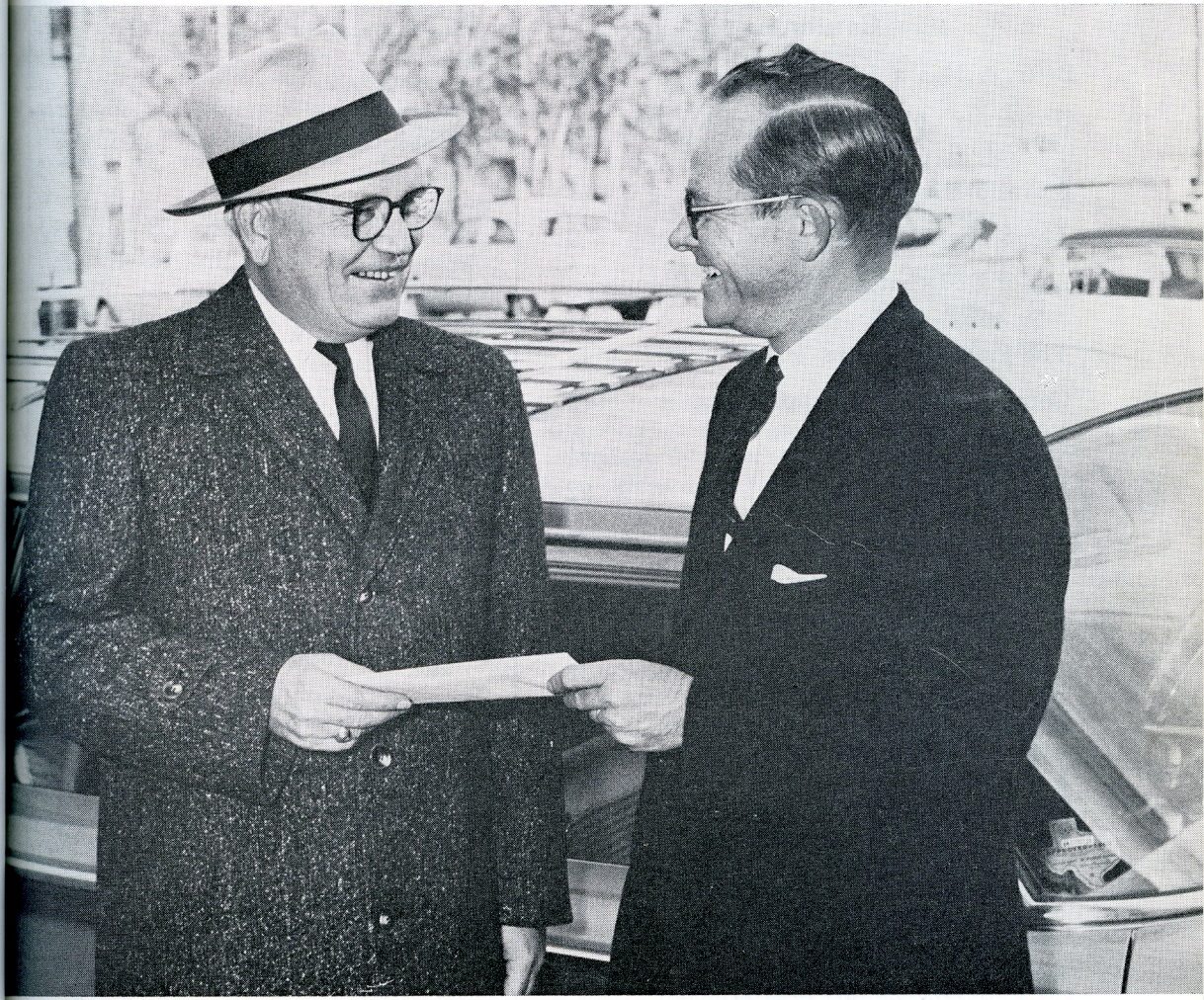


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THE

Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ



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The FORENSIC

OF PI KAPPA DELTA

SERIES 45 JANUARY, 1960 No. 2

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Bestness Has a Place

RICHARD A. HILDRETH

"Forensics exist . . . to teach straight thinking and clear talking," reads the conclusion of "This Business of Bestness" in the October, 1959, *FORENSIC*. Unfortunately the rest of this philosophic statement was implied rather than stated. Forensics, as one part of the total educational process, must reflect the basis of all educative endeavor. Therefore, this writer would like to submit the above quotation in its implied context and attempt to determine what answers the full contextual statement makes to the charges advanced by Professor Goodwin.

"Forensics exist . . . to teach straight thinking and clear talking" to better train the student to meet the demands of the sociological environment in which he will exist following his formal education.

If we assume that forensics has a total educational purpose of training the student in all phases of public speaking endeavor to better fit him to take his place in his future sociological environment, then we must combine the general benefits of forensic training for the non-championship calibre person as well as the "stars." In such a program the "selection of champions" would seem justified. Let us analyze this concept in the light of Professor Goodwin's comments.

In 1934 Pi Kappa Delta selected its last national champion as Mr. Goodwin has pointed out. The "perfect split" decision, 5-4, by nine competent judges is coincidentally related to the 1959-60 debate question. Supreme Court judges frequently have split their decisions mainly because of the lack of fine enough instruments, reliable measures, or Euclidean analysis. A study of the American judicial system, a part of the sociological environment in which a debater must learn to live, reveals that in a majority of cases a single judge, ill equipped with "fine" instruments, must

make a decision to determine which of two lawyers, or two teams of lawyers, who have prepared and presented arguments, is deserving of the "championship." The opposing lawyers, in this contest for the judge's decision, are subjected to pressures to win which can lead to misrepresentation or falsification of information.

Law is but one area where the element of competition exerts great pressure on the participants. Business, small and large, requires careful evaluation of the spirit as well as the letter of the law. Medicine has its Hippocratic Oath to guard against infractions and even this is not completely successful. It is certain that Professor Goodwin and this writer can agree that even teachers are subjected to severe tests of their ethics. Journalism, the military, and even various forms of creative art are subject to competition and thus to the flaws which it produces.

This is the environment into which a forensics student must step. If we accept the premise that forensics is an educative process and thus a training device for the student in his post-school life, and if we acknowledge that the American sociological environment is based on competition in which a few become "champions," then Mr. Goodwin's contention that we eliminate "championship" competition is obviated because forensics would be sterile if removed from its practical function.

This writer would like to submit that a more realistic answer lies in greater emphasis on *ethics* in forensic programs and that possibly greater deterrents to unethical practices might be devised—as is done in the nonclassroom competitive life.

The American Bar Association governs practicing lawyers to the extent that attorneys found guilty of such practices are subject to disbarment. The American Medical Association acts as a similar deterrent on members of that profession, while business and education organizations govern the ethics of their members. If the problem is as serious as Professor Goodwin suggests (a position this writer is not ready to accept)

(Continued on page 6)

Richard A. Hildreth is Assistant Professor of Speech at Kansas State Teachers College, Emporia, Kansas.

University of California

Far East Program

WILLIAM SCHRIER

What is it like to teach speech classes to service men overseas? No one in Pi Kappa Delta knows the answer better than Dr. William Schrier, Chairman of the Department of Speech, Hope College, Holland, Michigan, who spent eighteen months in Korea as a member of the University of California's Far Eastern Educational Program. In the article below he describes his work there.

There's a tremendous amount of education done in the military, much more I'm sure than is generally realized. I remember being rather thrilled my first term at Seoul when 76 persons who had completed their high school work under army auspices went through the formality of a graduation ceremony. They marched up the platform to the tune of "Pomp and Circumstance" just like any other high school graduates. They were to have been addressed by General Maxwell Taylor, then head of the Eighth Army, but he couldn't come and sent Brig. Gen'l. Beach instead. The only difference I could see between that high school commencement and a couple of hundred I've attended in the States is that the main speech was shorter and by that token, probably better. It is said in the Far East that the "Eighth Army is the studying-est army in the world." I noticed an item, for example, in the *Nippon Times*, Japanese English-language newspaper, which is I think fairly typical, showing that in one year at the Tokyo Army Education Center alone "3,893 were enrolled in night group study classes on the high school, college, and vocational levels."

In all of this educational program, the University of California courses were of course looked upon as the apex, the pinnacle of the educational program. Subjects taught were for the most part 3-semester courses which had received prior approval from the Departments concerned at Berke-

ley and whose credit therefore was good and transferable anyplace where University of California credits would be accepted, which would be just about anywhere. In all of these courses there was a record of 90 per cent completions and of the remaining 10 per cent, at least 5 per cent of the withdrawals were due to transfers of the students from one area to another. These courses were open not only to qualified servicemen and their dependents but to civilians connected with the army-DACs as they're called—as well as Red Cross, Special Service, embassy employees and technical representatives of various agencies holding contracts with the government.

We teachers, some 15 full-time and 10 part-time instructors, would teach at two bases fairly close together, three hours each evening two evenings a week at each place, one where we were billeted and another to which we'd be transported by whatever means of convenience was necessary and available—jeep, weapons-carrier staff car, plane.

The earnestness of purpose of the students was one of the real inspirations of this program for the teacher. Their eagerness to learn, their sacrifices to that end—sometimes as at I-Corps jeeping three hours in the dead of winter to get to my classes—was one of the stimulating challenges of this program. All these courses were in the evening and were taken on top of a regular army or air-force job. Many of my students I remember with affection. There was, for example, Delatorre of Ecuadorian descent. You have to see and hear the lad to appreciate what he wrote me in the personal letter I ask from all of my students:

I go to the books for curiosity and because I feel a need for knowledge: learning, it seems to me, is like finding out things that before knowing were a mystery. . . . My main objective is to be a lawyer and work with and

for the United Nations toward more understanding and a better life for everybody.

Frankly, this whole teaching experience was one of the most challenging educational experiences of my whole life. Occasionally, the challenge came from an opposite direction, not from their zeal but from their half-concealed hostility on opening night. Some were there more from necessity than choice. You see, the army is anxious that every officer have at least two years of college. Hence, in some areas, superior commanding officers would send out a directive: "Attend the class or else!" Sometimes you just could feel the antagonism on opening night, some sitting back with a chip on their mental shoulder with an "I'm from Missouri" attitude as much as if to say, "O.K., big boy, 'I've been dragonned into taking this class—now you show me that at my age it's worth the time!" That too was a challenge which I frankly enjoyed, viz., to "sell" myself and the course so they'd think it was profitable and worth-while.

A third challenge, more in Korea than in Japan, arose from the adverse physical conditions under which the teaching was often done, such as power units failing and teaching by lamp or even candle-light or the stoves not operating properly and keeping right on teaching in the cold.

A fourth challenge arose out of the disparity of age and rank, the same class having in it students ranging from 45-50 year old Majors and Lieutenant-Colonels to 19 year old buck privates, with the resulting necessity of adjusting assignments so as to keep every one busy up to the limit of his capacity. There just was no homogeneity to begin with, and a class esprit de corps had to be built from the ground up. The Army you know is rather rank-conscious, and as a civilian, it struck me a little on the ludicrous side in remote and devastated areas like Korea to have separate toilets labeled "For Enlisted Men" and "For Officers." And yet that matter of rank within the class never really turned out to be a problem at all! I wouldn't know whether or not a buck private spoke less than his full mind in the presence of superior officers—I suppose maybe he did weigh his words and if the presence of the officers caused him to speak more responsibly, that was all to the good. But so far as I was concerned, I took the position that the minute

the student entered the magical door of the classroom, for the next three hours he was back in civilian life in an educational institution, and I addressed students by their last names without rank or title. After class, outside that magical door, I was always careful to accord the officers the rank which was their just due. On one occasion at Johnson Air Base just outside of Tokyo, an interesting and spirited discussion was held, in perfect good taste, arising from this disparity of rank. Some airmen were of the opinion that the presence of dependents of officers was resulting in a diminution of privileges for them, and one especially able airman made a speech espousing their cause, to be answered to a Captain representing the viewpoint of the officer class. Lest I not make clear this matter of disparity of rank, let me mention that at Camp Schimmelpfennig, near Sendai, I had a large class of about 28, containing one full "bird" Colonel, a West Point graduate, 3 Lieutenant Colonels, 7 Majors, 5 Captains, 3 or 4 Lieutenants, several classes of Sergeants and buck privates. And yet, this class was one of my best.

In fact, this class particularly leads to my next thought, viz., that all these challenges were matched by the appreciation shown. I think, for example, of Major Sandlin of the Schim class who asked me for extra time for a rehearsal for a briefing he had to undertake before General Vander Heide, whose home is in Zeeland. Day before we had all the props, and I heard him out in a dress rehearsal, all alone. Later I was happy to learn from his company commanders that he'd done himself proud.

The subject matter of the speeches, as you can well imagine was very interesting. In their conviction speeches, popular subjects were: getting on with the civilian population in Japan and Korea, the waste in the Army, and sometimes even poking fun at the red tape and paper-work such as the military man who began his speech: "At ease, men! Today we take up the nomenclature and care of the paper clip!" Many of these people had interesting jobs about which they spoke, such as the officers at Yokota Air Base who spoke on "Bailing Out of a Jet" and "Flying Through the Eye of the Needle of a Typhoon" or "The Care and Training of Sentry Dogs." I remember a speech by a portly and balding lieutenant colonel of Porto Rican descent who had a tendency to speak on "heavy" subjects and

to use up more than his tuition's worth of time. I suggested that he attempt some versatility and try a humorous speech, so he dressed up in a costume, had a collaborator play a phonograph off-stage, and gave a talk on "How to Dance the Rumba" which was a scream.

The University of California approach to Speech was slightly different from mine. We had a text book called *Logic for the Millions*. One statement in it read: "We are old Fogey's from the moment when we become unable to accept any new fact, any new idea, which would necessitate changing our established habits of thought" (p. 47). One of my exam questions was, "Name and explain at least one example from your own life within the past two years to establish that in your own judgment, you are *not* an Old Fogey in that sense of the term."

Just by way of a very informal conclusion, let me quote some of the replies to that question:

(1) The businessmen among you might enjoy this reply, from a private who'd risen to become an officer: "I used to give my superiors a hard time in the past, believing that we would receive better treatment on the job if the boss knew someone would jump him if he didn't do right. Since I've become a boss this past year, I have seen how hard it is on the boss to have some wise-guy pressing you all the time, actually making the job harder." (2) "Before I came to Japan, I was convinced beyond any doubt, the Japanese were copy-cats and had no inventiveness about them. Their discoveries and advancements in the field of optics alone not only changed this but opened my eyes to the other marvels of this land."

(3) From a Woman Department Army Civilian from the deep South: "Being from the South, I was brought up to be prejudiced. However, since my arrival in Japan, where there is no racial differentiation, I have accepted the colored people as equals."

These dinner speeches tire me, they are tedious, flat, and stale;

From a hundred thousand banquet tables comes a melancholy wail,

As a hundred thousand banqueters sit up in evening dress

And salute each mouldy chestnut with a signal of distress.—*I. H. Bromley*

Bestness Has a Place

(Continued from page 3)

then "self-policing" by forensic organizations would seem to be the answer rather than elimination of the selection of champions.

If we accept the basic educational, contextual premise that "Forensics exist . . . to teach straight thinking and clear talking" to better train the student to meet the demands of the sociological environment in which he will exist following his formal education, then the arguments against championship competitive forensics, of which Professor Goodwin is one more spokesman, narrow themselves down to one of four categories involving the forensics coach and the administration of his respective institution: (1) the "sour grapes" approach, (2) lack of recognition of the practical educative goal of forensics, (3) a lack of willingness to meet the heavy demands which a broad educational as well as competitive program demands, or (4) a lack of administrative understanding and support of a total program.

CAN YOU TOP IT?

Miss Jerry Ann Long, Special Distinction, South Dakota Iota at Black Hills Teachers College, engaged in a debate at a tournament two years ago in which the judge was very attentive. Following the debate he critiqued the other team and then turning to Miss Long complimented her on her very fine logic. He informed her that he was a philosophy professor and in all of his years of teaching logic had never heard a woman use such clear and concise logical presentation. In summary he said, "The only criticism I have of you is that your reasoning was atrocious."

[Our thanks to Professor Richard A. Hildreth for the above. Your own horrible humorous anecdotes are solicited for this department. Remember the time that . . . Don't just remember, write it down and send it in. In short, CAN YOU TOP IT?]

Phocion compared the speeches of Leosthenes to cypress trees. "They are tall," he said, "and comely, but they bear no fruit."

—*Plutarch*

Brainstorming on a Bus

GILBERT RAU

As the Central Michigan College bus sped on its way to the Bradley University speech tournament in November of 1958, a small group aboard held a brainstorming session. This new discussion method was employed by a group of six students and two faculty members as they studied the national discussion question: How can we improve our relations with Latin America? Our discussion entrants usually run through one or two rounds of practice discussion en route to tournaments, whether traveling by car or bus. The departure from the usual this time was the application of the brainstorming method to this forensic event. This is a report of the method as it was used and an evaluation of it by our discussion students.

It is not generally known that group ideation, or brainstorming as it is popularly called, has been widely and successfully employed in business and industry for 20 years. Alex F. Osborn, the originator, describes the method in his book, *Applied Imagination*: "Brainstorming is a method in which groups use their brains to storm a creative problem and do so in Commando fashion, with each stormer consciously attacking the same objective." Groups using brainstorming follow the three principles set forth by Osborn. They are: a) the flow of creative ideas can be more productive if judicial judgment is postponed to a later step; b) the flow of group ideas can be more productive than those of an individual working alone; c) and the more ideas produced by the group the better.

Our students preparing for the discussion event at Bradley University went through a series of preparation steps—of which brainstorming was the last. The six students selected for the discussion event began their research and preparation. Then these entrants met on the home campus for an hour of discussion on the definition phase of the topic. These six people, grouped together

with two faculty members aboard the bus, conducted a second round of discussion in which they explored the problem phase of the topic. Finally, the group brainstormed for solutions to the problem. Our discussion entrants adapted and used the brainstorming methods in two specific ways: 1) as a training and preparation device; and 2) as an aid in finding solutions. Like any discussion method, brainstorming was used as a means toward an end. Our students used this novel medium as well as traditional forms of discussion as they studied the United States-Latin American problem.

Brainstorming aboard the moving bus proved to be both slow-going and possible. The six students and two faculty members sat behind the driver, occupying the first two rows on both sides of the aisle. Persons in the front rows turned around to hear and participate better; persons in the second rows leaned forward. Occasionally one or two members stood in the aisle. Two recorders were used, one to record odd numbered solutions, the other to record even numbered solutions. This brainstorming session consumed more time and yielded a fewer number of solutions than most sessions, in the experience of the writer. This can be accounted for by the many minor interruptions and natural limitations occasioned by attempting group discussion while traveling on a bus. However, in a session lasting an hour the group recorded 69 solutions or ideas.

The brainstorming solutions covered a wide range. The spontaneous flow of ideas produced both the facetious and the serious. Sample solutions included: have all peasants turn in rocks and eggs; paid summer vacations for United States faculty members in Latin America; promote coffee drinking habits in the United States; encourage intercontinental courtships; give Panama Canal to Panama; promote a World Court of Appeals for the Americas; share nuclear energy with Latin American countries.

After a meal break the group reassembled on the bus to screen the many solutions. Another hour of discussion was spent elim-

Dr. Gilbert Rau is director of debate at the Michigan Theta Chapter, Central Michigan University, Mount Pleasant, Michigan. He was formerly at Central Missouri State College, Warrensburg, Missouri.

inating, combining, and rephrasing, until the 69 solutions were reduced to a list of 38. The students considered these to be the best available solutions to the question: How can we improve our relations with Latin America?

1. Cultural exchange of musicians, artists, exhibits.

2. Screen people who go down to Latin America.

3. Implement a student-teacher exchange plan in universities from both Americas.

4. Make better travel information more easily available.

5. Require the teaching of Spanish in U. S. schools, beginning on the elementary school level.

6. Exchange better travel information.

7. Cut down tariffs.

8. Promote free trade between countries.

9. Educate tourists.

10. Promote travel scholarships.

11. Summit meetings in various Latin American countries.

12. Require U. S. presidential candidates to speak in Latin American countries while campaigning.

13. U. S. diplomats should study cultural backgrounds and speak native languages.

14. More tours but less flamboyant good will tours.

15. Study Latin American history.

16. Supreme Court rulings to improve race relations in N. Y. City.

17. Hire Latin American educators in American schools.

18. Have Latin American news broadcasts in the U. S.

19. U. S. ambassadors should speak Spanish.

20. Give more ambassadorial status to appointments.

21. Give more status to Latin American music.

22. Less money to Latin American industries—more money to Latin American schools.

23. Run student exchanges on the elementary school level.

24. Paid summer vacations for U. S. teachers in Latin America.

25. Don't recognize Latin American dictators.

26. Refraining from interfering in internal affairs in Latin America.

27. Eliminate tariffs on all raw material coming from Latin America.

28. Make a study of U. S. private investors in Latin America.

29. Give Panama Canal to Panama.

30. Give atomic energy to Latin America for peacetime uses.

31. Share nuclear energy with Latin America.

32. Send better technical aid to Latin America.

33. Set up schools in Latin America where English can be taught free.

34. Send subsidies to Latin American airlines.

35. Talk up Latin American equality.

36. Do not discourage Latin American marriages.

37. Improve medical assistance to Latin America.

38. Promote a World Court of Appeal for the Americas.

On the return trip the writer interviewed each of the six students who had participated in the discussion event at the Bradley tournament. The purpose was to get student reactions to the brainstorming method as it was used. A compilation of their remarks can be summarized as follows:

1. It was helpful in enumerating as many solutions as possible, while suspending judicial judgment.

2. It helped us to give equal consideration to each solution put forth.

3. The screening step (reducing 69 solutions to 38) gave us an opportunity for group analysis and selection of the best available solutions.

4. It was a profitable and stimulating experience in the use of brainstorming.

5. It was helpful in providing each of us with itemized solutions serving as resources for the solution round at the Bradley discussion event.

There are three things to aim at in public speaking: first, to get into your subject then to get your subject into yourself, and lastly, to get your subject into your hearers.

—Bishop Gregg

Languages, like our bodies, are in a perpetual flux, and stand in need of new recruits to supply those words which are continually falling into disuse.—*Felton*

The Space Between

PHILLIPS R. BIDDLE

When I state, "The Space Between," I am not referring to that distance between the earth and the moon. I am referring to that distance between classroom speech instruction and actual audience situations. To the speech student, it seems almost less hazardous to cross the space to the moon than meet that unknown element. The law student, the education student, any person who must have formal training in the techniques of addressing live audiences, I am sure wonders about this great void between the theory and the real thing.

College forensic activities attempt to bridge that gap. Students receive additional practice and experience in specific speech situations. However, the emphasis as a speech tournament is not upon the adaptation to the audience, but upon the subject assigned. I am sure I do not have to refresh your memories as to the program of a speech tournament. I will remind you that speaking before a judge and timer in a small office or classroom is the usual audience situation at a speech tournament. How can this give a student experience in facing the difficulties of diversified audiences? Naturally it cannot. The function of the forensic program to aid in the preparation of good audience-oriented speakers is lost in the haste that accompanies the normal speech tournament.

The speech department at Portland State College has attempted to help the student in two separate and distinct ways. The first and most important is the Town Meeting Tournament sponsored by the department and the Pi Kappa Delta-Oregon Gamma chapter. This tournament exactly duplicates audience situations that will confront the speaker. Within the span of the two-day tournament, he will meet five audiences in the high school, college and adult group levels. The audiences are selected to represent a cross section of our society. The student must use the same topic, but change the construction of the speech to meet the varying needs of these most di-

versified audiences. Anyone attending the tournament will realize that the emphasis is not only upon the knowledge of the question, but also upon adapting that knowledge to best persuade, beautifully and justly, the wide variety of audiences. This type of audience adaptation cannot be recaptured in a small office with a one man audience-judge situation.

The second cognate area, and equally as important, is the P.S.C. Symposium-Forum. Throughout a normal college year, the student may address as many as 30 audiences of the adult level. The Rotary, P.T.A., Kiwanis, Lions, and many labor and church organizations are among the audiences that the speech student will face. Speaking in the forum program is essentially informative with emphasis upon the history, the present situation and possible solutions to the most timely problems.

With these two programs, the Portland State Speech Department helps to bridge that gap between formal class instruction and the realistic world of actual speech situations.

We also find time to enter ten to twelve major speech tournaments a year. At the 1959 National Pi Kappa Delta we were able to receive the rating of Excellent.

COVER PHOTO CONTEST

The Forensic will pay \$25.00 for the best student photograph based on the following situation: Place—any "unsegregated" debate where men and women meet in competition. Time—any rebuttal. Scene—a struggling male speaker at a rostrum tries in vain to get the attention of a judge whose attention is all too obviously devoted to the two lovely young ladies of the opposition.

Now, break out those cameras. For years we've heard male teams grumble about the tricks girls use on such an occasion. Get your colleague and the two prettiest girls you can find, and create a picture which will bring out all the humor and human interest inherent in such a situation.

The rules are simple: 1. The back of each photo submitted must be plainly marked with the name and school of the student photographer. 2. No photos can be returned unless accompanied by a self-addressed, stamped envelope. 3. The decision of the judges shall be final. Duplicate prizes shall be awarded in case of a tie. 4. Student photographers need not be members of Pi Kappa Delta, but at least one of the persons pictured must be a member of the fraternity.

Phillips R. Biddle is Student Assistant in Speech, Portland State College, Portland, Oregon.

Baylor Ex-Debaters Honor Prof. Glenn R. Capp

COVER PHOTO STORY

Prof. Glenn R. Capp, left, receives title to a new, nine-passenger, air conditioned station wagon from C. J. Humphrey, prominent Baylor Ex-Debater. The station wagon was a gift of the Baylor Ex-Debaters Association to Professor Capp and his debaters on his twenty-fifth anniversary as Baylor's forensic director. The presentation was part of a program at a banquet honoring Professor Capp when 56 former debaters returned to the campus on October 31 for the annual Baylor homecoming.

During the past 25 years Baylor University debaters have participated in 276 intercollegiate forensic tournaments under the direction of Professor Capp. They have participated in 5,823 decision debates, winning 4,137 or 71 per cent of all decision debates. They have won 480 trophies and awards valued at approximately \$10,000.

In addition to debates the Baylor forensic students have participated in 542 contests in extemporaneous speaking, oratory, after-dinner speaking, discussion, and poetry interpretation, winning 220 first and 132 second places. The Baylor debaters have furnished 969 programs for organizations such as high school assemblies, speech clinics, workshops, civic clubs, study clubs, and commencement programs.

The Baylor Ex-Debaters Association was organized in 1950. It meets annually at homecoming and issues an annual newsletter to all former debaters. The association has provided awards to Baylor debaters totaling more than \$4,000 and has helped several students finance their education. The association's most recent project consists of the establishment of a fund designed to provide Baylor with an endowed forensic program.

Professor Capp, former National President of Pi Kappa Delta, stated in a letter to the editor of *THE FORENSIC*, "I am sending the enclosed photograph and story in the hopes that it may point the way for other chapters of Pi Kappa Delta to help popularize and finance their forensic pro-

grams. I cannot think of any extracurricular activity that offers more to its participants than forensics. My former students, many of whom have attained prominent positions, appreciate the opportunity of helping other students acquire the same training that they received. Regardless of how worthwhile the program may be, few schools have so large a budget as needed. I have found the assistance of my former debaters most helpful. I hope that other chapters of Pi Kappa Delta may develop similar programs."

DEPARTMENT OF RED FACES

Homecoming is a major project on the Eastern Montana College campus. This year, especially, the Montana Gamma Chapter in Billings undertook to make the weekend an unprecedented success. In addition to directing parade arrangements, chapter members began preparing a parade float which would surely win the first prize in competition.

The float was gigantic. From the extended front to the back, the float measured 35 feet. It was 12 feet wide, and 10 feet high at the tallest point. The structure was shaped like a huge green mountain, and atop it was a seven-foot wheel—The Wheel of Progress.

After 300 man hours of labor and many dollars worth of supplies, the masterpiece was finished. As parade time neared, the driver prepared to remove the float from the warehouse.

Within an hour after the parade, every student on campus had heard of the ludicrous fate of the Pi Kappa Delta float—it was too big to get out of the warehouse. The float's motto—"Forward With Eastern."

[EDITOR'S NOTE: Our thanks to Chapter Reporter Gene Cetrone, who sent in the above anecdote. Does your chapter have an embarrassing experience to tell? This is the kind of material we need to liven up the pages of your magazine.]



Harvey Cromwell

The President's Page

"As a vessel is known by the sound, whether it be cracked or not, so men are proved by their speeches whether they be wise or foolish."

This statement by Demosthenes holds food for thought and the basis for a worthwhile New Year's Resolution. It is probably true that too often many of us in the field of forensic speaking listen more to the sound of our voices than to the logic of our expressed thoughts. In like manner, it might prove

profitable if we were to hereby highly resolve to deliberate more and intone less during 1960. A thought for what it may be worth.

I missed the National Speech Convention and the Pi Kappa Delta meeting held in Washington during the Holidays. I'm grateful to Roy Murphy for moderating the session.

The 1961 National Convention of Pi Kappa Delta will be held on the campus of Oklahoma State University. THE FORENSIC is carrying an additional announcement. Those of you who attended the 1951 Convention will recall the very excellent facilities and hospitality of that meeting. D. J. Nabors, Roy Murphy and I met with the officials of the University last August and found even better facilities and the same cordial hospitality. I predict a very successful Convention and hope your present plans include the 1961 meeting. Dr. Leslie Kreps, chairman of the Department of Speech, is serving as local host.

Our National Secretary writes that we are receiving petitions for charters from a number of schools with outstanding forensic programs. I appreciate the fine cooperation I have received from the Governors and chapter sponsors on this project. He writes with a cheerful tone regarding the growth and influence of Pi Kappa Delta with the exception of the increasing cost of living.

Pi Kappa Delta operates on the fees received from new members. By careful planning, your National Secretary-Treasurer has been able to keep our financial status in the black. It has been possible for us to operate without chapter assessments or charging for THE FORENSIC. You can help maintain this economic status by initiating those students on your campus who are qualified and would make desirable members of Pi Kappa Delta. Last year more than 900 students received membership in our organization. Instead of experiencing the drop in new members normally associated with off-convention years, let's make 1960 a banner year for 1,000 new students.

I would appreciate receiving your suggestions for the 1961 Convention speaker. My best wishes for a successful province meeting and a happy 1960.