

THE FORENSIC

OF PI KAPPA DELTA

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Is It Time to Reappraise the Tournament System?

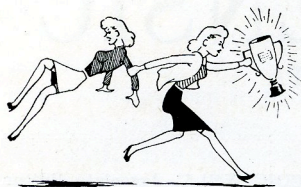
CHAS. S. TEMPLER

Minnesota Delta, Hamline University

During the past school year, I have received invitations to enter teams and individual contestants in no fewer than twelve tournaments. This does not reflect any abnormal popularity of either my students or myself. Probably almost all directors of forensics have received as many or more. The number of these invitations do, however, indicate the growing popularity of tournaments. The trend has been noticeable for some years.

Tournaments offer many advantages which must not be overlooked. The contestants get a lot of practice for the money spent. They meet opponents from a wide area. There is no worry about audiences. (You don't have any and you don't expect any.) For most contestants there is the trip into another section of the country. They like that and perhaps it is good for them. On the other hand, are there not some rather serious defects in the tournament system as now conducted so widely throughout the country? To me, at least, it seems that there are and I here register my criticisms for whatever they may be worth.

First, there is the tendency to place more and more emphasis on victory. When you attend a tournament about the first thing you see in the headquarters hotel is the trophies. They are symbols of success. If you take one of them home, you are a big shot. Your school



Come Home With the
Hardware

gets much favorable publicity. The president smiles upon you and you have your picture in the paper as the "coach of champions." Everything is a lot pleasanter if you come home with the hardware. The paper publishes little if your contestants take a beating and it is not as easy to make the school officials smile if all you have to show for your trip is an expense account. It is true that your students had valuable experience, but you can't put experience in a

trophy case. Winning a trophy is the big thing at a tournament and next in importance is winning as many contests as possible.

Now just what are some of the consequences of this desire to carry home a cup? In the first place it leads in too many cases to concentration of attention on a few of the most able debaters in the squad to the neglect of the others. Mathematically speaking it is easier to get four top-flight debaters out of a squad than it is to get eight. In tournament debating the temptation is to select the two or four best debaters and send them from tournament to tournament. At the National Pi Kappa Delta Convention I met debaters, extempore speakers, and orators who had already participated in as many as six tournaments before coming to Knoxville. Sometimes a team starts clicking in its freshman year. Then that team is likely to go right through four years of college winning trophies for Alma Mater. I know that this happens for I have seen it. The question that puzzles me is this: On what educational grounds can we justify the quadruple repetition of that same basic training? On what grounds can we justify taking the same debaters into as many as five or six tournaments in a single season? I heard one team boasting of having debated the national question ninety times during the current season. Possibly this number included squad debates, though I did not receive that impression. Even so, I wonder if those boys got value received out of the last thirty or forty repetitions.

Out of this pressure for victory also has grown the ready-made-material racket. Many a coach who disapproves of the use of such material dares not take a chance on failing to see what the we-prove-anything boys have cooked up for fear that his opponents may get an idea before he gets it. Then there is recruiting and subsidizing and questionable conduct at tournaments themselves. We deplore such practices when carried on by the physical education departments, but if one may believe stories that are passed around by the competitors and coaches at the big tournaments, there is plenty of the

same thing in connection with speech departments. Naturally it is impossible to prove these accusations except in isolated instances. However, the complaints do not appear to be confined to any one section of the country. There may be more truth in them than we care to admit.

Another weakness of tournament debating, as I see it, is that it is not adapted to any life situation. This fact was brought home to me a year or two ago when I acted on a board of three judges to decide a tournament championship debate. One of the other judges was an attorney who had not heard the question debated before. When the debate was over, the lawyer said: "I did not even know what the question for discussion was until the first speaker was half through with his speech." He went on to say that when he was in college a debater was supposed to define his terms, and lay out some background for the discussion. But that was before the days of tournament debating.

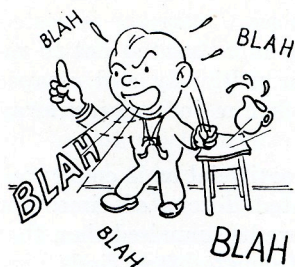
Today the teams usually go to a classroom at the appointed hour. There they meet their opponents and the judge. The judge often serves as time keeper and presiding officer also. Naturally there is no audience except an occasional scout. The judge is usually one of the coaches and may have decided as many as three or four debates that same day. He has heard all of the arguments, not once but often. On him definition, and other steps in analysis are often lost. The debaters get right down to business and begin to grind out their arguments. The judge is often tired and so are the debaters. Sometimes the judge must hold in his hand one of those packs of time cards and turn one down every minute so that the debater may know just when to shy off one argument and get into another. Often the last few cards are divided into half and quarter minutes. When the debate is over, there is usually no opportunity for the judge to offer criticism. He must hasten to headquarters to see whether he is posted for work in the next round. Often the judge is instructed not to reveal his decision, so he marks his ballot surreptitiously and escapes lest the debaters ask him a question and trick him into giving away the secret he has just sealed in an envelop.

Taken as a whole the situation is about as artificial as it could well be made. Yet this situation may be repeated dozens of times for the same team in the course of a season. Can we be surprised then that the outsider called in to judge a tournament debate often finds himself at sea wondering what it is all about? Tournament debating is all too often adapted to the coaches who have to do most of the judging and disregards the laymen who would make up the audience in most life situations. Perhaps this artificiality has no harmful effect and the speakers who stream-line their arguments for the ears of a

tired and bored coach are really showing excellent judgment in adapting their speech style to the only audience they have.

Another criticism I level at our present system of tournament debating is that it results in entirely too much time and effort being spent on one question. Consider the situation during the past year. The Pi Kappa Delta question was also the question adopted by the National Association of Teachers of Speech. It was used in tournaments all over the country and in most places it was used all through the season. Pi Kappa Delta colleges knew it would be used at Knoxville. Teams that wanted to be in the running at the national convention had to keep right in step. They could not afford to debate anything but the regular question. Most of us went right through from fall until spring attending tournament after tournament in an effort to find out everything any one else knew about the proposition. Each tournament was a kind of preparation for the next and all led to a climax in the national at Knoxville. Actually the question had no more than an academic interest after the adoption of the neutrality law in September.

The first few weeks exhausted the real interest in the question as such. Of course there remained the interest in winning debates. From October until April we listened to conflicting statistics about manganese and rubber and tin and chromium. Many believed that the question never was practical. Even extreme isolationists never advocated anything as far reaching and radical as the debate proposition embodied. Yet we could not get away from that question because it was used in nearly all of the tournaments and it is at the tournaments we do our debating and make or mar our forensic reputations. At Knoxville one of the coaches whose teams have for many years ranked uniformly high in tournaments both national and local,



They Just Unload

said to me, "I have not heard a new argument at this tournament. Every team knows what every other team knows. They have learned the cases of every winning team in all the tournaments in the country. They have been doing it all season. The main difference among teams down here is one of skill in delivery. They don't have to reason, they just unload." Maybe that is putting it a bit too strong, but the point is worth thinking about.

Still another criticism which looms large in my eyes is that most tournaments are entirely too strenuous and too long. Naturally the teams that go to the finals have it hardest. Three debates per day is considered a light work out. Four is more

usual, I believe, and I have known tournaments where as many as five clashes occurred in a single day. Things started off at eight a. m. and often did not end until ten or eleven at night. There was no time for fun and relaxation and none was provided. At a big tournament some years ago, I was called upon to judge a women's debate on the morning competition started. Both teams were good, so good in fact that they met in the finals some three or four days later. I heard the finals also and by that time both teams were tired out. They screamed at each other hysterically and hoarsely. They had been under pressure for days. Telegrams had been sent from home urging them to bring home that old mug. Their coaches had done everything but pray for them and possibly that too. One of those teams did bring home the mug, but I wonder if it was worth the effort and I wonder too, whether there is any educational justification for such a talking marathon.



"Bring Home That Old Mug"

The question that troubles me most is this: Just what effect does tournament debating, as now conducted, have upon the reputation of speech departments. Departments of speech are comparative new comers in academic circles and sit none too firmly in their saddles. Physical education departments and athletic coaches are under constant fire and their academic standing is often called in question. They are accused of putting too much emphasis on victory, of concentrating on the few who need it least and neglecting the many who need it most, of taking students away from other school duties, of scheduling too many games. These criticisms are based on some of the very same faults into which we speech people seem to be drifting. At Knoxville I talked with a coach whose teams have enviable records. He told me that he could take two full sections through a fundamentals course (three hours per week for two semesters) on less time and energy than it takes to coach his debaters through one season. (He had about a dozen debaters.) Well, that is only one man's word for it. Maybe you and I don't work that hard. I know most of us don't win as many trophies as he does.

As I see it the question boils down to this: Speech tournaments, as now conducted, widen the scope of competition, prolong its duration and increase its intensity. Can this growing emphasis on inter-collegiate competition be justified on educational grounds? Can speech departments afford to allow competition and all that goes with it to become increasingly important as the basis on which their aca-

Forensic Training As An Aid to Student Leadership

BILL BIDDICK

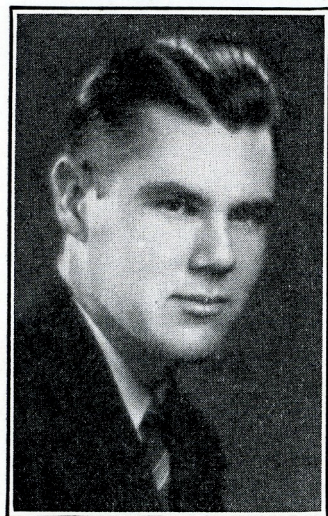
California Delta, College of the Pacific



Our 1939 yearbook at the College of Pacific began with these words, "For the first time in several years the president of the Pacific Student Association was not a debater." If we apply the fallacy that an exception proves the rule, we assume an extremely high degree of correlation between debate success and student leadership. During my four years in college this assumption has been borne out,

for 3 of the 4 presidents during that time had extensive forensic experience. And this year, the forensic squad holds not only the presidency, but the chairmanship and a majority of the Student Affairs Committee, a strong minority on the Executive Committee, and the presidency of the Junior class.

Such preponderance of representation in student administration from one comparatively small group of students interested in speech, must be accounted for by other means than pure chance. We must, assuredly, give a degree of credence to the theory that certain qualities are essential to both speakers and leaders and that many of the qualities required for these two fields are substantially the same. Perhaps we who are interested in forensics flatter ourselves by agreeing that we possess such an astonishing overabundance of the innate ability necessary for worldly suc-



BILL BIDDICK

President of the Student Body. He has participated in more than a hundred debates and in many extempore and after dinner speaking contests, winning honors in all.

cess; but after all if we can't laud ourselves in our own private magazine, what mercy can we expect at the hands of more critically minded thinkers in the exterior world?

Naturally, it is not the purpose of this article to analyze inherent patterns of action which determine the limits to which our talents may expand, but rather to suggest the methods by which forensic training develops and extends administrative tendencies.

An obvious first suggestion would be that a leader to have followers must be able to explain the path along which he chooses to lead. Intelligent voters and students of the college level do not blindly follow demagogues; they follow those in whom they have intellectual confidence, those whom they can understand and believe. This type of confidence is an example of faith on the highest plane, a faith that must be held in a true leader. This faith may be originally secured by a sincere, well-planned campaign of political oratory,—witness the overwhelming zeal accorded William Jennings Bryan at the conclusion of his Cross of Gold speech at the Democratic convention in 1896. However, the faith must be continually rekindled, and no leader will long retain this confidence who cannot fan the embers by a coherent explanation of policy to small groups and to individuals. So, it is not only the actual platform ability of the speaker which is a political asset, but also his ability to give structure to his thoughts in private conversation, an ability developed through long practice in the use of words and methods of thought expression.

From the preceding paragraph, the false impression might be received that a leader arbitrarily decides whither his followers shall go. A leader should be ahead of his followers, but at the same time restrained by them. One who would guide must not be like the French revolutionist who saw his followers rushing by bent on rioting and hastily excused himself, exclaiming, "There go my followers, I must lead them." Nor should a leader remain impervious to public sentiment, as did Grover Cleveland. A leader must find a medium between his own opinion and the opinion of those who dissent, if they constitute a sizeable group. And who could possibly be better trained in conducting a crowd to a point of view without at the same time exceeding the limits of its acceptance, than one trained to adjust verbal thoughts to an audience, and therefore to feel out skillfully the sensitivity of the thought currents and to determine the dependence to be placed on them.

President Roosevelt serves as an excellent illustration of another leadership quality to which speech training contributes, the planning and execution of policy. At a hurried glance, this attribute might not seem to be too directly connected with speech training. But a speaker should possess both originality—a spark, an ability to come through—and at the same time a logical and orderly habit of thinking. Originality and dependability are the two essentials in the formulation and administration of an idea. For example, a student-body president may wish to plan and see executed a student-body card sales drive or an orientation program for freshmen. Such programs demand a source of originality to which division chairmen can repair,

Direct Clash Debating: Recent Developments

JOHN WELDON

President, South Carolina Beta, Presbyterian College



"It's quite different from regular debating!"

"I am all in favor of this inception because it brings out basic issues and rules irrelevant material from the discussion."

"Since the recent revisions, I think direct clash has a definite advantage in searching for the basic assumptions of the question."

"With constant effort to improve this method, as has been indicated by the new rules, I may decide that this form has it over the regular debating."

"Well, I'm not sure . . ."

And so on into the night, direct clash debaters from seven states at the Dixie Forensic Tournament at Winthrop college in Rock Hill, South Carolina, expressed their varying opinions concerning this unique development in forensic give and take which began about two years ago as one coach's idea about how to improve the so-often abused regular debating. If nothing else, collegiate debaters indicated their interest in this development. They seriously discussed it pro and con.

In presenting the recent developments in this novel form of debating which has had widespread attention in forensic circles over the nation, especially in the Southeast, it might be well to recall the essential purpose of the direct clash system—to provide a means in debating whereby contestants may answer directly opponents' arguments, with particular stress upon the basic assumptions on which the discussion is built.

The revised 1940 rules of direct clash debating* give to the alert debaters and discriminating judges an all-important new power—to force discussion on the fundamental issues and on the basic attitudes and assumptions underlying these issues. The discovery of these basic issues and attitudes becomes the first objective of the debate.

The rules state: "Preliminary Period of Definition and Analysis . . . A speaker on the affirmative has 6 minutes. He shall define the terms and explain the 'plan' proposed by the affirmative. He must also present what the affirmative believes to be the basic, fundamental issues of the debate. A negative speaker then has 6 minutes

*To be published in the "Quarterly Journal of Speech," February, 1941.

to reply, in which he must indicate the issues the negative accepts for clash and those which they admit or concerning which they express essential agreement with the affirmative. The debate must then be limited to those fundamental issues upon which there is a disagreement."

In the ensuing 3 minute speech which follows the 6 minute opening negative speech, "the affirmative must indicate its fundamental attitude toward any alternative plan proposed by the negative. (And if the negative has an alternative plan it must be outlined in the opening 6 minute speech. It cannot be delayed until the debate is two-thirds over, as it is often done in the standard form debate.) The affirmative must accept or concede or protest to the judge as superficial all negative issues."

And now the judge enters. "At the close of the preliminary periods, the judge shall have the right to decide whether a protested issue is basic and fundamental . . . He may direct the teams to examine the basic assumptions behind the so-called issues."

To encourage further the abandonment of the superficial issues often so prominent in much present-day debating, the national ranking scale directs the debater to: "Demonstrate at the national tournament, or in two sectional tournaments, the ability to make clear the basic, all-important issues of the debate in the preliminary 6 minute period or the 3 minute period following. The debater shall demonstrate his ability to discover exactly where his side and the opposition first basically disagree, even though that disagreement is on some assumption either disregarded or not questioned in most of the present standard-form debates.

"Demonstrate the ability consistently to discover and test the fundamental assumption or assumptions behind each issue initiated by the opposition."

How will this work out and what will it eventually lead to? It is too early to say. But at the Mid-West Direct Clash tournament, as well as at the Dixie, held November 29-30, under the auspices of the University of Toledo, some 150 debaters from 16 colleges were in earnest discussion for two days as to what were the basic issues, assumptions and attitudes behind the national debate question for this year. The trend is gathering momentum. This innovation is causing student thought, interest and criticism wherever it has been tried.

This, surely, is a step forward. It will be interesting to watch the results at the Fourth National Direct Clash debate tournament and the Southern, Appalachian Mountain, Volunteer, Smoky Mountain, Savage, and other tournaments using direct clash debating. With its wide-spread use, direct clash will have a chance to prove its real merits and demerits.

The Citadel

RALPH M. LEE

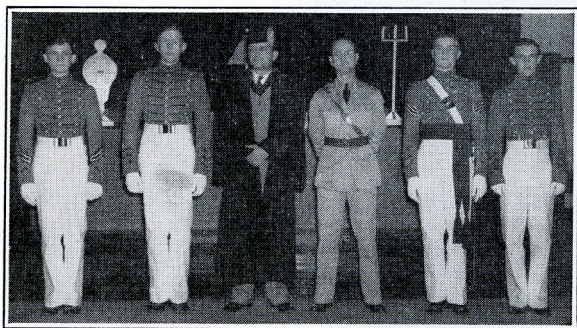
President, South Carolina Epsilon, The Citadel



The Citadel, The Military College of South Carolina, was founded in 1842, and is located on the banks of the Ashley River in Charleston, South Carolina.

Three years after the college was founded, the Calliopean Literary Society came into existence. Since that time, forensics have played an important part in The Citadel's curriculum. Two years later, in 1847, the cadet Polytechnic Society, also a forensic group, was founded.

Since the military discipline of the college offered few pleasures at that time, participation in the activities of these two societies provided practically the only diversion for members of the student body.



SOUTH CAROLINA EPSILON CHAPTER

Left to right: John C. West; Clarence E. Fouche; Dr. Warren Keith, who installed the chapter; Lieutenant Arlin M. Cook, faculty adviser; Niemann A. Terry, president; Arthur E. Thrailkill. Ralph Lee, secretary, was absent.

It was only natural that a keen rivalry developed between the two groups which resulted in many heated rounds of oratory and debate. As a result, many famous orators, lawyers, and ministers are now numbered among Citadel graduates.

At no time in its history, however, has there been more interest in forensics on The Citadel campus than there is at present. There are now four organizations which promote forensic development at The Citadel. These are: the Calliopean Literary Society, the Round Table, the International Relations Club, and the mock British Commons. The Calliopean Literary Society, oldest of the group, sponsors the debating team.

The mock British Commons was established last spring, with the three clubs as participants. This body has proven remarkably suc-

cessful in building interest in forensics, and cadets are expecting many enlightening discussions again this year.

Interest in debating has become particularly keen at The Citadel. Last year was the most successful in history for debating. Citadel debaters toured the entire Eastern seaboard, traveling nearly five thousand miles, and debating many prominent colleges and universities.

A big stimulant to debating at The Citadel was the granting of a chapter of Pi Kappa Delta last spring. The Epsilon Chapter was installed on the campus last May by Dr. Warren Keith of Winthrop College. The five charter members were: Niemann A. Terry, Ralph M. Lee, Arthur E. Thrailkill, John C. West, and Clarence E. Fouche.

The total enrollment for 1940-41 is 1332. Two-thirds of the states in the union send cadets to The Citadel. Last session, more than fifty per cent of the students were from states other than South Carolina.

The Citadel has been fortunate in having at its head one of the greatest military men of our generation, General Charles P. Summerall, who attained the highest rank the army bestows—that of a full general. Only eight men in history, including Washington, Grant, and Pershing have attained this rank.

General Summerall, however, after retiring from his position as chief of staff, was not content to rest on his laurels. He assumed active control of The Citadel in 1931, and in less than ten years has doubled the size of the student body and quadrupled the value of the plant.

With a strong faculty of highly-trained men, The Citadel offers thorough courses in ten fields of concentration—civil engineering, chemistry, physics, English, history, modern languages, political science, mathematics, pre-medical science, and business administration. A member of the Southern Association of Colleges, of the Association of American Universities, and the Engineering Council for Professional Development, The Citadel takes a place with colleges of the highest type from the academic view point.

Senior units in Infantry and in Coast Artillery of the ROTC provide opportunities for its cadets to be appointed second lieutenants in the ORC of the army upon graduation. Its graduates are eligible for direct appointment as second lieutenants in the Marine Corps, in the Army, or as ensigns in the supply corps of the Navy. More than one hundred graduates of The Citadel are now officers in the services of the United States.

From the President's Office



It is my fervent wish that the year 1941 may bring to every chapter a successful forensic record. We are debating a question of great importance, and through intelligent discussion we should be able to influence the thought of our fellow citizens.



William V. O'Connell, president of Pi Kappa Delta, accepting a plaque presented to him by J. T. Malone, director of the lecture and entertainment department of the extension division of the University of Oklahoma, on behalf of his former students and associates. Before going to Illinois Pi, President O'Connell taught in Oklahoma for several years. The plaque bore a silver-relief likeness of Will Rogers. The presentation was made while President O'Connell was participating in the fifth annual debate and discussion institute of the University of Oklahoma, October 18-19.

With the appearance of this issue of the FORENSIC, I hope you will note the appointment of our two associate editors, Professor Clifton Cornwell, of Teachers College, Kirksville, Missouri; and Professor Dana Burns, of Baldwin Wallace College of Berea, Ohio. I am sure that you join with me in welcoming these two men into the editorial fold. We feel that under the guidance of Editor Westfall, the FORENSIC will be better able to reflect the activities of the organization. I hope that every chapter will cooperate with this editorial board in order that they may continue to give us the type of magazine which will represent the best interests of Pi Kappa Delta.

As you may know, Vice-President LeRoy Laase has left Hastings, Nebraska, to take a position as Acting Head of the Department of Speech at the University of Nebraska. I am sure that the best wishes of all of us are with Dr. Laase as he begins his new work. Leaving a Pi Kappa Delta school, Dr. Laase felt that he should offer his

resignation as Vice-President. However, the Council unanimously refused to accept this resignation, because, according to our constitution, he was under no obligation to resign, and the Council was under no obligation to accept his resignation. The Council feels the need of the qualities of leadership and understanding of Pi Kappa Delta possessed by him. Therefore, we are very happy that we were able to persuade him to remain in office until the end of his term in 1942.

Duties have been assigned to the various members of the National Council for the years 1941-42, as follows: Chairman of the Charter Committee, Dr. LeRoy Laase; Chairman of the Committee on Convention Arrangements and Program, Professor Martin Holcomb; Chairman of the Committee on Convention Contests, Professor Glenn Capp; Chairman of the Committee on Inter-Chapter Relations and Chapter Standards, Professor Ed. Betz. It is hoped that chapters having any suggestions will get in touch with these chairmen at any time.

FORENSIC TRAINING AS AN AID TO STUDENT LEADERSHIP

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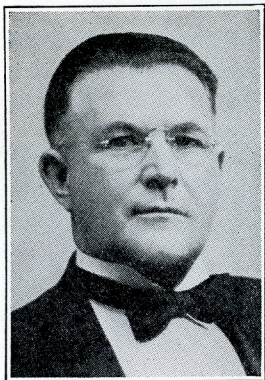
a modern cup of Baucis and Philemon. Also they necessitate an organizing mind which can distribute the available committee workers and foresee the problems which they will be called upon to face.

The acquisition of public confidence, the leading of public thought, and the channeling of public action constitute the three important contributions which forensic training can make to the college politician. Naturally these suggestions have dealt more with the philosophies of speech and leadership than with practical applications. Such accomplishments as publicity gained from forensic work and adroitness in parliamentary practice are only two of countless practical manifestations of speech work which could be considered.

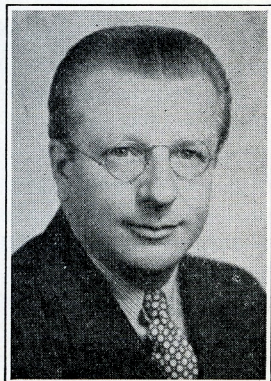
There are practical law-schools and there are theoretical law-schools. The former may be compared to mere law factories. In them much practical procedure is explained, but it is of a nature which may easily be acquired in law-practice, whereas much of the theory taught in the second type of school can never be acquired through practice. In this paper we could have considered many practical contributions which forensic training makes to student leadership ability, but I have chosen to try your patience with a pseudo-theoretical interpretation which will partake more of my ideas than would a recital of countless obvious or easily ascertainable contributions which many of you, with justification, would have included.

ASSOCIATE EDITORS OF THE FORENSIC

Prof. Dana T. Burns, Baldwin-Wallace, Ohio Alpha. For the past twenty years Prof. Burns has been head of the Speech Department at Baldwin-Wallace. He is a graduate of Ohio University, where he won the Brown oratory prize. He has done graduate work at Union Theological Seminary, Columbia, Cornell, and Michigan; and special work in speech at the Emerson College of Oratory and the Boston Lyceum School. Prof. Burns has served as a Methodist minister and is known as "The Marrying Prof." Mr. and Mrs. Burns have spent many summers abroad and have visited practically all the nations of Europe. He is a member of the city Board of Education. He has served as governor of the Province of the Lakes. He is the author of "Principles of Oral Interpretation" and a vocabulary builder, "My Word World." He is a member of Alpha Gamma, National Journalistic Fraternity, and adviser of the Baldwin-Wallace annual.



Prof. Clifton Cornwell, Northeast Missouri State Teachers. Prof. Cornwell was the first graduate of Northeast Teachers with a major in the field of speech. He has done graduate work in speech and psychology at the universities of Missouri and Iowa. Since 1923 he has been teaching speech in his alma mater and directing the speech work in the laboratory school. He is a charter member of the Missouri Theta chapter. He has attended every national and provincial meeting since he became a member in 1930, and is the immediate past president of the Province of the Missouri. Two sons are also members of Pi Kappa Delta. His hobbies follow his boyhood ambition to be a writer and entertainer. He is director of the Bureau of Alumni Activities at Northeast Teachers and in charge of newspaper publicity for the college.

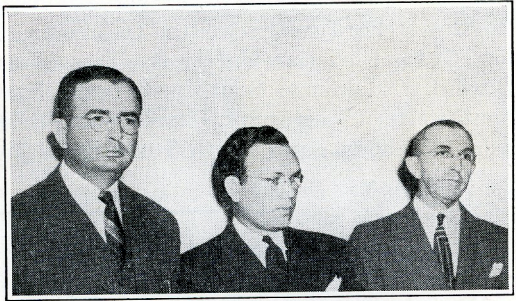


CONFERENCE OF COACHES

Representatives from eleven Pi Kappa Delta colleges and universities assembled at the North Texas State Teachers College, Nov. 1-2, for a two-day conference of forensic coaches.

At a general business meeting Saturday afternoon the group set Nov. 28-29 as the date for another meeting of coaches to be held in San Marcos at the Southwestern Texas Teachers tournament and recommended that a province tournament and convention be held the last week of March. Poetry reading for men and after dinner speaking for men and women were added to the list of contests to be held at the province meet.

Active in the Texas Conference of Coaches, November 1-2. Prof. Bullock Hyder, coach at the host college, North Texas State Teachers; Prof. Glenn R. Capps, Baylor University, National Councilman and chairman of the committee on the national debate question; Dr. E. O. Wood, Louisiana College, Governor of the Province of The Lower Mississippi.



In a discussion of general problems the group declared that judging is the weak link in tournament debates because "we are too set on 'patterns'." Advice for judges was to "watch with care the psychological situation built up that certain teams are supposed to be good. Don't sign ballots before the debate is over. Don't inform teams of your opinion on the subject. Don't try to find out who the teams are that you are judging. If you conduct a tournament, orientate the 'called in' judges as to the proper judging standards."

Critic judging should be encouraged, the coaches declared, and affirmed that the "probability of error" in judges' decisions can be cut down by increasing the number of judges and the number of rounds by having elimination rounds. Coaches were encouraged to take their teams before various civic organizations as a means of approximating more nearly a life situation and making for a more balanced forensic program.

The meeting of coaches opened Friday night at an informal reception at Marquis hall where a forum was held on Pan-American problems. Present were two North Texas students from Colombia, South America—Maria Barney and Maryvonne De Kinsky. Dr. Anna Powell, professor of history at North Texas State Teachers, who attended the Pan American Conference at Lima, was presented.

At a Saturday morning meeting Glenn R. Capps, member of the national council and national debate question chairman, presided over a discussion on the wording of the national debate question, "Resolved: that the nations of the Western Hemisphere should form a perfect union." Over the regular WFAA Saturday morning broadcast from the campus studio, Dr. E. O. Wood, province governor, Louisiana College, Pineville, spoke on "The Role of Speech in Leadership Development."

Prior to the Saturday afternoon business session a luncheon was held in the crystal room of Marquis hall in honor of Councilman Capps and Governor Wood.

Delegates were present from Louisiana College, Pineville; Baylor University, Waco; East Texas State Teachers College, Commerce; Northwestern Teachers, Alva, Oklahoma; Mary-Hardin Baylor, Belton; Texas Christian University, Fort Worth; Southeastern Teachers, Durant, Oklahoma; Southwest Texas State Teachers, San Marcos; Southwestern University, Georgetown; East Central Teachers College, Ada, Oklahoma; and North Texas State Teachers College.

CONVENTION AN ADVENTURE IN HUMAN RELATIONS

Missouri Theta Chapter of Pi Kappa Delta sponsored the Fourth Annual Midwest Speech Tournament at Kirksville, December 6 and 7. The two days were devoted to debating, poetry reading, after-dinner speaking, and social activities. In organizing for this annual activity at Kirksville, the people there try to prepare a schedule that will make the meeting a fine adventure in human relations. Attending the meeting this year were guests from 21 colleges in Missouri, Iowa, and Illinois.

The after-dinner speaking contest, one of the high-lights of the tourney, took place at the luncheon which closed the activities of the second day of the gathering.

The schedule was worked out to provide for plenty of visiting and the operation of contests on time.

The top ranking contestants in this year's tournament were: Ed-die Basham, Warrensburg Teachers, after-dinner speaking; Dorothea Claras, Kirksville Teachers, selected poetry reading; Arlo Tatum, William Penn, original poetry; Dorothea Claras, Kirksville Teachers, winner of Ted Malone book-ends; Iowa Central, Rockhurst, Iowa Teachers, Kirksville Teachers, Simpson College, William Jewell, and Graceland, men's debate; Graceland, Missouri Central, and William Jewell, junior college debate; and Kirksville Teachers and Park College, women's debate.