

Below are two sample key orders using the new form, which will have four key orders to a page. The first is the most common order: large size, fraternity in debate. The second is more involved: a small key, special distinction, two orders, white gold, with pin attachment. Cost is figured by adding the items checked plus 20% Federal Tax and 2% State Tax. The letters "n.c." mean "no charge."

DEGREE OF:-	Price	ORDER OF:-	Price	SIZE	Price	FINISH	Price	PIN	Price	Total	Total	Total	Add Charges	Grand
										Price	Fed. Tax	State Tax	For:-	Total
<input checked="" type="checkbox"/> Fraternity—Ruby Eye	.75	<input type="checkbox"/> Oratory—Ruby Circle	.75	<input checked="" type="checkbox"/> Large	4.25	<input checked="" type="checkbox"/> Bright n.c.		<input type="checkbox"/> Pin Att.		5.00	1.00	.10	Handling	
<input type="checkbox"/> Proficiency—		<input checked="" type="checkbox"/> Debate—Pearl Circle	n.c.	<input type="checkbox"/> Small	3.50	<input type="checkbox"/> Dull n.c.			1.00				<input checked="" type="checkbox"/> .50	6.60
— Amethyst Eye	n.c.	<input type="checkbox"/> Instruction—		<input type="checkbox"/> Miniature		<input type="checkbox"/> White	1.00		add'l					
<input type="checkbox"/> Honor—Emerald Eye	1.00	— Emerald Circle	1.00	Pin	3.00	Gold	add'l						Rejeweling	
Spec. Distinction-Dia. Eye		<input type="checkbox"/> Honorary											<input type="checkbox"/> .50	For
<input type="checkbox"/> For Miniature Pin	3.50	— Sapphire Circle	.50											Factory
<input type="checkbox"/> For Small	8.00	<input type="checkbox"/> 2 Orders-Turq. Circle	.50											Use. Do
<input type="checkbox"/> For Large	10.00	3 Orders-Dia. Circle												Not Write
		<input type="checkbox"/> For Miniature Pin	3.50											Below
		<input type="checkbox"/> For Small	8.00											
		<input type="checkbox"/> For Large	10.00											

No. and Date..... Name..... John R. Doe..... College..... Eastern State.....  
 (To be furnished by Nat'l Sec'y.)

DEGREE OF:-	Price	ORDER OF:-	Price	SIZE	Price	FINISH	Price	PIN	Price	Total	Total	Total	Add Charges	Grand
										Price	Fed. Tax	State Tax	For:-	Total
<input checked="" type="checkbox"/> Fraternity—Ruby Eye	.75	<input type="checkbox"/> Oratory—Ruby Circle	.75	<input type="checkbox"/> Large	4.25	<input type="checkbox"/> Bright n.c.		<input checked="" type="checkbox"/> Pin Att.		14.00	2.80	.28	Handling	
<input type="checkbox"/> Proficiency—		<input type="checkbox"/> Debate—Pearl Circle	n.c.	<input checked="" type="checkbox"/> Small	3.50	<input type="checkbox"/> Dull n.c.			1.00				<input checked="" type="checkbox"/> .50	17.58
— Amethyst Eye	n.c.	<input type="checkbox"/> Instruction—		<input type="checkbox"/> Miniature		<input checked="" type="checkbox"/> White	1.00		add'l					
<input type="checkbox"/> Honor—Emerald Eye	1.00	— Emerald Circle	1.00	Pin	3.00	Gold	add'l						Rejeweling	
Spec. Distinction-Dia. Eye		<input type="checkbox"/> Honorary											<input type="checkbox"/> .50	For
<input type="checkbox"/> For Miniature Pin	3.50	— Sapphire Circle	.50											Factory
<input checked="" type="checkbox"/> For Small	8.00	<input checked="" type="checkbox"/> 2 Orders-Turq. Circle	.50											Use. Do
<input type="checkbox"/> For Large	10.00	3 Orders-Dia. Circle												Not Write
		<input type="checkbox"/> For Miniature Pin	3.50											Below
		<input type="checkbox"/> For Small	8.00											
		<input type="checkbox"/> For Large	10.00											

No. and Date..... Name..... Mary Roe..... College..... Eastern State.....  
 (To be furnished by Nat'l Sec'y.)



# Intercollegiate Discussion

JUDY GARRETSON, Mississippi State College for Women

No matter how busily occupied college students are with their academic work and various campus activities, they can always spare a few moments for a good old-fashioned session of discussion whether it be a consideration of the possibility of peace in Korea or the poor quality of the food that is being served on the campus. Speech departments throughout the colleges and universities of our nation have recognized this enthusiasm for talking things over as they have developed discussion into a regular speech activity.

Is this organized form of discussion as popular with the students as the traditional "bull sessions?" How much real value and enjoyment are the participants receiving from their discussion activities? Are the students primarily interested in ratings or in an exchange of points of information? These are only several of the questions that come to mind when one is attempting to evaluate the true worthwhileness of discussion. If more students were aware of the need for evaluation and made suggestions as to ways of improving the methods employed in discussion, the caliber of this activity might be increased greatly, and discussion might play an even more important role in the speech program. Perhaps, by examining two types of discussion tournaments, it may be possible to determine some of the values and qualities necessary for effective discussion.

Here in the Southeast, the annual fall Alabama Discussion Tournament has served a very definite purpose in providing debaters with an opportunity to acquire a background of information, interpretations, and viewpoints that will be of help throughout the entire season of debate. Students learn to appreciate the ideas of others and to adjust their own ideas on the basis of the sound

proof that is provided by the members of their discussion group. Everyone is more eager for useful information than they are for ratings. However, the awarding of excellent and superior ratings to the top fifteen per cent of the participants motivates each person taking part to put forth his best efforts as regards discussion techniques and contributions of worthwhile, relevant material and personal thoughts. Those students who try to impress the judges and monopolize the discussions are usually in the minority. Alabama's use of the one-hour round has proved effective in that the participants can maintain their alertness and interest during this length of time.

At the national Pi Kappa Delta Convention in the spring of 1951, another type of discussion was employed as an experiment. In the discussion activities of this tournament, students were not rated since judges visited the groups merely as advisors. It was the general feeling of the group to which I belonged that this absence of rating produced a minimum amount of enthusiasm and motivation for real progress in problem solving. It was felt that participants were not as serious either in their attitude toward the extent of their preparation prior to entering the activity or their individual contributions to the discussion. On the basis of the experiences I had with my particular group, I would conclude that there was a tendency for more monopolizing by a few of the group members and for less organized consideration of the basic issues involved in the question than is usually the case in rated discussions. Both the lack of individual incentive and the extremely lengthy two-hour sessions produced a less satisfactory type of discussion.

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## REPORT ON CONVENTION DISCUSSION

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9. Good knowledge of discussion procedure (1).
10. The group did an excellent job (5).
11. Let the Observer act as chairman (1).

Recorded student-reactions are much less numerous, but not necessarily less significant. The committeeman selected to represent his group at the conclusion of round three was asked to solicit suggestions from his group members before the end of round four and turn them in to the contest committee. Only six groups sent in reports. All but one of these reports were prefaced with a statement praising the values of Discussion. There were no comments unfavorable to Discussion as an event. Three reports suggested that the committee provide more in the way of an outline and more detailed mechanics of procedure. Three reports favored the non-competitive arrangement and two believed that ratings should be given—at least to the top ten or fifteen percent. It was suggested that the basis for rating be, mainly, that of cooperation and objectivity. The comment was made that the Discussion question was too broad.

Oral comments by students and faculty heard and overheard in the convention halls before, during, and after the sessions do not alter the impressions acquired from the written reports. Several students reported that their attitudes toward the procedure used became more favorable from round to round. This seems to be substantiated by somewhat better reactions of Observers in the later rounds. Of course such a reaction is not unusual as a group progresses toward the solution stage of Discussion.

Your reporter, departing from that role momentarily, believes that the values to be acquired through intercollegiate Discussion are of no less importance than those to be gained

from other forensic activities; that a discussion-committee session-legislative assembly sequence is educationally sound; and that the technique, research, knowledge and procedure necessary to implement such a sequence requires and deserves unlimited consideration by student and teacher. But each of these is a point of departure in itself. I am sure that the Editor of **The Forensic** and the National Council will welcome constructive suggestions for the improvement of Discussion as a forensic activity.

As I look back over the recorded comments of students and observers, it appears that nearly all unfavorable remarks would be eliminated if we could solve the problems of "lack of knowledge of discussion" and "lack of knowledge of the subject." Could there be a more appropriate solution to the problem of Discussion than this—"educate them?"

## LOUISIANA EPSILON

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science, came to Northwestern in 1948 from Wisconsin where she was working on her Ph.D. degree. Mr. Carr teaches courses in drama and directs the college productions. He came from Iowa in 1949 where he completed his M. A. degree. William Smith, the other staff member, teaches courses in public speaking and directs debate. Mr. Smith is the Sponsor of Louisiana Epsilon and is a former member of the Illinois Pi chapter at Northern Illinois from which he graduated. Mr. Smith has an M. A. degree from Stanford University as well as additional work on the Ph.D. He came to Northwestern in 1950 as Director of Forensics.

Forensic activity at the college dates back to 1931. Seven students participated in eight intercollegiate debates that year. The intercollegiate clashes increased each year until 1940 when 29 students took part in 310 contests. Northwestern sponsors two tournaments and one debate clinic annually. The Louisiana Speech Tournament for college stu-

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# So We Blame Discussion!

HUGO J. DAVID, Michigan State College

At debate-discussion conferences one frequently hears widespread dissatisfaction with the technique of group discussion. Frankness demands admitting that this complaining is not confined to debate enthusiasts alone.

It is strange that this should be so, especially when the group discussion method is used very extensively in business and the professions, when professional people highly recommend that college students learn the technique and method, and when such books as **The Practical Application of Democracy** by George B. de Huszar make such a strong case for it. Why then does this paradoxical situation exist? Is the desire to win so strong that it overshadows (in our conferences at least) the desire to find an acceptable solution to a common problem and the sense of accomplishment in having done so? To the many answers that have already been suggested for this problem in **Speech Activities** and elsewhere, several additions may not be amiss.

To begin, the definitions given in the standard texts on group discussion agree that it is an effort directed toward the "cooperative solution of a problem." Problem-solving, then, being its purpose, it should be evaluated in terms of its avowed objective, namely, the reasonableness and sufficiency of the solution the group decides to accept. But is this what we do in discussion conferences? Obviously not, for one glance at a number of typical judging blanks used at our conferences usually yields such items as knowledge of the subject, extent of participation, tact, objectivity, attitude, progress of the group toward its objective, and the like, and not one item devoted to evaluating the fundamental objective they arrive at, the solution.

What is the effect of having those items on the rating blank upon the

persons being rated by them? Assuming that they want to make a good showing for themselves and for their school in the final tabulation of the ballots, they will want to conform to the pattern they are expected to follow. They sense that they need not be too concerned with the quality of the solution so long as they arrive at one with at least some mention of pertinent facts; they rather become interested in contributing enough information to impress the critic that they have read something, that they are congenial individuals not given to insolence or argument, that they give due consideration for the rights and privileges of others, and, in general, that they maintain good human relations during the session. And when they are through, do they care about the solution? Why should they? The critic doesn't. And when they finally leave the conference room they do it with the inescapable feeling that just being nice in order to fit the standard criteria on the critic's blank is so superficial and inane that they resolve never to participate in discussion again.

If the above analysis is correct, then group discussion surely does not deserve the damnation and ridicule it so frequently receives. Rather the fault lies with those of us who establish the judging criteria. Now, these coaches sincerely believe that since they are asking students to discuss in a conference which seeks to be educational, they are doing it to help the students learn how to solve problems and, therefore, the emphasis should be on the techniques. Actually this is an emphasis misplaced. If a reasonable and sufficient solution is decided upon, it may be through an excellent technique and an adroit handling of well-selected data, or it may be largely through chance. But chance will not hold great odds in this game of solving



intricate social problems. On the other hand, lacking a sufficient solution, the members of the group will soon discover that there must have been something amiss as they attempted to think the problem through. Once they are aware of the inadequacy of their product, a discussion of the shortcomings of individual participants, material, procedure, and technique becomes a meaningful venture. This failure constitutes for them a problem in itself, and because they are personally involved they are motivated to discover the answer to this new difficulty. Otherwise criticism from a judge is relatively meaningless in that it lacks purpose and a clear and significant frame of reference.

Were this approach used, the learning situation would be more meaningful to the discussants and they would not so readily resort to condemning group discussion as "tea time" or a "pooling of ignorance." Group discussion would then rightfully be taught as a problem-solving process rather than just a human relations technique.

A second difficulty seems to lie in the way "objectivity" is conceived. The fact that conference discussants do not concern themselves with substantial facts and only infrequently disagree on relatively insignificant matters leads one to believe that objectivity is thought to mean the complete absence of argumentation or weighing of evidence for opposite points of view in a discussing group. Rarely do they thoroughly weigh the merits of a point of view, thoroughly air and evaluate the support for those points, much less get to the basic reasons for the differences. Again, it is probably due in part to the items on the critic's blank, but, and more significantly, to the understanding the discussants seem to have of the term, "objectivity" — that they must first of all be nice to everybody and only incidentally hope that their efforts will be fruitful in terms of a solution.

Perhaps if we look briefly at the process of solving social problems,

we shall see that objectivity, at least as described above, is neither possible nor desirable. What we consider the problem is usually a clash of ideas as to what is desirable. Someone believes the status quo satisfactory; reform elements regard it far from satisfactory and so want to establish a different and conflicting goal so that the goal is really the point at issue. To resolve such a conflict requires some means that will satisfy adequately both contending parties or that will reconstruct the beliefs of one or both parties to the conflict so as to make a common solution possible. In order to do that, however, we cannot omit from consideration those basic values each contending party holds and which compels him toward a particular goal, for it is just those values that guide and direct the course of his life. And those values come fundamentally into question when a course of action is to be decided upon; they predispose the person who holds them to a specific course of action, and a threat to them constitutes for him a threat to his ego and to his sense of security. And to the extent that this takes place—and it will except in matters of indifference to him—he can have no objectivity of the kind described above. Agreement short of agreement based on these fundamental values is no agreement at all.

In determining what is to be done in a question of policy, assuming we have described the symptoms of a problem, we need then to establish agreement on what our mutual goal shall be. Here lies the difficulty, for each of us is a different person, each has an individual background of information, experiences, meanings extracted from those experiences, preferences and prejudices, standards of value or philosophy of life. These dictate our choices as to what we regard desirable in action, because they constitute the principles which describe what we individually deem acceptable conduct. In disagreements, then, about what should be done in a given situation, we must



go back to these underlying assumptions as to what is desirable, examine them and the support for them, evaluate and compare them, try to establish common ground among them, sometimes perhaps try to reconstruct our own or those of a fellow discussant, in order to arrive at a common starting point from which we can work toward a **really** acceptable solution.

If we accept a proposed solution without agreeing on these basic principles, we accept a compromise or we just submit and "go along." Unfortunately neither of these is satisfying. Compromise is essentially a balance of power with neither side satisfied with the outcome, and it will probably last only as long as this balance of power lasts. As soon as one side believes it can force the other to accede to their demands, the ostensible peace no longer exists. Submission, too, fails in that those who submit do it involuntarily; it, therefore, begets disgruntlement and bitterness. In either event the discussion has failed. Yet is it not what discussion groups do when they believe that argumentation and evaluation of competing positions are ruled out by a misunderstanding of "objectivity?" Do they then blame the stupidity of other discussants or the "tea time" technique of much small talk about nothing?

One or more of the texts in group discussion points out that objectivity is more of an ideal to be striven for than something easily attained. Yet if some kind of objectivity is a required characteristic of those engaged in problem-solving discussion, it cannot mean deliberately refraining from presenting opposing points of view and of settling conflicts between basic principles. If it does mean that, either we have no objectivity as people today are, or we have no real solving of problems involving people who have private value-systems. Not to examine the basic and guiding principles of individuals is to freedom any discussion of means to failure, barring accident; to examine them is to clash,

probably, and to argue and, in a judged conference, get a low rating on the judging blank. What, then, might objectivity mean?

Perhaps it should be defined as a willingness to give different points of view a hearing, to admit the cogency of contrary, well substantiated arguments, to present one's own reasons for group scrutiny, and to try to see them as others see them. Negatively, it should then mean refraining from bickering about minutiae of definition, refusing to let an opposing argument be introduced, arguing just to be arguing, getting even with someone who disagreed with us before, becoming highly emotional about one's beliefs when these are under examination, side-tracking the discussion so as to circumvent the real issues, or trying tooth-and-nail to inflict our own point of view upon others whether they want it or not.

If this kind of examination of basic assumptions is fruitless and no agreement or reconstruction can be accomplished, then the difficulty will have to remain temporarily unsolved; perhaps time will enable one or the other of the parties of the conflict to adapt his ideas sufficiently to permit agreement to come about in a future conference. Agreement on a less substantial basis than that will be only superficial at best; and anything less than **real** agreement will not result in a constructive program of action which all will wholeheartedly support.

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## DO YOU KNOW—

1. The meaning of the Greek phrase *Peitho Kale Dikaia*?
2. How many states have PKD chapters?
3. What degree and order are indicated by a key with a diamond set in the eye and a pearl set in the upper center?
4. How many classes of membership there are in PKD?
5. When and where the first chapter of PKD was established?



# Ridin' The Provinces

It's with a great deal of pleasure that this issue of **The Forensic** includes a number of articles written by student members of PKD. It is my belief **The Forensic** should promote PKD, and foster improved forensic ethics. While I hope **The Forensic** under my editorship will not be considered a mere gossip sheet, I believe one of the best ways to promote our speech honorary is for its publication to contain information about chapter activities and personnel. In regard to improving forensic ethics and standards, the many favorable comments received on the debate articles contained in the January issue indorse the belief that we are moving in the right direction. I hope the student articles by CHARLES GRANDY, DON BACHNER, JON ERICSON, LES NEWVILLE, AND JUDY GARRETSON (two others were promised but didn't arrive) will stimulate you to put your ideas in print. The closer **The Forensic** comes to being a part of you, the better it becomes for you!

## SEEN HERE AND THERE—

**On January 14,** I had a had a very pleasant visit with DR. and MRS. FREDERICK B. McKAY, retired members of the Speech Department of Michigan State Normal College, Ypsilanti, Michigan. They were on their way to Florida and stopped in Columbus to visit our college. Dr. McKay was chairman and professor of speech at Michigan State Normal College from 1911-44, received the first Ph.D degree in speech from Michigan University, established the Michigan Epsilon chapter in 1921, served as Governor of the Province of the Lakes during the '30's, and was director of oratory of the Michigan Intercollegiate Speech League for six years.

**Paul Rilling,** Hiram College (Ohio, '47); M. A. degree, University of Alabama; past coach of debate at North Texas State College (Eta); now direc-

tor of forensics at Mobile Center of the University of Alabama. Paul and his debaters were attending the Deep South Debate Conference Tournament, University of Mississippi, February 18.

**Dr. B. L. Parkinson,** honorary member of PKD, has announced he will retire, after 20 years service, as President of Mississippi State College for Women at the end of the present school year.

## I HEAR—

I am including part of a very interesting letter I received which I think many of you will enjoy.

"I have been interested in PKD ever since about 1924, when I began handling the job of printing **The Forensic**. I supervised the printing of the magazine for about 20 years. One of the editors during that time persuaded the fraternity to give me the degree of honorary member, in appreciation for the assistance I had been giving the editors. I prize the honor very highly. Anyone who has been in business as long as I have has a high appreciation of the work being done by PKD. The ability to "stand up on your hind feet and say what you have to say" without using the maverick words "er" and "uh" is so rare that I wish there were ten thousand chapters of PKD. As for my schooling: Five years of my life were spent in school. I ended up just barely inside the eighth grade. The only "honor" I remember is that of receiving a note to my father that if I did not "leave the books alone" (that year the grade I was in was being accommodated in a library) I would be expelled. (What an opportunity that teacher missed to really introduce me to books and encourage reading!)

Yours truly,  
W. A. BERRY  
825 West Olive Street  
Fort Collins, Colorado."

**Colorado State College of Education** (Beta): ARDATH EVANS PIERCE, '33, head of the department of speech and director of debate and dramatics, Duncan U. Fletcher High School, Jacksonville Beach, Florida. She writes, "I feel intercollegiate forensics was excellent training for me and perhaps my most valuable college experience. I am equally enthusiastic about what a good program may achieve for high school students."



**North Texas State College** (Eta): past director of forensics and sponsor of the PKD chapter, MRS. OLIVE M. JOHNSON has retired. J. REX WEIR is the new director and sponsor.

**Carroll College** (Wisconsin Beta): GARRET DETTMAR, '50, has been stationed in Korea for fourteen months as a member of the Marines; DAVE ZIEHM is a pharmaceutical salesman for a druggists' supply house and travels Illinois, Wisconsin, and Michigan.

**Bradley University** (Illinois Delta): JOE SMITH, past president of local PKD chapter is now teaching speech and coaching debate for the American Institute of Banking in Chicago.

**Southwestern Louisiana Institute** (Gamma): DR. ROY D. MURPHY, past associate editor of **The Forensic**, writes he is back at work after several days in the hospital following a bus accident in which he and his debaters were riding on their return from the Millsaps Debate Tournament, Jackson, Mississippi.

I wonder where the Beta PKD's from **Arizona State College** and **Wheaton College** (Illinois) Mu members went on their trips, who they debated, and what happened?

**McPherson College** (Kansas Omicron): DALE M. STUCKY and DONALD R. NEWKIRK have been admitted into the partnership of the law firm of Fleeson, Gooing, Coulson, and Kitch of Wichita, Kansas. Both Stucky and Newkirk are charter members of Kansas Omicron. Both are graduates of the University of Chicago Law School, Stucky was editor of the Chicago Law Review, Newkirk was on the Board of Editors. ROY McAULEY, debate coach, has been appointed acting head of the English department. WAYNE GEISERT, charter member of the Omicron chapter, is teaching in the economics department at Manchester College. He received his Ph.D. degree from Northwestern University last summer.

Most of the PKD Province Tourna-

ments will be held during March and April. Will you make it possible to include the results of those tournaments in the May issue? Copy is due in the hands of the printer on the first of the month, so send your results **immediately following** the close of your tournament! We would also like to see who won what.

Well, we at MSCW have just tied up the sixth Magnolia Speech Tournament for college and university women. We had a good time, the grass was green, the weather warm, and the camellias were in bloom; but a deadline is a deadline, and this is March 1, so here goes the March issue to Birmingham with "thanks for again filling the 'ole mail pouch' and making the Ridin' easier and newsier."

Your Editor.

## LOUISIANA EPSILON

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dents was first held in 1936 and has been repeated each year since that time. The Seventeenth Annual Louisiana Speech Tournament will be March 20-22 this year.

In 1938 Northwestern began sponsoring the High School Speech Tournament and has continued it also throughout the years. This year it will sponsor the 15th Annual High School Tournament February 8 and 9. In another effort to stimulate speech work in the high schools of Louisiana, Northwestern held its fifth annual Debate Clinic on November 10.

The Northwestern squad has attended the East Central tournament at Ada, Oklahoma and the Millsaps College tournament at Jackson, Mississippi, this fall. Other tournaments on their itinerary include speech meets at Louisiana State University, Baylor University, and the Province Tournament of PKD. Northwestern received its chapter of PKD last summer and has not attended any of the fraternity tournaments. The members of the local chapter are looking forward to meeting other members of PKD at the Province this year and at the National next year.



## CHAPTER NOTES

### NORTH CAROLINA BETA

Wake Forest College began its 1951-52 debating season by sponsoring a one-day tournament and workshop for inexperienced debaters from schools in the Carolinas. First place awards went to South Carolina, Davidson, Duke, and Wake Forest.

At the Florida Invitational Tournament held in Gainesville, Wake Forest affirmative team composed of Virgil Moorefield and Kay Arant was rated the best affirmative team in the tournament and received the honor of participating in a radio debate with Mississippi University who had the best negative team.

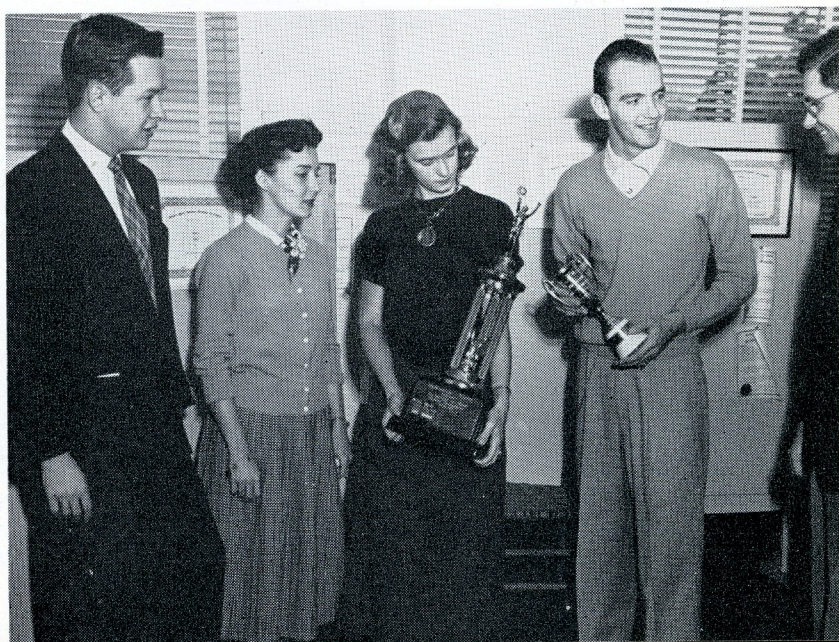
At the Miami Invitational held in Miami, Florida, February 7-9, Wake Forest negative, composed of Clara Ellen Francis and Joe Mauney, was undefeated in seven preliminary rounds and the finals to take first place honors over Florida State University's affirmative team.

Debaters Kay Arant, Glenn Garrison, and Roger Cole have qualified for membership in PKD. Second semester plans include attending the South Atlantic Forensic Tournament,

Hickory, N. C., and the tournament; director of debate Franklin R. Shirley, governor of Southeast Province of PKD, is planning for the bi-annual province tournament.

### WISCONSIN ZETA

One of the newest chapters of PKD has had a most interesting program of speech activities recently. At the request of the commanding officer in charge of recruiting for Northern Wisconsin, the sergeants who visited high schools throughout the state were brought to Wisconsin State College at Eau Claire for a speech session of training sponsored by the Eau Claire PKD group. In cooperation with the Blood Program Committee of the Eau Claire Chapter, American Red Cross, PKD members volunteered to supply speakers to appear before any civic gathering requested by the Red Cross. Another community service of the Eau Claire chapter is in connection with the Chippewa Valley Forum, one of the well established and nationally recognized community forums. The members of PKD donate free usher-



Left to right:  
Wake Forest  
debaters Virgil  
Moorefield,  
Kay Arant,  
Clara Ellen Francis,  
and Joe Mauney,  
and Coach  
Franklin R. Shirley



ing service for each meeting of the forum. PKD members also assist with the judging of high school speech affairs throughout the area.

The Wisconsin Zeta chapter members have also been active in intercollegiate forensics. At the Bradley University tournament, they were awarded five superior and 19 excellent certificates. Superior awards went to one undefeated debate team, Roy Allen for after-dinner speaking, Roma Kranzfelder in oratory, and Joan Reidy in extempore speaking and folktale. At the Red River Falls tournament, Eau Claire won the second sweepstake award with a first (Kranzfelder and Reidy) and third in B Division debate, Kranzfelder a second in oratory, and Reidy a first in impromptu speaking. At the Iowa State Teachers' College tournament, Cedar Falls, two debate teams consisting of George Gerner and Ron Allen and Norbert Tiachac and Dick Whalen were undefeated; Reidy and Kranzfelder won three of four debates; freshmen debaters Ralph Zimmerman and Mary Ellen Jenks won three of four debates; Gerner, Reidy, and Allen received superior ratings in discussion; and Gerner, Jenks, Kranzfelder, and Reidy received superior ratings in extempore speaking.

#### MINNESOTA BETA

St. Olaf College debaters placed second in the annual Red River Valley Tournament at Moorhead, Minnesota, and first in A Division debate and second in B Division at the Eighth Annual Eau Claire Speech Meet. Anita Erickson placed first in oratory and Ruth Michaelson was second in impromptu speaking at the Red River Valley Tournament. Sweepstakes honors at the Eau Claire tournament also went to St. Olaf. David Hardy and Roy Peterson were the debaters who won first in A Division.

#### MINNESOTA ETA

On February 8-9, students of the College of St. Catherine participated in the annual Red River Valley Tournament at Moorhead State Teachers

College, Moorhead, Minnesota, with Barbara Seng and Nancy Adams winning four of six debates, and Patricia Reding placing fourth in oratory. On the following weekend, the squad took high honors in the Wisconsin State College speech tournament at Eau Claire. Seng won top honors and the trophy in discussion; Lael Dudley placed second in extempore; Patricia Reding, third in oratory; Adams and Mary Lou Falvey, fifth in after dinner speaking and folklore, respectively; and Dudley and Seng, fifth in debate to compile a third place tie for sweepstakes honors. Dudley and Seng were named to the All Discussion team. St. Catherine was the only all girls school among the 29 colleges and universities who participated in the Eau Claire tournament and the only school to place finalists in all individual events.

#### WASHINGTON GAMMA

So far in 1951-52, Washington State College has engaged in two tournaments. At the regional tournament in Spokane, two Washington State College women's teams tied with a team from Seattle University for first place and won the women junior division in the Inland Empire Tournament. To date, Washington State College has won 76 debates and lost 49.

#### IOWA BETA

Central College held its six-school central Iowa practice tournament on February 12. Representatives from Coe College (Theta), Drake University (Mu), Grinnell College, Iowa State College, Simpson College (Epsilon), and Central College (Beta), participated in the tournament.

Central debaters who participated in the meet included Shirley Kooistra, John Korver, Alvin Poppen, Geraldine Punt, Geraldine Van Houweling, and Ron Zoutendam.

The Central forensic program for the spring includes attending the University of Nebraska tournament, the Iowa Forensic, and the PKD Provincial at Cape Girardeau, Missouri.



## OHIO IOTA

Top laurels at the Tenth Buckeye Tourney were shared by Case Tech of Cleveland and Kent State University, the host school. Each team won seven out of eight debates; both suffered their only loss in the last round. Twenty-eight colleges from six states vied for the championship. The top debaters received certificates of merit. Seven colleges ended up in second place with six and two records. The victories boosted Kent State's record to eighteen wins in 22 varsity debates. Kent State has one first and two seconds in three tournaments this year.

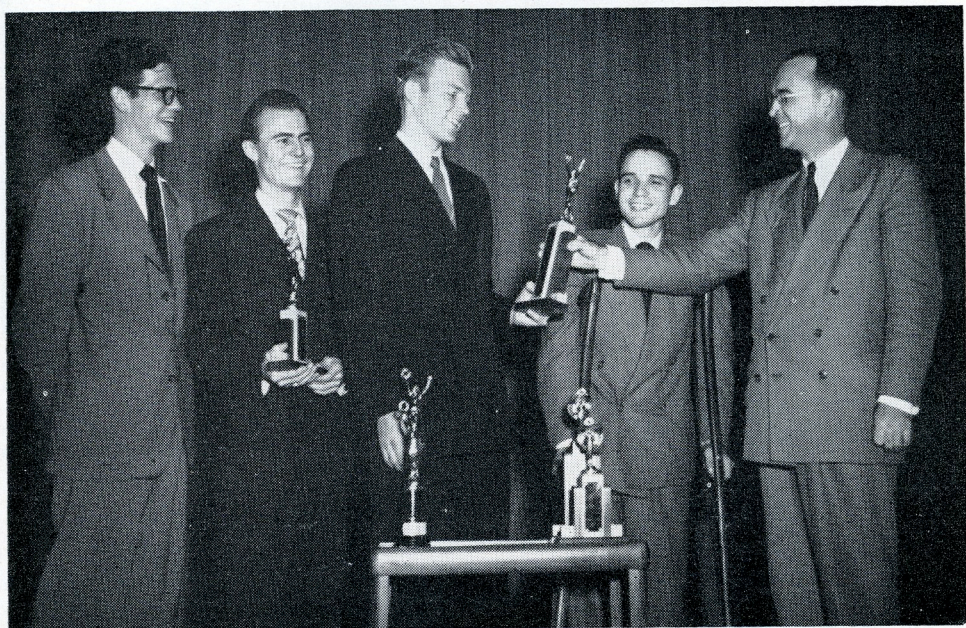
Future tourneys are the Men's Ohio Conference Tourney in Columbus, the Mt. Mercy Tourney in Pittsburgh, the Northeastern Ohio District Varsity at Kent, the Great Lakes at Bowling Green State, and the Pi Kappa Delta provincial tournament. The Ohio Iota Chapter is planning for the annual initiation which will be held early in March and for the annual recognition banquet which is scheduled for May.

## WASHINGTON EPSILON

Pacific Lutheran College debate squad attended the Western Speech Association Tournament at Fresno, California, and the team of Jon Ericson and Bill Rieke, both Special Distinction members of PKD, won first in senior men's debate with seven wins and no defeats. Bill Rieke won first in senior men's impromptu, and Alan Hatlen won second in senior men's extempe. PLC, having no women entered, won second place in sweepstakes. In the junior division, the girls' team of Joanne Schief and Janet Carson won four out of six debates. Schief won first in junior women's extempe and John Osburn won second in men's extempe, junior division, totaling for third place sweepstakes, junior division.

Pacific Lutheran College was host, January 12, to the visiting team from Australia. The question debated was, Resolved: That Federalism is more of a good servant than it is a bad master.

On January 14 and 15, Ericson, Hatlen, and Rieke were representa-



Royce Hanson and C. H. Spearman (third and fourth from left) of Oklahoma Central State College receive men's championship trophy, Millsaps College Debate Tournament, from director, Dr. E. S. Wallace. Second place winners (at left) are Mike Earney and Maurice Schnorr of North Texas State College.



tives at the Vanport Town Meeting Tournament. They spoke before audiences in the discussion form of presentation and were judged by the audiences. Ericson won first place for the second consecutive year being the first man to repeat this win. Hatlen won second place and Rieke, seventh; the three combining to win the sweepstakes by a comfortable margin for the second consecutive year.

### ILLINOIS PI

The forensic students at Northern Illinois State Teachers College opened their 1951-52 intercollegiate season by attending the Bradley University tournament, November 16-17, where Patricia Schofield and Gladys Anderson were undefeated in debate, and Schofield was one of five to receive a superior in discussion. Results of members of the squad who received excellent ratings were Virginia Kirby and Lois Nordboe in discussion, Herbert Hadesman and Charles McNames in debate, and McNames and Anderson in extemp speaking.

On December 15, McNames, vice-president of PKD chapter, assisted the speech faculty in its annual Clinic and Forensic Tournament for high schools.

As a part of the intra-mural speech program, an extemporaneous speaking contest was held January 29, and the Selke Oratorical Contest on February 4.

### WASHINGTON BETA

Seattle Pacific College sent three debate teams to the Western Association Teachers of Speech Tournament at Fresno, California, during Thanksgiving week. The junior women's team of Esther Pearson and Ilys Klopfenstein placed first in their division.

The second annual Northwest Invitational Speech Tourney was held at Seattle Pacific, January 4-5, and was sponsored jointly by the local chapter of PKD and the forensic de-

partment. Competition was held in junior, senior, and one-man debate, oratory, impromptu, interpretative reading, and extempe. Unusual snows shortly before the tourney opened reduced the participation to twelve colleges, Whitworth (Washington Delta), Centralia J. C., Seattle University, Pacific Lutheran (Washington Epsilon), St. Martin's, The College of Puget Sound (Washington Alpha), Gonzaga University, Everett J. C., Western Washington College of Education (Zeta), Northwest Bible Institute, and Seattle Pacific. Trophy winners were: junior debate—Shiela Ryan and Madean Taylor, College of Puget Sound; senior debate—Arlis Johnson and Larry Grotz, College of Puget Sound; one-man debate—Hugh Haefer, St. Martin's; impromptu—Hugh Haefer, St. Martin's; extempe—John Rydgren, Pacific Lutheran; oratory—John Rydgren, Pacific Lutheran; and interpretative reading—Weldon Ferry, Whitworth.



Left to right, Cpl. Don O. Bland, Centre College (Kentucky Beta), '49, talks over the problems of attending the Armed Forces Information School, Fort Slocum, N. Y., with Pfc. John M. Voight, Wisconsin State College (Gamma), '50.

### ILLINOIS CHI

Nine colleges from Missouri, Indiana, and Illinois attended the Greenville College debate tournament December 8. Wheaton College (Illinois Mu), with a record of eight wins and no losses, took home the trophy.



## WISCONSIN BETA

The Carroll College chapter of PKD has been very active this year, both in participating in tournaments and sponsoring meets and social functions on the campus in order to enlarge the chapter and its budget. The debaters have participated in tournaments at the University of Illinois at Navy Pier in Chicago and at Whitewater, Wisconsin, and expect to attend tournaments at Eau Claire, the University of Wisconsin, and the PKD Provincial at Cape Girardeau, Missouri.

This year, for the first time, the Beta chapter sponsored a high school invitational debate tournament in the early part of January. Schools were invited on the basis of successes in state and district tournaments so that only the outstanding seven high school teams were represented. The young people came to the college on Friday and remained until Saturday noon. The program included four rounds of debate, two elimination rounds of after dinner speaking, a banquet Friday evening, and free movie tickets. Many Waukesha firms donated banquet favors such as pencils, flash lights, and rulers. On Saturday, awards were presented to the winning team, the outstanding debater, and the winning after dinner speaker. Eugene R. Moulton, Head of the Speech Department, directed the meet and was assisted by Annette Avers as student director.

On March 15th, the Beta chapter sponsored the Coffey-Miller Marionettes in their presentation of Sheridan's "The Rivals." The money raised will be used to help pay expenses to the National PKD Convention next year.

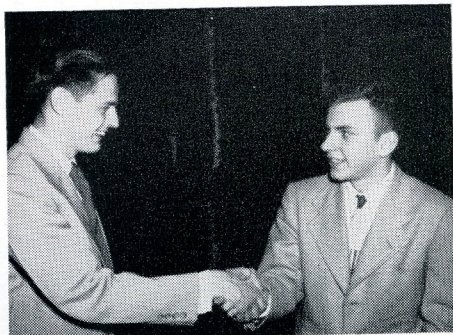
## ILLINOIS SIGMA

In the Fifteenth Annual Intercollegiate Debate Tournament held at Eastern Illinois State College at Charleston, February 2, five of forty teams went through the tournament undefeated. These teams, each winning all four debates, represented the following schools: De Pauw Univer-

sity, Illinois College, Principia College, University of Illinois, and the University of Illinois (Navy Pier).

Other schools participating were: Bradley University, Eastern Illinois State College, Greenville College, Millikin University, Illinois State Normal University, Southern Illinois University, and Western Michigan College of Education.

Henry Lee Ewbank, Jr., who joined the speech faculty at Eastern Illinois this year, is director of forensics.



Ralph Zimmerman (right), Eau Claire State (Wis.), first place winner in after dinner speaking, receives congratulations of Eugene Isaacson, River Falls State (Wis.), second place winner.

## ILLINOIS DELTA

Bradley University held its fifth annual Speech Tournament, November 16 and 17. Despite a major snow storm from out of the north, thirty-six schools were represented from eight states. Twenty-four were PKD schools. Tau Kappa Alpha was represented by Cornell College and Western Michigan. Northwestern, Illinois, Carleton, and Knox upheld the honor of Delta Sigma Rho.

Certificates of award for Superior and Excellent performance were given in debate, discussion, oratory, extempore, after dinner speaking, radio newscasting, and folktale telling. St. Olaf, the only school to win all of its debates, received two superior awards in that event. Colleges receiving the greatest number of awards in all events were: Eau Claire, Illinois, Northwestern Schools, Notre Dame, and Bradley.



The tournament was sponsored by the Illinois Delta chapter and was directed by Joan Severns, chapter president. More than two hundred students worked on committees and served as chairmen and timekeepers.

### KANSAS ACTIVITIES

Wichita University had the only undefeated team at the McPherson College (Kansas Omicron) Economy Debate Tournament, January 12th.

The Kansas Intercollegiate Debating League Tournament was held at Betheny College (Kansas Mu) March 15. The State Province oratory and extempe contests for men and women were held in conjunction with the Debating League Tournament.

McPherson College is sending a

full entry list to the PKD Provincial Tournament, March 27-29.

### MISSISSIPPI GAMMA

Seventy representatives from colleges and universities from four states participated in debate, extemporaneous speaking, discussion, oral reading, and original oratory at the Magnolia Speech Festival for Women, Mississippi State College for Women, February 29 and March 1.

The debaters from Purdue University won top honors with seven wins out of eight. The tournament was sponsored by the local chapter of PKD and was under the direction of Valerie Threlkeld, president of the gamma chapter.

## INTERCOLLEGIATE DISCUSSION

(Continued from Page 68)

However, I would like to mention the successfulness of the final round which was in the form of a convention with all the groups participating. At this meeting, the students were given an opportunity to present speeches of advocacy for the resolutions adopted by their groups. A vote was taken to determine the final decision of the entire discussion tournament.

After examining these two types of discussion, one becomes more aware that discussion still lies a great distance from a state of perfection and is at best a synthetic situation.

Perhaps a new method of discussion could be experimented with in which the purpose of discussion, to provide training in the techniques of individual and group consideration of a problem, could be more satisfactorily accomplished. The first two rounds might be devoted to viewing the problem and determining the criteria, and the last three rounds might be spent in considering three previously announced possible solutions to the question and concluding with an expression by the group of the solution they felt to be most advantageous. It would be permissible

for any of the groups to amend the original form of the submitted solutions to meet their specific ideas. Then, too, besides the rating given each individual on the basis of that person's abilities, a separate rating could be given the entire group as an indication of the ability of the group to work closely together as a unit. By also grading the group, each person would be more conscious of his individual responsibility to the group.

We, as speech students, can contribute our share toward the development of a more profitable form of discussion by evaluating discussion as it exists today and by experimenting with discussion as it may exist in the near future.

## DISCUSSION AS AN INTERCOLLEGIATE ACTIVITY

(Continued from Page 64)

let us benefit from good discussions before convictions are established. Perhaps we can learn from our collegiate experience with both, that if you want to win friends, discuss; if you want to influence people, debate.