

## From The Secretary's Desk

Sometimes one has an idea which looks good but then for one reason or another doesn't prove to be as practicable as he thought. In the annual fall request for membership lists the secretary asked for dates of tournaments which chapters were sponsoring, planning to send that information out in mimeographed form and in this issue of the *Forensic*. Well, the tournaments were so numerous but the dates in most cases so tentative that we were afraid our contribution would be more confusing than helpful. Apparently September 19 is too early to request winter activity dates. Perhaps your own publicity is adequate anyway. At least we tried. Any suggestions?

Our new Mississippi Delta chapter at Mississippi Southern College, Hattiesburg is getting started under the leadership of Professor J. Dale Welsch, formerly at Coe and Mississippi State College for Women. We are relying on J. Dale to have a good chapter at Hattiesburg.

The chapter at Marshall College will be installed probably this month and they will be participating in their first Pi Kappa Delta activity in the Province Convention at Grove City where the chapters of the Lakes will give them a warm welcome.

The Oklahoma Kappa chapter was installed at Phillips University, Enid last May 26 by National Councilman D. J. Nabors of Ada. The Phillips speakers will take part in the Province meet at Fort Worth where they will receive their charter in the presence of the chapters of the Lower Mississippi.

The annual directory is published in this issue. We regret that we have to have blank spaces where there ought to be names but each college not responding to the first request was sent a second notice. We used the best mailing information we had. In most cases the chapter response was excellent and has continued to be so.

We no longer have available the page of "Facts About Pi Kappa Delta" or the printed tests to give to neophytes. It has been the experience of the secretary's office over a period of years that both were inaccurate long before the printing was exhausted. Perhaps an occasional article in the *Forensic* can give the salient facts about the society. Sponsors with more complete files of the magazine will find several articles on the history of Pi Kappa Delta, the most recent being the March 1949 issue which gives the complete early story of the founding of the society. This might well be required reading for students about to be initiated.

Each year a number of students qualify for membership but do not apply because they lack the five dollar fee. Why not inform your debaters about Pi Kappa Delta and ask them to start saving now? It would not take long for a little coke and movie money diverted to the piggy bank to add up to the membership fee and the right to wear the key. A few more students would make your chapter that much more of a force in the promotion of a sound program of forensics.

Latest member: Robert Adang, De Paul University - number 24240

Latest key: Robert Crandall, Seattle Pacific - number 15336



## PI KAPPA DELTA DIRECTORY

This directory is as accurate as information we have permits it to be. If the chapter line is blank, the secretary has had no answer to two requests.

State and College	Chapter President	Sponsor and Address
<b>ALABAMA</b> Alabama College Spring Hill College	Betty Hanston George Barrett	Ellen-Haven Gould, Montevallo James V. Irby, Jr., Spring Hill
<b>ARIZONA</b> Arizona State, Flagstaff Arizona State, Tempe	Charles C. Gale	Ralph J. Holly, Flagstaff Dean F. McSloy, Tempe
<b>ARKANSAS</b> Henderson Teachers Ouachita Arkansas State		
<b>CALIFORNIA</b> Redlands Cal. Inst. of Tech. College of the Pacific U.C.L.A. Pepperdine San Diego State	William Oxx  Rex R. Mull  John Bean Jerry Christensen	E. R. Nichols, Redlands  Edward S. Betz, Stockton  Emmet Long, Los Angeles John W. Ackley, San Diego
<b>COLORADO</b> Colorado A & M State Col. of Education Western State College	Don Hammond Bruce Hanson Anne Flick	Roy C. Nelson, Ft. Collins Mrs. Elaine Edmundson, Greeley Jess Gern, Gunnison
<b>CONNECTICUT</b> University of Connecticut		David Phillips, Storrs
<b>FLORIDA</b> Stetson University University of Miami	Elizabeth B. Flory Carl Cohen	Richard C. Brand, DeLand Donald Sprague, Coral Gables
<b>GEORGIA</b> University of Georgia, Athens University of Georgia, Atlanta	Faine Chambers W. R. Asinof	Harold E. Smith, Atlanta
<b>IDAHO</b> College of Idaho No. Idaho College of Education Idaho State	Jack Boswell John Squires	R. M. Brooking, Lewiston Carl Issacson, Pocatello
<b>ILLINOIS</b> Illinois Wesleyan Eureka College Carthage College Bradley University Monmouth College Illinois St. Normal University North Central College Shurtleff College Wheaton College Western State Teachers College Augustana College De Paul University No. Illinois St. Teachers College The Principia Eastern State Teachers College Millikin University Southern Ill. Normal University Illinois College	Earl L. Pillsbury  Howard R. Pitsch Donald McGaughey Audrey Grupe  Walter Brown William Thompson Shirley Ditzig Charles Lindberg Curits O. DeDeaux James Koeller E. Deane Leonard Jahala Foote Robert King  Margaret Foreman	I. H. Sparling, Eureka M. E. Chapin, Carthage Clara E. Mawhinney, Peoria Miss Jean E. Liedman, Monmouth F. Lincoln D. Holmes, Normal Guy E. Oliver, Naperville Frederic Fadner, Alton C. L. Nystrom, Wheaton Harold F. Schory, Macomb Martin J. Holcomb, Rock Island Miss Virginia Rutherford, Chicago Paul Crawford, De Kalb Clayton D. Ford, Elmhurst J. Glenn Ross, Charleston L. C. McNabb, Decatur C. Horton Talley, Carbondale L. P. Dudley, Jacksonville
<b>INDIANA</b> Franklin College		
<b>IOWA</b> Central College Morningside College Simpson College Parsons College Upper Iowa University Coe College Westmar College University of Dubuque Drake University William Penn College Luther College	Arvid Gose  William Bock Lucille Roberts Wilma Blakely  Roger West John Williams Ralph Scott	O. Nelson Price, Sioux City Elva Bramhall, Indianola  Mrs. Robert A. Williams, Fayette Miss Jeannette Ringland, Cedar Rapids Merle A. Dunn, LeMars Dorothy H. Dallingier, Dubuque Ray Berrier, Des Moines Fred G. Bale, Oskaloosa Mary M. Roberts, Decorah



State and College	Chapter President	Sponsor and Address
<b>KANSAS</b>		
Ottawa University	Robert Logan	Dale Purcell, Ottawa
Washburn University	John F. Skaggs	G. S. Fulbright, Topeka
Southwestern College		
Emporia Teachers College	Richard Wilkie	Charles Masten, Emporia
Kansas Wesleyan	Kathryn Johnson	Orville A. Roberts, Jr., Salina
Pittsburg Teachers College		Robertson Strawn, Pittsburg
College of Emporia		Charlotte Forsberg, Emporia
Baker University		
Sterling College	Marjorie Farquhar	Miss Daye F. Brunton, Sterling
Bethany College		
Ft. Hays State College	Joe Anstine	J. R. Start, Hays
Bethel College	Gladys Pearl Schmidt	William T. Wilkoff, North Newton
McPherson College	Bonnie Martin	Maurice A. Hess, McPherson
<b>KENTUCKY</b>		
Georgetown College	Charles Sexton	Mrs. John H. Melzer, Georgetown
Centre College		West T. Hill, Danville
Kentucky Wesleyan College	Marion Douglass	Lena Maw Scott, Winchester
<b>LOUISIANA</b>		
Louisiana College		
Cenienary College	John E. Thomas	Joseph B. Gifford, Shreveport
Southwestern La. Institute	Lucille Magnon	Roy D. Murphy, Lafayette
La. Polytechnic Institute	John Wagnon	Wilma Baugh, Ruston
<b>MAINE</b>		
Colby College		Robert V. Burdick, Waterville
University of Maine	Margaret Mollison	Samuel Prichard, Orono
<b>MICHIGAN</b>		
Kalamazoo College	Don Brink	Dr. Ethel Kaump, Kalamazoo
Hope College	Harvey Moes	William Schrier, Holland
Michigan State College	Orland Scheuner	J. D. Menchhofer, East Lansing
Michigan State Normal College	Marvin Baum	Norwood Eastman, Ypsilanti
University of Detroit	William B. Mandigo	H. C. Schneidewind, Detroit
Central Mich. Col. of Education	June Newman	H. L. Curry, Mt. Pleasant
<b>MINNESOTA</b>		
Macalester College	Harold Krieger	M. Pauline Mattson, St. Paul
St. Olaf College	Waldo Johnson	Theodore F. Nelson, Northfield
Gustavus Adolphus College		Evan E. Anderson, St. Peter
Hamline University	Donald Sheffield	Charles S. Temple, St. Paul
College of St. Thomas	Robert L. Treanor	R. F. Krueger, St. Paul
Concordia College	Robert Lillo	Allwin D. Monson, Moorhead
College of St. Catherine	Catherine Heinz	Robert A. Forsythe, St. Paul
<b>MISSISSIPPI</b>		
Millsaps College	Dorothy Jean Lipham	V. L. Wharton, Jackson
Mississippi State College	John Bickerstaff	Charles E. Lawrence, State College
Miss. State Col. for Women	Joy Noble	Harvey Cromwell, Columbus
Mississippi Southern		J. Dale Welsh
<b>MISSOURI</b>		
Westminster College	Bob Schmidt	John Randolph, Fulton
Park College		K. H. Swan, Parkville
Central College	Niels Nielson	Harold C. Svanoe, Fayette
William Jewell College	Maryhelen Kennedy	Miss Georgia Bowman, Liberty
Culver-Stockton College	Norman Warford	L. L. Leftwich, Canton
Central Missouri State College		Gilbert Rau, Warrensburg
Northeastern State Teachers College	Paul Andereck	Sherod J. Collins, Kirksville
Southeastern State College		Forrest H. Rose, Cape Girardeau
Missouri Valley College		Dr. Julia Eaton, Marshall
Tarkio College	Herbert E. Birbeck	Robert L. Richey, Tarkio
Drury College		
Rockhurst College		
St. Louis University		
<b>MONTANA</b>		
Montana State College	Kenneth Duncan	John Parker, Bozeman
<b>NEBRASKA</b>		
Nebraska Wesleyan University		
Doane College	Charles E. Larsen	Norman J. Hansen, Crete
Hastings College	Leonard Wilson	Frank T. Alusow, Hastings
Kearney State Teachers College	Ronald Kenney	H. L. Ahrendts, Kearney
University of Omaha		
Wayne State Teachers College	Mary Melis	Lenore P. Ramsey, Wayne
Midland College	Bill Christensen	Mrs. Sara A. Hawkinson
<b>NORTH CAROLINA</b>		
North Carolina State College	Robert Reams	Edwin H. Paget, Raleigh
Wake Forest College	Bob P. Crouch	Franklin R. Shirley, Wake Forest
Lenoir Rhyne College	Harry Faggart	Albert Keiser, Hickory



State and College	Chapter President	Sponsor and Address
<b>NORTH DAKOTA</b> Jamestown College		Harold Strandness, Jamestown
<b>OHIO</b> Baldwin-Wallace College Heidelberg College Hiram College University of Akron Otterbein College Marietta College Bowling Green State University University of Toledo Kent State University	Don O'Connor Thomas Sacksteder  Helen Evans Dick Whitehead  Louis Fernandez Bill Frank Eugene F. Berrodin	Dana T. Burns, Berea Archie M. Thomas, Jr., Tiffin  David Potter, Akron J. F. Smith, Westerville Miss Ruth A. Wilcox, Marietta M. H. Mickle, Bowling Green J. H. Cobb, Toledo James N. Holm, Kent
<b>OKLAHOMA</b> Oklahoma A & M University of Tulsa Oklahoma Baptist University Oklahoma City University East Central State College Southeastern State College Central State College Phillips University	Barbara Brown  Eugene Craighead  Carl Steckelberg Jack Carter John Zwiacher James Spainhower	Harry H. Anderson, Stillwater B. K. Melekian, Tulsa J. R. Scales, Shawnee  D. J. Nabors, Ada T. A. Houston, Durant Joe Jackson, Edmond Ira, G. Morrison, Enid
<b>OREGON</b> Linfield College Lewis and Clark College	Paul Winters Arthur Silva	R. D. Mahaffey, McMinnville Neil Sabin, Portland
<b>PENNSYLVANIA</b> Grove City College St. Vincent College Seton Hill College	Robert J. Kilgore  Norma Lutz	Hillier M. Burrowes, Grove City  Sister Theophane Geary, Greensburg
<b>SOUTH CAROLINA</b> The Citadel University of South Carolina	A. W. Watson	Norvel T. Daniel, Charleston M. G. Christophersen, Columbia
<b>SOUTH DAKOTA</b> Dakota Wesleyan University Huron College Yankton College South Dakota State College Sioux Falls College Northern State Teachers College Augustana College	Myron Burger John Foote Briggs Ron Struwe  William Castle Dorothy Schiager	Harold C. Larson, Huron Matthew Faithe, Yankton A. R. Christensen, Brookings  P. J. Harkness, Aberdeen Hugo Carlson, Sioux Falls
<b>TENNESSEE</b> Maryville College Johnson City State College Tennessee Polytechnic Institute Carson-Newman College	Eric Meadows Hal Youngblood Robert Brown Lawrence Martin	Verton M. Queener, Maryville George M. Dove, Johnson City Herman Pinkerton, Cookeville Harvey Hatcher, Jefferson City
<b>TEXAS</b> Southwestern University Trinity University East Texas State Teachers College Howard-Payne College Mary Hardin-Baylor College Texas Christian University North Texas State Teachers College Hardin-Simmons University Jaylor University Sam Houston State College Southwestern St. Teachers College Stephen F. Austin St. College Texas A & I	George Wilson   Jerry Heltzel Janie Bennett Jack Yates Bill Bailey Jimmy Turner Olan Lowrey  Roy Hranicky	Sam Raines, Georgetown Frances C. Richter, San Antonio  Mrs. Theta P. Hargrove, Brownwood  E. L. Pross, Ft. Worth Paul Rilling, Denton W. A. Stephenson, Abilene Glenn R. Capp, Waco Earl Huffor, Huntsville Elton Abernathy, San Marcos Robert Capel Harry Ullom, Kingsville
<b>WASHINGTON</b> College of Puget Sound Seattle Pacific College State College of Washington Whitworth College Pacific Lutheran College	Jacqueline Hodgson Robert Crandall Myrtle Chitty  Lloyd Clevon	Charles T. Battin, Tacoma Paul Rosser, Seattle W. H. Veatch, Pullman  Theodore O. H. Karl, Parkland
<b>WEST VIRGINIA</b> West Virginia Wesleyan College Marshall College	David Daugherty	B. W. Hope, Huntington
<b>WISCONSIN</b> Ripon College Carroll College Oshkosh State Teachers College River Falls State Teachers College Whitewater State Teachers College	Stephen Grover Garrett Dittmar Donald Meyer Charles Schillberg William Paton	Karsten Ohnstad, Ripon Eugene R. Moulton, Waukesha N. S. James, Oshkosh Marion E. Hawkins, River Falls J. T. von Trebra, Whitewater



# Bigots By Five

MARGARET MILLER,\* Bradley University

Laughter and squeals of delight came through my kitchen window. Pammy Sue was playing in her sandbox. Only thirteen months old, she wasn't very skillful, but she had succeeded in depositing a large amount of sand on herself!

"Pammy Sue, you look just like a little nigger baby!" someone called, and I felt as though I had been struck in the face. I wondered how parents could raise an unprejudiced child when so many events seemed to conspire against them. At the moment the words were meaningless to my little girl, but one day they would have a meaning, and hundreds of such insinuating incidents could build up a substantial case for prejudice while we stood helplessly watching.

This wasn't the first time I'd noticed it. Stories and jokes which seemed harmless fun to adults related in my child's presence. Expressions such as "nigger in the woodpile" and "jew him down on the price". That nasty little nursery rhyme, "eeny, meeny, miney, mo; catch a nigger by the toe". Movies, comics, and the radio: all caricaturing racial and national characteristics, portraying the Negro as lazy and stupid, the Oriental or Mexican as the sly villian. Even children's toys: games with highly exaggerated Negroid or Mongoloid features as the target, funny little mammy dolls. Three small children walking down the street; a little girl in tears

and two little boys jeering, "You're a nigger". The school Pammy Sue will attend when she's five, where all the little bright children sit on one side of the room and all the little dull ones on the other; and where oddly enough, most of the dull ones are black and all of the bright ones are white! Even Sunday School; I remember the stories of missionaries we heard, and how superior we felt to our little black brother in Africa, who did such comical things.

All insidious influences which could not be met face-to-face, but surely there was some way of combatting them. Somehow I must use the same subtle process to build up a resistance to them.

Of course I had intended to teach Pammy Sue to be unprejudiced. I think I had visualized a short, enlightening chat sometime in the hazy future. But now I was faced with the fact that this was the crucial time, that there was no time to lose. I knew that the first five years of life were vital to the molding of a child's personality, but it hadn't occurred to me that this is also true of prejudice. With an accumulation of such seemingly small instances, a child could be a bigot by five!

So I set about to make a plan — a plan which would work much like the diphtheria shots Pammy Sue had been receiving. Something to build up antibodies against the ravages of a disease which could harm her thinking processes as severely as diphtheria could harm her body.

\*Supervisor in oratory at the Sixteenth National Convention.



The first step, I believe, was being taken care of. Psychologists tell us that a child who feels secure and confident, who feels that the world is a pretty good place, and that mankind itself is basically good, is generally one who feels no hostility toward other groups. We were giving Pammy Sue all the affection she could desire and it was no chore to share her play and keep her happy.

The second step is intimate association with members of other groups. We're fortunate enough to have a broad representation of races and nationalities among our friends, so we can make many opportunities for Pammy Sue to play with their children. And, you know, it's strange — children don't seem at all aware of differences in skin color or the slant of the eyes!

Bruno Lasker, in his book, *"Race Attitudes in Children"*, tells of the son of a famous internationalist who was congratulated on his cooperation in interracial matters. "How could I be anything else but that?" he asked. "During the whole of my childhood we never knew whether Father would bring home a man with a silk hat on his head or a man with a turban!" This is the kind of environment we are trying to give our little girl!

To augment these associations, we are making a scrapbook of pictures of children of other lands, preferably pictures showing children doing the things Pammy does: eating, playing, washing, going to school. Then we entertain her with stories we make up to go with the pictures. We also tell her stories about the Indian children we knew in Alaska, and the

children my husband knew in Europe. Though she's not quite two, these stories delight her!

Pammy Sue is also fond of her album of children's recordings sung by the King Cole Trio. We have pasted their pictures on the cover, so she will associate their faces with the music she so enjoys!

In addition, we have bought her a little black doll dressed in ordinary tot's clothing, and this doll has become her constant companion.

I must admit I'm still stumped when it comes to the inevitable questions once she enters school, such as "Mama, do Chinese people really eat rats?" and "Why is Bobby's skin so black?" But I do know I can't just tell her what to believe without achieving the opposite effect from what we desire. Instead I think I must encourage her to search for the truth herself, perhaps with the aid of a child's encyclopedia. In this way I can help her to achieve an inquisitive and alert mind; then she can weigh the assertions with which she is confronted, and she won't spend her life being converted from one prejudice to another, blindly accepting what she is told.

For ten months now we've been working to build up a resistance to the devastation of race prejudice. But sometimes we feel that we may be fighting a losing battle because the microorganisms which cause this disease still fill the air unchecked. Diphtheria occurs very rarely in this country now because nearly all children are inoculated against it. So it can be with prejudice.



# Debating Technique\*

JAMES W. CLEARY, President Marquette University Chapter, Delta Sigma Rho

In one of our debates last night, the judge made a comment that kept me awake the entire night. He said that the debate suffered because neither team concentrated on the essential issues—that both spent too much time talking about philosophical abstractions—that the only issues that counted in debate were the issue of need and the practicality of the plan. Then he added, "Need-Plan are the keywords in any debate. When the Affirmative proves the Need-Plan their case is completed. When the Negative blocks those the Negative wins. That is debate in a nutshell, establishing a need and presenting a plan or disproving the need and destroying the plan."

Now you may wonder, what is there in that comment to keep anyone awake? It is not original, or new, or startling. In fact it might have been quoted directly out of any one of texts. And I suppose it represents a kind of the half dozen current, widely used debate summary of modern debate practice. Most of the teams we have heard here, spend the first ten minutes proving that, "We're in the soup," with the second ten proving their plan of nationalizing the basic industries will get us out of it. Something similar was the case the year before and back through high school. The "need-plan" approach to an analysis of a

debate proposition has been with us as long as I can remember and I think that explains why the judge's comment kept me awake. It was because he put it so simply, so clearly, and so bluntly that I realized that here something was happening all over the country, year after year, among the cream of high school and college students in the most intellectual of their extra-curricular activities, debate. Something was happening and with official blessing that somehow simply didn't fit.

Why? We debate questions of policy. Should we nationalize? Should we have Federal aid to education? Should we adopt the policy of free trade? The key word is "should," and should means "ought." "Ought" means... well... several things... fundamental things... and I believe some things much more fundamental than "it's needed" and "the plan is practical."

That is why I have suddenly realized that something is happening and that something, somehow does not fit. Suppose my proposition were, "Should I rob the First National Bank or Iowa City?" And suppose I make my analysis and choose my issues on the basis of "need-plan." I can establish the need quickly enough. My room rent is overdue. Tuition for the next semester must be found. I have no formal for the prom. The young lady must have a Christmas present... And there is the cause for action.

\*Mr. Cleary presented this speech in the public speaking section of the Iowa Intercollegiate Conference on World Problems which was held at the University of Iowa, December 2-3, 1949. Reprinted from *The Gavel*, January 1950.



Here is the plan—foolproof and practical. A fast car, six thugs armed with sub-machine guns, an innocent looking moll to drive and watch for the cops. We attack at noon. Granting that these establish the need and prove the plan practical, and granting that the judge was right, the Affirmative has made its case. The proposition is proved, and I should rob the bank.

But perhaps you don't like my example. After all we do not debate robbing banks. We debate national and international problems, real ones, so that later when our debaters become national and world leaders they can put into practice what they have learned on the debate platform. What kind of world leader shall we find in these "need-plan" debaters? We have had some, you know. From the standpoint of the arts of persuasion and debate, Hitler was quite a debater even if he was slightly intolerant of negative arguments. Hitler clearly established a need for "lebensraum," and he had a plan for taking Europe and half of Asia. Mussolini could demonstrate a need for colonies and present a plan for taking Ethiopia. Japan had a need for expansion and a plan for attacking Pearl Harbor. Today, Russia has a need for security and a plan for communizing Eastern Europe.

Is it not possible that in the future one of the debaters who heard that judge, having risen to a position of national leadership, will be debating, "Should I be the twentieth century Genghis Kahn, a world dictator?" There is a need...world

peace, and he has a plan...the atomic bomb and the man-power and industrial might of the United States.

What is there then, that does not fit? Where-in do we fail? To find the answer, I gathered representative volumes from a set of world oratory and studied some of the greater debaters of history. Patrick Henry did not establish a need for a revolution and present a plan to overthrow the red-coats. Jefferson did not prove there was a need for the rights of the common man and outline a plan for implementing them. And strangely enough in scanning through the whole set of what remains of the Lincoln-Douglas debates, I could not find in the speeches of Lincoln one mention of the words, "need" or "plan." Nor is there one single instance when Douglas said, "So I conclude that the plan of freeing the slaves is impractical."

The simple fact is that we rebelled against George V because taxation with representation was unjust. We guaranteed the rights of the common man because, as Jefferson insisted, they are rights and as such they must be guaranteed. We freed the slaves because it was right that they be free and slavery was wrong. These things were right and just and noble. They were according to right principles. In America we live by principles, and that is what makes America, America.

"These truths we hold to be self-evident," said our founding fathers, and then they stated the principles by which we live. And if we do live



by them, perhaps in debating where we are training the future leaders of America, in our analysis of the proposition, we ought to start with the ethical principles, with something more than "need-plan." Perhaps, before we ask, "Is there a need, is there a plan?" We ought to ask, as did the great debaters of history, "Is this right, just, honorable? Is it in accord with the principles by which we live?" And then perhaps debating will be, more fully and completely, what we know it can be, the training ground for future leaders of America.

## Bigots By Five

(Continued from page 46)

I've told you about my problem and my plan; a story of one family and its effort to fight prejudice. But the insidious influence of this one world disease is not stopped by my efforts nor by yours alone. The damage is already great. The enemy gains momentum with each passing day. Like a great fire it is spreading — consuming in its path the things we hold most dear. My plan is not the only one, so mothers and future mothers of America, won't you devise an anti-prejudice plan of your own? We'll have millions of little back-fires, each one a flaming example of Democracy in action!

Until the mother next door, the mother across the street, and the mother down the block decide to work together to eradicate this scourage, one mother cannot be sure that her child will escape becoming a bigot by five!

## On 3x5s & The Sublime

(Continued from page 40)

similarly developed by others in any audience and should be respected. Criticize thought processes if necessary as though a part of general thinking on the subject and not as the peculiar conclusions of two specific debaters. The attention of the audience should not be diverted from an ideological choice they must make and directed toward a personal conflict between individuals.

Finally, how can the whole be made more enjoyable? Where can be found a rich source of the pleasant and delightful within the materials themselves? How can portions of a case be developed with an easier, lighter, pleasanter manner?

How, in other words, can debaters substitute sublimity or excellence for numerology?

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Such force hath the tongue, and such is the power of eloquence and reason that most men are forced even to yield in that which most standeth against their will.

THOMAS WILSON: *The Arte of Rhetorique* 1558

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Eloquent speakers are inclined to ambition; for eloquence seemeth wisdom, both to themselves and others.

THOMAS HOBBS: *Leviathan*, XI, 1651

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### Orator

A man skilled in moving to tears.  
PLINY THE YOUNGER: *Letters*, c.



## Chapter News

### ALABAMA

The Alabama Gamma of Pi Kappa Delta at Spring Hill College has implanted itself well in campus popularity.

The officers for this year are:

President: George Barrett, Nashville, Tennessee

Vice-President: James Jackmond, Mobile, Alabama

Secretary-Treasurer: James Irby, Jr., Mobile, Alabama

Corresponding Secretary: Ernest Ferlita, Tampa, Florida

Spring Hill is busy at present making plans for the 1950 Annual Azalea Debate Tournament to be held here in February. Already invitations have been extended to colleges and universities all over the nation. Last year eighteen colleges attended. The tournament was won by Panhandle A & M of Goodwell, Oklahoma.

### ILLINOIS

Results of I. S. N. U. 18th Annual Debate Tournament Championship Divisions: Men: Northern Illinois State Teachers College undefeated. Women: Luther College undefeated. Experienced Division 80 teams participating, 5 round of debate.

Undefeated: Affirmative: Illinois Wesleyan, Loyola, Luther. Negative: Alma, Loyola, Western Michigan College of Education.

Discussion: 3 rounds

Superior rating:

William McBride, Bradley

Ellyn Anderson, Wheaton

J. Bolback, Bradley

Doug. Burris, Bradley

William Yates, Bradley

Nancy Young, Principia

Original Oratory

Superior rating:

Milton Hauge, Luther

Arthur Bailey-Murray, NISTC

Emilio Graza, Bradley

Jahala Foote, EISC

Doris Schwinn, S.I.U.

Tom Sloan, S.I.U.

### LOUISIANA

Six Louisiana colleges were represented at the annual warm-up debate tournament as follows: Northwestern State College, Southwestern Louisiana Institute, Louisiana Polytechnic Institute, Louisiana State University, Louisiana College and Centenary.

Southwestern Louisiana Institute ranked first in the senior men's division by winning five of the six debates. Louisiana State University ranked second with four wins.

Northwestern State College and Southwestern Louisiana Institute tied for top honors in the senior women's division. Each team won five of its six debates. Louisiana State University placed second.

### MINNESOTA

The nineteenth annual Northwest Debate Tournament will be held on March 2, 3 and 4 in St. Paul. The tournament is sponsored by the College of St. Thomas and Macalester College. In last year's competition



69 teams participated in the men's division and 34 in the women's division. St. Mary's College of Winona was the winner of the McElmeel trophy in the men's division while the women's team from Dakota Wesleyan won in their division.

The Minnesota Epsilon chapter extends an invitation to all Pi Kappa Delta schools to attend.

### MISSISSIPPI

A total of 62 teams representing 20 colleges and universities in 9 states participated in the Tenth Annual Millsaps Debate Tournament.

The Louisiana State University team composed of Arnold Lincove and Gerald Rigby took top honors in the Men's Division, defeating Tommy Hughes and Marcus Hutcherson of North Texas State College, Denton, in the finals. In the semifinals Hughes and Hutcherson had defeated Sneed and Rhinchart of Southeastern Oklahoma, Durant, and Lincove and Rigby had defeated Lattof and Newton of the University of Alabama.

In the contest in Oratory Alfred Holmes of the University of Alabama placed first and Shelia Trapp of Millsaps second. A total of 17 contestants participated in the preliminaries.

Oscar Newton of the University of Alabama was the winner in the Extemporaneous Speech contest, in which 21 contestants took part. Jack Carter of Southeastern Oklahoma, last year's winner, was second.

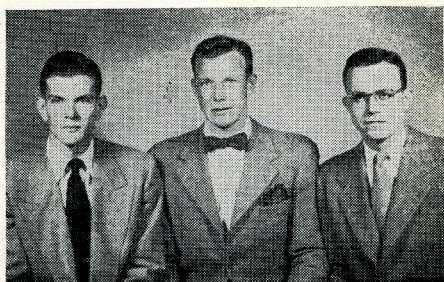
### MISSOURI

Fifteen colleges from the states of

Missouri, Iowa, and Illinois took part in the tenth annual Midwest Speech Tournament held at Northeastern Missouri State Teachers' College, December 2 and 3. The program was made up of original poetry, debate, poetry reading, and after-dinner speaking. The winner in the original poetry contest was James Stookey of Kirksville. The winner in the poetry reading contest was Gordon Grober from Kirksville. The winner in the after-dinner speaking contest was from Southern Illinois University from Carbondale. Two teams in the senior bracket of debate won all their debates; one was from Kirksville and the other from Eureka College.

### TENNESSEE

In the Fourth Alabama Discussion Tournament conducted by the University of Alabama November 17-19, 117 students representing 19 schools from 6 states participated. Tennessee Tech placed three on the honor list. Left to right: John A Mitchell, a senior social science major and holding the degree of special distinction placed second. Merwyn Sanders placed ninth, and Bob Brown, also the holder of special distinction placed excellent.





## Books By Pi Kappa Delta Authors

Courtney, Luther W. and Capp, Glen R., *Practical Debating*, New York: J. B. Lippincott Company 1949.

To increase the rather meager store of good debate books now in print Professors Courtney and Capp of Baylor University have added another fine text.

*Practical Debating* is a compact book which is obviously designed for the coach who must train students in debate essentials in one course. Those who look for an encyclopedic treatment of all the rules and phases of debate will not be satisfied.

The authors have made several changes in the traditional approach. The principles of debate are all in one chapter so that the student does not have to comb from all the chapters the rules which are so essential to the debater.

The authors have added another feature which is a real step in the right direction. They show the relationship of discussion to debate. They advocate the use of discussion in the preparation of the debate and show how this can be done. The question of discussion's relationship to debate has been solved but the authors here show the valuable use of the discussion technique for the preliminary work on debate.

Debate strategy has been omitted entirely from the book and although the reviewer cannot hold with Mr. Courtney and Mr. Capp, he can at least realize that the gentlemen are not afraid to place their opinions out in the open and let the royalty checks fall where they may. Quoting from the book: "At best there is

a nice distinction between strategy and unfair tactics... The most effective strategy is careful preparation."

With the possible exception of the discussion of strategy *Practical Debating* is a valuable addition to the field. It is clear, easy reading, with short chapters and excellent exercises. The book is short enough so that it can be covered adequately in a single course. It will be of the greatest value to the debater who has never confronted this thing, debate, but still will be a valuable addition to the library of the veteran campaigner.—M. S.

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McCall, Roy C., *Fundamentals of Speech*. Macmillan, New York 1949.

This is a brief but very usable book for the freshman speech sections. Having used it the reviewer can recommend it highly. It appeals to the student as readable and interesting, and proceeds to introduce him to practical and useful speaking. It teaches him how to proceed and why the procedure is what it is.

The book is particularly strong on organization, and the visible and audible aspect of speaking. It then proceeds to introduce him to occasions and their requirements, giving attention to introductions, parliamentary procedure, group discussions, reading aloud, etc.

The book is designed for a semester course, and makes no attempt to be exhaustive and complete. It recognizes that there are other courses in speech and does not try to give the entire theory in one book.