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Forensics in Europe: A Lost Art

FRED BERGSTEN

The article which follows is the winner in the Student Writing Contest sponsored by THE FORENSIC. Mr. Bergsten is a senior at Central College, Fayette, Missouri, and one of the outstanding speakers of his area. Last year he was ranked superior in discussion and debate at the joint Missouri-Illinois Provincial Convention. His analysis of the speech picture in Europe is both informative and interesting, and the editors of this magazine congratulate him upon his article. It is expected that some of the runner-up essays which came in will be published in future issues.

With the savage, staccato spellbinding of an Adolf Hitler and the rapid raucous raves of a Benito Mussolini still echoing ominously down the corridors of memory, one might assume that these infamous individuals were former boy orators of countries which laid great emphasis on speech training. However, quite the opposite is true in the nations over which they held sway, and indeed throughout the remainder of continental Europe. In fact, as we prepare to enter another season of competitive debate and speech activities, it is well to remind ourselves that opportunities for such creative mental stimulation do not exist everywhere, even in today's "modern" world.

Appalled by an apparent dearth of speech programming, so essentially a part of our college life, I delved into the situation concerning forensics while studying in Europe this past summer. While not attempting to uncover a mountain of factual material regarding specific programs, my major emphasis was upon discovering what students themselves in Europe think of their own speaking possibilities—or lack thereof.

Great Britain will, of necessity, be treated as a separate entity from the Continent in this short dissertation. Reasons for this will be evident; for England's system of

speech training is far beyond anything else in the Eastern Hemisphere, and in at least several respects seems superior to our own.

In general, the nations of Europe have an almost amazing lack of speech education or even opportunity for their students. Such organization as we have here, e.g., national debate and discussion questions or Pi Kappa Delta, is at least a decade away from possible realization. We are concerned, of course, only with the countries of Western Europe, omitting for obvious reasons those behind the Iron Curtain.

To consider fully the reasons for this deficiency would necessitate a study of the entire educational system in Europe, a study well beyond the scope of this article. However, a few general points will help to explain the origins of the situation and pave the way for its understanding.

Basic to European education is the lecture method, as opposed to the freer seminars and discussion classes prevalent in the United States. An inadequate number of colleges and universities to handle the accelerating numbers attending such institutions make large classes and lack of individual response the rule. From early grade school, a student is indoctrinated with the idea to speak only when spoken to, and the resulting reticence usually remains intact even through college years.

Another oft-overlooked factor keying our intercollegiate competition system is the freedom of speech guaranteed us by the First Amendment. The majority of countries in which I traveled have possessed this right for a comparatively short period of time, if they do in fact have it even today. Thus, a tradition for speaking openly is not present and vital in maintenance of national educational standards.

Inroads into these two factors are occurring today, especially in the form Europeans term "Americanization." In Germany, along with Sweden the first nation to adopt a great deal of Western ideology after the war, student governments and greater so-

cial liberation are presenting new opportunities for young people to speak freely and learn of the values gained from doing so. But, on the whole, European education is definitely behind ours in this respect.

Germany, notwithstanding its utter devastation a mere fifteen years ago, is once again the most progressive and powerful member of the European community. But even there, speech training is at a minimum. Virtually no intercollegiate debating takes place on a contest basis, due largely to an attitude which prompted Horts Ecky, a law student at the Free University of Berlin, to criticize the "showiness of our debates" and point out that "here the issue is much more important, of course." This comment points up the entire German position regarding contest debating as we think of it: that we talk about things, while their intentions are to do something about them. Martin Schmid, who attended Santa Barbara (California) High School through the American Field Service and is currently completing his doctorate at the University of Freiburg, echoed this appraisal by opining that "debating contests for the sake of debating are ridiculous." Of course, we can defend our point of view—but when we look at political and social action actually spearheaded by student groups in other lands, we must realize that some truth may well be present in these statements.

Speech training in German universities, of which there are only 11 for 200,000 students, is almost nil. Freiburg, with its 12,000 enrolled, has just one professorship in the forensic field. The new Free University, with over 10,000, has recently added two Americans to its staff for the first training in this line. On the secondary school level, no training is available.

Thus, opportunity for speaking in public must come through student-organized clubs, student government as noted above, or student political groups. The latter offer perhaps the most potential. The German political parties' equivalent of our Young Republicans and Young Democrats, and the International Student Movement, working throughout Europe to make students aware of their role in international relations, all provide chances for public speaking. University fraternities, once a driving force in the nationalism which twice led Germany to disastrous global conflict, have ceased to hold the influence they once did

when their membership participated in the only forensic pursuits in the nation. But even with this dearth of current activity, Germany shows the strongest trend of the European states toward improvement, and its everpresent adaptability and capacity to better itself should speed the process immeasurably in the years ahead.

In France, even less opportunity may be found. Only in the State School of Politics, which trains young men for government jobs, is extensive forensic training found. Even in the famed Sorbonne in Paris, all debate clubs are private and no intercollegiate competition is practiced. Only a small trend can be noted toward advancement, and none in the grammar schools or high schools where again there is very little speaking at all on the part of the students.

The only nation in which I found any degree of competition on an interschool level was The Netherlands. Here, though there are no formal classes in institutions, independent clubs compete to some degree. The remainder of Europe may be lumped together, as adding to the lack of any training whatsoever. Freely admitting that "We are far behind the United States in this respect," Dr. Antoine Luderer from Vienna points out that "This training must and will come to Europe." Even in Greece, the home of rhetoric in the days of Plato and Aristotle, absolutely no speech training can be found.

On the bright side of the picture, however, is student opinion. Almost unanimously, they themselves realize the need and are hoping for equal realization from their educators. Aafje Colmjon, a Dutch girl who has experienced American Field Service study (in Mamaroneck, New York) and is a senior at Leiden University, remarks that forensic training is "definitely needed," adding that "Even bright students, leaders and those with wide experience in travel and study, have trouble speaking for five minutes when called upon." Xavier Rolland, now in his final year in the Paris School of Business, states that "for most students, the training here is certainly insufficient and more is definitely needed." Throughout Europe, this feeling is prevalent and was voiced to me many times; each time with the hope that something would be done about it in the near future.

But when we cross the Channel to Eng-

land, the picture immediately changes. For here, the student in the equivalent of our sixth or seventh grade begins his forensic training and continues it, with a good deal of competitive practice, until high school graduation. Thus, he is expected to be fully equipped to speak by the time he reaches the university level, and, freed from mechanics and with experience under his belt, is ready to concentrate on the subject at hand.

Intercollegiate debate is quite prominent in Great Britain, with a national tournament somewhat similar to our West Point meet the climax each season. Regional eliminations are held, with the finals taking place in London. Top teams make occasional television appearances as well, often against noted statesmen and other national or international leaders.

Activity at the universities is through clubs, which attract great interest and enthusiastic response. Women play a bigger role here than in continental nations, though not as much as they do here in America. Terry Homans, secretary of the John Ray (debating) Society at St. Catherine's College at Cambridge, emphasized that "Speech training is essential here, and this is one of the great attractions for continentals to study in England." In other words, England has by far the most comprehensive forensic program in Europe, probably the most extensive in the world at an early level.

Thus we can readily see that the English-speaking community unquestionably "leads" the remaining nations of today's free world in the area of speech training and forensic activity. Weaknesses, however, are certainly present: our emphasis, previously mentioned, on merely stating ideas, which, while valuable in itself, can never be substituted for overt attempts at action to fulfill them; our failure to seize the opportunities provided us which we must realize would be eagerly snapped up by students in scores of other lands.

We have the tradition of free speech missing elsewhere and ready-made situations in which we are expected to express ourselves freely at an early age. If our forensic groups could catch the spark of reality and the sense of urgency which seem to smolder within the minds of European student groups, where outward expression is not stressed, and fuse it into our own speech program, perhaps our train-

ing to express would become a true index of what we profess and hope to accomplish with our efforts of this year and in those to come.

PROVINCE OF THE NORTHWEST TOURNAMENT April 7-9, 1960

(Editor's note: The following report was received too late for inclusion in the May FORENSIC. It is printed here in order that the record of province conventions may be complete.)

Linfield College of McMinnville, Oregon, took top honors at the Province of the Northwest tournament held April 7-9 on the campus of Western Washington College in Bellingham. The women's debate teams of Dana Ralston and Nancy Sacchi and Dixie Coriell and Jeanne Rains led the Linfield squad with a tie for first. In men's debate the Idaho State College team of Calvin Smith and Elizabeth Patterson tied for first with the Pacific Lutheran team of Jim Traynor and Judi Johnson. First place awards in individual events went to the following men: Extempore, Dave Curry of Portland State; Oratory, John Lake of Portland State; Interp, Jay Johnson of Seattle Pacific. In the women's division, first place awards were won by the following: Extempore, Lucy Melhuish of Linfield; Oratory, Remy Barnes of Linfield; Interp, Tina Reynolds of Montana State College.

Professor Les Lawrence of Montana State College was elected Governor of the Province and Professor Mark Lee of Whitworth College, Secretary-Treasurer for the next biennium. A total of 14 colleges from the four Northwest states participated in the three-day meet. Preliminary approval was given for holding the 1962 meeting in the eastern part of the province. A transportation committee is studying the possibility of arranging for group transportation of delegates from the Northwest Province to Stillwater next year.

A highlight of the convention was an address by Bellingham attorney and College Trustee Marshall Forrest, who called for a rededication to the spirit of the classical rhetoricians in the further development of a theory of persuasion. A semi-formal dance in Western's new Student Union building, overlooking the San Juan Islands, was held following the banquet.

Report of the National Questions Committee

HARVEY CROMWELL, Mississippi State College for Women

One hundred and forty-four Pi Kappa Delta chapters voted on the national questions this year. Eight chapters did not vote on the discussion questions. There were thus one hundred and forty-four valid ballots for the debate propositions and one hundred and thirty-six valid ballots for the discussion questions. The results of the vote on the National Debate and Discussion Topics for 1960-61 are listed below as announced on August 6, 1960. In tabulating the votes, each first-place vote was scored five points; each second-place, four points; each third-place, three points; each fourth-place, two points; and each fifth-place, one point. The topic in each list receiving the highest total was chosen as the official question.

DEBATE

RANK		VOTE
1st	Resolved: That the United States should adopt a program of compulsory health insurance for all citizens	1264
2nd	Resolved: That Berlin should be established as a free city under jurisdiction of the United States	1130
3rd	Resolved: That the United States should extend diplomatic recognition to the Communist Government of China	1047
4th	Resolved: That federal farm subsidies should be substantially reduced	982
5th	Resolved: That a Federal World Government should be established	977

DISCUSSION

1st	What should be the role of the Federal Government in the regulation of mass media of communication	1090
2nd	How can the free world best meet the challenge of Communism?	986

3rd	How can the problems of the world population expansion best be met?	977
4th	How should the United States conduct its international diplomacy	969
5th	What scholastic standards should guide American education?	943

The national questions committee is governed by the following procedures:

(1) The Speech Association of America Committee on Intercollegiate Debate and Discussion is composed of one member from each of the four cooperating forensic societies—Delta Sigma Rho, Phi Rho Pi, Pi Kappa Delta, and Tau Kappa Alpha—one member appointed by the president of the American Forensic Association, and one member appointed by the Speech Association of America. The chairmanship of the committee rotates among the four forensic societies and the AFA and SAA appointees.

(2) Each committee member is responsible for polling the chapters or members of the organization which he represents. All suggestions for topics must be submitted to committee members not later than the May date set by the committee.

(3) The committee members must meet during the months of May or June to decide on topics and phrase the questions for discussion and the propositions for debate.

(4) The debate propositions and the discussion questions are submitted for preferential vote not later than August 1 to all chapters of the four forensic organizations and to a representative number of the non-affiliated schools.

(5) If circumstances require a change during the season, the committee may, by a two-thirds vote, alter the wording or move to a second choice proposition or question. Individual chapters or schools are encouraged to write their reactions to the propositions or questions to members of the committee as the forensic year progresses.

(6) The four cooperating forensic societies agree to use the SAA questions as their official propositions for debate and discussion during the college year. This does not prevent individual schools from debating or discussing more than one question during the school year; but it does mean that none of the four societies would select a different question.

(7) The topics must be announced by September 10.

Working under these regulations, the following committee members met in Chicago, Illinois, on June 17 and 18, 1960, and phrased the topics listed above: Austin J. Freeley, John Carroll University, American Forensic Association; Winston Brembeck, University of Wisconsin, Speech Association of America; T. Earle Johnson, University of Alabama, Tau Kappa Alpha; and Orville Hitchcock, State University of Iowa, Delta Sigma Rho. Larry Norton, Bradley Uni-

versity, represented Pi Kappa Delta. Harvey Cromwell, Mississippi State College for Women, served as acting-chairman of the committee. Glen L. Jones, Phi Rho Pi, did not attend the committee meeting. Phi Rho Pi did not participate in the voting for the year's topics.

The regulations under which the committee operates prevent issuing any official interpretation by the committee, nor is any organization or individual so authorized. The right of interpretation rests with those who debate the question. The committee has attempted to phrase questions that are broad in scope in order to encourage thorough analysis and investigation and to give the advantage to those students doing the more extensive and intelligent work. The committee members hope the topics chosen will provide a profitable forensic experience during the school year.

In Memoriam

PAUL ROGNESS

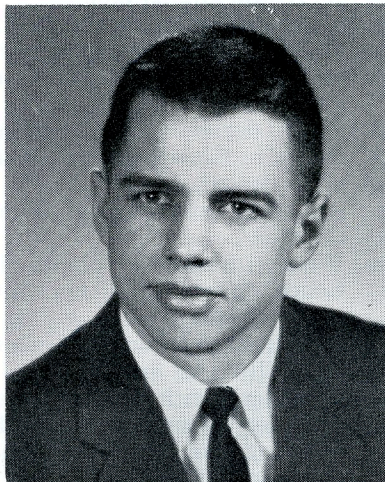
The Eta chapter, Pi Kappa Delta, Augustana College, Sioux Falls, South Dakota, regrets to announce to friends of Paul Rogness that he was killed in a traffic accident in St. Paul, Minnesota, August 18, 1960. He was returning to his home from Oxford University, Oxford, England, where he had spent the past two years as a Rhodes Scholar. Paul held the rank of Special Distinction in Debate and Oratory.

His record in extempore speaking during his college years includes two state championships, a Sioux Province Pi Kappa Delta first place, and a Superior in extempore at the Brookings Pi Kappa Delta national convention. He was first in the Sioux Province in debate, 1956. In addition, he won numerous debate and extempore speaking victories in non-Pi Kappa Delta competition.

Paul was president of the Augustana Student Body, president of the National Lutheran Students Associa-

tion, received a North Central Conference honorable mention in football, and was graduated *summa cum laude* in June, 1958.

Paul brought to all competition that high standard of ethical proof which epitomizes Quintillian's definition of the orator: "A good man, speaking well." The memory of his life will remain a symbol of Christian manhood to all who knew him.



The University of Buffalo Debate Tournament

(Better known as the "Buffalo Hunt")

February 19-20, 1960

By somewhat devious means THE FORENSIC has come into possession of the following log of events which narrates the efforts of the debaters from Heidelberg College to reach the Buffalo debate tournament. Co-editor John M. Burt, who forwarded this tragic account to us, says he understands it was written by coach Archie Thomas. It is published as our contribution to the continued prosperity of the airlines of America.

FRIDAY, FEBRUARY 19

- 10:00 a.m. On Ohio Turnpike. Radio news reports heavy snow storms in Cleveland, northeastern Ohio, western parts of Pennsylvania and New York.
- 10:05 a.m. Coach decides to try to fly to Buffalo from Cleveland.
- 10:30 a.m. Leave Exit 9 for coffee and to place call to Cleveland Hopkins Airport for reservations.
- 11:30 a.m. American Airlines confirms reservations for Flight 120 leaving Cleveland at 2:55 p.m.
- 11:31 a.m. Coach suddenly realizes only \$2.21 of the expense money will be left after the tickets are purchased!
- 11:45 a.m. Coach decides to call brother-in-law in Cleveland for a loan.
- 11:55 a.m. Loan floated.
- 12:30 p.m. Arrive at airport and obtain tickets.
- 12:35 p.m. Write insurance policies for Coach, Wetzel, Galleher, Keil, and Swinehart.
- 12:40 p.m. Swinehart nervously discloses this will be his first flight.
- 12:41 p.m. Consider writing more insurance for Swinehart to put his mind at ease. Abandon idea—funds too short.
- 12:45 p.m. Coach, Keil, Swinehart leave for downtown Cleveland to col-

- lect loan. Wetzel and Galleher left behind to eat lunch and watch pretty stewardesses walking through terminal.
- 2:30 p.m. Coach, Keil, and Swinehart return to airport and check baggage. Purchase lunch to eat on plane.
- 2:45 p.m. All hands board plane. Greeted cheerfully by Stewardesses Carolyn Gainey and Virginia Lee.
- 3:00 p.m. Still at Gate 22 on plane. Coach, Keil, and Swinehart have finished lunch.
- 3:15 p.m. Still at Gate 22. Stewardesses Gainey and Lee remove debate boxes from overhead shelf, explaining that we may have a rough flight.
- 3:25 p.m. Taxi around field for 30 minutes. Learn that delay is caused by small civilian plane that is lost in the snowstorm and is attempting to land.
- 4:00 p.m. Take-off for Buffalo at last. Captain announces over the speaker system that we shall be at Buffalo in about 33 minutes.
- 4:03 p.m. All happy but notice Swinehart is slightly paler than rest of passengers.
- 4:05 p.m. Swinehart goes to the lounge.
- 4:10 p.m. Swinehart returns from the lounge—smiles weakly.
- 4:12 p.m. Swinehart goes to the lounge again—in much greater haste.
- 4:20 p.m. Swinehart returns from the lounge without lunch. He no longer smiles—is much paler. Coach frowns at wasted expense for Swinehart's lunch.
- 4:25 p.m. Watching Stewardess Gainey take refreshments to the Captain seems to have a disquieting effect upon Swinehart—another trip to the lounge. Stewardess Lee becomes aware of the fre-

quent regularity of Swinehart's trips.

4:30 p.m. On one of his return trips Swinehart is given a pill by Stewardess Lee to lessen the wear and tear on the carpeting between Swinehart's seat and the lounge. Coach and Galleher check their watches to see if trip intervals will be shortened by the pill. Keil is tiring from rising to make way for Swinehart. Wetzel is practicing first affirmative speech.

4:31 p.m. Swinehart weaves his way toward the lounge. Fortunately he is about the only one using it.

4:32 p.m. Swinehart staggers back to his seat—without the pill. Coach and Galleher thoughtfully shake their heads. Wetzel continues to practice. Keil seems a little uneasy.

4:33 p.m. Captain announces we are over Buffalo but ground level visibility is 200 feet due to blizzard. Will circle hoping to land soon.

4:34 p.m. This news seems quite disturbing to Swinehart—off to the lounge again. Coach is disturbed as team should be completing registration for tournament now. Galleher reading, Keil getting paler, Wetzel still going over speech.

4:45 p.m. Same routine for all hands. Still circling.

5:00 p.m. Stewardess Lee brings a supply of small bags and a large shopping bag—encourages Swinehart to abandon excursions to lounge. Still circling.

5:15 p.m. Keil is given pill by stewardess—changes seat with Galleher. Galleher now left holding the bag—for Swinehart. Wetzel showing excellent improvement in speech. Still circling.

5:30 p.m. Stewardess Lee puts oxygen mask on Swinehart, applies ice pack to back of his neck, and strokes his brow. Despite all, Swinehart is obviously enjoying the attention of Stewardess Lee. Rest of male passengers view with envy the loving care Swinehart is receiving. Coach more

concerned about everything now. Still circling.

5:45 p.m. After an hour and 15 minutes of circling the Captain announces that the Buffalo conditions have not improved. Cleveland is now closed so we are heading for Detroit! The Captain apologizes for the inconvenience of not being able to complete the flight. Swinehart manages to open one eye and mutter in response through his oxygen mask, "Think nothing of it" as he motions Galleher for the bag. Galleher evokes laughter from all the passengers (except Swinehart) by loudly announcing, "If you want to get there fast—fly!"

5:47 p.m. Wetzel stops practicing. Coach wonders if there is anyone in Detroit who might be interested in debating Heidelberg.

6:00 p.m. Swinehart notices Stewardess Lee rising to leave him for a moment. Swinehart groans—Stewardess Lee sits again and strokes his brow—Swinehart smiles faintly. The rest of the passengers are becoming suspicious. Keil seems back to normal.

6:15 p.m. Captain on the speaker again. Announces that we are over the outskirts of Detroit but that Cleveland is now open and we are returning to Cleveland Hopkins Airport. Galleher, Wetzel, and Keil laugh—Swinehart groans again—Coach sinks lower in the seat.

6:20 p.m. After careful study of the whole day, coach decides the hopes of entering the Buffalo tournament are fading fast. Besides, Swinehart could not debate his way out of a paper bag at this point.

6:40 p.m. Coming in low over downtown Cleveland. City lights are beautiful and the scene is enjoyed by all—except Swinehart. He is off oxygen but numb.

6:45 p.m. Land in Cleveland after 2 hour and forty-five minute excursion around Lake Erie. All passen-

(Continued on page 23)

A Reconsideration Of Debate Judging

WALTER E. SIMONSON AND BENNETT STRANGE

In recent years considerable attention has been paid to standardizing debate judging. In discussions of which approach to debate judging should be used, there has evolved a dichotomy between "who won the debate" and "who did the better debating." Examining these discussions it has become readily evident to the authors that this is a dichotomy in terminology only, for the first of these categories, "who won the debate," has come to be used as a blanket category to cover at least three different approaches to debate judging. These are: first of all, judging on the assumed persuasive effectiveness of the team; secondly, a judgment of general effectiveness; and thirdly, a decision rendered on an objective analysis of the content of the debate. The approach towards deciding who did the better debating consists generally of identifying those skills which it is felt the debater ought to develop. The debate decision is then rendered by attempting to determine independently how well the debater exhibits each of the prospective desired skills. In our haste to standardize judging we have over synthesized these approaches and lumped together what are in reality discrete approaches to judging. In particular, this synthesis has not given equal emphasis to all of the approaches lumped within it—particularly, the rendering of decisions on an objective analysis of the content of the debate. We wish, then at this point, to examine this problem by making a detailed analysis of each of the above mentioned approaches to debate judging.

Let us begin our discussion by examining debate decisions rendered on the assumed persuasive effectiveness of the debaters. This approach has its origin in the belief of some that debate should train the student to persuade a mass audience. Hence, the judge tries to put himself in the place of a mass audience, prejudices and all, and waits

to be persuaded. Some judges refine this approach to a consideration of what they think would have persuaded an audience had there been one present. The major problem in this approach is a lack of practicality. The debater is forced to adapt to an audience which is not present—indeed an audience which is present only in the mind of the judge. The debater is expected to react to cues he cannot perceive. Even if the debater and judge were both agreed in following this approach, it would be relatively difficult to assure that both would imagine the same type of audience. It is for these reasons that this approach has been largely rejected. However, this approach is still used by some people who claim they judge on "who won the debate."

Second, let us turn to debate decisions rendered on the perceived general effectiveness of the participants. This basis for judging is an offspring of the tournament debate. It grew out of the ballot instead of the ballot growing out of it. The rationale for it is that in the rendering of a decision the judge is also rendering a critique by placing a value judgment on various skills. Its weakness and its strength are found in its nebulosity. This is claimed as a strength by its supporters in that it provides the expert judge with freedom to concentrate on those skills which he felt were most crucial in the debate he heard. Its weakness lies in the fact that, from round to round, this system will encompass almost anything and everything. It is inherently the least standardizable of any of these approaches. Because of variations in definitions and philosophies, this is the approach against which most of the criticism has been directed and which is most commonly identified with the "who won the debate" approach.

It is an interesting aside on the confusion mentioned earlier that, though this is the approach most opposed by people arguing for a decision on "who did the better debating" by breaking down the skills involved in the debate, this is the approach which of the three mentioned is most similar to it.

Walter E. Simonson and Bennett Strange, co-authors of this article, are members of the Speech Department of Mississippi Southern College, Hattiesburg, Mississippi.

The basic argument made by the people favoring the skill breakdown approach to "who did the better debating" has been waged against the two approaches we have just finished discussing. Insofar as the choice is forced between either of the above and the skills breakdown approach, such as exemplified by the AFA ballot, we heartily concur. However, it is the failure, in this gross generalization, to consider the third approach, the objective analysis of the content of the debate, where we take issue and feel a need for re-examining our approaches to debate judging. It is the belief of the authors that the decision which needs to be made in standardizing our approach to debate judging is not between the skills breakdown approach and either of the two preceding ones but between this "content" approach and the skills breakdown judgment.

If we examine the traditional framework of debate we find certain clear-cut duties set forth for both the affirmative and negative teams. These are well known, but for clarity let us just point out that they consist of the affirmative duties of establishing a need for change, a plan, and demonstrating the plan will meet the need for change. These are not arbitrary abstract rules but have a practical, logical reason for existence. Any individual examining historical debates will find these steps engaged in by the advocate, though not necessarily in the same phrasology and order which we use in our content debating. The completion of these is what is textually referred to as the presentation of a *prima facie* case. The negative has the opportunity of attacking the need for change, and for attacking the plan's practicality and ability to meet the need for change. In addition they may present an argument as to why the affirmative plan would bring new evils into existence which would outweigh any advantage of the affirmative proposal or present a counter plan claiming that the affirmative plan ought not to be adopted since there is a better alternative. It is the position of the authors that this is a basis for decision. An affirmative team that has, *in the light of negative refutation*, established a need for change, a plan, and shows the plan will meet the need should win the debate *if* the negative has not shown the existence of overwhelming evils or presented a counter plan and demonstrated its superiority over the affirmative proposal.

A discussion of this approach can be found in most debate textbooks. As a result it is the contention of the authors that since this constitutes the analysis framework which we and our texts teach the students, it is also the framework which should be used in rendering debate decisions. Only then can consistency be obtained. It is our belief that by using this system of analysis as a basis for our decisions we can realize three distinct advantages over other approaches. These consist of better judging, better debating, and as a result, better education for the student.

Considering first the debate judging, certainly one advantage resulting from the "content" approach over the "skills breakdown" is that the terms involved are more clearly understood and are interpreted with greater uniformity from judge to judge. There is far less disagreement as to what constitutes presentation of a need for change or a plan than there is in the interpretation of many phases such as analysis, argument and even evidence. The interpretation frequently applied to the term analysis leads directly to our belief that the content approach yields better objectivity because "analysis" is frequently interpreted to mean the judge's evaluation of the case presented by the debater independent of the argument's ability to stand up in the debate. Certainly, such judgments have inherent within them the groundwork for rationalizing personal attitudes into the debate decision. Considering that probably no coach has access to absolute truth, it is certainly unfair for the debater to be expected to answer the unrepresented objections of the judge to his case.

Such judging would also lead, we feel, to better debating. To begin with the student would know more clearly what was to be required of him in a given debate. Though we may teach that the debater has certain duties, if the failure to fulfill those duties is not penalized, a certain degree of confusion will inevitably result. Under the "content" approach the debater is far more capable of analyzing for himself the progress of the debate and the individual status of the teams at any point in the debate. It is inherently impossible and we feel undesirable for the student to try to analyze his status in the debate by independent evaluations of the commonly used skills criteria for judging debates. Though the student must learn to organize, we feel little is to be gained by his attempting to analyze at