the men's oratorical with an oration entitled "The House that Sam Built." Herbert Myers, Kent, was second; James Shanks, Michigan State, third. Nancy Grayson, Michigan State, won top honors among the women. She was followed by Virginia Vincer, Central Michigan Teachers; and Vivian Tardiff, Hope.

In an extempore contest on inflation Emil de Graeve, University of Detroit, won first; Lee Miesle, Bowling Green, second; and Jerry Terhorst, Michigan State, third. Ruth Shinn, Heidelberg, was the winner among the women; Jean Nitcher, Kalamazoo, second; and Adelaide Snyder, Kent, third.

The new governor and secretary are Harold M. Jordan, Bowling Green; and James N. Holm, Kent State.

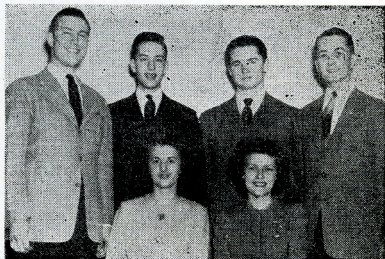
The provincial went on record as favoring a national convention next year at a centrally located point.

8. Province of the Upper Mississippi

Macalester, Minnesota Alpha, was host to six chapters of the Province of the Upper Mississippi at its convention March 27. There were 31 delegates.

Six teams appeared in the men's tournament. The winners were Mary Margaret Roberts [We are quoting the record] and Marvin Wrolstad of Luther, Iowa Xi. In a tie for second were Bob Bernd and James Behling, River Falls, Wisconsin Delta; and a team from St. Thomas, Minnesota Epsilon. Grace Langley and Jane Barnhart of Macalester won the women's tournament.

Oratorical honors among the men went to Marvin Wrolstad, Luther; Roy Harrisville, Concordia, Minnesota Zeta; and John Lynch, St. Thomas. Among the women to



INDIVIDUAL WINNERS

Left to Right: Jackson (Macalester); Behling (River Falls); Cosgrove (St. Thomas); Wrolstad, (Luther). Front row: Sharpee (Luther); Sandquist (St. Olaf).

Rebecca Johnson, Concordia; Borghild Teigland, Luther; and Grace Langley, Macalester.

The Extempore speakers discussed post-war reconstruction problems. The most successful of the men were Jim Behling, River Falls; Buth (sic), St. Olaf, Minnesota Beta; and John Robertson, Macalester. Of the women, Olive Sharpee, Luther; Alice Passoneau, Macalester; and Dawn Wheeler, River Falls.

There were also seven radio speakers with honors going to Bob Jackson, Macalester; Borghild Teigland, Luther; and John Dahl, St. Olaf.

Professor Helen Loeb, River Falls, was elected governor.

9. Province of the Southeast

The Province of the Southeast met at Charlotte, North Carolina, April 7-10. Winthrop, South Carolina Delta, acted as host. The Provincial was conducted at the same time that the Grand Eastern tournament was being held. Eight colleges in six states were represented by the 32 delegates.

In the men's debate tournament, Wake Forest, North Carolina Beta, ranked first; Maryville, Tennessee Alpha, second. In the women's debate Lenoir Rhyne, North Carolina Delta, was first, with Maryville again second. Dorothy Watson, Alabama College, won the women's oratorical contest. Rachel Conrad, Lenoir Rhyne, was second; Grace Badenbaugh, Winthrop, third. Elmer Million, Georgetown, Kentucky Alpha, won the men's oratorical contest. Burnette Harvey, Wake Forest, and Richard Boyd, Maryville, placed second and third.

Elmer Million also won the men's extempore for Georgetown. Philip Wahlberg, Lenoir Rhyne, was second; J. D. Davis, Wake Forest, third. The honors in the women's contest went to Virginia Kellet, Lenoir Rhyne; Margaret Clippinger, Maryville; and Carolyn Hancock, Alabama College.

The best afterdinner speakers among the men were: C. C. Hope, Wake Forest; Philip Wahlberg, Lenoir Rhyne; and E. Rowley, Maryville. Among the women the honors went to: Rachel Conrad, Lenoir Rhyne; Margaret Clippinger, Maryville; and Margaret Hale, Tennessee Polytechnic.

Provincial Summary

War time conventions were held in eight of the nine provinces. Attendance ranged from 82 to 26. Total attendance for the six provinces reporting the figures was 339.

A tabulation of decisions as far as they were given is interesting,

particularly in the sectional attitudes indicated. It was very hard for the negative to win in Texas and on the Pacific coast, for example, and it was easier for the affirmative to win in all but two provinces.

	Affirmative	Negative
Province of the Plains	40	44
Province of Illinois	36	24
Province of the Sioux	8	10
Province of the Lower Mississippi	30	18
Province of the Upper Mississippi	8	2
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	122	98
Province of the Pacific	65%	35%

SOCRATES, THE STUDENT, AND THE WAR

Continued from page 119

In assuming an ancient role, there are precautions the teacher may observe. He need not use the school-masters' device of correcting every possible detail for the sake of academic perfection. He need not give a lecture himself unless it is required, nor need he take the problem out of the control of audience and students by insisting upon one final answer. He need not impose his own superiority. And as he works for free inquiry by all, he will guarantee his students freedom. If he takes Socrates as his model, he need not copy Socrates' faults, particularly that one so bemoaned today, the habit of laying pitfalls to trap the unsuspecting into predetermined conclusion. The modern Socrates can profit, too, by the ancient's example, and if he wishes, temper his audacity in order to avoid the local prescription of hemlock.

All this would mean a great responsibility for the coach. He could not longer be tempted to be satisfied with a knowledge of techniques. Even as his students, he would have to dig for content. Like Socrates he would have to be the best member of his squad, with the best bibliography, the best notes, the best manner of presentation. A burden of work, surely. But this is war, and all our intellectual resources are needed. With his knowledge of substance and his skill in unfolding and communicating it, with his understanding of audiences and human affairs, the debate coach can be an essential man. The coach and his squad are needed at the nearest community meeting. It is time we enlisted Socrates in this total war.

Kansas Omicron---McPherson College

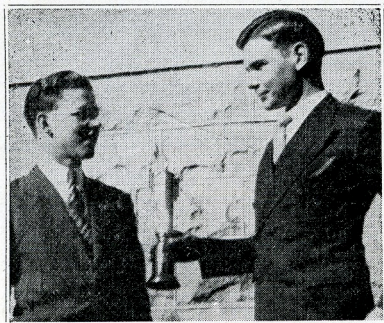
MAURICE HESS
McPherson College, Kansas Omicron



In granting a local chapter of Pi Kappa Delta to McPherson College, the Minneapolis National Convention of 1942 recognized a school with an active and successful forensic program for more than twenty years. Chartered in 1887 as a co-educational liberal arts college under the control of the Church of the Brethren, it draws part of its stu-

dents from a church constituency of 20,000 distributed irregularly between the Mississippi and the Rockies. About an equal number of other students is attracted by the quality of instruction offered.

Approximately 300 students are cared for by a faculty of 30. More than 2,100 alumni are distributed all over the United States and foreign countries. Probably 60% of the graduates enter the teaching profession. Other considerable minorities are found in medicine, law, the ministry and missionary work, farming, business, applied science, and government work. Strong departments of Home Economics and Industrial Arts supplement the strictly liberal arts. No work is offered at the graduate school level.



Ernest Peterson (left), president, and Wayne Geisert, vice-president, of Kansas Omicron, attended the Minneapolis Convention. At the Plains Tournament at Newton, Kansas, in 1941, they placed first in Class B debate. Peterson placed first in extempore in the same tournament.

The school caters particularly to substantial middle class students and prides itself on its cosmopolitan spirit. A capable and experienced observer recently added to the faculty states that distinctive features of the school are the absence of rivalry between departments and the democratic cooperation of faculty and student body in all worthy activities. Medieval strife between town and gown has ceased. About 600 business men on Main Street and civic leaders of the town voluntarily participate in an Annual Booster Banquet and present to the school a yearly gift of several thousand dollars in appreciation for the contribution of the college to the cultural life of the community.

The work of McPherson College has been accredited for many years

by Kansas University and the State Department of Education, and more recently by North Central Association. The college is a member of the Association of American Colleges.

There are eight substantial buildings on the campus. The gymnasium was completed in 1938, the men's dormitory in 1942, and the industrial arts building is nearing completion, all free of debt. The school is supported by income from endowment, current gifts, bequests, and student fees. Forensics are supported by an adequate annual appropriation from the Student Council.

A sane program of athletics and other activities is provided. One of the most significant features is the perennially active forensic teams. Continuity in forensic policy has resulted in part from absence of changes in the coaching staff for twenty years. During that period Maurice A. Hess served as Coach of debate and oratory. The debate work is now cared for by Dr. Desmond W. Bittinger, a former intercollegiate debater with four years of experience. Capable prospective forensic candidates are attracted by the opportunities afforded, and they make possible the continuance of the forensic tradition.

McPherson was a charter member of the Kansas Intercollegiate Debating League and of the Kansas Intercollegiate Peace Oration Association. Her debaters and orators are regular participants at forensic tournaments in the region. Each January she is host to an Economy Debate Tournament which is usually attended by 50 or 60 teams from Kansas, Nebraska, and Oklahoma. A normal forensic squad includes about twenty debaters and some additional orators. Debaters usually participate in from three to five tournaments each season, apart from public appearances in nearby schools and service organizations. Each year a series of inter-class debates is held as a preliminary to the season.

For twelve years by invitation McPherson has participated in the Kansas Provincial Tournaments of Pi Kappa Delta in a creditable manner. Having served this happy novitiate and having become well acquainted with the principles of the fraternity and with many of its leaders in the central area, we had reason to expect a sizable list of applicants for the honor of being charter members when the charter was granted.

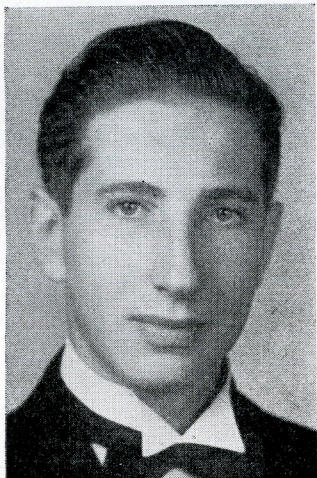
The new chapter was installed May 2, 1942, by Past President George R. R. Pflaum and other members from Kansas Zeta, State Teachers College, Emporia. The charter list included 31 names of whom two were of the order of instruction and ten others were active members. Thirteen were of the degree of special distinction. Four could not be present for initiation because of the war. The impressive ceremony by Dr. Pflaum was followed by an enjoyable banquet.

Florida Gamma---University of Miami

HELEN GWINN, 1943



Sixteen years ago magnificent dreams of a ten million dollar University in Coral Gables, Florida, were smashed and blown away by the joint workings of a devastating hurricane on September 18th—the date scheduled for the opening of the University of Miami. This date is well remembered by Floridians, for it was at that time when the Florida land boom exploded and with it went the many huge rolls of money which had been pledged to finance a future culture center of the South, and proposed educational link between Hispanic America and North America.



HARVEY KLEIN

President, Florida Gamma

Well-to-do generous financial supporters became very few as a result of this financial crash, and the hurricane left not even pen and paper for the University people to use when the college opened on October 18th, 1926, just one month later. Dr. Bowman Foster Ashe took office then as the first University of Miami president and remains as its head today. The little college of about 430 students opened in an unfinished hotel which the spirited backers of the University had obtained when plans for other more elaborate buildings fell through. For years this building, a few dormitories, and fraternity houses

were the center of campus life. The growth was very rapid, until today the buildings number 29 with the entire area of greater Miami as the University of Miami campus.

Legend has it that on that day in October, 1926, the professors and students alike waded through ankle-deep water to get to the first classes. They sat on orange crates placed sidewise, and used more crates set on end for desks. Theirs was a spirit which would not be damped by a disastrous hurricane which brought wind, rain, and havoc—or by lack of “green backs” to buy luxuries for the college.

The traditions found at the University of Miami are not traditions of idle fancy. Rather, they are traditions of outstanding men and women who are leaders in their chosen fields. The spirit which the