

THE FORENSIC

OF PI KAPPA DELTA

GEORGE McCARTY, Editor

G. W. FINLEY, Business Manager

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SERIES 16

OCTOBER, 1930

NO. 2

A PERSONAL LETTER FROM PRESIDENT PFLAUM

523 So. Division, Ann Arbor, Mich.

Dear Members of Pi Kappa Delta:

I am taking this means of keeping in touch with you. If I could I would like to write to each chapter a personal letter but time and money will not permit. Believe me this letter is nevertheless most sincere. If you can find the time, drop me a few lines. I will be glad to hear from you and to receive advice and suggestions as to ways and means of bettering our organization. You see I am a student for this year and you know how busy that keeps a person.

There are a number of things I would like to call your attention.

First, I hope you will have the best and most beneficial year that your chapter has ever had. Good luck to you.

Second, Your National Council has been busy all summer making plans and I want to let you know what we are doing.

Third, We are making very careful and extensive plans for the next Convention. It comes in 1932, and we hope that you are looking forward to its coming and are making plans and budgeting your funds for the convention attendance. If it is at all possible could you lay aside this year a small amount of your forensic budget for convention expenses and then add to it next year and bring a large delegation?

Fourth, We are trying to perfect a contest system for the convention. We expect to retain the five rounds of debate for all teams before we eliminate. We are planning elimination contests for extempore and oratory, improving on the last convention contests.

Fifth, We believe we can perfect a system for handling the debate contests, territorial distribution, announcements, schedules, and room situations. I am going to get committees to handle those things instead of national officers who are overworked.

Sixth, Bigger and better business meetings.

Seventh, An Alumni Association.

Eighth, Don't forget to send your forensic and chapter news to Editor McCarty. We want to hear from you and know what you are doing.

Ninth, Consult the cover page of the Forensic for committees and help these committees to do their work.

Tenth, Let us make each provincial meeting this year 100 per cent efficient. Boost for your province.

You see, friends, it is easy to give advice. To carry out the suggestions is the real problem.

With best wishes, I am

Fraternally yours,

GEO. R. R. PFLAUM.

P. S.—The committees that have been appointed, as well as the other appointive offices will be printed on the inside of the Forensic cover.

G. R. R. P.

REPORT ON CHAPTER ACHIEVEMENTS AT NATIONAL TOURNAMENTS

Prepared by a Special Committee
Appointed by President Pflaum

Pursuant to resolution adopted at the recent biennial convention, there is presented here a report of chapter achievements prepared by a committee appointed for that purpose by President Pflaum. The report takes in the three recent national tournaments and lists for each chapter the number of contests it won.

For debate it includes all debates won in the preliminary, semi-final and final rounds. Byes have not been counted. Teams passing into the succeeding round by default of their opponents have been treated as drawing a bye.

For oratory and extempore speaking any rank in the upper half of the contesting group in the preliminary, semi-final, and final contests has been considered as a contest won. That is, if there were six orators in a section, the three ranking highest were credited with having won a contest; the lower three as having lost. In case of five contestants, third place was considered as a contest won if, as a result of that rank, the participant was entitled to compete in the next round of the series. If he was not so entitled, third rank was considered as being in the lower half of the group. The same rule was used in cases of seven and nine contestants.

In the report itself, the figures indicate the total number of contests won by the chapter in each tournament. A cipher indicates that representatives of the chapter participated, but failed to win a contest. A dash (—) indicates that the chapter did not compete in that tournament. Double asterisks (**) indicate that the chapter was not at that time a member of Pi Kappa Delta.

Wherever a number of chapters had the same total score, we placed first those chapters which achieved that score with less than three tournaments of membership and competition.

The report has been compiled with care, but in any undertaking as detailed as this, errors are likely to occur. Chapters believing their score to be erroneous will kindly write the chair-

man of this committee about it. The records will be re-examined and necessary corrections made and published.

The resolution adopted at the convention at Wichita also called for recommendations from this committee. The committee will take further time in studying this report and make its recommendations at the next convention.

Respectfully submitted,

Bruno E. Jacob, Ripon College

N. S. James, Oshkosh Teachers College

Guy E. Oliver, North Central College.

CONTESTS WON AT NATIONAL TOURNAMENTS

| Chapter | 1926 | 1928 | 1930 | Total |
|---------------------------------|------|------|------|-------|
| 1. Morningside ----- | 8 | 18 | 12 | 38 |
| 2. U. of California, L. A.----- | 6 | 13 | 18 | 37 |
| 3. Nebraska Wesleyan ----- | 8 | 10 | 15 | 33 |
| 4. Southwestern (Kans) ----- | 5 | 10 | 18 | 33 |
| 5. William Jewell ----- | 7 | 14 | 11 | 32 |
| 6. Aberdeen Teachers ----- | 11 | 8 | 12 | 31 |
| 7. Bethany ----- | 5 | 11 | 15 | 31 |
| 8. Augustana ----- | 6 | 8 | 17 | 31 |
| 9. Macalester ----- | 7 | 11 | 10 | 28 |
| 10. Redlands ----- | 5 | 10 | 12 | 27 |
| 11. Park ----- | 3 | 12 | 12 | 27 |
| 12. Central (Mo.) ----- | 7 | 8 | 12 | 27 |
| 13. Simpson ----- | 7 | 9 | 10 | 26 |
| 14. So. Dakota State ----- | 2 | 11 | 11 | 24 |
| 15. Pittsburg Teachers ----- | 6 | 10 | 8 | 24 |
| 16. Wichita ----- | 3 | 4 | 16 | 23 |
| 17. Monmouth ----- | — | 9 | 13 | 22 |
| 18. St. Thomas ----- | 3 | 11 | 8 | 22 |
| 19. K. S. A. C. ----- | 5 | 4 | 12 | 21 |
| 20. Colorado Teachers ----- | 13 | 4 | 4 | 21 |
| 21. St. Olaf ----- | 5 | 10 | 6 | 21 |
| 22. Emporia Teachers ----- | 6 | 5 | 8 | 19 |
| 23. Gustavus Adolphus ----- | 1 | 6 | 12 | 19 |
| 24. College of Emporia ----- | 8 | 6 | 4 | 18 |
| 25. North Central ----- | 6 | 6 | 6 | 18 |
| 26. Dakota Wesleyan ----- | 4 | 6 | 7 | 17 |
| 27. Hastings ----- | 1 | 10 | 6 | 17 |
| 28. Ill. Normal U. ----- | — | 6 | 11 | 17 |
| 29. Heidelberg ----- | 3 | 1 | 12 | 16 |
| 30. Okla. City U. ----- | 2 | 6 | 8 | 16 |
| 31. Baylor College ----- | 7 | 3 | 6 | 16 |
| 32. Madison Teachers ----- | ** | ** | 15 | 15 |

| Chapter | 1926 | 1928 | 1930 | Total |
|----------------------------------|------|------|------|-------|
| 33. Michigan State College ----- | 1 | 1 | 12 | 14 |
| 34. Sioux Falls ----- | 2 | 6 | 5 | 13 |
| 35. Oklahoma Baptist ----- | 1 | 3 | 9 | 13 |
| 36. Hamline ----- | — | 3 | 10 | 13 |
| 37. Central (Mo.) Teachers ----- | — | 0 | 13 | 13 |
| 38. Michigan Normal ----- | 0 | 5 | 7 | 12 |
| 39. College of Pacific ----- | 4 | 6 | 2 | 12 |
| 40. W. Va. Wesleyan ----- | ** | ** | 11 | 11 |
| 41. Culver-Stockton ----- | — | 4 | 7 | 11 |
| 42. Sterling ----- | 5 | 0 | 6 | 11 |
| 43. East Texas Normal ----- | 0 | 7 | 4 | 11 |
| 44. Tulsa ----- | 1 | 0 | 9 | 10 |
| 45. Alva Teachers ----- | 2 | — | 8 | 10 |
| 46. Penn ----- | ** | ** | 9 | 9 |
| 47. Bowling Green ----- | ** | ** | 9 | 9 |
| 48. Denton Teachers ----- | ** | 4 | 5 | 9 |
| 49. Ripon ----- | 0 | 6 | 3 | 9 |
| 50. Ill. Wesleyan ----- | 1 | — | 8 | 9 |
| 51. Kalamazoo ----- | 2 | 1 | 6 | 9 |
| 52. Westminster ----- | 3 | 0 | 6 | 9 |
| 53. Parsons ----- | 5 | 2 | 2 | 9 |
| 54. Jamestown ----- | 2 | 2 | 5 | 9 |
| 55. Western Union ----- | 3 | 4 | 2 | 9 |
| 56. Colorado Aggies ----- | 3 | 1 | 4 | 8 |
| 57. Baldwin-Wallace ----- | 1 | 6 | 1 | 8 |
| 58. Cal Tec ----- | 0 | 2 | 6 | 8 |
| 59. Howard-Payne ----- | 0 | 2 | 6 | 8 |
| 60. Western State ----- | 4 | 2 | 2 | 8 |
| 61. Dubuque ----- | 3 | 4 | 1 | 8 |
| 62. Baylor University ----- | ** | ** | 7 | 7 |
| 63. Texas Christian ----- | ** | 2 | 5 | 7 |
| 64. Yankton ----- | 0 | 0 | 7 | 7 |
| 65. Colby ----- | — | 1 | 6 | 7 |
| 66. Olivet ----- | — | 2 | 5 | 7 |
| 67. Maryville ----- | — | 3 | 4 | 7 |
| 68. Linfield ----- | 3 | 2 | 2 | 7 |
| 69. McKendree ----- | — | 3 | 4 | 7 |
| 70. Simmons University ----- | ** | ** | 6 | 6 |
| 71. Wake Forest ----- | ** | 1 | 6 | 6 |
| 72. Washburn ----- | 4 | — | 2 | 6 |
| 73. Iowa Central ----- | 0 | 2 | 4 | 6 |
| 74. Eureka ----- | 6 | 0 | — | 6 |
| 75. Huron ----- | 2 | 2 | 2 | 6 |
| 76. Puget Sound ----- | — | — | 6 | 6 |
| 77. Wheaton ----- | ** | ** | 5 | 5 |
| 78. Ottawa ----- | 0 | — | 5 | 5 |

| Chapter | 1926 | 1928 | 1930 | Total |
|---------------------------------|------|------|------|-------|
| 79. Oklahoma A. & M. ----- | 0 | 2 | 3 | 5 |
| 80. Doane ----- | 0 | 1 | 4 | 5 |
| 81. Carthage ----- | 3 | — | 2 | 5 |
| 82. Montana State ----- | 1 | 0 | 4 | 5 |
| 83. Missouri Wesleyan ----- | 1 | 4 | — | 5 |
| 84. Louisiana ----- | 0 | — | 5 | 5 |
| 85. Drake ----- | ** | 2 | 2 | 4 |
| 86. Virginia Teachers ----- | ** | 2 | 2 | 4 |
| 87. Hope ----- | 0 | 1 | 3 | 4 |
| 88. Franklin ----- | 1 | 3 | — | 4 |
| 89. Baker ----- | — | 2 | 2 | 4 |
| 90. Iowa Wesleyan ----- | 1 | — | 2 | 3 |
| 91. Cotner ----- | — | 2 | 1 | 3 |
| 92. Kansas Wesleyan ----- | 1 | — | 2 | 3 |
| 93. Wofford ----- | 0 | 1 | 2 | 3 |
| 94. Bradley ----- | 1 | 2 | — | 3 |
| 95. Ouachita ----- | — | — | 3 | 3 |
| 96. Hays Teachers ----- | 2 | — | 1 | 3 |
| 97. Centenary ----- | — | 1 | 2 | 3 |
| 98. Okla. Col. for Women ----- | 3 | — | 0 | 3 |
| 99. Idaho ----- | ** | 0 | 2 | 2 |
| 100. Shurtleff ----- | ** | 0 | 2 | 2 |
| 101. Intermountain ----- | — | 2 | — | 2 |
| 102. Georgetown ----- | — | — | 2 | 2 |
| 103. Centre ----- | — | 2 | — | 2 |
| 104. Kearney Teachers ----- | — | — | 2 | 2 |
| 105. Kentucky Wesleyan ----- | — | — | 2 | 2 |
| 106. Carroll ----- | 0 | 0 | 2 | 2 |
| 107. Buena Vista ----- | 2 | — | — | 2 |
| 108. Trinity ----- | — | 2 | — | 2 |
| 109. Sam Houston Teachers ----- | ** | ** | 1 | 1 |
| 110. Oshkosh ----- | ** | ** | 1 | 1 |
| 111. Hiram ----- | — | 1 | — | 1 |
| 112. Grove City ----- | 0 | 1 | — | 1 |
| 113. Upper Iowa ----- | 1 | — | — | 1 |
| 114. Tusculum ----- | 1 | 0 | — | 1 |
| 115. Akron ----- | — | 1 | — | 1 |
| 116. Coe ----- | — | — | 1 | 1 |
| 117. Otterbein ----- | 0 | 1 | — | 1 |
| 118. Detroit ----- | — | 1 | — | 1 |
| 119. S. W. (La.) Teachers ----- | ** | ** | ** | ** |
| 120. Kirksville Teachers ----- | ** | ** | ** | ** |
| 121. Ada Teachers ----- | ** | ** | ** | ** |
| 122. Millsaps ----- | ** | ** | 0 | 0 |
| 123. Grand Island ----- | 0 | — | — | 0 |

(Continued on Page 60)

THE EDUCATOR LOOKS AT DEBATE

By A. CRAIG BAIRD

Professor of Speech, State University of Iowa

(Delivered at the National Convention of Pi Kappa Delta,
Wichita, Kansas, April 2, 1930.)

We teachers and promoters of debate have acquired a commendable serenity as we ply our art. Tradition and performance alike reassure us. Old debaters come back to testify that nothing in the curriculum or out of it has been of such practical benefit as debating. The multiplication of college teams in recent years, the newer vogue of transatlantic and transpacific trips, the amazing growth of statewide high school leagues and of organizations like Pi Kappa Delta, the inspiring spectacle of gatherings where scores of colleges compete in forensics, all confirm our complacency.

From certain quarters, however, have come from time to time disquieting echoes. These rumblings began twenty years ago when Roosevelt castigated debaters for their alleged insincerity in speaking. These criticisms have persisted. Recurrent articles in *School and Society*, the *Educational Review*, and other magazines* have characterized debating as "sophism institutionalized" and as a "cause of mind bewilderment." Leading the van have been teachers and leaders of education like Professor Fretwell of Columbia, Superintendent McAndrews of Chicago, and Professor Overstreet of New York University, who have proceeded more by implication than by direct attack. The cumulative effect of these thrusts has been to bring us to the stark realization that debating is at the bar of education, and that these critics would damn it and all its works.

Oldfashioned eloquence
fell into disrepute be-
cause its spokesmen
failed to square with
sane educational prac-
tice.

The indictment may be briefly stated: Courses in the college curriculum that genuinely educate should (1) encourage sane and thorough thinking, (2) foster intellectual honesty, (3)

*"On College Debating," R. Withington, *School and Society*, 27:770-4 June 30, 1928; "The Cost of Debating," A. Comstock, *Educational Review*, 70:24-5 June, 1925; "Debating: Sophism Institutionalized," V. L. Mangum, *Educational Review*, 74:195-200, Nov. 1927; "Mind Bedevilment Caused by Debates," V. L. Mangum, *Educational Review*, 74:255-6, Oct. 1927.

encourage a scientific attitude in stating and solving problems, (4) and provide a serviceable tool or skill that may be transferred to the post academic life.

Argumentation and debate, according to the charge, violates each of these basic tests. First, like intercollegiate athletics, it rests upon a foundation of rampant competition. Secondly, it creates a closed mind with an unyielding affirmative and a never-die negative, with a vast gulf between. The real educator, on the contrary, views questions as multilateral rather than bilateral, enters discussion but carefully avoids primitive verbal combats. Third, argument as practiced reverses the problem-and-solution method underlying

Competition has led to interest, and interest has led to most gratifying results.

sound thinking. Dewey in his "How to Think" describes mental procedure as stating a problem, gathering and organizing the materials, testing the thought, and acting on the results. Formal debaters seem to begin with the conclusion and search for facts to substantiate their point. The process is deductive rather than inductive. The conclusion determines the selection of facts, whereas the facts should determine the conclusion. A fourth charge is that debaters think only superficially because they often handle subjects that confuse the wisest statesmen. Further, these debaters are said to practice sophistry and insincerity, that is, glib talk on either side of the issue. A final indictment is that debating is artificial and offers little that may carry over into typical life situations.

These pronouncements need not be taken too seriously. They do, however, encourage us to reexamine our moorings. In any case they remind us that our practices should have educational value. Oldfashioned eloquence fell into disrepute because its spokesmen failed to square with sane educational practice. May we be forewarned and keep our own house in order.

Let us examine briefly each of the five criticisms. First, is competition as a central feature of debating courses and extracurricular practice justified? Are debates before judges, leagues, and national tournaments educationally sound? Despite educational misgivings, I find little objection. The universal human trait of rivalry has been repeatedly capitalized educationally to create competition. Competition has led to interest, and interest has led to most gratifying results. Every educator has adopted competition or the same spirit as a stimulus. Cambridge and Oxford, for example, by their elaborate systems

of prizes and graduation honors have built up keen competition and with splendid results. President Lowell of Harvard has said that as a result of these honors, "by the Isis and the Cam there is probably more hard study done in subjects not of a professional character than in any other universities in the world." What has happened in American education in respect to debating? Why, a hard but engrossing competitive game has been evolved. The result has been that probably no other subject in the non-professional school curriculum has had similar motivation. Courses in history, English, or other subjects have by and large been unable to provide equally strong incentives for work. In a large measure the growth of modern departments of speech in colleges, the expansion of our public speaking activities, even the educational reputation of some institutions themselves have grown out of this factor of competition in forensics. The conclusion, then, is that judges, whether they be audience or critic judges, have served a wise educational purpose. Wholly to reject the debate decision as some of our brethren propose is to reject a technique educationally sound and practicable.

Discussion is an ideal method of solving questions.

But, say the educators, the **excesses** of competition must be avoided. It is true that overemphasis on winning whether in athletics, scholastic honors, debating, or what not, destroys the sport. Our purpose will be to clip the overgrowth but not to destroy the tree. For example, a wholesome antidote to competitive debate is the decisionless contest, or the audience vote on the merits of the question. I for one, however, am not ready to throw overboard the debate judges. They are a symbol of this better competitive system and may be excellent educational agents.

What of the charge that the debater is guilty of a closed mind and that the only way to improve the art educationally is to substitute open-minded discussion? We teachers and practitioners of argument have no quarrel with those who style themselves "constructionists" in debating. In fact discussion, with its multilateral attitudes and its cooperative mood, is an ideal method of solving questions. Debating people must know this technique and apply it on many an occasion. It is clearly set forth in that invaluable little book by Sheffield, "Joining in Public Discussion." The only difficulty with discussion is that it has its limitations. After analysis and synthesis have been completed, the tariff, world court, and a host of other perplexing

problems are still unsettled. Yet the world must go on. Legislative assemblies must get things done. Hence open debate is often a necessary complement or consequent to discussion. As for the tendency of debaters to cling to their fixed affirmative or negative, the fact that the same team argues affirmatively and later argues negatively with equal success is a sufficient augury of open-mindedness. Such knowledge of both sides is surely a splendid corrective for the closed mind.

Consider another charge. Does debating reverse the enlightened process of inductive truth-seeking? Again and again this criticism is offered. Sometimes, I admit, the debater has a question thrust upon him and is told to dig up the facts accordingly. In general, however, is it not obvious that argumentation is ideally organized to carry out this much desired educational sequence of stating or formulating the problem, gathering the data, organizing the arguments, testing them, and then stating the conclusion? Those trained in debate are, I find, much better prepared to go forward with serious research work of the graduate school than are those who have not been so trained. It is this method of analysis and marshalling evidence to an end rather than the preliminary formulation of a hard and fast point of view that is most characteristic of debating. Debating, therefore, does use a sound educational formula.

Educationally it does matter whether one has convictions . . . it is the business of the debate coaches to encourage the maturing of convictions.

A more frequently repeated objection to debating is that it breeds sophistry and insincerity. The issue at the bottom is whether the game element is the means or the end. If the aim is merely to display strategy and win, then I doubt the wisdom of supporting the game. I assume, however, that as investigators we are primarily after the truth. It follows that if we publicly represent ourselves as strongly affirmative whereas our secret ballot is negative, then we are exposing ourselves to the Rooseveltian criticism. Do not misunderstand me. Debating tournaments or other contests in which the same speakers alternate sides make it clear that the truth of each side is being as effectively stated as possible. With such understanding, the performances are educationally defensible. And it may be added that on many questions the debaters find the contentions so evenly balanced as to have little set bias in favor of either side. What I am saying, however, is that educationally it **does** matter whether one has convictions, that it is the business of debate

coaches to encourage the maturing of convictions, that through study and self-analysis the speaker should clarify his attitude on great questions, and that if he has convictions his public addresses should square with his beliefs. We are all agreed, I believe, with Roosevelt's statement that "what we need is to turn out of colleges young men with ardent convictions on the side of right."

A final charge is that debating does not prepare for practical life. The refutation is easy. The excellent practical training as preparation for the professions, law, preaching, salesmanship is obvious. The testimony in favor of argumentation is endless. A recent example is that of thirty-year-old President Hutchins of Chicago University, who has acknowledged the outstanding benefit that came to him as a debater at Yale ten years ago. But what of the results to those in the non-professional field? Here, too, knowledge of propositions, analysis, and platform training count. The best instrument for creative citizenship is, in my opinion, this experience with public questions. The best technique for grappling with typical problems is this training in the systematic analysis in connection with argument. And to conclude, the best preparation for speech-making is in the discipline of those compact logical college debates. The speech most desired today and tomorrow beyond the campus is a short, well-organized informative statement to be delivered to a business executive, or over the radio, or at a community club. College debaters are constantly demonstrating their fitness for this mode of public address.

Thus it is heartening to realize that our sport of debate is not only full of thrills and challenge, but that it has great potentialities as educational discipline and preparation. To realize to the utmost these values we need not so much fundamental changes as greater constructive emphasis. May I therefore in conclusion set down what I conceive should be our policy as students and teachers of forensics. First, we must stress classroom teaching of public discussion, persuasive speaking, including speech-composition. We must popularize but not cheapen these courses. If we succeed, college authorities and state boards of education will give their wholehearted sanction to our efforts. Secondly, in the public practice of debating we will retain or at least not abandon entirely the critic judge. We will, however, see that his criticisms improve and he serves his mission as an educator more efficiently than he has done. He was put forth to save debating as education. In his hands lie largely the stand-

ards and trend of debating. We will see to it that his basis for judging is standardized. I suggest, for example, that after each debate his criticism, five hundred words in length, be typed in duplicate with copies filed with the president of Pi Kappa Delta and with the competing schools. So will standardization of judging proceed. And so will we accumulate for reference a body of educational data. In addition to better teaching and better judging we must have better audience cooperation at debates. Audience voting and single judge voting do not seem to mix. The former type is flexible, a bit superficial, and more fully patronized, at least in the larger universities. The latter type is more rigid, more solid in content and decidedly less interesting and consequently less frequently patronized. If we must separate the types it is clear that we must have a relatively large number of debates for audiences. The critic judges will be banned and the debate proper will be one hour long followed by the open forum with a vote only on the merits of the question. Our educational salvation must rest upon audience participation no less than upon proper critic judging.

A final step in our policy must be the better equipment of teachers of forensics for their tasks. To command the highest respect and to gain the fullest respect of the educational world we must prepare through special work, including graduate study. To meet the demands of the times our colleges and universities are more and more offering opportunities for graduate research in speech. Courses are available in the pedagogy of argument, history of British and American oratory, the history of rhetoric, and similar subjects that supply content and method that stimulate culturally and provide a professional attitude. To make debating and allied speech forms most worth while educationally we must prepare ourselves in the highest way professionally.

CHAPTER ACHIEVEMENTS AT NATIONAL TOURNAMENTS

(Continued from Page 54)

| Chapter | 1926 | 1928 | 1930 | Total |
|------------------------------------|------|------|------|-------|
| 124. Newberry ----- | — | 0 | — | 0 |
| 125. Conn. Aggies ----- | — | 0 | — | 0 |
| 126. No. Carolina State ----- | 0 | — | — | 0 |
| 127. Marietta ----- | 0 | 0 | — | 0 |
| 128. Southwestern University ----- | — | — | — | — |
| 129. Presbyterian ----- | — | — | — | — |
| 130. Henderson-Brown ----- | — | — | — | — |
| 131. Lombard ----- | — | — | — | — |
| 132. Transylvania ----- | — | — | — | — |

GRAND FINALS OF THE 1930 NATIONAL INTERCOLLEGIATE ORATORICAL CONTEST ON THE CONSTITUTION

By P. CASPAR HARVEY, National Director

THE grand finals of the Sixth National Intercollegiate Oratorical Contest on the Constitution, June 19, 1930, was as brilliant an affair as the city of Los Angeles could arrange for the seven zone champions who competed for the \$5,000 in prizes.

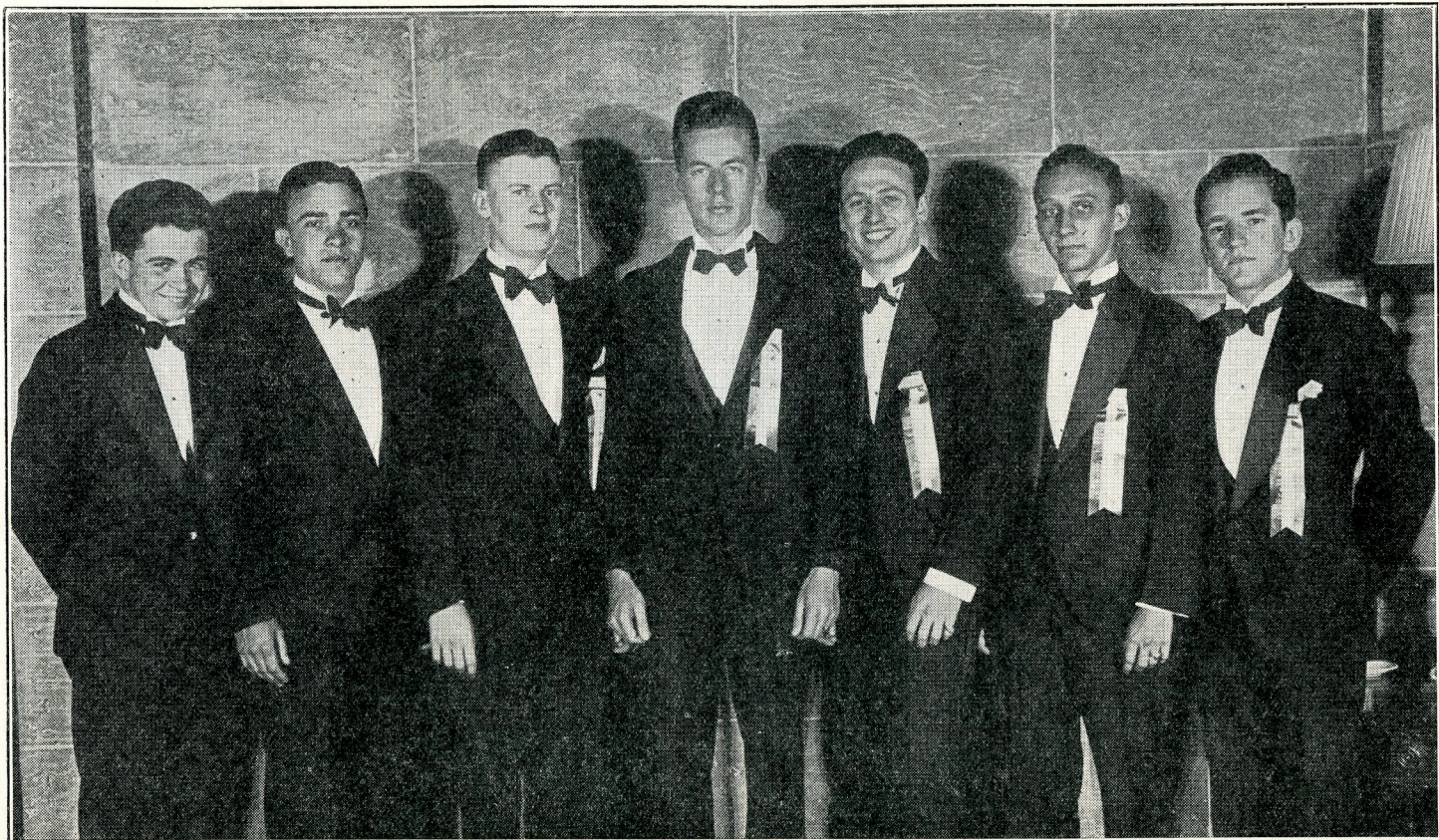
The contest was held in the Gold Room of the Biltmore Hotel; the panel of judges included the most prominent citizens; a reception and a military ball in honor of the orators followed the contest; Charles Wakefield Cadman, the great composer, gave the musical program in person assisted by Miss Margaret Messer; the Army, Navy, and Marine Corps Association attended in a body; consuls from South America, Asia, and Europe were guests of honor.

The national championship and the first prize of \$1500 went to Harold F. Pettee, Jr., of Pomona College, who was the Pacific Zone champion representing eight states and a student body enrollment of 74,275.

Second place was a tie between Edmund D. Doyle of St. Xavier of Cincinnati and Arthur Larson of Augustana College of South Dakota. On the play off the second prize of \$1000 was given to Doyle and the third prize of \$750 was awarded to Larson.

Fourth place and a prize of \$550 was given to James P. Casey of Fordham University. Three prizes of \$400 each were awarded to Franklin P. Cole, Depauw University; John Andrew Burke, College of the Holy Cross; and Robert Elliott, Emory University, Atlanta.

So close was the decision of the nine judges that Pettee had 17 points, Doyle and Larson 34 each, and Casey 35. Last place held only 48 points and this orator received only one last place yet was given these 48 points. The other two orators tied with 42 points. First place was divided between five of the seven orators. Pettee received only one more first place than Larson and Larson had one more first places than Doyle. Casey with fourth place was only one point from second place.



1930 ZONE WINNERS

Reading from left to right: John Andrew Burke, New England Zone; Edmund D. Doyle, Central Zone; Franklin P. Cole, Northern Zone; Arthur Larson, Midwestern Zone; James P. Casey, Eastern Zone; Robert Elliott, Southern Zone; Harold F. Pettes, Jr., Pacific Zone.

The prizes were awarded in an impressive ceremony in which the national director, A. C. Denman, president of the Better America Federation which inaugurated and conducted the contest, and Lex King Souter, William Jewell College, 1929 national champion, participated.

President Herbert Hoover sent a telegram of greeting to all the orators and congratulations to the winner; the governors of the seven states whence the orators had come sent telegrams to their orators as did Mayor Jimmie Walker of New York City, the home town of two of the orators, Casey and Burke.

This national final contest was the culmination of a contest in which colleges and universities in 47 states entered. A total of 269 schools had entered the contest on March 25 with a total student body enrollment of 461,698. This was 49 more schools entered than in the 1929 contest.

The orators appeared before many of the large and important civic clubs of Los Angeles. They were taken to see the famous Henry E. Huntington Library and Art Gallery with its "Blue Boy" and thousands of priceless collections. They all made short addresses over the radio. They were given guest cards in all the exclusive social clubs of Los Angeles. They gave addresses in many of the large churches of the city. The Los Angeles papers published many columns of publicity about the orators and many pictures of them.

The orators were taken on a seven-hour tour of two of the motion picture lots, Paramount and Metro-Goldwyn-Mayer. In the former the oratorical party of seventeen were guests in the studio cafe itself. At this luncheon Miss June Collyer, the movie star, was the hostess and after the luncheon the orators were photographed many times with her. It will be recalled that it was Miss Collyer who was the official hostess to the Prince of Wales on his last visit to Hollywood. On the Metro-Goldwyn-Mayer lot the party was permitted to observe the making of a scene in a sound picture inside the stage itself.

Next year's finals will probably be held in Atlanta at the time of the national convention of the National Junior Chamber of Commerce as this organization will next year become co-sponsors with the Better America Federation of the 1931 contest. In 1932 the finals will again be held at Los Angeles at the time of the Olympics.

This new impetus to this national contest will mean much to the organization and the backing of the contest as it is expected that the National Junior Chamber of Commerce will make this contest one of its major activities.

THE TOP WINNER

HAROLD F. PETTEE, JR., of Pomona College

(Reprinted from the Bulletin of the Better American Federation)

The caption of this article must be kept in mind; for each of the seven contestants in this grand finals contest is a many-time winner, and each one bears the high honor of being the outstanding orator in one-seventh of the United States.

Among the seven, by close margins in every instance, the grand finals accorded varying degrees of excellence; and to Harold F. Pettee, Jr., of Pomona College, Claremont, California, was awarded the top prize of \$1,500.

Mr. Pettee is a sophomore in Pomona. He was born nineteen years ago in Cleveland, Ohio, and was graduated from Whittier, California, high school in 1928, in which year he was the high school orator for the Pacific zone. His oration is printed in full herewith:

"Constitutional Guarantees To All American Citizens"

"Ladies and Gentlemen:

"It is easy to praise our constitutional guarantees of liberty. It is much more difficult justly to appraise them. Let us address ourselves to this more difficult task. Important among these guarantees is the Bill of Rights, which constitutes a significant part of our American heritage. It has come down to us by no mere accident. It was incorporated into our National Charter because experience proved its necessity.

"For years prior to the promulgation of the Constitution, Americans underwent a succession of acts of injustice and tyranny. Nor were the agents of King George III their only oppressors. Had not four American states within seven years deprived their citizens of trial by jury? Had not others banished men from their borders by passing Bills of Attainder? Did not another state abridge the freedom of the press? Did not nearly all the states rob, or take property from the people without due process of law? It was these demonstrations of arbitrary power that forced the people to the realization that to secure personal liberty, constitutional guarantees were a necessity. And when the Constitution, setting up a powerful govern-

ment, but containing only one or two specific guarantees of the liberty and freedom of the people of the several states, was submitted to the states for ratification, there was launched upon it the most bitter attack to which it has ever been subjected. Thomas Jefferson charged that its adoption would mean the setting up of an elective despotism. Patrick Henry branded it as absurd. Everywhere men cried for either the defeat of the Constitution or the addition to it of a bill of rights, specifically binding the national government to a policy of non-interference in all matters affecting the personal liberty of the people. The result of their protests was the crystallization in the Constitution of the first ten amendments, which, together with the guarantees in the original document, comprise the American Bill of Rights, which for one hundred and forty years has preserved liberty and freedom in the United States.

"In striking contrast to the usage of other democracies, these guarantees protect not only citizens of the United States, but all persons in this country. The provisions in the Bill of Rights make no distinction between citizens as such and persons as such. Thus the foreigner who comes to our shores and attempts to adjust himself to American ideals and American practices finds in the Constitution as much protection for his personal liberty as does the citizen who has lived here all of his life.

"Both find guaranteed in the Bill of Rights freedom of religion, freedom of speech, freedom of the press, the right to assemble, the right to petition the government, the right to demand of a federal officer a search warrant. Justice in the Federal Courts is guaranteed in that we cannot be forced to be witnesses against ourselves. Only upon indictment by a grand jury can we be made to answer to a capital crime. Once acquitted in a Federal Court, we cannot be tried there again for the same offense. Excessive bail and unusual punishments cannot be inflicted. The writ of habeas corpus cannot be denied. A bill of attainder cannot be enacted. Our life, liberty and property cannot be taken except by due process of law. These are the more important constitutional guarantees which safeguard us today.

"It is, however, one thing to read or enumerate the general guarantees in the Constitution, and is quite another thing to apply them to specific situations. For five generations the Supreme Court has been entrusted with this difficult task and often the learned jurists have differed radically upon the fundamental issues involved in the cases submitted to them for adjudication. Now, obviously enough, no matter what the abstract value of the Bill of Rights, its practical value is only what the Supreme

Court makes it. If our guarantees of personal liberty are to be made effective, the Supreme Court and the Supreme Court alone can render them so by its interpretation, and application of the principles which they involve. If in our changing world, if in the transition of the United States from a rural frontier community; if in this time of gigantic corporations, of the concentration of wealth into relatively few hands, these guarantees are not to be made practically null and void, the Supreme Court must stand ready to administer them to the type of society that exists in this country today. If, while pointing with pride to the fact that we live in the world's greatest political democracy, we allow to grow up in it an industrial autocracy, what worth will be the guarantees of the Constitution of 1789? The time has come in American life when if the constitutional guarantees of liberty and freedom are to prevail in this country, a judge who places property rights above human rights has no place upon the bench of the Supreme Court of the United States.

"The final type of guarantee in the Constitution is political in nature. One of these concerns the suffrage. The extent to which we use our ballot on election day to guide the destinies of this nation is greater today than ever before in the history of the United States. Since the adoption of the Constitution, a great democratization of the suffrage has taken place. Though the right to vote is conferred upon the citizens, not by the Constitution, but by the state legislatures, nevertheless, the fifteenth and nineteenth amendments to the Federal Constitution restrain the states from limiting the franchise by reason of racial extraction or of sex. We may well be proud that we are members of a nation which by these amendments was the first nation in the world to establish practically a universal suffrage.

"Not only have our citizens the right to vote; they have the great privilege of holding office. The Constitution specifically states that any citizen residing for a certain time in this country, and having attained a certain age, is eligible for the office of National Representative, National Senator, or President of the land. Naturally enough, the force of public opinion imposes certain other qualifications of education and ability upon those who are to serve us in office, the imposition of which qualifications being necessitated by the very nature of our political system, should be encouraged for the benefit of the most efficient administration. However, any discrimination against any public official or any candidate for public office on grounds of race, religion or social or economic status, all of which forms of discrimination

are far too widely prevalent in this country, is flat violation of the intent and the spirit of the Federal Constitution.

"We have considered the more significant guarantees of an American's constitutional birthright. Great and significant as they are, we cannot expect these guarantees of liberty and participation in government to assure us of a perfect political order. The Constitution guarantees us freedom of speech, but it does not guarantee that the truth will always be spoken. The Constitution guarantees us freedom of press, but it does not guarantee us an impartial press whose treatment of news will be divorced from editorial policy. The Constitution guarantees us trial by jury, but it does not guarantee that juries will return just verdicts. The Constitution guarantees us the right to hold office, but it does not guarantee the competence, ability or honesty of those who aspire to hold office. The Constitution guarantees to the voters of each state, the right to vote at national elections, but it does not guarantee that when the American people go to the polls they will cast intelligent ballots. The Constitution guarantees us freedom as long as our political system continues, but it does not guarantee us the continuance of that system. The Constitution guarantees us a Bill of Rights that in turn guarantees us liberty, but it does not guarantee that under the police power of the government our liberties will not be placed in jeopardy. The Constitution guarantees us a Supreme Court to interpret the provisions of the Bill of Rights, but it does not guarantee that the justices of that high tribunal will always and consistently hold the sacred rights of the people, the human rights of the people, over and above the property rights of vested interests. These things the American people must guarantee to themselves. These are the guarantees for which you and I, as citizens of this republic, must assume the responsibility. If we believe in them, if we *believe* in them, let us give the full measure of our devotion to the task of establishing them firm and unshakable."