

# Aristotle's Topics as Sources of Proof

RAYMOND YEAGER

It may be charged with some validity that our debaters in this so-called "enlightened era" develop their briefs with little knowledge or conception of logical reasoning. The debate topic, in practice if not in theory, is selected for them; sundry concerns offer "proof" in the form of quotations and statistics which relieve debaters of the necessity for research; and, indeed, stock cases appear in handbooks in October and then re-appear in debate tournaments from October through January.

As the new year starts, however, some debaters begin to realize that there are certain issues of prime importance in the proposal (and I am perforce excluding delivery). These debaters file their evidence cards and set about constructing a brief based on logical reasoning, using the former "proof" only as auxiliary aids. For these debaters who are now on the right track, I wish to present Aristotle's topics as the sources of proof.

Aristotle made probability the essential substructure of his *Rhetoric*. Men do not debate that which is known and certain. It is in the realm of speculation and controversy that argument is to be found. The *topoi* or topics that Aristotle presents are statements designed to bring to mind arguments usable for either side of a case. As Everett Lee Hunt points out, the topics constitute a "sort of rhetorician's first aid. They assist him in producing immediately, and perhaps without any knowledge of the subject, a plausible argument upon either side of a debatable proposition."

There are four possible issues in a dispute, and whether or not a debater has ever read Aristotle's *Rhetoric* he should be skilled in the handling of these issues. The debater may contend against any proposal that (1) it cannot be done; or admitting that the proposal can be accomplished, he

may contend (2) that it is unjust; or (3) that it will do no good; or (4) that it has not the importance that the opposition attaches to it. Here is the plan for attack on any affirmative plan or negative counterplan.

When an issue is in dispute under the need contention, however, the debater must bring proof to bear upon it by demonstrating (1) that the act was not committed; or if admitting the act, that (2) it did no harm; or (3) that the harm done was less than alleged; or (4) that the act was justified despite any accompanying harm.

An issue which arose under the 1956-1957 collegiate debate topic concerning economic aid to foreign countries was whether such aid resulted in a loss of prestige for the United States. The debater cannot deny the act of economic aid, but he can deny that it has caused us to lose prestige. He may also argue that any loss of prestige is slight, or that economic aid is necessary despite such a loss. We witnessed this approach in Anthony Eden's statements to the House of Commons on the Suez affair. Sir Anthony could not deny British intervention, but he vigorously argued that it was justified despite the accompanying harm.

In further illustrating Aristotle's injunction on the handling of issues, I leave myself suspect. Rather than support this point through reference to debate propositions, I call attention to our political debates. Contrary to popular opinion, there is often more logical reasoning in the arena of political warfare than in the sacrosanct exercises of collegiate forensics.

An excellent example of the handling of issues occurred on September 27, 1952, in Louisville, Kentucky, when candidate Adlai Stevenson replied to a speech by candidate Dwight Eisenhower. The Republican nominee had charged the Truman administration with direct responsibility for the Korean War. The Democratic nominee's refutation of the charge was notable Aristotelian. (1) He did not deny Truman's inter-

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vention in Korea, but argued (2) that the action in question was justified at the time; (3) that the harm done was less than Eisenhower alleged; and (4) that the Republicans were either equally culpable or mainly responsible for our lack of preparation at the time. Whether Mr. Stevenson's refutation was politically wise does not concern us here. The point I wish to make is that his debating technique was rhetorically sound and this despite the fact that Mr. Stevenson is not conversant with Aristotle's *Rhetoric*!

Returning to our collegiate debater, we note that he is usually well-supplied with vital statistics and statements by authorities. However, statistics and testimony do not *prove* an argument. Rather, they support it by indicating a trend or connoting certain areas of opinion. Too many of our present day debates unfortunately resolve into mere clashes of authorities and numbers. This is the major complaint against American debating made by our British friends who annually meet us on the forensic field of battle.

The real basis for logical reasoning lies not in facts, but in probability. For proof in the realm of probability, the debater must rely upon examples and enthymemes. Aristotle makes clear this startling statement: "Whenever men in speaking effect persuasion through proofs, they do so either with examples or enthymemes; they use nothing else." Now before you say to yourself that you do not know what an enthymeme is and would not recognize one if you saw it, may I explain that an enthymeme is rhetorical induction. In spite of all the verbiage you may find about the enthymeme, that is simply what it is.

Our debater, with his head filled with the knowledge of his subject matter, must conceive ready arguments to prove his case and to refute the arguments of his opponent. To find such arguments, he must know where to look for them. The solution to his dilemma lies in Aristotle's topics (*topoi*).

There are four general topics containing arguments common to all branches of knowledge (and I recommend that you look into them); however, I wish to limit this discussion to the universal *topoi*. Aristotle suggests twenty-eight topics, which are by no means all-inclusive, where specific arguments may be located.

A topic (*topos*) is a head, under which are grouped arguments or lines of arguments. If the debater knows what the topics are, he will know where to find the argument for a special case. The twenty-eight topics are areas or regions where we may pursue arguments as a hunter pursues game. If we are hunting for pheasant, we go to the fields where pheasant are likely to abound. If we hunt deer, we go to the forests where deer presumably live. It is so with arguments.

Space does not permit discussing each of the topics, but by illustrating several, the value of Aristotle's topics as sources of proof should be adequately demonstrated.

One of the most useful arguments in debate comes from the topic of *opposites*. If there are two things, one of which is said to be true of the other, then their opposites should also be true. For example, if we are foolish to trust our enemies, then we are wise to trust our friends. But the opposite of an argument does not always bear up under examination. Looking at the disagreement between Britain, France, and the United States over the Middle East, one might argue that if we cannot rely upon our friends and allies, then we should put our trust in our enemies!

Our debaters would do well to attack the logic of their opponent's reasoning. I have heard affirmative teams argue that United States economic aid has antagonized the foreign recipients. The opposite of such an argument should upset the proposition, for logically, if we eliminate our aid, the former recipients should be pleased. The error in reasoning is that our friends object not to economic aid but to the political strings attached. Also, if American gifts injure the pride of the people in underdeveloped countries, then financial indebtedness to us should make these people proud as peacocks—the more indebted they become, the more pride they will have! An argument which appears strong on the surface may often be destroyed through its opposite, and become *reductio ad absurdum*.

A Republican friend recently argued that since Maine elected a Democratic Governor, Georgia, its opposite, could elect a Republican Governor. The fallacy in his reasoning lies not so much in the realm of improbability as in the fact that the two are not necessarily opposites. The real argument is that if Republicans in Maine elect-



ed a Democratic Governor, then Democrats in Maine could elect a Republican Governor—much more probable, of course.

The topic of opposites that we are considering provides a veritable mine of arguments. A political speaker discussing the Taft-Hartley Act also dealt in the realm of probability, drawing his arguments from opposites. "If we talk too much in terms of labor wars," he said, "then we ought to talk in terms of labor peace." Continuing the argument, he used the same topic as the source for his proof. "If we talk too much of stopping things by law, then we must talk in terms of establishing industrial democracy." The arguments are based on the premise that if a thing is bad, then its opposite must be good.

Under the topic of *correlative terms*, we find arguments to prove or disprove that what is true in one instance should also be true in another. For example, some observers have noted that Mr. Nehru of India was quick to condemn the aggression of Britain and France in Egypt, but he was hesitant to condemn Russian aggression against Hungary. The observers argue that aggression is wrong no matter who aggresses, and that all aggressors should be condemned. What is true for one ought to be true for the others.

In advocating some governmental control of labor unions, a political speaker relied upon the topic of correlative terms for his argument. "If government, which is open to all on equal terms, grants some of its powers to unions, then unions should also be open to all on equal terms." The speaker is reasoning that what is true for one ought to be true for the other.

Another facet to the topic of correlative terms involves whether the punishment fits the crime. If a bandit kills a child, does the bereaved father have the right to hunt down and kill the bandit? In other words, does the father have the right to take the law unto himself? Or, since Israel invaded Egypt, does Nasser have the right to appropriate the property of the Jews living in Egypt? The reasoning is based on the Old Testament injunction of an eye for an eye and a tooth for a tooth. We may upset the proposition by arguing that the terms are not necessarily correlative, for two wrongs do not make a right.

The last topic I wish to illustrate concerns the *topos* of *a fortiori*—more and less.

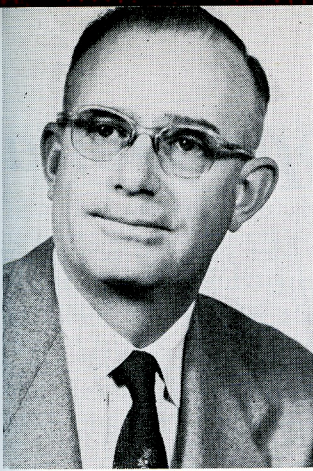
The argument is based on the principle that if the more likely thing does not happen, then that which is least likely will not occur. Or the opposite can be utilized, that if the least frequent thing occurs, then the more frequent one occurs. There are also other combinations. Here lies the reasoning in the argument that if God be for us, who can be against us. An argument from the *topos* of more and less which has frequently appeared in debate topics is that if man has the intelligence to wage war successfully, then certainly he has the intelligence to achieve peace. If we can do the more difficult thing, then we ought to be able to do the easier one.

We have heard the argument that if it is wrong to menace, then it is much worse to hurt. This is also part of the topic of more and less. Pursuing the principle, we might apply it to our prisoners-of-war in Korea who defected to the Communists. If we condemn the turncoats who have come back to us, we should condemn even more those who still refuse to return. On the international scene, we may argue that if it was wrong for Egypt to seize control of the Suez Canal, it was worse for Britain and France to attack Egypt. Returning to the debate proposition, the debater might well argue that while the advance of world communism may not have been completely halted by our economic aid, it would have been far greater without our economic intervention.

In summary, Aristotle's topics present forms of argument adaptable to debate, and, indeed, indispensable to it. Each of the twenty-eight *topoi* are lines of argument suitable for special cases. If the debater is to become skilled in logical reasoning, he should first know the topics. The special *topoi* offer arguments which may be utilized to either demonstrate the probability of truth in your proposal or to refute that probability in your opponent's argument. The topics are as necessary to debate as is the proposition itself.

If debate is to be primarily argumentation, then the debater must know Aristotle's *Rhetoric*. In it the debater will find instruction on how to handle issues under the need contention, how to attack or defend the plan, and more importantly, the places where arguments are found. Aristotle's topics are the debater's sources of proof.





**D. J. Nabors**

## *The Secretary's Page*

Chapter reports indicate a number of new sponsors this year. These include: Ronald H. Denison, Alabama College; John Lama, Monmouth College; M. Jack Parker, Southern Illinois University; Alfred E. Rickert, Franklin College; Leslie Beckter, Simpson College; Clyde G. Smallwood, North-eastern State College, Okla.; Randall M. Fisher, Northern State Teachers College, S. D.; Barbara Kersten, Black Hills State Teachers College; Virginia M. Edgett, Southern State Teachers College, S. D.; Charles M. Stantham, East Tennessee State; Edna C. Sorber, Wisconsin State College, Whitewater; and Arda S. Walker, Maryville College.

A special effort is being made to provide information for the benefit of new sponsors and chapter offices. Last year the history of Pi Kappa Delta was brought up to date and made available for the first time in twenty years. This proved to be a popular item and our supply has become depleted. A new printing of the history will be found in this *FORENSIC*. A brochure containing information and answers about Pi Kappa Delta for new members and prospective chapters has gone to the press and will be available in a few days.

The Constitution appeared in the last issue of *THE FORENSIC*. Save your extra copies for your new members. Other supplies that have been requested are being mailed from this office as time will permit. On some items, supplies have become exhausted and these will be sent to you as they become available.

Occasionally, we receive applications from graduates who did their forensic speaking more than twenty years ago. Last month an application was received which had been filled out in 1929. We continue to get orders to replace lost keys. For many graduate members the Pi Kappa Delta key increases in value with the passing of time.

Keep your record in this office up to date by sending the Form B Application each year. This may save several weeks on key orders made at some time in the future.

Last year more than 950 new members were added to Pi Kappa Delta. Total membership should pass the 33,000 mark within the next month.



# The History of Pi Kappa Delta

## INTRODUCTION

It was almost fifty years ago that two college students, John A. Shields and Edgar A. Vaughn, met for a weekend to make the final draft of a document that had been discussed by mail for several months. After the final touches had been made late one night, the boys flipped a coin to see which would have the privilege of signing it first. Thus, the Constitution of Pi Kappa Delta became a reality. One of the young authors ventured a prediction that someday as many as three hundred members might be added to the organization—perhaps even three hundred and fifty.

That the young organization was destined to serve a definite need has been proven as almost fifty years later it has granted 260 charters and added more than 32,000 members.

For a number of years THE FORENSIC included accounts of the formative years of Pi Kappa Delta. However, little has been done to bring the history up to date for almost twenty-five years. Realizing a need for a more complete history, the Public Relations Committee was authorized to prepare a history for general distribution. This version is based on a study of the historical accounts given in the early FORENSICS, an examination of records, and correspondence with the past presidents and other officials.

It would take an entire volume to record the history of Pi Kappa Delta. A complete history should contain the winners of national contests, results of business meetings, members who have served on the National Council, the record of admission of chapters and achievements of outstanding alumni. In this brief edition, no attempt has been made to include all such details; however, that is a project that the next Public Relations Committee might consider. The information assembled by the Committee was submitted to the National Secretary for editing.

## THE ESTABLISHMENT OF THE FRATERNITY

The concept which resulted in the creation of Pi Kappa Delta was the realization of the need for a means of providing recognition for orators and debaters in the small-

er colleges. The idea came to two of the Founders of the fraternity, John A. Shields and Egbert R. Nichols, almost simultaneously.

In the autumn of 1911, Shields was a junior at Ottawa University, Ottawa, Kansas, and Nichols, who had been a professor of English for two years (1909-1911) at Ottawa, began his work at Ripton College, Wisconsin, as head of the Department of Composition and Public Speaking. The two were friends and kept in touch with each other by occasional letters.

Nichols related how his debaters on a trip to Lawrence College, Appleton, Wisconsin, discovered the debaters there wearing a forensic key. Lawrence College had just been admitted to an organization, which at the time established only one chapter in a state. This suggested to the Ripon debaters the need of establishing a new organization.

In Kansas, Shields had likewise discovered the need for such a society. When the speakers in the Kansas State Prohibition Oratorical Association assembled in Manhattan, Kansas, Shields found another person, Edgar A. Vaughn, who was also interested in a means of giving recognition to orators and debaters.

The Ripon group adopted a constitution and sent it to Shields at Ottawa and it was adopted by the Kansas group with some changes. Suggestions for the design of the key were also made. After some modification, a pear-shaped key with two jewels was accepted, and the first key was ordered by Vaughn in January, 1913.

The name for the organization was supplied by Miss Grace Goodrich, a student in Greek at Ripon College. Pi Kappa Delta was chosen because it was composed of the initial letters of the phrase *Peitho Kale Dikaia*, "the art of persuasion, beautiful and just."

The Kansas group proposed the idea of including degrees as well as orders in the new society, which showed the Masonic influence—both Shields and Vaughn were Masons. Vaughn had the imagination to see the essential purpose of the organization, which was to bestow an honorary key on orators, debaters, and coaches; he wished



to show by jewelring the key the distinction of each individual.

Shields received credit for taking the action that officially launched the organization. He selected the officers from the founders and, as secretary, cast the ballot which put them into office. According to Shields' selection, Nichols became the first president; Vaughn, vice-president and chairman of the charter committee; Shields himself acted as secretary-treasurer; and J. H. Krenmyre, Iowa Wesleyan, the historian. A. L. Crookham, Southwestern College, Winfield, Kansas, and P. C. Sommerville, Illinois Wesleyan, were appointed on the charter committee.

#### THE NATIONAL CONVENTIONS, 1916-22

The first national convention of Pi Kappa Delta was held in the spring of 1916, with Washburn University, Topeka, Kansas, serving as the host chapter. The constitution was put in more complete form, the insignia and the ritual were designed, and the plans for interfraternity relations were developed.

The first contest was held at the second national convention at Ottawa University, 1918, and was a debate between Redlands and Ottawa. Later the contests became the chief feature of the national conventions. It was announced that plans were being made to establish an arrangement with Delta Sigma Rho for co-operative forensic endeavors.

The third national convention was held at Morningside College, Sioux City, Iowa, in 1920. An oratorical contest was included in the program. No debate tournament was held, but teams arranged debates to be held en route to and from the convention, and during free periods of the convention. To facilitate debate plans, Secretary Marsh suggested that the colleges adopt the same debate question, which was the first step toward the policy of selecting an official question.

#### THE DEVELOPMENT OF POLICY, 1922-26

The fourth biennial convention was held at Simpson College, Iowa, in 1922. To facilitate scheduling debates, an official question had been adopted by chapter vote for the first time in 1922. The question was: "Resolved that the principles of closed shop are justifiable." This was a period of rapid growth for Pi Kappa Delta as the society

added forty-one chapters during two years.

*Provincial Organizations.* In 1923, the chapters in some of the provinces initiated provincial conventions. These regional meetings were of historical importance since from them developed the debate tournament, the first being held at Southwestern College, Winfield, Kansas. At the close of the first tournament a prediction was made that it was not beyond reason to expect that within the next biennium other provinces would hold like meets, resulting ultimately in intra-provincial contests.

*Extempore Speaking.* Experiments were made in extempore debate in which the question was not revealed until twenty-four hours before the debate. Also the extempore speaking contest was developed and was added to the program of the 1924 national convention at Bradley University, Peoria, Illinois.

International debating brought the British system of debating before the American colleges. This tended to free debating in the United States from its rigid system of memorized speeches and increased the popularity of the audience decision. But the development of the tournament plan with its crowded program of many simultaneous debates and contest after contest on the same question forced the American schools more and more to the single expert judge, usually a debate coach, a method of judging which was gradually adopted for general use.

During Marsh's term of office, a number of Pi Kappa Delta members were interested in formulating a code of ethics. The National Council suggested that such a code covering "every phase of debate" should be undertaken.

During the early years of the 1920's there was a great deal of interest in the problem of judging. As debates multiplied in number, it became difficult to provide disinterested judges. In an effort to improve the judging, H. B. Summers, Kansas State College, compiled and published a directory of judges, listing men in all parts of the country who had served as judges and giving a summary of the estimates of their ability made by the institutions they had judged.

The fifth national convention of Pi Kappa Delta was held at the Bradley Polytechnic Institute in Illinois, April 1-3, 1924. The addition to the program of the extem-



pore speaking contests and the scheduling of separate contests for men and women in both extempore and oratory attracted more delegates. Plans were made at this meeting for the inauguration of a national debate tournament at the next convention.

#### THE PERIOD OF NATIONAL TOURNAMENTS, 1926-42

The sixth national convention was held in 1926 at Fort Collins and Greeley, Colorado. For the first time national debate tournaments for men and women were undertaken and the double elimination plan was used. At this convention the plan was adopted of holding provincial meetings in the years in which the national conventions were not held. The official debate question for 1925-26 was the proposal to control child labor by an amendment to the constitution. "The Crime Situation in America" was the topic selected for the men's extempore contest and the women's topic was "Marriage and Divorce." Pi Kappa Delta planned a certificate for proficiency in debate coaching to be awarded upon graduation to students who had been active in forensics. It was voted to publish the winning speeches of the national conventions; Volume One of *Winning Intercollegiate Debates and Orations* appeared in 1926.

*Chapter Activities.* The year 1929 marked the use of the airplane for debate travel. G. R. McCarty, South Dakota State College, and his debaters traveled by air from Oklahoma City to Chickasha to maintain their schedule. The College of St. Thomas debaters flew from St. Paul to Chicago for one of their forensic engagements.

Wichita, Kansas, was selected for the location of the eighth national convention which was held March 31 to April 4, 1930. The tournaments had developed gradually with no definite plan; however, in 1930, an organization was planned for their administration, with carefully selected officers and committees in charge of each contest. At previous conventions, a chapter could enter more than one team. At Wichita, for the first time, each chapter was limited to a single team.

*Changes in Contest Procedure.* The addition of contests in debate, oratory, and extemporaneous speaking resulted in a great increase of interest in the Pi Kappa Delta national conventions. Business sessions, side trips, banquets, and other special features

were included in the convention programs; however, the contests were the outstanding features of the conventions. During the early years of the national contests, the National Council did most of the work of planning and conducting the events. In time, special committees were appointed to take charge of the contests with a different committee being responsible for each event. In the first contests in oratory and extemporaneous speaking, the contestants were divided into several divisions for a preliminary round with the best two or three in each division competing in a final round.

In the early tournaments the double elimination plan was used with a team being dropped after its second loss. The number of preliminary rounds in debate was increased to five at the 1932 convention held at Tulsa, Oklahoma, with an elimination bracket set up for those teams that had lost none or one debate at the end of five rounds. This plan was used in the national conventions of 1934 and 1936.

The next major change in contest procedure was made in 1938 at the Topeka, Kansas convention. In debate, the preliminary rounds were dropped and each team was scheduled to debate eight rounds, with the teams being given a rating based on the number of debates won. The committee in charge of debate asked tournament directors to recommend outstanding teams that were to be "seeded" teams. These teams were placed on the bracket at regular intervals in an attempt to provide equalized competition for all teams. In the individual events, four preliminary rounds were held and the six best speakers selected for a final round in which they were ranked from first to sixth.

Another new feature of the 1938 convention was the addition of a student congress. State and regional congresses had been held for several years, resulting in a demand for such activities at the national level. The Pi Kappa Delta congress was held in the Kansas Capitol as a two-house legislature. Each chapter was invited to send one delegate to the lower house, and each province elected two senators to comprise the upper house. Interest in the congress resulted in a new attendance record for Pi Kappa Delta conventions with more than 800 delegates and visitors being registered.

At the Knoxville convention in 1940, the plan used in debate was a combination of



that used at Topeka and the earlier tournaments. Each team was scheduled to debate eight rounds and was given a rating based on the number of debates won. Teams winning seven or eight debates were rated superior; those winning six were rated excellent; and those winning five were rated good. At the end of eight rounds, eight teams were selected for a quarter final bracket with first and second place winners being selected after three additional rounds of debate.

Because of the popularity of the student congress at the Topeka convention, another congress was held at Knoxville. Several changes in the rules were made as a result of the previous congress; however, without the atmosphere of the State Capitol, the congress received less attention than the one held at Topeka.

In 1942, in the convention at Minneapolis, dissatisfaction with the combination plan resulted in a return to the 1938 pattern in which teams debated eight rounds and were rated on the number of wins and losses. The plans for the convention had already been made before the start of the war and an attempt was made to conduct the convention with as little deviation as possible. The student congress was retained as one of the features of the convention but was modified to an unicameral house.

#### THE CONTEMPORARY ORGANIZATION, 1947-60

*Post-War Conventions.* Following a five-year interim of war years, Pi Kappa Delta resumed its national tournaments in 1947. In the individual events four preliminary rounds were held and eighteen speakers selected for the fifth round. In oratory and extemporaneous speaking, the 10 per cent of the speakers ranking highest were given the rating of "superior"; the next highest 20 per cent were rated "excellent"; and the next highest 20 per cent were rated "good." The major change at the 1947 convention, held at Bowling Green State University, Bowling Green, Ohio, was the substitution of discussion for the student congress. An interesting experiment in the discussion was the use of ratings by student participants. Ratings were given in discussion on the same basis as in extemporaneous speaking and oratory, with the rating based entirely on scores given by the participants from round to round.

The 1949 convention was held at Bradley University, Peoria, Illinois. Discussion was continued with a combination plan of coach judging and judging by participants, with final ratings based on the combination scores of the two groups.

In 1951 the Pi Kappa Delta national convention was held at Oklahoma A. and M. College, Stillwater, Oklahoma; this proved to be a popular place for a convention site as delegates from 135 chapters assembled for a four-day convention. The plan for the contests had become standardized from the previous conventions. The major change at Stillwater was that of doing away with all judging and ratings in the discussion event.

The next national convention was held at Kalamazoo College, Michigan, in 1953. The decline in college attendance as a result of the Korean War was reflected in the attendance at Kalamazoo. However, the contests were held with little change from the procedure of the previous national. A distinctive feature of the Kalamazoo convention was the acceptance of an invitation that had been extended over a period of twenty-five years to hold the next national convention on the West Coast.

The 19th biennial convention was held at Redlands University in 1955 with 117 chapters sending 554 delegates. At Redlands a return was made to a five day convention in order to allow free periods for sightseeing and other special features. The growth of Pi Kappa Delta in California has been impressive with an increase from five to thirteen chapters since the close of World War II.

The 1957 convention was held at South Dakota State College, Brookings, South Dakota. A new feature added to the program was a session devoted to professional problems with Robert T. Oliver, Pennsylvania State University, as the speaker. The tradition of making a Distinguished Alumni Award was started at this convention with Senator Karl Mundt being selected to receive the award. Plans were made to inaugurate a Pi Kappa Delta forensic scholarship in honor of one of the founders, John A. Shields.

In 1959 the convention returned to the site of its 1947 meeting, with Bowling Green State University again acting as hosts. In attendance were more than 700 delegates and visitors from 135 chapters. The Distinguished Alumni Award went to



Dr. Dwayne Orton, editor of *Think*. Plans were made by the Convention for the celebration of Pi Kappa Delta's Golden Anniversary, plans especially directed toward bringing the alumni of the fraternity into the celebration.

Pi Kappa Delta has made a number of contributions to forensics for which it may be proud. It was the first of the forensic societies to hold a national convention. It was the first to sponsor an oratorical contest as a part of its program. It was the first to adopt the policy of selecting a question for all chapters to use. It was the first to add the contest in extemporaneous speaking to its national program. It was first in making an effective provincial system to sponsor activities on the regional level. Out of one of its chapters came the first debate tournament, and it was the first to add the debate tournament to its national program.

### CONCLUSION

Pi Kappa Delta is proud of its significant contributions to intercollegiate forensics. It helped to fill the period between the decline of the literary society and the development of the speech department as a major phase of higher education. The organization on a national basis was established to co-ordinate the work of the local clubs, and to give recognition to orators and debaters according to uniform criteria. Experiments were carried on with new types of speech activities, and policies were developed to guide forensics on the local, regional, and national levels.

High ethical standards have been maintained and requirements for membership increased from time to time to make affiliation of greater value. Pi Kappa Delta has provided a service magazine, *THE FORENSIC*, to members as a means of unifying the work of the local chapters and providing other information on speech and forensics.

At the regional and national level, conventions, tournaments, and congresses have been provided that have brought students together from all parts of the country. Many of these young people, otherwise, would never have had the opportunity to attend a national meeting with the many personal benefits to be gained from participation in forensic activities on such an extensive basis.

Although Pi Kappa Delta was the third fraternity of its kind to be organized, it

has become the largest in terms of the number of chapters and total membership. This may be attributed to its more liberal policy of granting charters to smaller institutions, and its more vigorous policy of sponsoring regional and national conventions and tournaments. With strict attendance requirements, as many as 145 chapters have sent more than 800 members to participate in some of its national assemblies.

Pi Kappa Delta is the only forensic society that has provided several orders in which membership may be earned and a series of degrees through which the member may progress from year to year. After three years of forensic activity one may qualify for the highest degree and the distinction of wearing a diamond in his key.

### REQUIREMENTS FOR ADMISSION

Pi Kappa Delta has endeavored always to keep its standards of admission, those which would be in harmony with the principles of an honor society. In order to do this, certain procedures have been developed which must be followed by all applying institutions.

Any group wishing to petition for a chapter of Pi Kappa Delta should make application to the National Secretary Treasurer. One of the basic factors is that of a local forensic organization upon which the chapter may be built. The chapter committee, headed by a member of the National Council and composed of selected members, will be guided by the governor of the particular province in which the school is located and by the opinion of the schools in the province.

An institution considering application should have had forensic contact with all of the schools in its area, demonstrated interest in and a desire to maintain a sound extracurricular speech program. In keeping with this, the school should have a budget sufficient to assure the continuance of the program as well as qualified faculty leadership for the same reason. Since Pi Kappa Delta is an honorary, applying institutions are expected to be fully accredited. The application should have the unqualified endorsement of the administrative officers. For further indication of strength within the school, a well-defined program of academic speech courses is desirable. No institution which has a chapter of one of the other na-

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# *The Far East— Impacts and Impressions*

WILLIAM SCHRIER

*In this issue is concluded the account by Dr. William Schrier of his experiences in Korea as a member of the University of California's Far Eastern Educational Program. As was the case with the previous article, what is printed is an excerpt from a speech prepared by Dr. Schrier after he returned to the United States. Dr. Schrier is Chairman of the Department of Speech, Hope College, Holland, Michigan.*

I would like to cover three points, each beginning with "M." My first point is the **MILITARY ESTABLISHMENT**. One of my first "Impressions" was the vast extent and nature of our military installations throughout the world. Congressman "Jerry" Ford, in one of his letters to his constituents a few months ago, referred to the fact that we now have 250 military bases located on the soil of our allies in 73 foreign areas. I've personally taught at 14 of these bases and probably visited an equal number more. In simple terms of feeding and housing, to say nothing of equipping and training over a million uniformed men in the army alone, plus some 700,000 civilian employees, that is of course a mammoth undertaking, and certainly an eye-opener to a civilian. In a speech a few years back, General Maxwell D. Taylor referred to the army as the biggest single business operation of the entire country, and no one can dispute that fact. Secretary of the Army Brucker says the army is backed up by more than 40 billion dollars worth of equipment, of which over 25 billions are for weapons.

I saw considerable of that equipment. En route to Area X in Yokohama, a residential area for U. S. personnel and dependents where my son-in-law lived, you pass a place where, as far as the eye can see, row upon row, are trucks and jeeps guarded by sentry dogs and Japanese se-

curity police. Since the peace treaty with Japan we are no longer there as occupation forces, and this equipment is for Japanese defense. Coming direct from the States and perhaps from a tour at Pearl Harbor and seeing the half-submerged battleship "Arizona," a civilian gets a rather uncanny feeling at so strange a turn of events in so short a time.

One can't help wondering, too, about the terrific financial cost of war as represented by those thousands of jeeps and trucks sitting there out in the open skies, exposed to the elements, and becoming obsolete. In fact, that impression was even more vivid at my last teaching assignment near Inchon in Korea at the 74th Ordnance Battalion, at OMAD, as it was called, Overseas Military Army Depot. Here, heavily guarded of course, were vast stores of heavy equipment, huge tires, tractors and vehicles of all kinds. Colonel Ellison, in charge at that base, told me his main job was to strike a balance between having this equipment readily available in case of a resumption of hostilities and at the same time to keep moving much of it out to Okinawa and Japan since it would be such a rich prize if it were captured.

My second "M" today is **MORALE**, defined loosely as "the state of mind" of our military men in foreign countries. Two words stand out on that score: 1) they're ready, and 2) they're very, very lonesome. Upon the matter of their military readiness for renewal of fighting, I'm obviously no expert. But a combination of little incidents put together leave me with that impression.

At the 7th Division teaching assignment on the front lines in Korea, I was often challenged by sentries: "Halt! Who goes there?" and asked to produce the password. The first time it happened, I stopped dead in my tracks—I wasn't going to take any chances with a trigger-happy G.I. of not getting back to my job at Hope College.



On another occasion there, during our smoking break midway in a three-hour class session, I started to light a cigarette, and was immediately told by a guard to extinguish it. He explained to me that a "CPX" was on, meaning "Command Post Exercise," and that a blackout was on which I, coming in the afternoon from another base, hadn't known about. Waving his gun toward the mountains, he said: "There's 40-50 guys in them thar hills and they'll be there on manoeuvres all night." I remember, too, in the early part of the course at the 24th Division, another sector of the front lines, that many absences were incurred because the enrollees were away for 10-day periods in gunnery practice on what was called Nightmare Range. In Sendai, Japan, I taught the First Cavalry Division, the actual combat troops who have now moved to Korea. I well remember an effective speech by a lieutenant there, who urged that the government make allowance for study time for those taking night courses because of the dog-weariness of students after an exhaustive day of training. From these and other little incidents, I got the impression that our military men are prepared against any eventuality and this struck me as all the more remarkable when no immediate resumption of hostilities seemed imminent.

Now the second word about the morale of both enlisted men and officers alike—they're lonely. That I'm sure of. I wish I had the necessary wizardry of words to convey to you adequately their feeling of isolation and loneliness. Especially in Korea, practically from the moment and the day that the soldiers arrive, they start counting the days when their drab, dreary 16 months of tour of duty will be over. I remember one cold bleak afternoon at this same 24th Division seeing a newly-arrived group of replacements. They hadn't yet been billeted, were standing around shivering next to their duffle-bags. I couldn't help feeling sorry for them, knowing better than they themselves did what they were in for. This was the area, you may recall, which Secretary of the Army Brucker visited in the late fall of 1955 and who thereafter said we'd have to get the boys out of tents by Christmas. With the aid of two huge searchlights on two mountains, around-the-clock construction of barracks was going on to achieve that goal.

At this particular place, existence was drab and dreary because there weren't the little luxuries of living such as at Seoul Military Post, for example, where there were hobby shops, a record and reading library, and two movie houses to choose from.

One thing that could make the lot of the servicemen brighter would be for folks back home not to forget them and to write more frequently. In my first teaching assignment at Seoul Military Post, I noticed how eagerly the soldier boys looked forward to mail call, and how crestfallen and disappointed they were when no mail would come.

And now let me take up as my third "M" the MORALS in our armed forces. In approaching this subject, the statement of James Russell Lowell comes to my mind: "The art of writing consists in knowing what to leave in the ink-pot." Similarly, the art of speaking, especially upon this delicate subject, consists in knowing what to leave unsaid. I think it was Aldous Huxley at a Hollywood party who said he didn't quite know whether it was a sign of American strength or weakness that every time one mentions "Monroe," Americans think of Marilyn rather than James!

For anything new I learned about this subject of army morals, I might as well have stayed home. I merely confirmed what I or any other adult could know, viz., that wherever there's an army, you'll find in the vicinity another army of camp followers plying the oldest profession in the world; that young men, freed from parental, church and community restraints, are subjected to unusual temptations of liquor and lust. I take a dim view of the argument that the army is a character-building organization. On the other hand, I also confirmed that, given a good home background, it is possible for servicemen to resist those temptations. Certainly, there are plenty of army agencies to help them do so: army chapels and chaplains, hobby shops, service sports, libraries, and occasional visiting entertainers. I base this observation in part upon an "over-all" impression of the personnel of my classes, although I'm not forgetting that in my classes I was dealing with "the cream of the crop," young men who were profitably spending their spare time in study on top of a full-time military job.

I find myself reluctant to make sweeping