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The Early Education of Albert J. Beveridge

GORDON HOSTETTLER, Temple University

Part of an undergraduate thesis for honors at Kent State University, reprinted from The Centralight, Central Michigan College. Dr. Hostetler won the superior rating in debate at the national tournament in Topeka, 1938. His doctoral thesis at Iowa University grew out of his early interest in rhetorical criticism and his undergraduate study of Jonathan P. Dolliver.

Albert Jeremiah Beveridge was born October 6, 1862, in an isolated farmhouse in Highland County, Ohio. He began life with a substantial American heritage, for his father, Thomas Henry Beveridge, was a descendant of land-owning and slave-holding Virginians, and his mother, Frances Eleanor Parkinson, was the grandchild of the first law officer in Highland County. Both of the parents had been married before, and, although Beveridge was their only child, he had several half-brothers and sisters. He was born during the uncertain strife of the Civil War, at a time when the strategy and armies of Robert E. Lee seemed invincible. At the time of Beveridge's birth, his father was with General McClellan fighting for the preservation of the Union.¹

Beveridge was to remember nothing about the civil warfare which raged throughout the first years of his life. He wrote, “My earliest recollection, dim and yet strangely distinct, is of the blue-clad soldiers marching home after the war was over, to the strange wild music of the fife and

drum. It echoes in my ears, and I think I can see more distinctly now than I could then the stained and torn old flags they carried.”

His family having moved to Illinois, Beveridge attended school first at the Two Mile district school and then at the Free School in the town of Sullivan. Already Beveridge had decided that he wanted to be an orator. We are told that “the ambition to speak and sway men by the spoken word took possession of him in childhood.” Three of his classmates recall that to be an orator was his proclaimed ambition as far back as they can remember. It is probable that this ambition grew out of the speech which he heard as a boy. Beveridge tells how his parents took him to hear political speakers while he was very young. These were the venomous speakers of the past Civil War campaigns, and “Beveridge was exposed to the Republican politics of the ‘bloody-shirt’ variety.”

Further, we learn that while still very young, Beveridge was taken by his parents to the meetings of the debating society at the district schoolhouse. Here the farmers, merchants, and professional men of the community gathered at regular intervals to discuss and debate the local, state, and national issues of the day. These experiences certainly had some effect upon Beveridge, for, writing about the failure of his first speaking venture, he said, “Plain as it was that oratory was the road to distinction, it was even plainer to me that I could never be an orator.”

Beveridge received his first speech training at the Two Mile school and the school in Sullivan. “Two institutions where Raye’s Arithmetic; Goodrich’s Histories, and McGuffey’s Readers were the sources of wisdom and understanding.” We cannot ignore the McGuffey Readers, since Beveridge himself has testified to their influence over him.

Mark Sullivan writes that “McGuffey was the source of that stock of points of view and tastes held in common, which constituted much of America’s culture, its codes of morals and conduct,

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2 Unpublished Autobiography, quoted by Bowers, op. cit., p. 4. This manuscript covers the early part of Beveridge’s life. It is in the possession of Mrs. Beveridge, who turned it over to Bowers along with Beveridge’s correspondence.
4 Bowers, op. cit., p. 9.
5 Ross, op. cit., I, p. 13.
8 Bowers, op. cit., p. 9.
10 Ross, op. cit., I, p. 8.
its standards of propriety, its homely aphorisms, its ‘horse-sense’ axioms.” 12 The influence which the Readers had upon the training of American orators was profound. 13 The avowed purpose of the Readers was to inculcate good reading and speech habits in the pupils. 14 Each selection was to be read aloud, and complete rules on articulation, inflection, accent, emphasis, modulation (pitch and voice quality), and “poetic” pauses were given, along with special instructions to the teacher. Many exercises were included. McGuffey declared in his preface that, “It has been the great object of the author to present the best specimens of style.” 15 This purpose was religiously carried out, for few of the famous American and English orators failed to appear among the pages of the Readers. Patrick Henry, Henry Lee, William Wirt, Daniel Webster, Robert Hayne, Charles Sumner, John Calhoun, Robert Walpole, William Pitt, Edmund Burke, Carles James Fox—all of these were represented. “The Speech of Logan” as well as “Anthony’s Funeral Oration” and “Henry V to his Troops” from Shakespeare also were used. A selection entitled “The Duty of an American Orator” was also included. 16

Mark Sullivan tells us, and a glance through any of the Readers will verify his statements, that they were highly idealistic, constantly stressing virtues of humility, modesty, honesty, and simple living. At all times and in every respect, McGuffey’s Readers had a strong flavor of religion . . .” 17 Beveridge was later to write, “I doubt if any man can be a great public speaker who does not have in him the religious element.” 18

Two themes which Beveridge reiterated again and again, and proclaimed all of his life—intense nationalism and imperialism—are clearly advocated in the selection of the American Orator. In respect to the Union, McGuffey declared, “Be it then the noblest office of American eloquence, to cultivate, in the people of every state, a deep and fervent attachment to the Union. The Union is to us the marriage bonds of states, indissoluble in life . . .” 19

The trend toward imperialism, at least the idealistic basis of imperialism, is no less clear:

12 Ibid., II, p. 22.
13 Hayworth, op. cit., p. 498.
15 Ibid., p. 5.
16 Ibid., pp. 6-8; 253-57.
18 “Public Speaking,” Saturday Evening Post, 173 (October 6, 1900), p. 3.
“Let the American orator comprehend, and live up to the grand conception, that the Union is the property of the world, no less than of ourselves; that it is a part of the divine scheme for the moral government of the earth, as the solar system is a part of the mechanism of the heavens; that it is destined, while traveling from the Atlantic to the Pacific, like the ascending sun, to shed its glorious influence backward on the states of Europe, and forward on the Empires of Asia.

“Let him comprehend its sublime relations to time and eternity; to God and man; to the most precious hopes, the most solemn obligations, and the highest happiness of mankind.”

Even as Beveridge read these passages he was dreaming of becoming an orator, and it is possible that they may have made a deep impression upon his eager mind. McGuffey’s concluding words—“Be it then the duty of American eloquence to speak, to write, to act, in the cause of Christianity, patriotism, and literature; in the cause of justice, humanity, virtue and truth; in the cause of the people, of the Union, of the whole human race, and of the unborn of every clime and age”—could easily be thought to have flowed from the pen which gave us Marshall and Lincoln.

As far as speaking method is concerned, McGuffey said, “It is by going to nature that we find rules . . . . The best speakers and readers are those who follow the impulse of nature as felt in their own hearts, or most closely imitate it as observed in others.”

Beveridge gave assent to this proposition when he wrote, “Whatever, in manner and matter, will please, persuade, and convince a person, will have the same effect upon an audience.”

But classroom study of the McGuffey Readers was not the only source of encouragement and development which Beveridge found in the Sullivan schools, for weekly programs were given for the entertainment of parents and townfolk. These exercises consisted of declamations, debates, and short plays.

Records of Beveridge’s activities in school are scant, but we are told “he would declaim whenever the opportunity offered,” and that “his capacity for expression was amazing.”

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20 Ibid., p. 256.
21 Ibid., pp. 256-57.
22 Ibid., p. 9.
23 “Public Speaking,” op. cit., p. 3.
24 Ross, op. cit., I, p. 11.
an industrious worker and a leader among his fellows. Frederick Palmer, after visiting the town of Beveridge’s boyhood and talking with persons who knew him, writes that “Beveridge was the kind of a boy who held up his hand in class and said, ‘I know. Teacher, let me!’”

Despite the straitened circumstances of his family, Beveridge while still working mornings and evenings on the farm, entered the Sullivan high school. Here he still clung to his oratorical ambitions, which were furthered by his teacher, Mrs. Lotta Webster. Basing his statements on personal interviews Ross tells us that “She exercised a wholesome influence over the boy, holding him firm in his purposes when difficulties appeared, and aiding him in his adjustments to the school members who often mistook his youthful ambition and self-confidence for egotism.” There are few records of his high school days, but Bowers found two report cards which “show him to have been above the average, except—of all things!—in composition, in which he was marked 75. In civil government he invariably received 100.” School debates and declamations continued to be a part of his high school work.

While in high school, Beveridge began his independent reading and studying which he was to pursue throughout his life. He read Gibbon’s *Decline and Fall of the Roman Empire* and the novels of Scott, Dickens, George Eliot, and William Black. Impressed with the importance of an adequate vocabulary, Beveridge carried a small note book in which he wrote new words encountered in reading and conversation. He would study these words until he knew their meanings, and use them until he had mastered their proper use.

Throughout his grammar school and high school days, Beveridge eagerly listened to political speeches. His father had been a staunch Republican, as were most of the Union soldiers and midwestern farmers, and his family went as a matter of course to hear all the Republican speakers who came near Sullivan. But the lure of oratory was so strong that Beveridge confesses he used to slip away to hear the Democrat speakers as well.

Campaign speeches in those days furnished an excuse for a general community gathering, and one suspects that this social

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26 *Art of Public Speaking, op. cit.*, pp. 6-9.
mingling was probably the greatest benefit derived. This was
the period of reconstruction and war animosities still smoldered.
Republican oratory was directed toward keeping sectional feel-
ings alive. The speakers reminded the people that it was the
Southern Democrats who had rebelled, and that it was the party
of Lincoln, Grant, and Sherman that had saved the Union. Real
issues were ignored, and the voters were constantly reminded of
their sons, fathers, and brothers who had died at Corinth, Gettys-
burg, and Cold Harbor. Oratory of this type kept the Republican
party supreme in the North until 1884, and was a factor to be
reckoned with even after that. Beveridge said, in later life, that
these "bloody-shirt" speeches were characterized by "furious de-
ivery, misstatement, unfairness, animosity, and the ignoring of
fact and reason."\(^{32}\) But in his boyhood, they produced a pro-
nounced effect upon the boy. Strevy points out that, "Living in
a section of the country where Republicanism and patriotism were
viewed as identical, it is little wonder that the youth received as
his heritage an aggressive Americanism."\(^{33}\)

It was hearing one of these "bloody-shirt" speeches which led
Beveridge to attempt his first political speech. In the fall of 1876
John A. Logan, a well-known Republican "orator," came to Sulli-
van, and Beveridge was counted among his avid listeners. The
next day the fourteen-year-old boy stopped his plow horses,
mounted a stump in the middle of the field, and attempted to
repeat the speech which he had heard. He struck an oratorical
pose, swelled his chest, and began to speak. But no meaningful
words came, for as Beveridge himself said, "There was nothing
definite, nothing concrete, that I could think of to say—nothing
to prove, and nothing to prove with. I almost cried with humilia-
tion. Plain as it was that oratory was the road to distinction, it was
even plainer to me that I could never be an orator. Such was the
beginning of my learning how to speak."\(^{34}\)

That same fall young Albert was walking along a road repeat-
ing a speech he had heard and was overheard by a neighbor. The
neighbor was so impressed with the speech that he mentioned it to
the leaders of the local debating society. The result was that the
ambitious boy was invited to speak in the country schoolhouse.
The speech which he gave, however, was little more than an
imitation of the "bloody-shirt" oratory of the times. Bowers, in-

\(^{32}\) The Art of Public Speaking, op. cit., p. 9.
\(^{34}\) Manuscript Autobiography, op. cit., p. 10.
Champions Become College Presidents

What becomes of students who win in the national tournaments of Pi Kappa Delta? This question can be partially answered. They become college presidents. Three of the winners, at least, are now serving in that capacity.

Two of them, who met in the finals of men's debate at Wichita in 1930, now serve as presidents of the institutions which they then represented.

Emory Lindquist received his A.B. degree at Bethany College, Lindsborg, Kansas, spent three years at Oxford University, England, on a Rhodes Scholarship, receiving the B. A. (Honours) and the M.A. degrees there, and studied on a research fellowship at Colorado University where he received his Ph.D.

Dr. Lindquist is also a member of Phi Beta Kappa.

Dr. Lindquist writes, "I know of no experience in my undergraduate days that has meant so much to me as the experience received in forensics."

Edgar Carlson, after graduating from Gustavus Adolphus, took seminary training and was ordained in 1933. He has served as a pastor in Minneapolis, has taught in the Department of Religion at his Alma Mater and at Augustana Theological Seminary. In 1944 he returned to Gustavus Adolphus as president.

Dr. Carl W. McIntosh was named president of Idaho State College on November 15, 1947, after having served as Acting Executive Dean, Acting President, and Dean. Dr. McIntosh graduated in 1936 from Redlands University.
Georgia Beta
Herman Pinkerton

The Georgia Beta chapter of Pi Kappa Delta, National Honorary Forensic Society, was established at the University of Georgia on May 14, 1947, with five students and one honorary faculty member being initiated. The initiation took place at 7:00 p.m. in the N and N Cafeteria at Athens, Georgia, with the sponsor and four members of the Tennessee Delta Chapter of Tennessee Tech in charge.

The University of Georgia is proud to have this chapter on its historic campus, and is quite confident that the Beta chapter will carry on the traditions that are a part of the University.

The University was incorporated in 1785, and is the Nation’s oldest chartered State University. It opened its doors in 1831 to approximately thirty students. With the passing of four decades the campus has grown to accommodate over 7,000.

The educational plant spreads over three campuses: Franklin Campus, the original University; the Ag Campus, formerly the State College of Agriculture; and the Coordinate Campus, formerly the Georgia State Teacher’s College. The buildings of the historic Lucy Cobb Institute are also used by the University.

The University is on the approved list of the Association of American Universities and is fully accredited by the Southern Association of Colleges and Secondary Schools. Its history of a century and a half has been one of steady progress and triumphant achievement, and it faces the future with faith and confidence.

where he became, according to his coach, Professor E. R. Nichols, "the leading debater of his college generation and an able extempore speaker." Among numerous other honors in debate and public speaking, he won first place in the Pacific Coast Invitational Tournament, the Pacific Coast Extempore Contest, and the Pi Kappa Delta National Extempore Contest in Houston in 1936.

Dr. McIntosh received his M.A. and Ph.D. in Speech at the University of Iowa.
The history of forensics, and especially debating, at The University of South Carolina takes one back to 1805, to the names of men significant in American beginnings, to the name of a president, John Adams, who was among the first to speak in one of the debating halls, to the name of a great Frenchman, Marquis de LaFayette, who became an honorary member of one of the debating societies.

Long synonymous with the growth of the university itself are the names of the two debating societies, The Clariosophic and The Euphradian. Each has its own room on the third floor of an old building facing defiantly the windows of the other society across the quadrangle of the campus.

In each hall is a speakers’ stand a hundred or more years old placed in front of an ornate, high desk for the officers. On the walls of each hall hang the pictures of orators of a century ago.

At those speakers’ stands stood men like John C. Cal-
The South Caroliniana Library at the University of South Carolina, built in 1840, was the first separate library building to be erected by any institution of higher learning in the United States. It houses a special collection of priceless books, documents and manuscripts pertaining to the history and culture of the state. (USC News Service Photo.)

houn, William Gilmore Simms, men who early argued the questions of states' rights and academic culture. Later came men like William Jennings Bryan with his "silver tongue" and Woodrow Wilson with his facile pen.

But for almost a hundred and fifty years the students who made up the two societies fiercely debated the pertinent questions, so fiercely even that there were duels over the results; once, almost, the leaders of one of the societies argued a student body into a miniature war with a neighboring college, a war of guns which was at the last moment prevented by the persuasive oratory of one of the members of the other society.

For a hundred and forty years the healthy rivalry between these two campus debating societies has continued. During the course of the years a number of endowed honors have been set up, so that money prizes, cups, medals, and certificates are offered each year to winners in debate, declamation, oratory, and other forms of forensic activity.

After the turn of the century, with the expanding era of a new age, debates with universities as far away as New York or Pennsylvania became features. A tri-state round robin tournament with Tennessee and Georgia continued until the first World War when, as in the forties, the campus became almost emptied of students.

During the thirties South Carolina's intercollegiate debate
Declines College Presidency In Order To Teach

A coach of champion orators and debaters, Dr. William C. Lang of Yankton College prefers to exert his influence through teaching rather than through college administration. Seldom has the case for the significance of teaching speech and history been more effectively stated than by Dr. Lang. He writes in part:

"I have been Acting-President of the college here and turned down the presidency; I have been Dean of the College and asked to be relieved. So I hold no administrative office now. No one would believe the reasons anyway, but here they are:

1. I think teaching speech and history is the most important job that I can do . . . Those who can speak effectively will be our leaders. Let's teach them how to talk and how to think, and how to get the material to think with.

2. Administration gets in my way as a counselor of students. As a dean they came less than as a teacher.

3. I have some writing and research to do . . . It has been a pleasure to be responsible for the high school course of study in South Dakota in geography and another in American History. You see, to me speech is a means to an end—effective and enlightened citizenship in a democracy. Trained speech people must become our leaders—they in turn must enlighten. Only by raising the masses can we survive. It has never been done in past history, thus the decline and fall of Rome, Greece, etc. We may succeed if we combine speech, Liberal Education and good teaching."
The President's Page

Same national honorary organizations are key-granting organizations. They exist primarily to reward persons for having attained a high degree of proficiency in a certain field toward the end of their college careers. Pi Kappa Delta has been built on a principle quite the reverse of this; it offers membership early in the student's college life and encourages him to progress in the field of speech.

Some fraternities supplement their key-granting by sponsoring worthy activities. Pi Kappa Delta has been and continues to be a leader in this respect insofar as intercollegiate forensics are concerned.

There are honorary organizations which strive to set up satisfactory standards and urge their members to maintain these standards. What of Pi Kappa Delta?

In a recent tournament I listened to a negative team agree with the affirmative that there should be a change in the United Nations; it agreed that a world government should be established but that it should be a "central" not a "federal" government. Do Pi Kappa Deltans accept this as a legitimate use of the technique of debate? Does a debate proposition suggest to us a major field of conflict where the affirmative moves toward a new objective programs became somewhat haphazard. Although campus debates between the two debating societies continued, contacts with other schools were apparently maintained for the pleasure of the debaters. Teams would simply plan a two-week period in which to take a trip and incidentally to have a few debates.

After the second World War the administration put in a varsity coach who took over control of the debaters and the scheduling of debates. During the first year the squad gathered power sufficient to win the Grand National at Mary Washington College of the University of Virginia. This achievement pleased the administration and our allocation was doubled.

The second year we scheduled three tournaments and twenty-five dual meets and had an extremely successful season, keeping three teams moving almost continually. The culmination of that season was our admission to Pi Kappa Delta.
and the negative defends the status quo or moves in a different direction? or is it a sentence which should be carefully dissected to discover the one loophole which may become the point of attack? Does Pi Kappa Delta wish to sponsor activities worthy of the phrase "beautiful and just" or should it wink its eye at such hair splitting and fall back on the defense that "it's too difficult to set up standards that will satisfy all."

In the same tournament a negative team carried on the usual running refutation of the affirmative and presented its own case. At the conclusion of the second speech the speaker summarized "twenty-two major objections to federal world government." Granted that this is an exceptional case, still it seems to me that too many speakers in debate are depending upon unsupported assertion. My observation is that negatives are particularly guilty; it is not uncommon to hear a negative case which consists largely of "how cans?" Should Pi Kappa Delta sponsor a re-examination of debate procedures to determine what constitutes acceptable application of the principles of arugmentation? Should we adopt standards for our tournaments, instructions to judges, more complete ballots or other devices to penalize the debater who depends largely on assertion and question?

Example number three. In a recent issue of a magazine devoted to forensics there appeared an article on debate strategy. The substance of the article was that a team could develop a case so cleverly that when the opposition accepted a particular phrase then the team could demonstrate how the opposition had fallen into a trap so as to deserve losing the debate! Do Pi Kappa Deltans believe that debate should consist of clever manipulation of language so that all is confusion? Should debaters strive for an honest understanding of the issues or search for "legitimate" but hidden meanings in key words? Should intercollegiate debate be conducted primarily as an exposition of the best arguments for and against a proposition or should it be an exercise in demogoguery?

The answers to the above questions seem obvious to me. My experiences however lead me to the conclusion that there are some—perhaps many—who would not arrive at the "obvious" conclusions. What are your reactions? Should Pi Kappa Delta embark on a program to establish and maintain standards of forensic practices?

Edward S. Betz
# Chapter Directory, 1947-1948

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“Natural talk, like ploughing, should turn up a large surface of life, rather than dig mines into geological strata. Masses of experience, anecdote, incident, crosslights, quotation, historical instances, the whole flotsam and jetsam of two minds forced in and upon the matter in hand from every point of the compass, and from every degree of mental elevation and abasement—these are the material with which talk is fortified, the food on which the talkers thrive. Such argument as is proper to the exercise should still be brief and seizing. Talk should proceed by instances; by the apposite, not the expository. It should keep close along the lines of humanity, near the bosoms and businesses of men, at the level where history, fiction, and experience intersect and illuminate each other.”—Robert Louis Stevenson.

“In place of unexpanded results, or the mere communications of single-minded sentiment, we have even in Aeschylus, the earliest of the great tragedians, a large latitude of dissent and debate—a shifting point of view—a case better or worse, made out for distinct and contending parties—and a divination of the future advent of sovereign and instructed reason. It was through the intermediate stage of tragedy that Grecian literature passed into the Rhetoric, Dialectics, and Ethical speculation, which marked the fifth century B.C. . . . Other simultaneous causes, arising directly out of the business of real life, contributed to the generation of these same capacities and studies. The fifth century B.C. is the first century of democracy, at Athens, in Sicily, and elsewhere: . . . Without some power of persuading or confuting—of defending himself against accusation, or in case of need, accusing others—no man could possibly hold an ascendant position. He had probably no less need of this talent for private, informal, conversation to satisfy his own political partisans, than for addressing the public assembly formally convoked . . . To meet such liabilities, from which no citizen, rich or poor, was exempt, a certain training in speech became not less essential than a certain training in arms. Without the latter, he could not do his duty as an hoplite in the ranks for the defence of his country; without the former, he could not escape danger to his fortune or honour, and humiliation in the eyes of his friends . . .”—Grote, History of Greece, VIII, 301
One of the characteristics of democratic education listed by The Educational Policies Commission in their publication *The Education of Free Men in a Democracy* is of special significance to teachers and students engaged in forensics. Democratic education is marked by honesty and integrity in all relations. By all relations is meant the person's relations with himself in day to day living as well as relations with associates, with colleagues, opponents, teachers, judges. Really to achieve the highest degree of intellectual integrity demands a lifetime devotion to those processes of human evaluation which check our tendency to excuse ourselves, to blame others, and at times, perhaps, to feel frustrated and thwarted by the success of others.

With proper teaching and guidance, students may be taught to appreciate fully the opportunities which debating gives for developing mental maturity and intellectual integrity. Poise, critical judgment, eagerness for penetrating criticism, delight in the activities of exposing and having exposed fallacies in reasoning and omissions in evidence can be the principal results of debating.

On the other hand, with poor teaching and guidance, reliance upon rhetorical tricks, undue exhilaration in winning and excessive depression in defeat, the blaming of a judge or colleague for a loss, the lack of philosophical appreciation of all the complex factors of prejudice and bias, interest, degree of alertness, and familiarity with the subject which inevitably make up debate decisions can outweigh the positive benefits of debate.

Over the years the debater who develops the qualities of intellectual honesty, the eagerness to master himself as well as the subject, will have his share of victories, and his defeats, when they come, will carry much instruction but little frustration.
Province of the Upper Mississippi
THEODORE NELSON, St. Olaf College

The Provincial Speech Tournament for the Upper Mississippi Valley was held on December 5th and 6th at St. Olaf College, Northfield, Minnesota. The St. Olaf Beta Chapter was host. Eight schools participated in the tournament: Concordia College, Gustavus Adolphus College, Hamline University, Luther College, Macalester College, River Falls State Teachers College, St. Olaf College, College of St. Thomas.

Although the tournament was planned to include both a men’s and women’s division, the only school to enter women in debate was St. Olaf. Consequently a women’s division was held only in Oratory and Extemporaneous Speaking. Georgianne Johnson, from Luther College, Decorah, Iowa, winner of Women’s Oratory at the National Pi Kappa Delta Tournament at Bowling Green, Ohio, last year, won first in both of these events.

Each of the eight schools entered men contestants in almost every event of the tournament: debate, oratory, extemporaneous speaking, discussion, and radio speaking.

In debate, each school entered two teams, one affirmative and one negative. Five rounds of debate were held on the question, “Resolved: that a Federal World Government should be established.” Winning teams were chosen on the basis of wins and losses, team averages being used to break ties. The winning affirmative team was David Vaaler and G. Amundson from Luther College, with Marcus Gravdahl and Robert Lillo from Concordia College as runners-up. The winning negative team was Cecil Johnson and Robert Onkka from Concordia College. The runners-up were Harold Berg and Philip Froiland from St. Olaf College.

Three rounds of discussion were held on the subject, “What can be done to insure peaceful relations among the nations of
the world?” The first round was a discussion on definitions and aims; the second, proposed solutions; the solution was determined in the third round. Jack Wallace from River Falls State Teachers College won first place in discussion with Bob Faricy of St. Thomas College placing second.

Original orations on any topic were submitted for the Oratory Contest. Karlton Rosholt of Luther College placed first in this event with William Robertz of Gustavus Adolphus College placing second.

The general topic for the extemporaneous speaking contest was, “America’s Foreign Policy.” Ivan Fagre of St. Olaf College and Thomas Ticen of the College of St. Thomas tied for first place. William Robert of Gustavus Adolphus College was second.

A radio-speaking contest was held. It was conducted on Friday night, December 5, after the “get-together-and-eat” session. Each contestant had been issued a script at the opening meeting, and in addition to reading this prepared script, he was required to read a script at sight. Karlton Rosholt of Luther College was the winner of this event, with Eugene Samuelson of St. Olaf College winning second place.

The tournament winners, Georgianne Johnson, Karlton Rosholt, and Thomas Ticen took part in an interview program over the St. Olaf College Radio Station, WCAL, at 1:30 p.m. on Saturday, December 6. The speakers were interviewed by Dr. Theodore F. Nelson, Governor of the Upper Mississippi Province of Pi Kappa Delta.
ANNOUNCEMENTS OF TOURNAMENTS

The 18th Annual Mid-South Forensic Tournament will be held at Arkadelphia, Arkansas, on February 13-14, 1948, with Henderson State Teachers College and Ouachita College as joint hosts, according to Dr. R. C. Daily, Director.

The Baylor University Forensic Tournament will be conducted on February 6-7, 1948, according to Professor Glenn R. Capp, Director. Contests will include debate, extemporaneous speaking, oratory, poetry reading, after-dinner speaking, and, perhaps, radio speaking.

The 19th Annual Savage Forensic will be held at Southeastern State College, Durant, Oklahoma, on March 5, 6, 7, 1948, according to Professor T. A. Houston. On Thursday, March 5, contests will be held in public discussion, story telling, book review, dramatic reading and impromptu speaking. On Friday and Saturday, March 6 and 7, the forensic will include contests in debate, oratory, extemporaneous speaking, radio speaking, poetry reading, after-dinner speaking, and Bible reading.

Maryville College will hold the Smoky Mountain tournament in late February or March. Dr. Verton Queener is the director.

The South Atlantic tournament under the direction of Dr. Albert Keiser will be held at Lenoir Rhyne, March 4-6.


Province of the Plains, Colorado A & M College, April 1-3 or 15-17, Maurice Hess, McPherson College, McPherson, Kansas, Governor.

Province of the Lakes, Michigan State College, April 9-10, Dana T. Burns, Baldwin-Wallace College, Berea, Ohio, Governor.

Province of the Southeast, University of South Carolina, April 15-17, Herman Pinkerton, Tennessee Tech., Cookeville, Tennessee, Governor.
Chapter News

Iowa

The Luther College forensic group participated in the Bradley University speech tournament at Peoria, Illinois, on November 13 to 15.

In Discussion Gerald Amundson and David Vaaler rated superior and Morris Sorenson, excellent. Georgianne Johnson and Karlton Rosholt received superior ratings in oratory. Georgianne also took a superior in poetry reading and Rosholt a superior in radio speech. Robert Jensen won a superior in extemporaneous speech. In the debate contests David Vaaler and Gerald Amundson tied for top affirmative honors.

In the Upper Mississippi Province tournament held at St. Olaf College, Northfield Minnesota, on December 5 and 6, Luther College took top honors in five of the eight divisions. First place winners were: Georgianne Johnson in women’s oratory and extemporaneous speaking, Karlton Rosholt in men’s oratory and newscasting, and David Vaaler and Gerald Amundson in debate. David Vaaler and Gerald Amundson also placed third and fourth among the fourteen participants entered in discussion.

The Iowa Iota Chapter of Pi Kappa Delta at Western Union College is sponsoring an intramural debate tournament on the proposition, Resolved, that atomic power be placed under the supervision of an international agency.

Kansas

Approximately 174 debaters participated in the annual high school tournament sponsored by Pittsburg State Teachers College.

Louisiana

Two Junior men’s teams from Louisiana College won first place in the experienced division and second place in the inexperienced division of the Ouachita College warm-up tournament.

At the tournament at Millsaps College, Earl Eggers and Clyde White defeated eight colleges to reach the finals, where they were defeated by Alabama University, winner of the tournament.

Kelly Hamm won second place in oratory, and Rachel Shannon and Joanne Niohan won third in women’s debate.
Southwestern Louisiana Institute placed second in both the men’s and women’s divisions of debate at the Warm-Up Tournament sponsored by Louisiana State University on December 12-13. Representing Southwestern in the women’s division were Danella Primeaux, Ruby Lee John, Patsy Shinn, and Julie Martin. In the men’s division Jack Watson, Raymond Zagone, Alvin Ducote, and William Dempsey were Southwestern’s representatives.

Minnesota

St. Olaf expanded this year upon the intramural debate plan which was inaugurated last year by Dr. Nelson, head of the Speech Department. The purpose of this plan is to enlist an active participation on the part of new members by giving them an incentive to work and providing experience, thus developing their abilities more fully. The method of providing motivation is comparatively simple. A call is issued in the early fall to anyone interested in speech activities, for experience or for competition. Those students who respond are divided into small discussion groups according to classes. A varsity debater acts as chairman of each group. The leader conducts a series of discussions on the debate question for the year, teaches some of the debating techniques, and holds a number of practice debates within the group to prepare for inter-class competition. An intramural debate tournament is then scheduled. Each class enters its four best teams, two affirmative and two negative. Four rounds of debate are held, with each team debating in each round. Although it may seem as if the upper classmen would have an advantage over the underclassmen, this has not proved true. This year the Freshmen won the tournament with five wins and three losses. The Sophomores were runners-up with four wins and four losses. The Junior-Senior group came in last with five losses and three wins.

Frank Nelson, Bert Tollefson, Morris Armseth, and Arthur Olsen, freshmen at St. Olaf College, won the Cedar Falls, Iowa, tournament held at Iowa State Teachers College on December 12-13. They won eight debates and lost none.

Missouri

The Eighth Annual Midwest Speech Tournament was held at Kirksville State Teachers College, December 5-6, under the direction of National Vice-President Collins. Virginia Allen of Warrensburg State Teachers won first place and the Ted Malone
Award in poetry reading. Lucille Allen Smith of St. Louis University placed second, and Jerald Cunningham of Simpson College, third. In poetry writing Miss Julia Griffith of Warrensburg State Teachers won first, with second and third places going to Mary Lou Kamerick of Iowa Central and Arlene Sleigal of Iowa Teachers. The after-dinner speaking contest was won by Henry McAnna of Hannibal La Grange College. Glenn Muncie of William Jewell placed second.

I. H. Keane and Russell Arnett of Central College, Fayette, Missouri, won three of their four debates at the Kikrsville tournament. Forensics at Central this year is under the direction of James Harrel Cobb.

Nebraska

On December 11, the climax of the sixtieth anniversary celebration, Nebraska Wesleyan University formally opened the new Plainsman Theatre with the showing of Paul Osborn’s On Borrowed Time. In a curtain speech given by LeRoy Yaney, president of Theta Alpha Phi, recognition was given Dr. Enid Miller for her work in securing the new theatre. Dr. W. Norwood Brigance of Wabash College, former president of the Speech Association of America, was guest speaker of the day. The dedication of the building was made by Dr. John L. Knight, chancellor of the university. The new speech building which houses the theatre also contains a studio, a debate seminar, a small class and reading room, a radio and projection room, as well as costume and dressing rooms and a scene shop.

North Carolina

Lenoir Rhyne’s representatives won five first places at the Appalachian Mountain Forensic Tournament, November 14-16 at Boone, N. C. The winners were: T. C. Plexico, men’s oratory; Raymond Bost, men’s poetry reading; Jane Casper, impromptu; Barbara Yount, women’s extemporaneous speaking and women’s debate.

Oklahoma

D. J. Nabors, Director of Speech at East Central, spoke on the topic, “Suggestions for Extemporaneous Speakers,” at the debate and discussion institute held at Oklahoma University, Norman, Oklahoma. More than 400 representatives from 50 schools attended the meeting.
Berylene Miller and Doris Faye Stewart won the senior women’s division of debate at the Southwestern College tournament, and Miss Stewart won first place in women’s extemporaneous speaking.

Jack Carter won individual honors in the junior men’s division of debate at the Southwestern College tournament at Winfield, Kansas, November 28-29.

Collin Bower and Jack Carter won first place in the junior men’s division of debate at the East Central State College tournament, December 4-6. Sweepstake honors in the men’s division were won by Southeastern speakers, Jack Carter and LeRoy Hicks, who accumulated firsts in poetry reading, dramatic reading, discussion and impromptu speaking.

Texas

North Texas State Teachers College won second sweepstakes honors in the women’s division at the East Central State College tournament, Ada, Oklahoma, December 4-6.

Washington

As part of its activities for the year, Washington Beta of Seattle Pacific College has sponsored a recital by Clement May, a chapel program, and an interpretative reading contest.

Talmadge Wilson, an alumnus of Seattle Pacific, is now serving as a missionary in the Anglo-Egyptian Sudan.

THE EARLY EDUCATION OF ALBERT J. BEVERIDGE

(Continued from Page 22.)

directly quoting the Beveridge Autobiography, says, “Looking back, in later years, upon that first campaign speech he knew he had . . . given an immature imitation of the orators he had not quite liked.”

But the speech must have impressed his neighbors, for the local temperance society, result of the Murphy Temperance Movement, invited him to make a speech. “Laboriously he wrought an oration of an hour’s length, committed it to memory, practiced it in the woods, and delivered it triumphantly to his neighbors. It was long to be remembered in the community.”

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36 Ibid.
Book Reviews


Every debater who is eager to master the logic of propositions and to be introduced to a form of logic which is an advance over that to which argument and debate texts are of necessity limited will find in this book a comprehensive methodology for evaluating the products of his own and his opponents' thinking.

The author's assumptions that the new logic has a wider meaning, that it is on the march to replace the traditional Aristotelian logic "in all fields" and that it can be taught to students who have no special mathematical training are clearly stated and closely observed throughout the book.

Though limited to a two-valued logic, the book has frequent references to the place and the importance of multi-valued logic. Such topics as logic and language, different levels of language, propositional functions, the principle of abstraction, fictitious existence, rules of inference, binding of variables, logical evidence, logical terms in a syntactical capacity, logical terms in a semantic capacity, suggest something of the nature of the book. "Throughout emphasis is laid on the applicability of the logistic symbolism to the meanings of conversational language."

The author advises an orderly reading of the topics as they are developed, but also suggests a short cut for those who are primarily interested in the linguistic applications of symbolic logic.


Students of public address will find delightful instruction in the reading of Francis Pendleton Gaines' lectures which were delivered in 1945 as the third of a series of the Dancy lectures at Alabama State College for Women.

Brightened with anecdotes and a vivid style, and charged with the lecturer's sincerity and deep appreciation of the imprint which Southern oratory left upon the culture and the destiny of the South, the lectures present brief sketches of men like Patrick Henry, John Randolph, John C. Calhoun, William Yancey, Henry Grady, Lucius Q. Lamar, and Woodrow Wilson.
This work, which is interpretative, suffers from broad generalizations and a lack of documentary evidence. The central theme, however, that the "chronicle of Southern oratory centers in the struggle for human freedom" is copiously amplified.


In general, the undergraduate student of public speaking and debate will not find the whole of this book interesting, unless perhaps, he is one of those who are eager to understand the complex and hidden motives of human behavior. Two sections of the book, however, will give ample compensation for any time spent in their study.

Chapter IV, "Biodynamic Processes of Language," and Appendix IV will give a glimpse of a few of the results of the efforts of psychiatrists, biologists, anthropologists, and linguists to pool their knowledge and research skill in a comprehensive study of language. If complex political and psychological phenomena of both "normal" and "abnormal" classifications are to be adequately understood, then the intimate participation of communication in the spread of mass hysteria and mass paranoia, in the increasing manifestation of projected blame and hostility, and in the rationalized excuses for verbal and physical assaults must be studied from the psychiatric, semantic, and biological points of view as well as from the political and the rhetorical. A little light is thrown on these problems by the author's treatment of language as "general communication." "All in all, the sciences of communication and semantics are highly complex anthropologic and sociological disciplines which, nevertheless, must be regarded as integral with biology, psychology, and psychiatry in the biodynamic organon of human behavior."