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THE FORENSIC

PEITHO KALÉ DIKAIA

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The FORENSIC OF PI KAPPA DELTA

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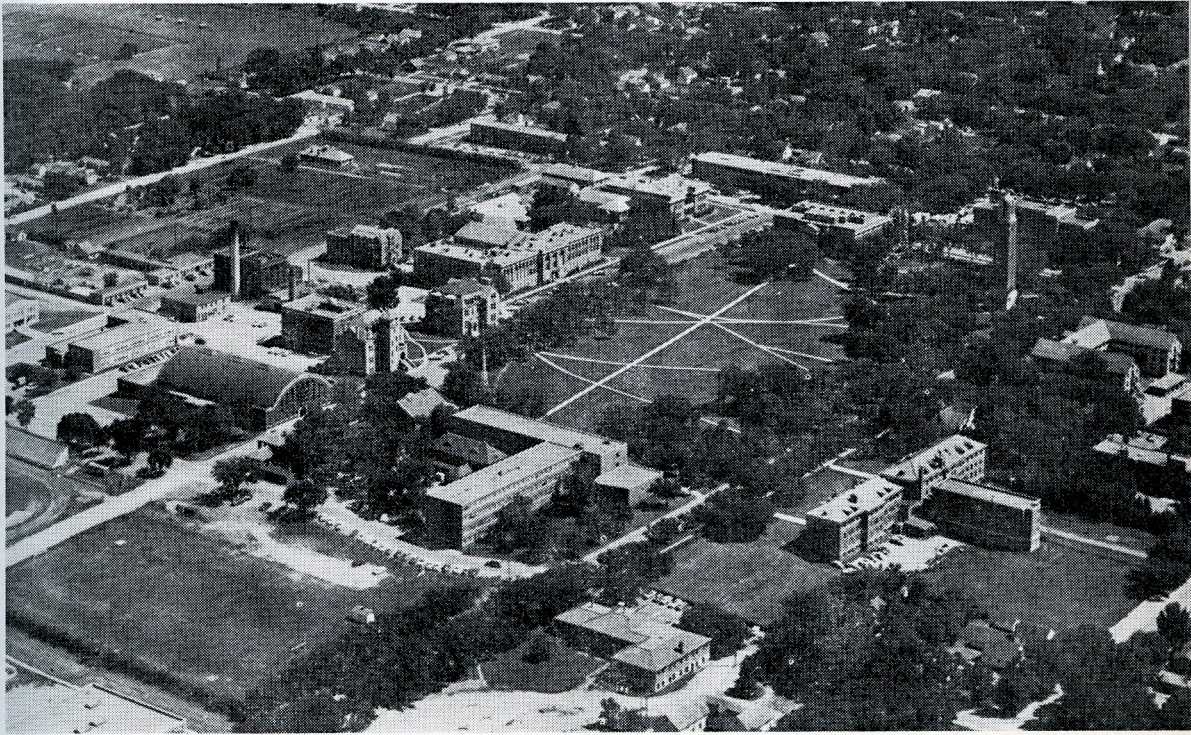
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All Roads Lead to . . .



THE NATIONAL CONVENTION

AND

TOURNAMENT OF PI KAPPA DELTA

AT

South Dakota State College

BROOKINGS

ON

APRIL 14-19, 1957

A Need Argument For the Need for Argument

ERNEST G. BORMANN*
Eastern Illinois State College

I judge a lot of dull debates during the course of the season. I don't like dull debates and I think something should be done about them. Many of these debates are dull simply because there is no argument — no real argument between the affirmative and negative teams.

As I see it there are two reasons for this lack of argument. First, I hear debates in which there is no argument because of lack of skill and experience on the part of debaters. These speakers may have worked hard and thoroughly prepared their case, indeed, they usually have, but in the debate, particularly in the rebuttals, they do not get into an argument. If there is a possibility of argument, and there usually is on most debate questions, these speakers are too inexperienced to see that possibility and pounce on it. But there is hope for them. All they need is practice and guidance plus a bit more than average intelligence. Still until that miraculous moment when they suddenly find themselves in an argument these debaters will not emerge from that almost empty classroom with the new found awareness that debating can be exciting — and until that moment, I, as judge, will continue to get up rather slowly, shake the tiredness from behind my eyes and head hopefully for my next assignment thinking maybe this time they'll get into an argument.

But the next time, I'm just as likely to hear skillful, experienced debaters go through the motions without getting involved in a real argument. The first situation can be called lack of argument through ignorance, the second can be thought of as lack of argument through design. And it is this latter situation that can most easily be changed. Here there is no need for more seasoning or training, all that is required is a change in attitude.

The present attitude of some of these skillful debaters is to avoid an argument rather than to invite an argument. Thus they prepare their cases carefully so they can declare a major argument on the other side of the question irrelevant. That is, they try to sidestep the representative arguments on the other side of the question. They attempt to get around them rather than meeting them head on. This is a rather sophisticated form of begging the question.

At other times this attempt to design cases to which the usual arguments do not apply leads the debater to approach the topic in a way that will catch the other side unawares and unprepared to deal with the novel approach. Perhaps the terms are defined in an unusual way, perhaps a strange need argument is developed and the usual need arguments are ignored.

Finally, more often than not, the debater trying to run away from an argument will design a case so that he can accept and incorporate many of the typical arguments on the other side of the question. That is, the affirmative challenges such a small part of the status quo, the negative in turn agrees that there are things wrong with the way things are going but they suggest certain repairs. In practice this frequently gets both affirmative and negative so close to debating the same case that there is little difference between them and little opportunity for argument.

During the course of a debate there are a number of things that these skillful debaters do to run from an argument. I shall mention only one, but any debater or judge can supply several more. The one that seems most prevalent to me is what I call the strategem of "reviewing the case". The team employing this strategem goes back over its previous argument and summarizes what they have already said. At appropriate points they remind the judge that the other team has not challenged

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this particular point of view. All of this is very good debate technique, of course. One method of refutation is to point out that the silence of the opposition is an argument in your favor, and keeping your case clearly before the judge is a good idea, too. However, the debaters employing this technique usually spend all of their time in rebuttal, reviewing and restating their previous arguments, loudly asserting that they still stand, without mentioning the areas in which they have come under attack from the other side.

If both teams follow this strategy, we have the spectacle of two teams grimly hanging onto their prepared arguments, summarizing them nicely, pointing out, and justly so that the other side has not answered the challenge of their case. It's like two boxers standing back to back throwing vicious punches at the empty air.

Well so what? What difference does it make if no argument develops? We still make the trips, we still get the speaking experience, and quite often we still win; perhaps we win more often because we've outsmarted them.

Speaking as a judge it makes a lot of difference to me. No argument, no interest, no excitement, no opportunity to see how skillful the debaters are at ripping apart an argument, at challenging evidence, at pointing out errors in reasoning, and this ripping apart of an argument is really the cream of debating for my money.

Having an argument makes a difference to the debater too. He has more fun and believe it or not, the more arguing he does

the more debates he wins — for those interested in that sort of thing.

What's the answer? My answer is simple. Debaters, bite off a man-sized burden of proof if you are the affirmative. Really challenge the status quo. Invite an argument — don't run from it or side step it — ask for it and meet it head on. If you are on the negative, do the same. Take a firm stand. Don't hedge and concede in the direction of the affirmative until you narrow the difference between you to practically nothing. Take up the affirmative invitation, concentrate on the areas of disagreement — spend most of your time in rebuttal arguing and don't summarize any more than absolutely necessary.

It is easier to give this advice than to follow it. Refutation is hard work. You have to be tough minded to bore in and argue. Our natural laziness makes it easier to shift ground or ignore an argument than to deal with it head on. Refutation has to be studied and practiced, the techniques of destroying an argument are not easily mastered. Refutation requires brains, more brains than are required for a pleasant voice and good posture on the platform, more brains than are required to organize a speech — you have to have a quick mind and a good one and you have to be able to explain yourself in just the right way.

But refutation gives you the biggest rewards in debating — bigger rewards even than winning — excitement, fun and mental discipline. My case can be stated simply. For the sake of the judges and for your own sake in your next debate, invite an argument and when it comes, meet it head on. You'll not be sorry.

COLLEGE DEBATE: *"Shift From Reality"*

B. W. HOPE, *Marshall College*

When college debate squads took up the guaranteed annual wage question last Fall, they stepped into the arena of national debate — into the midst of an active controversy among economists, labor leaders, and industrial managers. In their speaking on this question, our college students became active participants in this national debate. This, presumably, was the other big companies. Before this, and to

objective of those who phrased the proposition. How better provide realistic and effective training than by setting the trainees to grappling with the same proposition that the professional debaters were trying to cope with?

What was that national debate about? Primarily, it concerned labor demands for the wider adoption of plans like those agreed to by Ford, General Motors, and

other big companies. Before this, and to some extent with this, it had concerned the feasibility of traditional guaranteed wage plans like those of Hormel, Nunn-Bush, and Proctor & Gamble. It also involved, of course, general demands for increased unemployment benefits under present unemployment compensation systems.

This, you may recall, was where we stood in October. Now, in April, it has become a little hard for me to remember that stage of the season when we first became involved in the national G.A.W. controversy. I wonder if other coaches, and their debaters, feel themselves to be as remote from that national debate as I now seem to be?

How long has it been since I heard a debate in which one team proposed, and the other team attacked, a plan like those the unions have been advocating, and management opposing? How long has it been since anyone argued for anything resembling the older GAW plans such as the Hormel plan?

Much more typical of the debates I've been judging is one I heard at Grove City, in which the affirmative argued for Federalization of unemployment compensation, and the negative for a plan involving the taking over of state unemployment systems by private industry. In other debates, I've heard the negative argue for Federalization, and the affirmative for the private industry plan. At every tournament, similar plans have flourished in endless variety.

Some of these plans seem to have their origins, at least, in the recommendations of authorities in the field. Others seem to be almost entirely the product of debater's fertile imaginations. So far as I can discover, none of them are conspicuous in current controversy — outside the precincts of the college debate tournament.

How and why, then, did we happen to shift from the type of plan which is being actively tried and advocated, to this species of solution? My own debaters have defended the shift on grounds both of definition and of strategy. Negative teams are able to argue that neither the traditional GAW plans nor the current SUB plans really "guarantee . . . an annual wage." The affirmative, therefore, finds it simpler and easier to present plans which conform, technically, to the terms of the

proposition, rather than to dispute this negative challenge. And, strategically, the unusual plan, the "different" plan is easier to defend, by either affirmative or negative, than is the standard proposal with which everyone is familiar.

Always operating, of course, is what we might call the "law of the magnetic middle" — the tendency of both sides to minimize their burden of proof by taking up a position as close to the opposition as possible — and perhaps at the same time trying to force the opposition to defend the most extreme position that the terms will allow.

We have all observed, I think, similar "shifts from reality" in debates on other propositions. I remember particularly a debate between American and British teams on the proposition (as I recall it): Resolved, that the Welfare State endangers our liberties. This, too, was a living proposition, drawn from the current controversy over the merits and dangers of welfare measures here and in Britain, and I am sure that the audience came to this debate expecting to hear the proposition argued in terms of this current controversy. But the American affirmative refused to be concerned with any actually existing system — not with the New Deal, or the Fair Deal, or with the welfare programs in Britain, Sweden, or anywhere else. Instead, they strategically defined "welfare state" in terms of some theoretical system of the most extreme sort, and, despite the negative's efforts to argue in defense of the British welfare state, the debate moved from the real world into the realm of hypothetical speculation.

In judging debates on the GAW question, I have been struck by the curious contrast between the hardheaded way a debater will hammer away at technical flaws in existing plans or procedures, and the blissfully easy way he will concoct paper plans designed to correct, with a twist of the wrist, all these evils. I am reminded of the type of investor who will shrewdly advise against buying GM stock, for example, because the company has reduced a dividend or lost a fraction of its market, but who jumps at the chance to invest his savings in a scheme for finding uranium in some unknown desert.

Now, I do not wish to exaggerate the extent of this "shift from reality", or even

CHAPTER DIRECTORY

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Beta—Alabama College, Montevallo
Gamma—Spring Hill College, Spring Hill

ARIZONA

Beta—Arizona State College, Tempe

ARKANSAS

Beta—Ouachita College, Arkadelphia
Epsilon—Southern State College, Magnolia

CALIFORNIA

Alpha—University of Redlands, Redlands
Gamma—California Institute of Technology, Pasadena
Delta—College of Pacific, Stockton
Epsilon—University of California, Los Angeles
Zeta—Pepperdine College, Los Angeles
Eta—San Diego State College, San Diego
Theta—Pasadena College, Pasadena
Iota—Chico State College, Chico
Kappa—Upland College, Upland
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Beta—Eureka College, Eureka
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Delta—Bradley University, Peoria
Zeta—Monmouth College, Monmouth
Eta—Illinois State Normal College, Normal
Psi—McKendree College, Lebanon
Iota—North Central College, Naperville
Lambda—Shurtleff College, Alton
Mu—Wheaton College, Wheaton
Nu—Western State College, Macomb
Xi—Augustana College, Rock Island
Omicron—DePaul University, Chicago
Pi—Northern State College, DeKalb
Phi—Illinois College, Jacksonville
Rho—The Principia, Elmhurst
Sigma—Eastern State College, Charleston
Tau—James Millikin University, Decatur
Upsilon—Southern Illinois University, Carbondale
Chi—Greenville College, Greenville
Psi—University of Illinois at Chicago

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IOWA

Beta—Central College, Pella
Delta—Morningside College, Sioux City
Epsilon—Simpson College, Indianola
Eta—Upper Iowa University, Fayette
Theta—Coe College, Cedar Rapids
Iota—Westmar College, Le Mars
Kappa—Buena Vista College, Storm Lake
Lambda—Dubuque University, Dubuque
Mu—Drake University, Des Moines
Xi—Luther College, Decorah

KANSAS

Alpha—Ottawa University, Ottawa
Beta—Washburn Municipal University, Topeka
Delta—Southwestern College, Winfield
Zeta—Kansas State Teachers, Emporia
Theta—Kansas State Teachers, Pittsburg
Kappa—Baker University, Baldwin City
Lambda—Sterling College, Sterling
Mu—Bethany College, Lindborg
Nu—Fort Hays State College, Hays
Xi—Bethel College, North Newton
Omicron—McPherson College, McPherson

to present it as altogether unjustified or entirely undesirable. But it does seem to me to represent a tendency in academic debating which should be viewed with concern, if not with alarm. Superficiality and insincerity are common charges against debating — and they are charges which often carry most weight with our best students. We should be careful, I think, to avoid tendencies which make us vulnerable to such criticisms. Without, therefore, insisting too strenuously on “the evils of the present system”, or even offering a “plan to cure these evils”, I should like to suggest a set of principles which might help to keep this tendency within bounds. In our coaching and judging debate, then, I would suggest:

1. There should be a strong presumption that the intent of a proposition is to encourage realistic discussion of the problem, and, therefore, a strong presumption in favor of definitions and analysis which make for discussion of the actual life situation, and of solutions which are actually being considered by responsible people in the field. (We should, of course, try to formulate propositions which themselves facilitate realistic definition and analysis. It sometimes seems that the element of unreality is built into our debate propositions, and this has been charged against the CAW question. But this is a complex and difficult problem in itself.

2. Specifically, as between two proposed but untried plans, there should be a strong presumption in favor of the plan which has been advanced by the expert in the field, for the consideration of his fellow experts, as against the plan which has been invented by the college student for debating purposes.



Discussion Event to Continue

By LARRY NORTON

General Contest Chairman

FOLLOWING THE Redlands convention President Nelson appointed a special committee with Ira G. Morrison as chairman to study discussion as a contest event. The subject was also discussed at most of the province meetings this past year. The national council is most appreciative of the many valuable comments and suggestions submitted by the committee, by individuals, and by province officers. Considerable study was given to these suggestions at the summer meeting of the council. It is apparent that the majority of Pi Kappa Delta sponsors wish to continue the discussion event at our Brookings convention. It is also clear that these sponsors desire a change in the discussion pattern and that any new format should be conducted on an experimental basis. The council, drawing upon suggestions submitted, has set up the following procedure to be used for the discussion event at Brookings. All convention and contest rules will appear in the January *Forensic*. However, since there will be some major changes in the discussion event, we believe it will be helpful to know the principal features at this earlier date.

There will be five rounds of discussion on the national question. The first four rounds shall have a maximum time limit of one hour and thirty minutes. The maximum time for the fifth round shall be two hours. The approximate areas to be considered in each round shall be as follows: Round I — Definitions and delimitation; Round II — Analysis; Round III — Possible solutions; Round IV — Evaluation of solutions; Round V — Preparation of written report.

In each of the five rounds a single critic shall evaluate each participant on two major factors: 1) interpersonal relations, and 2) knowledge of the subject and mastery of discussion techniques. Each factor shall be given a rating from one to five. A perfect score for a participant in one round shall be ten. The student chairman shall be given a rating from two to ten, in each round, based on criteria for evalua-

tion of chairmen. A maximum score of fifty is possible for any participant during these five rounds. The written report, prepared by the group in round five, shall be judged by a panel of critics. The report shall be judged on five factors each of which shall be given a maximum of five points or a total maximum of twenty-five. Each participant in the group will have this group rating added to his individual score. The panel of critics shall be composed of authorities in the area under discussion and shall not be regular convention judges. Suggestions for the form of this written report will be given to each group at the beginning of round five.

The final twenty-five per cent of the discussants score shall be obtained from students ratings of each other recorded at the conclusion of round five. Each Pi Kappa Delta chapter may enter a maximum of one man and one woman in discussion. There will not be separate contests for men and women but men and women will be evaluated separately in determining the final ratings at the conclusion of the convention. An entry in discussion may enter one other individual event — oratory or extempore. The discussion entries shall not be entered in debate which is scheduled to occur at the same time as discussion.

The student chairman for the first round shall be designated by the contest event chairman and shall be listed at the top of the ballot. The chairman for other rounds shall be chosen by the group members at the conclusion of the previous round. Sweepstakes points will be awarded as follows: five for Superior, four for Excellent, three for Good, and one for participation. The upper ten per cent of men discussants will be rated "Superior"; those in the next twenty per cent will be rated "Excellent"; those in the next thirty per cent will be rated "Good". Likewise, the upper ten per cent of women discussants will be rated "Superior", etc.

We hope that the experimental form as outlined will be worthy of everyone's best efforts and thereby contribute to the success of our next convention.

University of Houston

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Pictured are the members of the University of Houston (Texas Omicron) Chapter of PKD. The picture was taken at the annual forensics banquet May 18, 1956. Seated from left to right: Patricia Stallings, Charles Ledbetter, Frank Mize, Anita Broad, Jerry Mize, Jack Terry, and Gloria Goatcher. Standing from left to right: Dr. Robert L. Scott, Sponsor, Robert Williams, Ned Bobkoff, Robert Spell, Richard Morrow, Donald Alford, Chapter president, Richard Zaner, and David DuBose.

On March 16, 1956, Dr. Robert L. Scott installed the Texas Omicron chapter of Pi Kappa Delta at the University of Houston. At that time seventeen members were initiated: Bernie Burrus, Charles Ledbetter, Ned Bobkoff, Donald Alford, Patricia Stallings, Richard Morrow, Richard Zaner, Jack Terry, Robert Spell, Frank Mize, Gloria Goatcher, Neal Parker, Anita Broad, Bob Williams, Dave DuBose, Donn Fullenweider, and Jerry Mize. Dr. Scott, director of forensics at the university, became a Pi Kappa Deltan as an undergraduate at Colorado State College of Education (Colorado Beta). Since he joined the speech staff at Houston in 1953, he has been working to get a chapter established here.

Texas Omicron participated in its first PKD activities at the convention and tournament of the Province of the Lower Mississippi held at Texas Christian University March 29, 30, and 31. Donald Alford, president of Texas Omicron, received the chapter's charter from D. J. Nabors, national secretary-treasurer.

Authorized to operate as a junior college in 1927, the University of Houston was established as a four-year institution in 1934. Originally the university operated as a part of the Houston Independent School District. In 1945 the university was legally

given a separate Board of Regents and a graduate program was established. The University of Houston is a relatively young institution, but its forensic program is much younger.

Forensics was established as a vital extra-curricular activity in 1949 by Dr. Otis M. Walter, chairman of the Department of Speech. Dr. Walter directed the activity until 1953 when he reluctantly relinquished a flourishing program to concentrate on administering the expanding Department of Speech. In spite of the comparative youth of the program, Houston debaters have established an outstanding record in Southwestern debate circles. In seven years of intercollegiate competition, Houston has produced teams good enough to represent District III at the West Point Tournament five times. This year Charles Ledbetter and Donald Alford, both juniors, debated for Houston at the military academy.

In addition to intercollegiate competition, the forensic program at Houston has emphasized parliamentary debate, demonstration debate, and discussion groups on and off the campus. The present members of Texas Omicron feel confident that the presence of a PKD chapter will stimulate even greater interest in forensics at the University of Houston.

The Ultimate in Public Address

BILL COX, *Student*

Western Washington College of Education

One night a shabby, lonely young painter ceased his constant roaming about the streets of Vienna and entered a theater. The film, "The Tunnel" was showing that night and during the course of the movie a scene appeared which portrayed an agitator rousing the working masses by a fanatical speech. The painter left the theater with an impression that burned in his mind as a raging fire. It is said that he almost went insane, "for days afterwards he spoke of nothing except the power of the spoken word." This same painter with the fierce eyes was destined to use his power before audiences of one hundred, then three hundred, and finally millions.

When he orated he worked himself into a frenzy of hysteria that caused his hypnotized audiences to groan, and scream, and faint. Later in a speech he praised the ability to orate, to lie, to twist and flatter. He used these words as synonymous terms. His screams of hatred and brutality drowned out the screams of the five million Jews who died in the gas chambers and concentration camps of the Nazi's. Yes, Adolph Hitler praised the ability to excite and control men's passions so that they would be willing to exterminate a race, to destroy a people.

And there was another Man. In the words of John, "No man spoke like this Man." Raving and maligning was not His method. Instead He spoke softly of peace, brotherhood and God. Yet His words of love have echoed over two thousand years, from Jerusalem to the jungles, from the cross to the cathedrals.

I have spoken of words, yet there are times when silence can speak more brutally than sound. Peter had given up his home to follow Christ, and Christ, in turn, had molded Peter into a man of God. Peter, then, had more reason to speak out against the injustice which had imprisoned Christ than any other. Yet fear — fear of condemnation, from the people, fear of punishment, and possibly a secret fear within himself, kept Peter's words from flowing,

so that when asked "art not thou also one of His disciples?" He denied it, and said, "I am not."

These examples of words spoken and words unspoken comprise our heritage and our choice. "Our choice" you ask? Yes, for we are the orators, those who are slowly gaining the ability to express ourselves so that some day, conceivably, we may have the awesome power of swaying men's minds from the bad to good, or from the good to bad.

What then is our choice? It is to point the way, to delude, or to keep silent when most of all we should speak forth.

Few, if any, have dreams of becoming another Hitler, but we do find ourselves condemning by bombast rather than by reason. Do we become so convinced of an issue that we lose our objectivity? This failing to see both sides can have bearing in more types of speaking than just oratory. If we let our blood speak for our brain, truly we are betraying our heritage.

To imitate Christ is a professed goal of all Christian men. Yet, have we, in our race to obtain eloquence, concentrated with so much intent upon the means, that we lose sight of the goal? We attack war, corruption, and prejudice, and yet . . . do we speak only to hear our mouths form hollow words? Do we gesture from the book, and not from the heart? Oh, we write an oration full of beautiful words and momentary emotion; momentary, for it is forgotten when the tournament is over. We orate for a trophy, a bit of metal which will tarnish as quickly as our insincerity, or a certificate which fades as easily as a forgotten purpose or a lost ideal. We must keep foremost in our minds the admonition which applies so directly to us; "Though I speak with the tongues of men and of angels, and have not charity, I become as sounding brass or a tinkling cymbal."

Peter gave his consent to the crucifixion by his silence and we are too often silent when it is most imperative that we express our convictions.

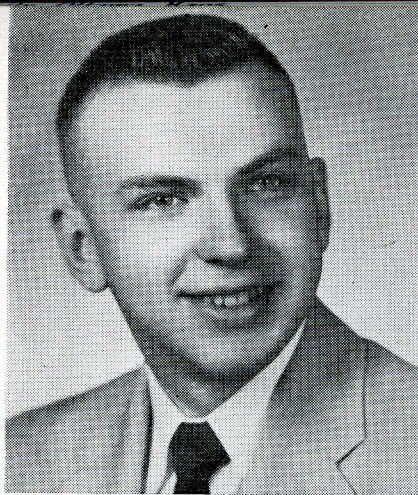
You and I may cry out with all the intensity of our souls at a tournament, but is the fervor of the moment forgotten when we return home? When friends in a group criticize that which we feel is right, do we remain silent rather than be looked upon as being odd?

We extoll internationalism, brotherhood and peace. Then we conveniently forget our purposes and our oratorical ability, be it great or small, at the local election and at the laws in many Northern cities prohibiting Negroes from owning property. We argue for peace, and then accept war. Our words at a tournament should be but an introduction to what we say to the public. And in turn, our words, wherever they may be spoken, are but a prelude to action.

If you have a message, deliver it. Do not lose it. Deliver it so that all may hear, not just the few. In the excitement of competition we are enthusiastic, and then too often, when the excitement is done, we don the guarding cloak of the old adage "Silence is golden." Silence is golden, as the Golden Calf, and is worshipped in the same manner.

The time has come when we must examine ourselves as we orate. We must ask ourselves, "why am I doing this"; "What have I done to alleviate the conditions I have described, or to live up to the ideals I have presented?" If we cannot fulfill the heritage that is ours then by all means we should not even attempt to write an oration. If we must search for a subject that has appeal, just for the sake of appealing, then it is a waste of our time to express our false beliefs to others. Sincerity, conviction, and integrity are the primary essentials of oratory; not gestures, flowery phrases, and studied emotion. Paradoxically, how can we fail to have a subject in a world so full of problems to be solved and people to be eulogized? Are our lives so shallow that we have no deep convictions?

Let us fully realize, as we rise to speak, that should we convince one person, we have proved the awful power we have. We must be so confident in the essential rightness of our convictions that we will not mislead that one person.



In Memoriam

Mr Ralph Zimmermann, 1955 President of Wisconsin Zeta at Eau Claire, died at Wisconsin General Hospital on March 26. Ralph was a victim of hemophilia. He had been ill only two days, and at the time of his death, he was a high honor student in the Law School of the University of Wisconsin.

Eau Claire's Pi Kappa Delta alumni in Madison was largely responsible for the fact that Ralph received 35 blood transfusions and that 100 donors were waiting to give blood.

A memorial tea was held in his memory at Eau Claire, and the students of the Law School declared a Ralph Zimmermann day on which they pledged one day's pay to be given to Mrs. Zimmermann, Ralph's widow. The Interstate Oratorical Association voted at its annual business meeting at Evanston, Illinois, April 27, to dedicate the 1956 volume of Winning Orations to his memory. The National Foundation for Hemophilia has made a special publication of his oration entitled "Mingled Blood."

The many expressions of sympathy received from his many friends in Pi Kappa Delta demonstrate the high esteem in which he was held in this organization. Perhaps the IN MEMORIAM which appears with his portrait in forensic headquarters at Wisconsin State college, Eau Claire, summarizes best the contribution he made to the cause of speech:

1932 RALPH T. ZIMMERMANN 1956
In Memoriam

To Ralph, who, without any previous training and many handicaps, in four years of forensics at this college achieved national acclaim by winning many important honors, including:

Pi Kappa Delta Provincial Superior Sweepstakes — 1954

Pi Kappa Delta Superior National Sweepstakes — 1955

Eau Claire Speech Meet Sweepstakes '53
West Point National Debate Tournament — 1954-55

After Dinner Speaking Championship,
Eau Claire Speech Meet — 1953,
1954, 1955

Wisconsin Oratorical Championship '55
Winner of Interstate Oratorical — 1955

He will be remembered, however, for things more important than any of these. His courage, cooperation, leadership, scholarship, his sense of humor, and his loyalty to Wisconsin State College will be an inspiration to all who work on this forensic squad.