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IT'S A WOMAN'S WORLD—Francis Bayles

MARCH 1960

The FORENSIC

OF PI KAPPA DELTA

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Prejudice Is a Two-Way Street

WALTER E. SIMONSON

Can intercollegiate debate survive as a national activity or is it doomed to a period of regionalism and provincialism? This is a question with which we have found ourselves faced. We at Mississippi Southern believe that many of the values to be gained for students in intercollegiate debating are found by traveling to tournaments in other regions. Such travel enables students to meet representatives of other schools from quite diverse regions and through these experiences enables them to learn valuable lessons in the human relations problems of getting along with people with diversant views, of learning the feasibility of enjoyably participating with such people. We make a concerted effort to try as far as the obvious limitations of budget permit to carry as many of our debaters as possible to tournaments outside our immediate region. Considering the high intellectual ability of the students who go out for debate, we feel that it is most certainly worthwhile to do all possible to guard against having the students develop in a provincialistic intellectual atmosphere. In most instances, our theory has proven correct. However, recent experiences have led us to raise the question we posed earlier.

Before proceeding further, we would like to point out, perhaps with some lack of modesty, that I am in a better position to comment on the problem we wish to discuss than most of us. Having debated as a student and undergone graduate training in the north and having coached for two years at the Wisconsin State College in River Falls before coming south, I certainly cannot be accused of having a strictly southern viewpoint. However, as Director of Public Address in one of the larger southern schools, I also am in a position where I can be sympathetic to the problems that many of my students have.

To illustrate the kind of problem that we are discussing, let me mention some of the experiences we had in a recent northern

tournament. Some of the incidents verged on the ludicrous were it not for the ramifications that they may have on our activity. For example, we had one student participating in an individual event who faced a situation of having the faculty judge ridicule her pronunciation and speech pattern. We do not wish to suggest that by any means a judge should not feel free to offer criticism of diction since certainly any speech student should learn good diction, but it would appear to us that excessive ridicule taking the form of *mockery* is hardly called for on the part of a professionally trained person. The situation is made even more ludicrous by the fact that this student was not a Mississippian, but rather had come to us from North Virginia—at a point noticeably north of the school from which this particular judge came. This situation was heightened by the fact that this particular bit of mockery came *before* the speech as he called on the student.

After one debate the debaters returned to me with complaints which though, of course, I did not hear the critique and do not know to what extent their complaint is justified, merit consideration. Apparently, one of the judges, when given the opportunity for a verbal critique after the debate, instead of discussing the debate at all, launched into a harangue at our team attacking Mississippi political institutions with which he did not agree. This is, also, somewhat amusing in that the team that he was haranguing consisted of a debater from North Tennessee and another who was not a native of south Mississippi.

One begins to wonder whether one of our teams which consists of a student from New York City and another from Connecticut would also be attacked for their southern political views just because they happen to be representatives of our institution at a tournament. We do not object to people holding any view they may wish and we do not take the position that should any of our students support southern political institutions that they should not be forced to defend them. But, it is our belief that the de-

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bate situation with the relatively unequal position of a judge holding a ballot is hardly the ideal position to launch into such a discussion. And, furthermore, it is distressing to find people entirely prejudged on the basis of what school they represent without the judges seeking to make any attempt to ascertain what their particular personal views happen to be (or for that matter paying any close attention to their diction before criticizing). It would seem only fair to suggest that if a person insisted on attacking the diction of a speaker, it might be well to listen to it first before doing so. We are not against criticism, we are not against constructive comment, we are against prejudice on the judge's part when it influences his decision in a forensic event. We do not mean to suggest the majority of coaches engage in this sort of thing, but the few who do pose a very serious problem. After one judge goes out of his way to make it clear that he had been highly influenced by what he considers to be the racial attitudes of the people whom a particular group of students are representing, it is very difficult to convince these students that the judge's comments, decisions, etc. are impartial, objective analysis of the events occurring in the debate or in any particular individual events round. This is not meant to be any sort of blanket criticism of coaches anywhere, but rather a call for all of us to re-examine our own reactions within the debate situation and to guard against allowing our prejudices to unfairly influence us either in the decisions we make or perhaps more importantly in the criticisms and comments that we offer.

When the students who travel are subjected to ridicule because they are traveling out of their region, then the educational values of such travel are lost and the activity will cease to be a national one. Consider specifically the problem that in carrying the students we are trying to get over some elements of provincialism and hyper-regionalism that some of the students may feel. Taking them into such a situation does not tend to make them more cosmopolitan in their attitudes but instead will make them, if anything, extremely defensive on things which they may not even wholly agree with, for faced with various kinds of bitter vituperations, almost any individual will seek to defend himself.

It is also interesting to note that, where-

as, over the last two years we have had a number of such instances, they almost never involved the students from any other school, but almost invariably involved the coaches of opposing schools in their relation with our students.

It is a sad note when trained professional faculty people who are supposed to be training people in objectivity are less objective and less skillful in human relations than the students they are supposed to be training. It is also somewhat disturbing to find people whose negative attitudes are occasioned by their enmity to southern prejudice in turn reflect a prejudice far more extreme than that which they feel they are attacking. The actions of the debate judges and coaches cannot be appealed to any supreme court, but we hope that increased awareness of problems of operating as a truly national activity will cause some of our colleagues to re-examine their behavior, to think before they speak and, thereby, help make the activity the educational one that it should be.

CONTEST WINNER ANNOUNCED

First place in THE FORENSIC's Cover Photo Contest announced in the January Issue has been awarded to Francis Bayles, Chico State College, Chico, California. The competition was spirited, but the judges finally gave the nod to the picture reproduced on the cover page.

From left to right, the participants in this palpitating little melodrama are Larry Morago, James Brown, Jacque Peffers, Paula Friday, and Dr. Lloyd Jones, coach of the Chico State debate teams. The letter accompanying the photo by Bayles did not say whether or not Miss Peffers and Miss Friday are members of Chico's first team, but no matter where they are debating, we don't see how they could lose many debates, at least, not as long as the judges are male.

Our congratulations to Mr. Bayles, and our condolences to those who did not win. Better luck next time. Interest has been sufficient that THE FORENSIC plans a like contest for the coming year. Does anyone have any ideas on a situation which would make a good contest subject? We are open to suggestions.

Disappearing Research

JACK HOWE

This fall there appeared on the debate scene a modern refinement of the debate handbook about which I can no longer maintain silence. I am referring to the printed debate quotations which now present ready-made evidence to the debater on a four-by-six card. To me, these display a trend and pose a problem which only the united attitude of coaches can alter, and it is in the hopes of provoking a discussion of the subject that I am now writing.

Of the many values that debate experience provides for the student, certainly training in research must hold a high place in everyone's scale. Not only should it supply training in ferreting out sources of information, but likewise in teaching that only by reading an entire article or book can one be sure a quotation is not being used out of context. Then, once evidence has been acquired, students should sharpen their powers of organization by constructing their own briefs and cases.

Years ago the debate handbook and I "squared off" against one another, but with the passage of time I have become reconciled to it as an existing evil (if not a "necessary" one). There was always the consolation, at least, that few teams were so poor as to be willing to admit their lack of personal research by lugging a handbook with them to the debate room; there was some satisfaction in knowing that most debaters were obliged to recopy the quotations from the handbooks onto cards, which meant that they at least had to read their evidence before the debate began.

This season, however, we are confronted with a new and more dangerous menace to genuine research. When the debater can purchase his research already printed on the very card from which he can read it during the debate and when such factory-prepared evidence can be used without fear of detection by judge or opponents, then a tremendous temptation has been placed in the path of sound debating.

It is well and good to say that debaters will use these cards merely as guides to their further reading and will check the validity of whatever they might wish to use in a debate. But don't we know our debaters and their eagerness for victories well enough to know that they will not be overly conscientious in these respects? Cards will be purchased by the hundreds, placed in the files, and neither read nor checked until in the heat of the debate a glance at the card index accompanying these weapons indicates one which seems pertinent and it will be immediately introduced into the debate.

Similarly, it can be argued that small college libraries are inadequate for the debaters' needs and must be supplemented. Yet, I would argue that inter-library loans and the purchase of select back issues of periodicals that are pertinent to equip a team for debate far better than such purchased evidence. In particular, if this is to be the argument in defense of such materials, then it is being confessed that the articles cited by the printed cards cannot and will not be checked as to authenticity, and the debater will be relying entirely upon the discretion and veracity of the publishing house which puts them out.

Again, someone might argue that research is not that important in debate and that the time saved for the debater can then be used on speech preparation and delivery. Yet, is it too fanciful to suppose that before long there will be obtainable on the market first affirmative and first negative speeches, legibly printed for easy reading and equipped with markings for gestures and voice inflection? Briefing has been unnecessary for years, since prepared briefs could be obtained; reading sources and accumulating cards is *passé* as of this year since quotations can be obtained already on the cards; surely speech construction has not long to wait before an enterprising publisher attacks it as well.

Perhaps I am unduly alarmed because at a recent tournament I noted a team with excellent potential using these cards. May-

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Professor Jack Howe is Director of Forensics at Southwestern College, Winfield, Kansas. He is Governor of the Province of the Plains.

In the Pursuit of Excellence— Our Constitution

FRANK T. ALUSOW

During the last biennial Pi Kappa Delta convention at Bowling Green University in Ohio there was much muttering and grumbling about our Constitution. In large and small rooms, smoke-filled and otherwise, individuals by twos, threes and clusters queried the validity of many of the provisions of the document by which we govern ourselves.

Questions and statements such as these filled the air: "The National Council is the party in power," "Why do you need such a long period of apprenticeship?," "Is it necessary that the 'machinery' roll in such a way that the Vice-President automatically becomes President?," "The National Council members should not be immediately reelectable," "So many business meetings are unnecessary," "There should be more meetings, more meaningful," "Membership requirements are too lax," "The local chapters have too little say-so!!" And so it went—often far into the night.

Many of these comments reflected sheer ignorance of the items at issue, others may be perceptive and perhaps should be pursued further.

This is not an open invitation to rifle the Constitution—far from it!

Now is the time to follow through on these grumbings. Is there light or merely heat? Study the Constitution. Examine it carefully. Peruse the history and the tradi-

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tions of Pi Kappa Delta. If weakness is found, the area should be crystallized and considered in the provincial meetings, weighed pro and con, analyzed further—and, if accepted at the province stage, should be formally presented at the next national convention.

Our Constitution is not a static, but a living document. If it is any good at all, it can bear intensive perusal and keen analytical examination. However, it should grow organically—out of past experience.

The Pi Kappa Delta Constitution does reflect, as it should, our thriving vigorous organization. It serves as a guide for the present as well as for future growth. It shapes and is shaped by the past, present, and future.

In the pursuit of excellence, *know* your PKD Constitution.

Disappearing Research

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be I am overly excited because a fine coach from a good debate school shrugged off the appearance of these cards as a matter of no consequence. Maybe I am merely so conservative as to feel that *change* does not always connote *progress* nor *labor-saving devices* mean the *good life* for debaters. If there is a valid substitute for long hours of reading and research that does not detract from the quality of debating and the benefits of it for all concerned, then both my debaters and I would like to know about it.

PI KAPPA DELTA DIRECTORY

Additions and Corrections

Chapter

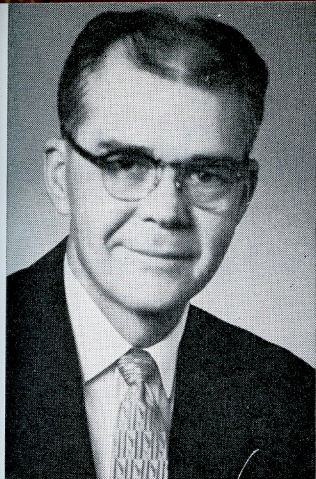
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Harvey Cromwell

The President's Page

The development of intellectual curiosity, from my point of view, is the paramount objective of real education and is the answer to the criticisms that are being directed toward American education. With intellectual curiosity we will not be content to accept an answer because it is an answer or a condition that has been with us. Instead, we will want to know the truth and replace hasty-judgments with decisions based on the intellectual pursuits of logical reasoning and scientific research.

To develop intellectual curiosity, we must learn to use our own brains instead of relying on the brains of others. We must develop the power of thought—the magic of the mind. We must know and beware of the fallacies of thought so that we may achieve a solidarity in our thinking. We must acquire the conviction of the essential beauty of truth as may be seen only through a fully disciplined mind.

I like the Pi Kappa Delta motto, "The art of persuasion, beautiful and just," because its accomplishment bespeaks a student who has met the criteria of intellectual curiosity. I also like debate because it provides an avenue for meeting those criteria. If it were not so, why has inter-school debating survived in spite of the critics who have condemned and prophesied its death for more than a quarter of a century? Why else has it grown to the place where national news commentators, congressmen, and the president express interest in the proposition selected for debate; national magazines, newspapers and organizations publish special issues, articles, and books on the topic; and more thousands of students study, analyze, and organize arguments for participation in more thousands of debates than ever before in the history of civilized man? I like debate for the intellectual awakening and growth I've seen it bring about in students.

I am proud to be associated with an organization whose membership is composed of men and women united in the ideal of free speech—the art of persuasion, beautiful and just. For almost half a century, Pi Kappa Delta members through research, leadership, and service have nurtured, encouraged, and promoted higher ethics and increased proficiency in the use of the spoken word as the means of clarifying, guiding, and protecting the democratic processes of our American heritage.

I salute you for your desire for intellectual curiosity, knowing that the America of tomorrow will be safe in your hands and man will continue to enjoy the privilege of unsuppressed speech.

Nine Simple Ways for Coaches To Win Friends And Influence People At a Forensic Tournament

ELDON BAKER

Prof. Jack H. Howe of Southwestern College, Winfield, Kansas, wrote *Six Simple Ways to Lose a Debate* in the January, 1957, issue of *THE FORENSIC*. Trusting that Prof. Howe's article has produced noticeable results, my purpose is to shift the emphasis from debaters to coaches and present *Nine Simple Ways for Coaches to Win Friends and Influence People at a Forensic Tournament*.

During the past five years, most of us have been confronted with the subject "... win friends and influence people." Books, books and more books have been written to remind us about this subject lest we become careless and forget. However, to my knowledge, no one has ever written specific suggestions on how coaches may win friends and influence people at a forensic tournament. Let the aspiring coach, therefore, take the following suggestions into consideration:

First, always complain about how far you had to walk across campus in order to arrive at the room in which you were scheduled to judge. Complaints on this matter may be directed toward any available student participants and timekeepers, but for maximum results, complain directly to the tournament director who is responsible for your discomfort. If the tournament director turns out to be a real friend, he will know better next year and schedule all events in the same building. Better yet, if you influence him strongly, he may decide *not* to hold the tournament next year at all.

Second, arrive five to ten minutes late for your judging assignment. This characteristic will show that you possess power since the event can't start without you. Moreover, being late for an event keeps the timekeeper from asking that "awkward" question, "Are you the judge?" Once you get there, though, it is advisable to complain about the room temperature and acoustics before you signal the event to commence.

Third, always complain to other coaches and especially the tournament director about the types of ballots being used. This complaint indicates that you are a scholar in your field and usually elicits an academic response.

Fourth, complain to anyone who turns your way about the high cost and low quality of restaurant and living accommodations you have been subjected to during the tournament. This shows that your tastes are high but that you still hold an eye for thrift.

Fifth, shuffle your feet, gaze out the window, or cat nap during the rounds you judge. Don't be conspicuous, but the early-morning and final rounds provide natural opportunities to display these manifestations of boredom. One word of caution is in order. When cat napping, be sure to doodle with your pencil as this gives the student participants the impression you are still commenting on the things you hear.

Sixth, it is essential that you tell the other coaches the various and new kinds of debate cases you have heard so far in the tournament. This shows that you are a good listener and eager to share the creativity and research of others. Since you don't

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Eldon Baker, Colorado Beta, '59, is a graduate teaching-assistant in speech, Purdue University.

The Persuasive Use of Evidence in Formal Argument

S. JOHN INSALATA

The most satisfying feeling imaginable to a speaker is to leave the podium, after engaging in formal argument, assured that he has proved his point. The most deflating experience imaginable to a speaker is to discover that the audience has remained unimpressed.

A determinative factor in formal argument, whether it be presented at a civic gathering, in a private or employer-sponsored debate league, in a television or radio program on current events, in intercollegiate debates, or in political disputes, is the efficient and persuasive use of evidence. Often a speaker well armed with evidence will mount the rostrum confident that he can drive home his argument but finds that the audience for some reason remains cool to his appeal. Although he does not yet realize it, the manner in which he has presented the ample evidence he carried to the speaker's stand has failed to convey its content. In some cases, poor use of "good" evidence can serve to cloud the issue rather than resolve it.

The stringent and often archaic rules of evidence employed in courtroom argument are not generally applicable to other forms of formal debate. But in their origins and purposes these specific rules were dictated by a soundness and a planning which has been perverted by the retention of certain rules long after their usefulness has disappeared. That soundness and planning is not always found in other fields. Studying the tight and tediously observed legal rules of evidence we can see that we can extract certain general principles which can be useful in all formal arguments and which contribute to the persuasive use of evidence. These arguments can be molded into the following rules.

The Use of Opinion Evidence—The

John Insalata debated three years for the University of Illinois, at Chicago, where he earned the degree of Special Distinction. He was twice a participant in West Point play-offs.

Laying of a Foundation—If opinion evidence is employed in the argument, a proper foundation must always be laid. In the courts the areas in which laymen can present opinions are very few and very well defined. The opinion of a witness is seldom acceptable unless he is testifying as to something which anyone having the ordinary experience of life could observe, i.e., that a man staggered, that a street car was moving, that there was a full moon in the sky that evening, etc. Generally, only an "expert" can give his opinion on matters contested in the courtroom. Before he will be allowed to speak, however, we must be assured that he is an expert and qualified to deliver an opinion in this particular case. The questions asked the witness to solicit his qualifications and connection with this occurrence are grouped under what lawyers call the "laying of a foundation." So highly do lawyers rate the persuasive effect of enumerating their expert's qualifications that often they will refuse an offer by opposing counsel to stipulate to his qualifications and save the time of listening the experiences of the witness.

The rule, applicable to other forms of argument, to be drawn from this courtroom restriction is that when you are citing someone's opinion be certain you have convinced the audience that this individual is worthy of their confidence. The listener must believe that this person's opinion is one deserving of great weight and reliance. This may be done by mentioning the significant books he has written, by associating him with a learned institution or project, or by calling attention to an accomplishment with which the audience might be familiar. His education, his present or past position and his honors can all, in an individual case, be important to the listener. The pitfall here is, I am sure, apparent. It is in boring the audience or wasting valuable time which could be used in presenting substantial material by "run-

ning off at the mouth" and reading too long a list of qualifications. Something short will and must suffice. But it must be something calculated to convince the listeners that this man's opinion is worth hearing.

To this basic rule that a foundation for the use of this opinion evidence must be laid, we may add other hints and conclude with the following three points of presentation:

1. Describe your source and his background fully but briefly.
2. Read the opinion in a meaningful manner, picking out beforehand the critical sentence, phrase or single word to emphasize.
3. Relate the evidence to the problem you are arguing, showing why this evidence is significant. This "clinches" the point.

Competency, Credibility and Relevancy—A second principle which can be borrowed from the legal rules of evidence is that any supporting material must be germane to the issue being discussed—it must be relevant.

While this general requirement seems, at first, elementary and one which we would assume is understood by all, we find that speakers nevertheless tend to "gang aft aglay" inserting unrelated material into any otherwise excellent and polished polemic presentation. The inclusion of the irrelevant is probably due, in part, to the speaker's inability to distinguish between competency, credibility and relevancy of evidence. In the courts evidence is competent if the law of evidence does not prohibit its introduction. The best example of this is the refusal, in certain types of cases, to allow entire classes of persons to testify. A wife, under certain conditions, cannot testify against her husband, etc. Evidence is credible if the jury believe it and they alone can determine how much of it is to be believed. Evidence is relevant if it is intimately connected with the issue at hand.

Therefore, a metallurgist can be competent because he is not disqualified from giving his opinion; what he says may be wholly believed and far from "incredible"; but he may be delivering an opinion of the metallic properties of pickaxes or shov-

els while the issue being debated is whether or not a particular kind of hammer was badly manufactured causing it to shatter and injure someone's eye. His testimony is therefore irrelevant.

It is not difficult to confuse these three separate and distinct evidentiary rules in analyzing your own arguments. You find the statement of an economist and fit it into your debate case. There is nothing in the formal regulations governing your debate to expressly exclude your quoting the economist. His testimony is, therefore, competent. Since his background does not indicate bias and his qualifications are superlative your listeners are willing to accept his views. He is, therefore, credible. But after carefully reading and re-reading the quotation you suddenly discover that, despite the impressiveness of the statement, the quotation supports your argument only in a general way and does not serve to buttress the particular point you are stressing in this part of your speech. In my own three years of college debating I found myself evolving from a fondness for the romance of language into a desire for word economy and cautious study of content.

The concept of relevancy has been described by Oliver Wendell Holmes, Jr. as a "concession to the shortness of life." The loss of time is certainly an important consideration in litigation. But in other forms of formal argument other reasons for excluding irrelevant evidence fortify the rule that only evidence closely pertaining to the matter at hand should be selected and should be used in a manner which makes its relevance readily apparent. These reasons center about the word unfairness. It is clearly unfair to one's opponent to bog down the argument in a morass of minutiae; it is also unfair to the audience to make them sit through the presentation of this material of little direct value; but it is unfair to the speaker himself, for he is competing against the clock and boredom as well as a human antagonist. The minutes wasted in introducing evidence of doubtful relevance could always be better utilized.

Inflaming the Passions, Playing to the Prejudices of the Listener—Arguments grounded in the emotions may have a favorable immediate effect but arguments based on reason, if carefully and cogently expressed, will have a more permanent

effect. A speaker, therefore, should avoid entirely emotional arguments.

In law, rules of evidence exclude anything aimed at exciting or having the effect of exciting the prejudices of the jury. This rule applies regardless of the type of evidence. Testimony, pictures, exhibits, can be excluded and the exposure of an injured part of one's body can be disallowed if the jury will be unduly aroused. Playing to prejudices in order to stimulate resentment for one's opponent is sometimes called "inflaming the passions of the jury." In formal arguments conducted outside of the court room there is no written rule of exclusion but good taste dictates and successful argument recommends that emotional evidence and accompanying histrionics be avoided. They betray the fact that the speaker has little else on which to rely and they do not convince an intelligent audience. In the long run they are of dubious value. But, as the Greek orators of old advise, a good argument takes advantage of the dignity of the speaker (ethos), reasoning (logos) and emotion (pathos). Thus, an argument can make use of some emotional appeal by employing colorful language, proper analogies, "salty" expressions and well planned openings and closings which mix both logic and exhortions to the listener's nobler, though emotional, inclinations.

If there is one universal rule in speech it is probably that there are no universal rules to be observed in making speeches. The foregoing conclusions are offered as principles of persuasion with very wide applications, but each speech must be tailored to the audience. It may seem like a contradiction but I suggest that speech is a subjective science. There are basic, formalized, almost scientifically developed approaches which can be used in designing and delivering a speech, but the choice of approach depends upon the speaker's analysis of his select audience, the formula and format most effective to this group. He alone must look inside the listener's mind beforehand to test their individual reactions to the kind of topic, organization and wording to be used. Albeit this particularization, the person faced with the problem of marshalling his evidence in a formal argument will find the foregoing generalizations gleaned from the law's centuries of experience an experiment of considerable value.

Nine Simple Ways

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have a lot of time to discuss this matter between rounds, it might be advisable to wait until lunch. More people are gathered together at this time anyway, and if you talk loudly enough, more coaches and student participants will know what the other debate teams have for cases.

Seventh, when writing criticisms on the back of ballots, never write legibly or grammatically correct. This business is just for students! Besides, student participants and coaches pay little attention to written criticisms. The numbers on the ballot are what count and tell the complete story.

Eighth, when the tournament is over, be persistent in asking the following questions: (1) "How soon will the awards be announced?" and (2) "How soon will the mimeographed results be ready?" Ask anyone who seems to be busy around the tournament headquarters these questions, preferably the tournament director. Make sure you can be heard and ask the questions five or six times in case these people have other things on their minds. Be straightforward in your questioning! Don't take "Five minutes!" for an answer.

Ninth, if your student participants don't do well at the tournament, it is protocol *not* to thank the tournament director for a good tournament; also complain about the low caliber of judging on your way out the door.

These are the nine important but simple ways for coaches to win friends and influence people at a forensic tournament. Any one method is beneficial, but a combination of all nine will guarantee maximum effectiveness. Any additional suggestions you may find that get results in the future should be worthy of note. By the way, "No Smoking" signs at a tournament mean that you make paper ash trays out of scratch paper and ignore the signs.

At the laying of a cornerstone, President Calvin Coolidge turned a spadeful of earth and then remained silent. The gathering expected him to speak, however; so the master of ceremonies suggested that few words would be fitting. Mr. Coolidge looked at the upturned earth. "That's a fine fishing worm," he said.