

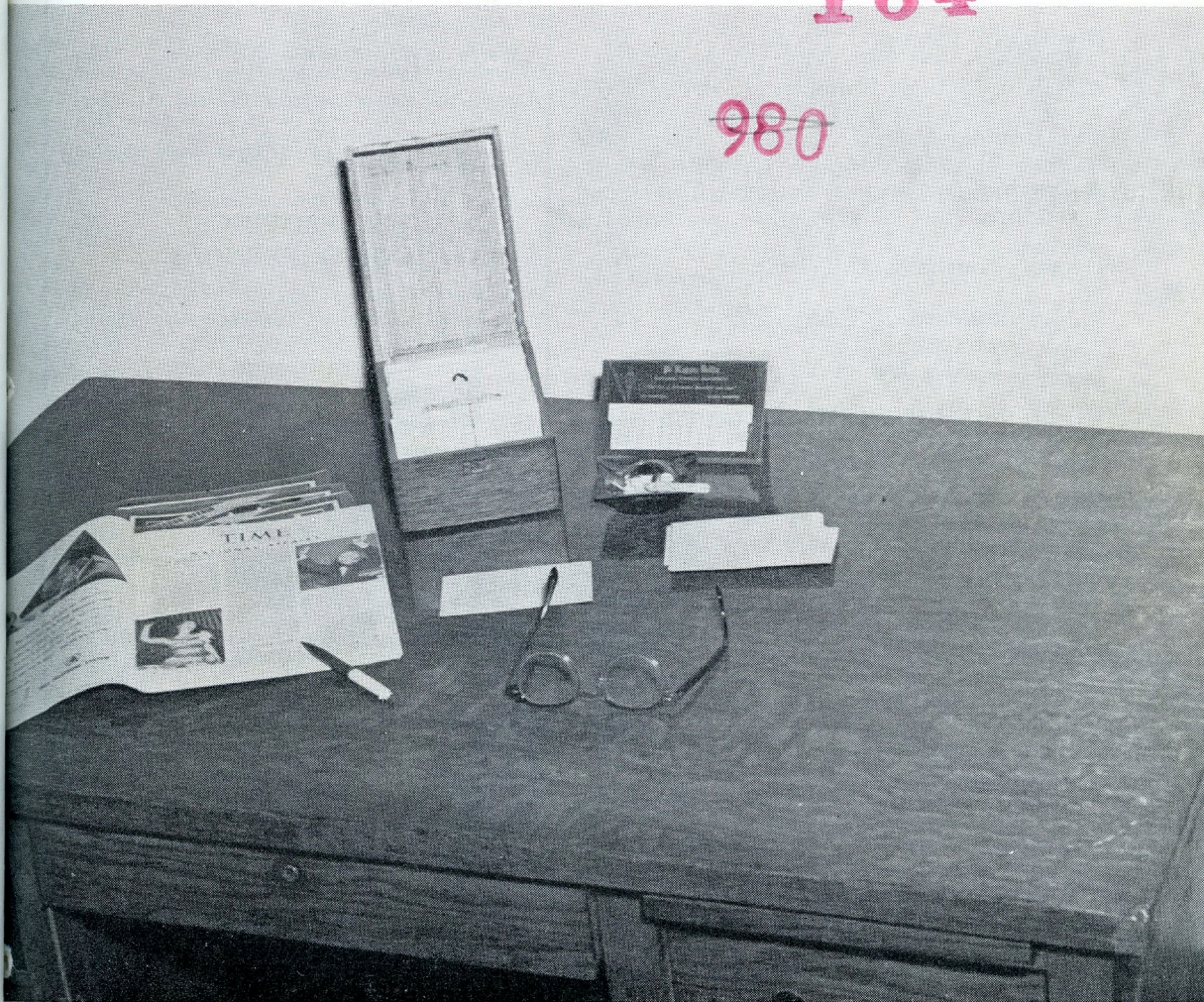
THE

194 47-1
OTTAWA UNIVERSITY LIBRARY
Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

184

980



AUTUMN STILL LIFE

OTTAWA UNIVERSITY LIBRARY
OCTOBER 1961

The FORENSIC

OF PI KAPPA DELTA

SERIES 47 October, 1961 No. 1

Contents

Discussion: Perennial Problem	3
A Debate Code of Ethics	6
The President's Page	8
A Proposal for Future National Conventions	9
Debate Tournament Televised	10
A New Standard of Reference	11
Oratory by the Seat of Your Pants	12
Report of the National Questions Committee	15
The Secretary's Page	16
Chapter Notes	17
Alumni News	21
Chapter Reports	23
New Members of Pi Kappa Delta	28
The Editor Signs Off	31

EDITOR JOHN RANDOLPH

ASSOCIATE EDITORS:

ALUMNI NEWS Frank T. Alusow

CHAPTER NOTES John M. Burt

STUDENT CONTRIBUTIONS L. A. Lawrence

BUSINESS MANAGER D. J. Nabors

Published four times a year in October, January, March, and May. Office of publication: Westminster College, Fulton, Missouri. Second-class postage paid at Fulton, Missouri.

DIRECTORY OF PI KAPPA DELTA

NATIONAL PRESIDENT—Raymond Yeager, Bowling Green State University, Bowling Green, Ohio

NATIONAL VICE-PRESIDENT—Roy Murphy, Southwest Louisiana Institute, Lafayette, Louisiana

NATIONAL SECRETARY-TREASURER—D. J. Nabors, East Central State College, Ada, Oklahoma

NATIONAL COUNCIL MEMBERS—Georgia Bowman, William Jewell College, Liberty, Missouri; Theodore O. H. Karl, Pacific Lutheran College, Tacoma, Washington; Harold C. Larson, Carroll College, Waukesha, Wisconsin

IMMEDIATE PAST PRESIDENT—Harvey Cromwell, Mississippi State College for Women, Columbus, Mississippi

EDITOR OF *The Forensic*—John Randolph, Westminster College, Fulton, Missouri

ASSOCIATE EDITORS OF *The Forensic*—Frank T. Alusow, University of Akron, Akron, Ohio; John M. Burt, Concordia College, Moorhead, Minnesota; L. A. Lawrence, Montana State College, Bozeman, Montana

THE PROVINCES AND GOVERNORS

1. PROVINCE OF THE PLAINS
Kansas, Nebraska, Colorado, Ted Johnson, Western State College, Gunnison, Colorado
2. PROVINCE OF THE MISSOURI
Missouri, Iowa-Central, Simpson, Coe, Drake, Fred Goodwin, Southeast Missouri State College, Cape Girardeau, Missouri
3. PROVINCE OF ILLINOIS
Illinois, Wisconsin-Ripon, Carroll, Whitewater State, Harold Larson, Carroll College, Waukesha, Wisconsin
4. PROVINCE OF THE PACIFIC
Arizona, California, Paul Winters, College of the Pacific, Stockton, California
5. PROVINCE OF THE SIOUX
Iowa-Morningside, Westmar, Buena Vista, North Dakota, South Dakota, Kenneth Erickson, Northern State Teachers College, Aberdeen, S. Dakota
6. PROVINCE OF THE LOWER MISSISSIPPI
Arkansas, Louisiana, Oklahoma, Texas, Robert B. Capel, Stephen F. Austin College, Nacogdoches, Texas
7. PROVINCE OF THE LAKES
Maine, Michigan, Indiana, Ohio, Pennsylvania, West Virginia, Ruth Wilcox, Marietta College, Marietta, Ohio
8. PROVINCE OF THE UPPER MISSISSIPPI
Iowa-Luther, Upper Iowa, Dubuque, Minnesota, Wisconsin-Eau Claire State, River Falls State, Oshkosh State, Kenneth Wilkins, St. Olaf College, Northfield, Minnesota
9. PROVINCE OF THE SOUTHEAST
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Arda Walker, Maryville College, Maryville, Tennessee
10. PROVINCE OF THE NORTHWEST
Idaho, Montana, Oregon, Washington, L. A. Lawrence, Montana State College, Bozeman, Montana

Discussion: Perennial Problem

184

980

(One of the events in Pi Kappa Delta regional and national meets which many coaches feel has never quite "jelled" is discussion. In this issue *The Forensic* prints two analyses of the problem, one by a student with considerable experience in the event, and another by a coach with a national reputation. The first article presents the problem concretely and offers a solution in general terms; the second reports on one specific solution attempted last year.)

CAN WE COMPETE TO COOPERATE?

MARTHA SALSURY

No other speech activity is utilized as much as discussion in life, but most forensic students seem to consider discussion a second rate tournament event. As it is now practiced, the question of whether or not discussion is a suitable contest event may well be asked. In a situation where participants strive to be very cooperative with each other and at the same time are competing to receive a rating by a critic, can good discussion technique be developed?

Criticisms concerning discussion have been numerous. According to an article by Brockreide and Giffin in *The Quarterly Journal of Speech*, Feb., 1959, four weaknesses of discussion in the contest situation are significant. These are: (1) genuine groups are not established, (2) competitive individual ratings distort relationships among discussants, (3) students are not motivated to effect adequate preparation, and (4) insufficient time is allotted for the activity. Each student that has ever been in discussion recognizes these problems. McBurney and Hance, *Discussion in Human Affairs*, say that discussion is a cooperative deliberation for the purposes of understanding and action. This definition does not hold true in a contest. Contest discussion groups can more adequately be called a competitive cooperative deliberation instead of a cooperative venture.

Recently the coaches at the Missouri state tournament re-assessed the value of contest discussion. There was some feeling that the faults of the time limitation, which imposes a specified rate of progress for each step, and of placing the emphasis on the individual rather than the group minimize the value of the event. The majority of coaches agreed that discussion was not an event to be included in the usual forensic contest framework. They felt that a specific discussion conference should be held and the evaluation should perhaps be more nearly similar to Pi Kappa Delta's national tournament evaluation.

But before jumping ahead of ourselves, let us examine specific indictments which might be leveled at discussion as it is now practiced in tournaments. First, we find the time limitation a weakness. There are usually three rounds. The first round is spent in defining and delimiting the question; during the second round the question is analyzed; and in the third round the solutions are given and evaluated. During the first round some time is consumed by social amenities; so the round usually results in less than an hour of deliberation. With this time limitation often the analysis is shortened and an adequate solution is not reached. The treatment of the issues in depth during the analysis is hampered by the time limitation. In reality, discussion groups do not usually feel the pressure of time.

Second, and closely related to the first indictment, is that many discussion questions are too broad and unrealistic. The 1960-1961 question "What should be the role of the Federal Government in the regulation of mass media of communication?" is an example of a question that is far too broad for an adequate analysis and solution. The question had few real implications for students and caused participants to participate without enthusiasm. With this type of question, the delimitation was based on each participant's information, if in reality he had specific information. In discussion groups during the 1960-1961 academic year

Martha Salsbury is a student at Central Missouri State College, Warrensburg, and an active member of the College speech squad.

it was usually decided to delimit the question to governmental control of radio, television, obscene literature, and movies. None of these specific mediums was treated in depth. But each participant had an opportunity to use his limited information!

A cursory examination of the "evidence" used by a group of discussers would reveal one or two books, a thin packet of notes, a few magazines (this reference material may or may not relate to the question), and several tablets of blank legal-sized notepaper. An effective debater would be at a loss if he faced three rounds of competition with a similar amount of material. This difference in preparation may be interpreted, in some degree, as evidence of a lack of respect for the discussion technique and reveals the third indictment. Often before the judges arrive, participants ask one another if they have any information. The answer is usually "I don't know much about the question" or "I have one or two articles." The result of this lack of preparation manifests itself by the person with one note reading the quotation regardless of what is being discussed. The obvious attempt to "bluff" by talking incessantly and saying nothing that will help the group toward the solution is a prevalent practice. Consequences of these practices are confusion and frequent wandering from the subject. There are a few rare persons who have done research and inspire the group. Many participants, however, want to slide by; and since they can lose their identity to some degree, a lack of preparation results. This lack of preparation in the discussion event is many times not an evident handicap—especially when everyone else in the group is in the same state of unreadiness.

Lack of interest and respect for the discussion event by coaches is the fourth weakness. This lack of interest and respect may be due in a large degree to the many speech instructors who openly belittle discussion. This seems paradoxical since many of them teach in institutions where discussion is a part of the speech curriculum. One reason for the belittlement may be due to the lack of individual competition which should permeate discussion. Many coaches are competitive to the point of not being interested in events or tournaments where winning is de-emphasized.

If these indictments against discussion are valid, it may be concluded that contest discussion as it is now practiced should not

be an event in a forensic tournament. But what can be done to alleviate the problems? A solution that would nullify the indictments might be to: (1) establish specific discussion meets, (2) provide evaluation on the basis of the group product as Giffin has advocated, (3) utilize questions more nearly related to the problems or interests of college students, (4) remove discussion from tournaments based on individual events so that speech professors might recognize the value of discussion and accord it the respect which is due to the technique that is used frequently by them and their students, and (5) by establishing professorial respect, build in turn student recognition of the worth and value of good discussion technique.

It has often been asserted that people in forensics become leaders; these leaders will be inmeshed in community life and will participate in discussion. If the participants fail to do research for discussion, we can assume that this lack of preparation will carry over into the use of discussion technique after graduation from college. Community life will not always call for a person to stand up and advocate, it may and often does require a cooperative deliberation.

DISCUSSION ON TRIAL FOR ITS LIFE

CUNERA VAN EMMERIK

Discussion, as a competitive activity, went on trial for its life March 9 to 11, at the Iowa Forensic Association tournament at Iowa State Teachers College in Cedar Falls, Iowa. Once again a new method of conducting discussion contests was put to the test. When the last summary had been given and the final decisions had been tabulated, faculty and students alike expressed more satisfaction with discussion than had been manifest for this part of the tournament in a long, long time.

A year earlier, the Iowa coaches decided to make one more try at discussion, for in every group there were poorly prepared, uninformed students, simply filling time in hopes of learning something; there were opinionated, arrogant persons determined to be rewarded for "their much speaking"; there were individuals ready to sell crack-

Cunera van Emmerik is director of forensics at Central College, Pella, Iowa, and a former member of the National Council of Pi Kappa Delta.

pot ideas at any price; and, of course, there were serious students trying to do a good job. Each was working for a "superior" or an "excellent" rating for *himself*.

The Association commissioned Prof. Vaughn Gayman, Chairman of the Speech Department at Loras College in Dubuque, to draw up a plan for discussion for the 1961 tournament, and gave him power to act. Gayman gathered all the wisdom he could find on the subject.

The problem: "What could be done about the contradiction—trying to teach students to cooperate and to blend personalities into a group effort, yet rewarding them for highly individual efforts which often ran contrary to the group purpose? How turn individualism and competition as a person into an experience that would be true to life, rewarding the entire group for group accomplishments?"

Result: One entire morning was set aside at the State Tournament for discussion. All the coaches were assigned to help judge. Students and coaches were informed that this was to be a learning experience, an honest attempt to attain *group* action on the problem, and that the individual was to excel only through the achievement of the group.

From 7:15 to 8:15 a.m. each discussion section met around a breakfast table with a "group" judge. They became acquainted and built an interpersonal relationship which was to remain friendly, cooperative, and conducive to a group solution. They chose a chairman on the basis of qualifications. The group judge helped start things off with necessary instruction.

After breakfast, the groups adjourned to their conference rooms where they remained, except for a ten-minute break mid-morning. There were no detailed outlines—only a brief statement on procedures. The steps followed a familiar pattern: definition, delimitation, criteria, analysis of the problem, proposed solutions, accepted solution. Each group decided for itself when it had finished one step and could proceed to the next. Each decided whether they wanted one chairman for the morning or three.

In the past, students had been sent into a room as strangers, told to "hurry up, pick a chairman, and get going." Each one thought, "I'd better chalk up points for myself regardless of what the other fellow does." But now, *esprit de corps* had been

established around the breakfast table. There was a group problem, and the best that each could give was none too good.

The "group" judge remained with the section. He was the instructor as well as the evaluator of progress, accomplishment, and procedure. He coached the group ahead from step to step, giving a five-minute "leadership building" critique at the end of each step. He gave his rating at the end on the basis of what the group had done and on what each discussant had contributed to the group.

In addition, three "traveling" judges visited each section for at least a half hour to compare groups as well as persons. The three travelers might have observed six or seven groups among them. This gave them an over-all viewpoint and judgment.

In the decisions, the group judge's opinion was weighted equal at least to that of the three traveling critics. The traveling judges, in turn, could level off over-grading or under-grading by the group judge. This cross-section opinion compared the entire body of discussants, and it had provisions for identifying and punishing the low participant, and of rewarding the outstanding participant among less able competitors.

The rating sheets gave the student four estimates of himself on five factors, and gave him the judges' opinions on these factors for everyone else in the group.

Group rating was all-important. A student received a superior only if his group rated superior—except, if all his judges rated him superior in a group that rated excellent. This exception gave the superior student a chance for a good rating even if "ill fortune cast him into a group of floundering finger counters." Only by helping the group, however, did the student have a chance to rate a superior for himself.

The work approximated a real life situation. The groups had a limited time to get the job done. They became stimulated and remained stimulated. There were no twenty-four hour breaks during which to lose a viewpoint, or become unduly influenced to change one's mind.

A study made by the officers of the Association indicated that students and faculty alike approved the results. There were no complaints about heavy judging assignments, nor about the long session devoted to discussion. The final judgment of the court was "Let discussion live for this has been a big improvement."

A Debate Code of Ethics

ROBERT B. CAPEL AND GEORGE CARIKER

(Because the principles contained in this code are of interest to all debate coaches and judges, THE FORENSIC is happy to reprint it here. Originally prepared for the Texas Speech Association, the code was to have been drawn up by a larger group than the two men named above, but time conflicts prevented the others from actually participating in the writing.)

In the fall of 1959, this code was presented to the Executive Council of the Texas Speech Association and officially adopted without a dissenting vote. In 1960 the committee in charge of Debate Ethics reported their belief that no changes in the code were needed, and the report was adopted again without a dissenting vote.)

A code of Ethics for Debate must, of necessity, reflect a philosophy concerning the purpose of debate. This suggested code is based upon the philosophy that: (1) debate should be a straightforward discussion of the main issues of the proposition, (2) there is no place for any form of trickery on the part of either students or coaches, (3) all participants and coaches should behave like ladies and gentlemen and treat their opponents as such and (4) debate is an educational activity designed to improve the research, thinking and speaking abilities of the students.

AUDIENCE

1. The audience should not demonstrate obvious support of one school beyond a normal audience response to the effectiveness of the speakers.

2. Debaters should never do anything that calls attention to themselves while an opponent is speaking. This includes move-

Robert B. Capel, Ph.D., is Head of the Department of Speech and Coach of Debate at Stephen A. Austin State College, Nacogdoches, Texas, and Governor of the Province of the Lower Mississippi. He holds the degree of Special Distinction in all three orders.

George Cariker is Assistant Principal and Debate Coach of Carthage High School, Carthage, Texas. His teams have been unusually successful, frequently going to the state finals in high school competition.

ment at their table, audible communication and dramatic or audible reactions to the speaker.

COACHES

3. The coach should make every effort to instill in his debaters the highest regard for truth and honesty at all times. Debate is no place for: (1) lifting statements so as to alter meaning, however slight the alteration, (2) manufacturing of evidence, or (3) misrepresentation in any form.

4. The coach should never resort to trick cases, matching of teams in tournaments in such a way as to give advantage to home terms or penalty to other teams, or select judges with known or possible bias which might give advantage to a favorite team.

5. Every possible effort should be made to use only competent judges. When it is necessary to use a large number of judges, such as in tournaments, a positive effort should be made to do all possible training of any inexperienced judges who may need to be used.

6. At no time should the coach publicly protest decisions, argue a decision with the tournament director, or argue with the judge.

7. Debate should be recognized as a contest between teams and not a contest in the speech writing ability of coaches. There is no place in educational debate for speeches or cases prepared in detail by coaches and memorized or digested by debaters. Coaches should limit their activities to teaching and not do the debater's preparation for him.

8. A coach should never attempt to influence the course of the debate, once it is in progress, through any form of signals to his debaters or any other means of communication.

DEBATES

9. Courtesy and sincerity should be the rule at all times. There is no place in debate for sarcasm or ridicule of opponents.

10. The debater who loses his temper should be severely penalized.

11. Honesty is not to be sacrificed.

a. Statements should not be altered to strengthen them or to change their mean-

ing, either by direct action or implication.

b. Statements should not be quoted out of context.

c. Opponents should not be accused of ignoring points which they have discussed.

d. Opponents should not be quoted as making statements which they did not make.

e. Use of false and manufactured evidence should be heavily penalized.

f. The date of evidence should not be purposely concealed in order to strengthen its effectiveness.

12. The debater should listen carefully to his opponents. He must know not only the topics discussed but also exactly what they have said about these topics.

13. There is no place in debate for trick cases, trick questions, or trickery in any form. Debate should be an honest, sincere, straightforward discussion of the issues.

14. Debaters should not hinder the normal progress of the debate.

a. They should be ready to take the platform when their opponent ceases speaking.

b. They should not exceed their time limits.

15. Debaters should not attempt to influence the judge beyond normal effective speaking.

a. Emotionalized appeals beyond the limits ordinarily used in good speaking should be avoided.

b. The debaters should not make known friendships or relationships with others which might influence the judge.

c. There should be no element of "apple polishing" between the debater and the judge.

16. The position of the team should never be in doubt. It is not good debating to hide the arguments of the team in the hope that a late revelation will work to their advantage. This does not mean the entire case must be outlined in the first speech, but it should be presented in an orderly, logical manner.

17. New issues should never be presented for the first time in the rebuttal speeches. This does not prevent a debater from replying at any time to issues raised by his opponents nor does it prevent the presentation in the rebuttal speeches of new and additional evidence in support of his position.

18. A debater should not delay until the last affirmative rebuttal the answering of main issues in the debate which might well have been discussed earlier. This standard should not be so emphasized, however, as to seem to prevent effective use of the time of the last affirmative speaker. The point at issue is deliberate delay for the purpose of preventing your opponents from examining your reply.

19. The debater should not expect his coach to do his research and organization of material for him.

20. At no time should the debaters argue a decision with the judge or imply dissatisfaction to him. The judge has been asked to give his opinion and should be treated with every courtesy even though the debater may disagree with his opinion.

21. Lists of questions asked of opponents should be condemned as are other forms of trickery. A question which is really significant to the progress of the debate and which is designed to improve the quality of the debate should be considered ethical. It should be noted, however, that the need for such questions is not a frequent occurrence, in as much as significant points will ordinarily be covered in the normal progress of the debate.

GENERAL

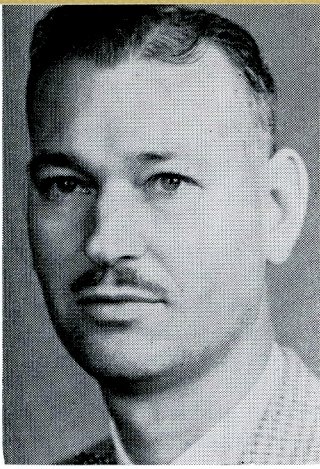
22. Debate handbooks may be useful as an introduction to the problem, as a crutch against unconsciously omitting certain big segments of material in the research of the team, and as an indication of sources not readily available in local libraries.

23. Debate handbooks should not be a major part of the debate preparation. In no case should the debater rely heavily on the handbook. The publication of handbooks furnishing constructive speeches and rebuttals should be discouraged in every way possible.

24. Debate should be regarded as an educational activity where skill in speaking, research, and organization of material is increased.

25. Debating both sides of a proposition is quite in keeping with the highest ethical standards. Debate is not intended as a presentation of personal opinion; the debater has not earned the right to speak with authority. It should be recognized that it is the obligation of the debater to present the strongest possible case within the realm of

(Continued on page 30)



Raymond Yeager

The President's Page

Greetings from the National Council of Pi Kappa Delta! As we start a new year in Forensics, let us examine our position in order to see where we are heading.

During our national convention at Stillwater last spring, Pi Kappa Delta recognized 12 new chapters, bringing the total number to 204. This was the first time in history that we passed the 200 mark.

Our Secretary-Treasurer, D. J. Nabors, informed me this summer that our new memberships for the year passed the 1,000 mark for the first time since 1949.

This is only the seventh time in our history that we have accomplished this feat.

We should pay special tribute to the dedicated leadership of our Immediate Past President, Harvey Cromwell. He has laid a firm foundation for the continued growth of our fraternity. We are pleased that he will continue as a member of the National Council, particularly in the two most important years ahead of us.

Our thanks, too, go to Donald Sikkink for his valuable service during his term on the National Council. He served as Chairman of the Committee on Constitutional Revision.

We welcome the two new members of the National Council—Ted Karl of Pacific Lutheran, and Harold Larson of Carroll College. Their talents and abilities will be put to good use.

Look at the Directory of Pi Kappa Delta on the inside cover of this issue of *The Forensic*. Get acquainted with your officers. You can meet some of them at speech tournaments this year.

Know your Province Governor. He is a vital part of the lines of communication in our organization. You will meet your Governor at the Province conventions this year. Plan *now* to see that your chapter is represented at the Province meeting.

All of us are busily planning for Pi Kappa Delta's Fiftieth Anniversary during the 1963 national convention. You will hear more about it in future issues. While the Council considers ways and means, each local chapter should be preparing for its own celebration. Are your alumni files up-to-date? Are you planning a banquet and birthday cake to celebrate? Are you inviting your local founders to attend and perhaps speak? A publicity committee should consider how you can get maximum public coverage.

Our Secretary-Treasurer can furnish each chapter a list of its initiates. Your school alumni association should have up-to-date addresses.

You will soon receive an announcement to help us select Pi Kappa Delta's "Famous Fifty" Alumni. You can help now by discussing with others who your most prominent alums are.

It will appear from the foregoing that local chapter officers should be appointing committees and making studies for 1963. Our plans should be made this year for our activities next year.

My best wishes to each of you for a most profitable year in forensics. The experiences we gather and the friends we make will long live in our memories.

A Proposal for Future National Conventions

DONALD E. SIKKINK

My memories of the 22nd biennial convention are pleasant but they do include such doubtful items as the persistent attempts to shorten the convention, the unrealized desire to have more time for business, the wish that nominations be made earlier, the feeling that Province Governors are an unused appendage and the pervading but unsupported belief that the National Council dominates the organization. While these problems may seem unrelated, the purpose of this article is to draw a relationship by proposing a new method for handling our convention business. This proposal represents the thinking of several coaches who contributed ideas and deserve credit.

Let me begin this proposal by assuming that the "long" convention will continue on the justification that the convention features (particularly business) are what makes this experience different from the usual tournament. If this is to be our reason for long conventions, business sessions must be so effective that a majority of those attending will feel they had a part in the decisions that were reached. I do not believe we are presently realizing that goal and for that reason I propose that at National Conventions we:

1. Establish a student Legislative House composed of one *voting student* delegate from each college in attendance. The chairman of this house should be a skilled and experienced faculty parliamentary expert appointed by the National Council. Meetings of this body should be scheduled so they would conflict with only one event (I suggest oratory) and would be open in attendance and discussion to everyone but with voting limited to the one student delegate from each school. This body would elect national officers, national council members, consider original business, busi-

ness sent to it by the Legislative Senate (see below) and business proposed by the National Council.

2. Establish a Legislative Senate composed of the ten Province Governors. The chairman and secretary of this group would be elected by the members. Meetings of this body should be scheduled so they would only conflict in a limited fashion with judging assignments. All persons attending the convention could attend and discuss in this senate but voting would be limited to the ten governors. This body would nominate national officers, consider original business, business sent to it by the Legislative House, and business proposed by the National Council.

3. Establish a relationship between the Legislative Senate and Legislative House that would require that any item of general business (excluding elections and nominations) passed by one group would need the approval of the other body and the National Council. The National Council could exercise a veto over all general business but this veto could be over ruled by a two-thirds vote of both houses.

Such a proposal could be implemented within the present time schedule of our conventions. With the last convention schedule as a guide, meetings could be arranged on Monday from 11:00 to 12:00; Tuesday from 1:00 to 2:30, and 6:30 to 8:00; Wednesday from 1:00 to 3:00; and Thursday from 10:00 to 12:00. This schedule, based on sessions partially in conflict with oratory, would allow eight hours of business meetings in addition to the opening and closing general sessions held on Monday and Friday.

Three additional minor revisions might serve to strengthen this method of conducting business. It would seem desirable to have a province meeting early in the convention so that Governors and student delegates might be instructed. It would also seem wise in such a system to provide for

(Continued on page 14)

Donald L. Sikkink is director of forensics at South Dakota State College, Brookings, South Dakota, and a former member of the National Council of Pi Kappa Delta.

Debate Tournament Televised

DEWITTE T. HOLLAND

Intercollegiate tournament debating has been successfully televised in Texas. On January 15, 1961, the first of a series of thirteen weekly, thirty-minute TV debates was aired from WFAA-TV in Dallas. "Young America Speaks," sponsored by Sinclair Oil Company, shifted the format of orthodox collegiate debating and demonstrated that debate could be effectively presented for popular consumption. Audience polls taken during the showings over a Texas network of eleven stations, revealed that the show was well out in front of its nearest competitor at the 5:00 p.m. hour on Sunday.

The impetus for the program came from Harvey Marlowe, independent Dallas TV producer. He sold Sinclair on the idea of the show, and then approached selected debate coaches on the matter. The fourteen participating schools, all with active forensics programs, were Texas Tech, Abilene Christian College, Southern Methodist University, Texas Christian University, Baylor University, Texas A & M, Rice University, Lamar Tech, Hardin-Simmons University, Stephen F. Austin College, Southwest Texas State Teachers College, North Texas State Teachers College, University of Houston, and the University of Texas. Coaches from the schools pooled ideas for propositions and worked carefully with the producers in coordinating a demanding tournament. Much of this was done at regular debate tournaments in the fall of 1960. Detail rehearsal on the dramatic technique in debate, necessary for the TV audience, was supervised by Producer Marlowe as he journeyed to each school involved in the tournament well in advance of production dates. Jack Wyatt, popular TV personality, was chosen as moderator.

The Sinclair Company provided incentive money of \$1,000 for the winner of each debate and \$500 for the losing team. Since all debates were actually held in the studios of WFAA-TV in Dallas, where they were video taped and then broadcast some

two hours later, Sinclair also bore the travel and board expenses of all the participants.

Each debate was divided into three periods: set speeches of three minutes for each debater, a five minute cross fire period (cross exam without controls), and five minutes of questioning from previously selected members of the studio audience. The audience participants, two for each side, were regular members of the teams, and asked prepared questions.

Three judges, paid by Sinclair and chosen from a group nominated by the coaches, separately scored each round immediately after performance. The scoring was not visible to the judges or to the debaters and only the audience was aware of the totals. A 180 point scoring system was used with a maximum of 60 points for each team per unit of the program. Scoring was consistent from the outset and generally regarded as quite fair and accurate. There was little complaint on the judging although one loss eliminated a school from the tournament.

Since the program was limited to Texas, most of the topics chosen for use were related to Texas problems: poll tax, driver-rating system, redistricting, sales tax, etc. Toward the end of the tournament international topics were used, some of them "old" national debate topics. After a brief experience it was ruled that the affirmative had only to deal with the need issue rather than all stock issues in regular debate.

Those who participated in the truncated debates learned much about how to operate under immense pressure. Tension and motivation were considerably higher than the usual fever pitch in regular tournaments. The participants discovered the value of economical use of language, and those teams which proceeded far in the tournament learned to digest material rapidly since often they had only a few days in which to prepare for a debate.

The entire affair was unbelievably successful, largely due to the careful supervision and coordination of the Sinclair

(Continued on page 14)

A New Standard of Reference

THOMAS L. FERNANDEZ

(Emery, Walter B. *Broadcasting and Government*. Michigan State University Press, 1961. \$7.50.)

Dr. Emery's book comes at a time when the conduct of mass media of communication in the United States is being closely examined. President Kennedy's request for a self-imposed censorship and FCC chairman Minow's challenge to the National Association of Radio and Television Broadcasters reflect the significant role of communications media in modern America. In a society having over 80 per cent of its population exposed to radio and television, every citizen should be aware of the relationship of broadcasting and government. Professor Emery sums up his attitude in this regard in a subhead to Chapter XXIII which reads, "The Total Citizenship Has a Responsibility."

The author is particularly well qualified to deal with the subject at hand. In addition to his long experience as a college teacher, he has been an active professional broadcaster and a member of the Federal Communications Commission Bar. He brings to this writing the fruits of experience in radio, education, and law.

The volume is so arranged that it provides a chronological account of broadcast legislation in the United States. Early chapters deal with significant events in the history of radio, but the emphasis is on developments in law. The major objective of this work, therefore, is to trace the evolution of the Federal Communications Commission, using key legal decisions as the major frame of reference.

Some of the more interesting reading is to be found in Chapter III, which contains a vivid exposition of the function and

power of the FCC. Students of public speaking will also be interested in Dr. Emery's discussion of the contributions to broadcasting regulation made by Herbert Hoover during his term as Secretary of Commerce. Chapter XVIII includes a concise explanation of the history, legal implications, and temporary resolution of the *Lar Daly* case, which led to the suspension of the "equal time" regulation during the 1960 presidential campaign. It is in the selection of illustrative and exemplifying materials that the author's broad background is put to excellent use.

Included in the appendix are reprints of documents that have governed broadcasting in the United States. Of these, every student of speech should be required to read the codes of the National Association of Broadcasters, giving special attention to the section on advertising standards. Perhaps the most colorful reading in the appendix, however, is the series of biographical sketches of Federal Communications Commission members. From these vignettes, the reader may discover much about how individual personalities have shaped American broadcasting.

From the standpoint of style, the writing is at times weighty. The jargon of the legal profession too often gets in the way of clear enjoyable reading. Surely there is an easier way of identifying a source than, "U.S. vs Betteridge (N.D. Ohio, E. Div. 43f Supp. 53, 55)." Readers unfamiliar with legalese may well be perplexed.

Students interested in original sources will be troubled by incomplete footnote references such as, "*Broadcasting*, April 25, pp. 86-87," or "See: *New York Times*, November 2, 1958." Once again, the practice of compiling footnotes at the end of a chapter rather than entering them as they occur, and so making footnotes usable, is distressing. Moreover, it seems unfortunate that a work which is in so many ways exhaustive could not have included a more complete bibliography.

Those who read *Broadcasting and Government* will discover that Dr. Emery is
(Continued on page 14)

Thomas L. Fernandez is a member of the speech department at Marietta College, Marietta, Ohio. Walter B. Emery, author of the book reviewed here, is Professor of Television and Radio, Michigan State University, and was the recipient of Pi Kappa Delta's Distinguished Alumnus Award at our National Convention last spring. THE FORENSIC would welcome the opportunity to review other books written by members of Pi Kappa Delta. Please send review copies to the editor.