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*W. S. Howell*

# THE SPEAKER

*Of Tau Kappa Alpha*

**GOLDEN**



**ANNIVERSARY**

**1908 - 1958**

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NO. 3

# THE SPEAKER

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EDITOR—Keith S. Montgomery, Purdue University; ASSOCIATE EDITOR—Charles Helgesen, Western Michigan University.

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## THE NATIONAL COUNCIL OF TKA

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 COUNSEL: George Lamb-----Pennsylvania Building, Washington, D.C.  
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## PRESIDENT'S PAGE

Fifty years is a very short span of time in the history of the world and at the same time a very long span in the life of a man. As we approach the Golden Anniversary of Tau Kappa Alpha, it is great to note that the Founder and four of the ten original members of Tau Kappa Alpha are still living. I am hoping that it will be possible for all five of these men to be with us in Lexington for the celebration of our fiftieth birthday.

We often read and hear that institutions and organizations are but the lengthened shadows of men. These men founded an organization that has meant much to more than 12,000 men and women of this country. Their vision in founding an organization such as TKA is all the more amazing when we consider that the goals and objectives of this organization are even more appropriate to the needs of youth today than in 1908. That it will be true a hundred or even a thousand years hence, I have little doubt. As we pause for a moment in 1958 to look back on the past achievements of our organization, let us contemplate the significance of this occasion and consider the implications of fifty years of leadership in forensics by TKA.

Most important of all, are the thousands of students who have come to know of the meaning of Tau Kappa Alpha through their membership. These people represent what TKA means and is better than all the statements, oral or written, that have been or will be uttered or written. In them alone is our organization meaningful or significant. The past, the present and the future of TKA is, and must always be weighed in the scales of human values. That these



Dr. Earl Bradley

men and women have contributed to our society, no one will deny. That these ideals and that the inspiration of membership in TKA have been influences in the lives of these people, we hope no one can deny. The goals of TKA have always been, and must always be, to contribute to the significance and dignity of the individual in a free society. It is through this that we have contributed to making America a great nation and through adherence to this ideal that we shall continue to contribute to the preservation and advancement of freedom both in America and throughout the world. "Where speech is free, men are free, and where speech is not free, men are enslaved" are familiar statements to all members of TKA. We believe them, we try to live

them. And, through our believing and our living, we hope to make the world a better place.

It is great to be associated with such an organization on such an occasion. It is with humility and a feeling of inadequacy that I face the task of appropriately recognizing the Golden An-

niversary of Tau Kappa Alpha. To all of you who have ever been associated with TKA in any way, I solicit your support for making this event a truly memorable one in the history of our organization.

I'll be looking forward to seeing you at Lexington!

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## CHAPTER SPONSORS

The location of the 1959 National Conference will be determined by the National Council at its meeting in Lexington. Therefore, any chapter interested in hosting the next conference should submit its invitation to President Bradley as soon as possible. Complete information is needed on available dates and facilities for meetings and housing.

## THE ORIGIN OF TAU KAPPA ALPHA

The idea which led to the founding of Tau Kappa Alpha first came to me in the fall of 1907 when, as a student at Butler College in Indiana, I was actively engaged in college oratorical and debating efforts. In the field of scholarship Phi Beta Kappa had made a lasting impression on my mind. I remembered those rich contributions to American literature which had come out of the Harvard chapter of that famous society; some of the annual Phi Beta Kappa orations and poems at Harvard were taught in practically all of the secondary schools of the time. Why, I asked myself, shouldn't there also be a national honor fraternity dedicated to excellence in public speech, a "Phi Beta Kappa" for orators as well as for scholars? I decided that there should be such a society.

In the weeks that followed, I wrote to a number of prominent men explaining what I had in mind and asking for their opinions. Among those who responded were Mr. Louis D. Brandeis, then a prominent lawyer at the Boston bar, and destined to become one of the great justices in the history of the United States Supreme Court; Professor Albert Bushnell Hart, the historian and head of the Department of History at Harvard, with whom I was to become associated in later years in the teaching of American history at Harvard; William Jennings Bryan, the great commoner whose "Cross of Gold" speech eleven years before had electrified the nation; and finally Albert J. Beveridge, then a leading orator of the United States Senate, who was subsequently to become the author of the great *Life of John Marshall*. Senator Beveridge became the second president of Tau Kappa Alpha.



Oswald Ryan

All of these men wrote me encouraging replies. Senator Beveridge thought it an "excellent idea." So did Mr. Bryan, who assured me that an honor society dedicated to the advancement of oratory would be especially appropriate "since there never was a time when there was greater need for orators to correct the misrepresentations of newspapers"!

Spurred on by such encouragement I resolved in May, 1908, to undertake the organization of an honor fraternity for public speakers.

Residing at Columbus, Indiana, was Hugh Th. Miller, a banker who had previously been a distinguished professor of Greek at Butler College at Indianapolis. He was Lieutenant-Governor of Indiana at the time and a scholar in "Hoosier" politics. On the long dist-

ance telephone I told Governor Miller what I had in mind and asked if he would give me the opportunity of talking the matter over with him. He generously invited me to be his guest at the Columbia Club at Indianapolis. At this luncheon he warmly endorsed the proposal and promised to become one of the charter members. We discussed with some enthusiasm the plan of organization, deciding that the chapter should be based on the state as a unit instead of the college and that membership should be limited to those who had participated in intercollegiate oratorical or debating contests, Governor Miller suggested the name "Tau Kappa Alpha."

I picked the charter members from college men whom I had known to be outstanding college speakers. They were Walter H. Linn and Lawrence DeVore, members of the Wabash College debating team; Chester A. Jewett of DePauw University, who had recently represented that institution at the Indiana State Oratorical contest; Walter R. Miles of Earlham and Joseph J. Boyle of Notre Dame—outstanding college orators who had represented their colleges in the Indiana State Oratorical contests; Carl Barnett, Roger W. Wallace, Herbert R. Hyman, and Claris Adams—all four Butler College debating team members, the last being my roommate at Butler. All of them received the proposal enthusiastically and promised to participate. Later, on May 13, 1908, all eleven of us met in Governor Miller's office in the Indiana State Capitol, where we formally organized Tau Kappa Alpha, adopting a constitution, motto and colors, and electing a president and secretary. Governor Miller was chosen president and I secretary.

It will be remembered that the fraternity was organized upon the state as the chapter unit. A few years later the

constitution was amended to establish the college as the chapter unit—the form of organization which obtains today.

After completing the organization of the Indiana chapter the next step was to carry the torch into other colleges and universities. Upon engraved letter-heads proudly bearing the caption "National Secretary of Tau Kappa Alpha" I began a campaign of promotion by correspondence, in an effort to "sell" the new fraternity to outstanding students of oratory and debating in other parts of the country. Searching through various college publications I found the names of Julian Thomas of the University of Utah, today a practicing lawyer in Paris, and Frank Graham, a junior at the University of North Carolina at Chapel Hill. They were persuaded to take on the task of promotion in their respective regions. Later Lowell Thomas, University of Denver, today famous as a radio commentator and author, became a valuable aid. Several years ago while I was visiting my son who was a student at the University of North Carolina, Frank Graham, its nationally known president, said to me: "Ryan, if you wrote as many letters during your college days to anyone else in the United States as you wrote to me during that period, you did not have any time for any college work. How did you ever get a degree?" I think I must have spent a lot of time on Tau Kappa Alpha.

A year after the founding of the fraternity at Indianapolis I was awarded the Indiana scholarship in Harvard College and thereupon transferred my residence to Cambridge, Massachusetts. I took Tau Kappa Alpha with me. At Harvard I met a number of men of distinction who generously gave their counsel in the expansion of the new fraternity. Among them were William James, the philosopher, one of the

greatest Americans of our time; Hugo Munsterberg, the founder of modern experimental psychology; George Santayana, author and philosopher, today popularly known as the author of the *Last Puritan*; and President Abbott Lawrence Lowell, who in my junior year at Harvard succeeded the famous President Charles W. Eliot. President Lowell subsequently wrote the introduction to my book, *Municipal Freedom*. Thus Tau Kappa Alpha in its early development had the friendly advice and help of some of the most outstanding Americans of the time.

During this expansion period I also had the valuable counsel of my Harvard classmate, Charles Sager Collier, with whom I was associated in the Harvard Chapter of Phi Beta Kappa. He is today a distinguished member of the law faculty of George Washington University. Others who were active in building up the Harvard Tau Kappa Alpha chapter were Francis B. Sayre, treasurer of Tau Kappa Alpha, who subsequently became Assistant Secretary of State and the High Commissioner of the Philippine Islands, in which post he succeeded another member of Tau Kappa Alpha, Paul V. McNutt of Indiana; Charles E. Hughes, Jr., who became Solicitor General of the United States, resigning when his father became Chief Justice of the United States; and Charles W. Jewett, later a mayor of Indianapolis. Jewett is the brother of Chester Jewett, one of the eleven founders.

Five of the charter members of Tau Kappa Alpha are living today. Herbert Hyman died in March, 1939, in New York after a successful business career. Joseph Boyle died July 3, 1936. He was an ordained priest of the Catholic church, a frequent contributor to educational and ecclesiastical magazines, and at the time of his death was presi-

dent of the University of Portland. Carl Barnett served the Christian Church in administrative positions before his death in September, 1950. Governor Miller died in May, 1948. Chester Jewett was an officer in the Fletcher Savings & Trust Company, Indianapolis. Roger Wallace died suddenly on February 24 of this year after a successful career as a lawyer and, recently, as vice president of California Prints, Inc., a textile firm.

Of the surviving members of the group Claris Adams, former president of the Ohio Life Insurance Company at Columbus, Ohio, is now national president of the Association of Life Insurance Companies. Before entering the insurance business he had a distinguished career at the Indiana bar where he also had served as prosecuting attorney. It is an interesting coincidence that in 1926 both Adams and I were Republican candidates for the nomination for U. S. Senator in the Indiana primary, he for the long term and I for the short term. Walter H. Linn is an able and very successful practicing lawyer at Crawfordsville, Indiana. Miles is a distinguished professor of Psychology at Yale. Lawrence De Vore recently retired as Chairman of the Board of the First National Bank in Crawfordsville.

It seems a far cry from that day when we met in the Indiana capitol to found a new honor fraternity. From a small beginning Tau Kappa Alpha has grown until its chapters dot the nation's college map from the Atlantic to the Pacific and from the Canadian to the Mexican border. Its members have been drawn from every section and they are found in every class of American life. For fifty years they have carried the banner for those ideals and purposes to which they pledged their allegiance when they entered this society of educated men and women.



## OSWALD RYAN

### FOUNDER OF TAU KAPPA ALPHA

Oswald Ryan, now a Washington, D. C., lawyer, is a native of Anderson, Indiana. He was educated at Harvard College and Harvard Law School and has received the honorary degree of doctor of laws from universities in Ohio and West Virginia.

After years of law practice at the Indiana Bar, he served as General Counsel of the Federal Power Commission under both Presidents Hoover and Roosevelt, for a period of 6½ years during which time he argued important public utility cases before the U. S. Supreme Court and other Federal courts. In 1938 President Roosevelt appointed him as one of the two Republican members of the Civil Aeronautics Board which had just been created by Congress. He was reappointed in 1943 by President Roosevelt and again reappointed by President Truman in 1949. In 1953 he was designated by President Eisenhower to continue as Chairman of the Civil Aeronautics Board, having been originally appointed as Chairman by President Truman in 1952. He was also appointed Chairman of the Air Coordinating Committee by President Truman and Member of the National Advisory Committee for Aeronautics by President Eisenhower.

Mr. Ryan has represented the United States on a number of diplomatic missions abroad. In 1923 he served under presidential appointment as a member of the European Immigration Commission to confer with Mussolini in Italy, President Masaryk in Czechoslovakia, President Hainisch in Austria, Prime Minister Baldwin in England and other governmental heads regarding immigration policy.

In 1944 he was a member of the United States air mission to Spain. He

was one of the U. S. representatives who negotiated the air agreement with Canada in 1945, and in 1946 he was one of the negotiators and signers of the important air agreement between the United States and Great Britain at Bermuda. He served as chief of the United States delegation in the bilateral air negotiations with Mexico in 1946 and the following year he represented the United States in the negotiations for a multilateral air treaty with 29 other governments at Geneva. In 1949 he was one of the United States representatives in the air policy conversations with the United Kingdom at London, and in June, 1953, he represented the United States Government at the I. C. A. O. Air Conference of the 50 governments at Brighton, England. The following year he presided over the negotiations for the revision of the U. S.-Spain Air Agreement.

He was the Chairman of the United States Division of the Permanent American Aeronautical Commission (C.A.P. A.) which was established in 1936 by the Lima Conference of the Twenty-one American Republics.

Mr. Ryan is the author of several books: *The Commission Plan of City Government*, which was awarded the Baldwin National Award in 1910; *Municipal Freedom*, 1915; *The Challenge of the Prophets*, 1929. He has been a contributor to *Harper's*, *American Political Science Review*, *Public Utilities Fortnightly*, *Journal of Air Law and Commerce*, *Popular Science Monthly*, and others.

Mr. Ryan is a member of Phi Beta Kappa (Harvard), Phi Delta Theta, Phi Delta Phi (law), and Sigma Alpha Tau (aviation).

## THE EARLY YEARS OF TAU KAPPA ALPHA

I have an assignment from the Editor to give the early history of TKA in 700 words. You would not suspect this request is sent through the National Historian. He has all the records; I have all the memories. In a picture of twelve members taken at the 1916 convention, I am able to identify six. Bob Armstrong, an Indiana lawyer, also named six, so we established par for the course. Bob's secretary could not even pick out her boss—he was behind a mustache. We sent the picture to Oswald Ryan who couldn't even name six. Two in the twelve are his fraternity brothers. Oswald couldn't call their names. Possibly they borrowed money from him in college which they owe and he hesitates to say what he calls them. But—I am asked to talk about the founders.



Roger W. Wallace\*

My first memory of the founding was a whispered invitation to come to the Indiana State House, May 13, 1908. I went, knowing the state had no income taxes to collect. In the spacious chambers of Lt. Governor Hugh Th. Miller, the founding was accomplished. He was our first president. He has passed on, after endearing himself to the people of Indiana in the high order of statesmanship with which he served them.

Walter Miles, of Earlham College, a founder, was a worthy opponent in debate and a gentleman, as would be expected of a Richmond, Indiana, Quaker. I seem to remember that a team headed by Walter Miles defeated a team composed of three other founders, who will not object to being

named as vanquished by such talented opposition. These were: Oswald Ryan, Cralis Adams and Herbert Hyman; their subject being, "Ship Subsidies."

Oswald Ryan will be with you in Lexington come April 10th. Claris Adams, once of Hiram College, later of Butler, is now with the Association of Life Insurance Companies in Washington, D. C. Carl Barnett, before his death, went on to high administrative positions of trust in the Christian Church.

The Wabash College founders, Walter H. Linn and Lawrence DeVore, were two fine speakers. I should know,

\* All Tau Kappa Alpha members will be saddened to learn of Mr. Wallace's death on February 24. He had planned to attend the Golden Anniversary Conference. Few others invested as much time, energy, and devotion to TKA as did Mr. Wallace. He was always modest about these efforts, but the brief references to his early duties in this article, written only a few weeks before his death, provide evidence of his contributions.

I met them in debate, with two TKA colleagues, Clarence Reidenbach and Elbert H. Clarke. "Reidy," nicknamed "the Fighting Parson" by Herb Hyman, has for the last quarter century been in the pulpit of the Oakland Congregational Church of which Dr. Charles R. Brown was the pastor, before becoming Dean of Yale Divinity. Elbert H. Clark, a merciless logician with a vein of Hoosier humor, was later head of Purdue math department, and then on the Hiram College faculty till he retired.

Chester A. Jewett, another founder, was both a debater and a finished orator, who represented DePauw in the state contest, but in season held a position on the football varsity. His brother, Charles W. Jewett, also DePauw, was later mayor of Indianapolis. Both these brothers were from Franklin, Indiana, the stamping ground of Elmer Davis.

Another, Herbert R. Hyman, was perpetual motion in the flesh. On the *Indianapolis Star*, he was as good a reporter as ever handled a police run, and an advertising man of parts, proven by his list of assignments: Marmon Auto, Real Silk Hosiery, Campbell-Ewald handling the Dodge account, Conde Nast Co., and Cole Motor, for whom he originated the slogan, "There's a Touch of Tomorrow in all Cole Does Today." Herb designed the emblem and was first Editor of *The Speaker*.

Of the founders, Joseph J. Boyle had recently won the State Oratorical. Joe did not attend the founding, and the good brothers of the Order of the Holy Cross, who operate Notre Dame University, for years offered no encouragement to TKA. Yet, let me bear witness, that Joe Boyle was a top speaker. My report is not complete till I register my pleasure to know that TKA is now welcomed at Notre Dame and well represented there.

My most active work with TKA was done after I returned from Stanford University Law School to practice in Indianapolis. When World War I called me away, I left the records, rosters, supplies and cash balance with Edward J. Hecker, a TKA, who had printed *The Speaker* from its first issue. After discharge from the Army I was not in position to continue the fraternity work. Your records will show the hands through which the task passed since. I feel confident that none has slighted the duties connected with his office.

The first ritual was prepared by George Claris Adams, with the aid of Rev. Wm. Heilman, a leading ritualist of the Sigma Chi fraternity. The name of the fraternity was selected from a translation of the motto which seemed to carry out the intent of the founders. The translator was a fine lady, Professor of English at Butler, and a student of Greek, Miss Katherine Graydon. The first letters of the translation came up "T," "K," "A." The pronunciation had a lilt, proved to be euphonic, and survived the erosions of time. My only regret is that in the proposed merger which I favor, the names of both Tau Kappa Alpha and Delta Sigma Rho, may have to bite the dust.

Oswald Ryan's services to TKA have far outdone any I have rendered. He and I have kept in touch these 50 years, and I add my salute to yours for his early and continued leadership.

The benefits to be had in undergraduate membership show by attention to the solid accomplishments of its senior members, faculty and postgraduate; its elder statesmen, if you will. The statement of these in the *Manual* issued in January, 1955, cannot be improved upon. To me, the devoted, efficient service of the faculty men and others in attention and guidance to the Society, is nothing less than marvelous.

## *Roll of Founders*

The following names, taken from the minutes of the first meeting of Tau Kappa Alpha held on May 13, 1908, in the office of the Lieutenant-Governor of Indiana, complete the list of the founders of the society:

HUGH T. MILLER, Columbus, Indiana  
JOSEPH J. BOYLE, University of Notre Dame  
WALTER H. LINN, Wabash College  
LAWRENCE DEVORE, Wabash College  
CHESTER A. JEWETT, DePauw University  
WALTER R. MILES, Earlham College  
ROGER W. WALLACE, Butler University  
G. CLARIS ADAMS, Butler University  
HERBERT R. HYMEN, Butler University  
CARL BARNETT, Butler University  
OSWALD RYAN, Butler University

## *Roll of National Presidents*

Hugh T. Miller, Lieutenant-Governor of the State of Indiana  
Albert J. Beveridge, United States Senator from Indiana  
Guy Potter Benton, Miami University and University of Vermont  
Charles Brough, Governor of the State of Arkansas  
John Quincy Adams, Louisiana State University  
Lowell Thomas, Radio Commentator and Author  
Charles R. Layton, Muskingum College  
Wilson Paul, Denver University and Michigan State University  
Paul E. Lull, Purdue University  
Wayne C. Eubank, University of New Mexico  
Earl E. Bradley, University of Denver

## SECRETARY'S PAGE

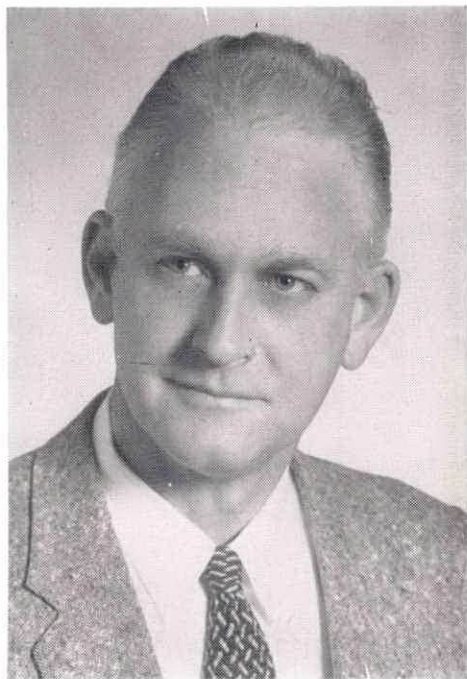
Response to President Bradley's request for donations to the Golden Jubilee Fund has been good. As of February 10, a total of \$597.50 had been donated or pledged by twenty-four chapters of Tau Kappa Alpha. By the date of our National Conference in April, the total amount of donations and pledges should equal or exceed our goal of \$1,500.00.

A list of all TKA members since the date of granting a charter, has been sent to each chapter from the national office. Each chapter might use its list to send to its TKA alumni a special message regarding our Golden Jubilee Conference at the University of Kentucky. Such a message might serve also to inform the graduates of the recent work and achievements of Tau Kappa Alpha.

Two new chartered chapters of TKA were established by the National Council during January and February. The first new chapter for 1958 was established at Howard College, Birmingham, Alabama. Correspondence to Howard College regarding forensics should be sent to Professor G. Allan Yeomans, Chairman, Speech Department.

The University of Miami, Coral Gables, Florida, was the second school in 1958 to be approved by the National Council for a TKA charter. Correspondence to Miami University should be sent to Professor Donald Sprague.

Four additional colleges and universities had completed all application forms by February 10 for a chartered chapter of TKA. Their applications are being processed during March by the Standards Committee and the National Council. An additional twenty schools are in various stages of preliminary application for a charter. Several of them are certain to complete all appli-



**Dr. Ralph Y. McGinnis**

cation steps before the dates of our National Conference, April 10-12. A total of at least ten new TKA charters can be expected to be presented at an impressive ceremony at Lexington, Kentucky.

Chapter sponsors are urged to send student membership applications to the national office before May 1. The big rush of business in the national office occurs during May. Almost a month is needed to process a membership application, make up the certificate authorization, order the certificate and key from Balfour, and deliver the certificate and key to the new member. Students who graduate in June run the risk of not receiving their certificates and keys before graduation if their membership applications are submitted after May 1.

## THE VALUE OF FORENSICS

The view which I am going to present on this page will be largely based on personal experience gained through four years of speech training and inter-collegiate forensic competition in a liberal arts college.

The whole process of liberal education emerges as a continuous battle against the foes of clear thinking. The now famous Harvard Report on *General Education in a Free Society* notes four major aims of general education: (1) Effective thinking, (2) Communication, (3) The making of relevant judgments, (4) The discrimination of values. Speech training has undoubtedly been one of the most effective educational methods in helping to accomplish these ends.

Discussion, debate, public speaking—all these train the student to become a more effective thinker. These forms of forensic undertaking achieve this goal by teaching the technique of research, of investigation, and of careful analysis. They teach system, order, and above all—organization. They help the student to see logical relationships and to evaluate truth from among different points of view. Speech training is clearly a device to improve the skills of oral communication.

In forensic competition the speaker is constantly trained to make judgments. He must select certain facts, certain issues, and certain tools of logic. He is often called upon to decide instantly what courses of thought or argument to pursue. The student's training in this area is well geared to meet the third aim of general education. Finally, the college speaker is trained in the discrimination of values. He must take the scientific approach and appraise all thought upon an impersonal basis. He must separate the true



**John McDonald, Denison University  
Student Council President**

from the false. He must direct his comments to an expert, critical, and discriminating audience of one or one hundred persons.

The knowledge thus afforded by speech education represents no mere set of academic exercises to be employed solely in the classroom or before a single judge; rather, this knowledge comprises a living, dynamic set of tools to be utilized in every facet of our daily life. These standards are invaluable to the college student of today—in both the field of academic study and the field of extracurricular activity. As the student masters the various skills of analysis, judgment, logic, objectivity, organization, he soon finds that he has

(Continued on page 18)

# THE GOLDEN ANNIVERSARY OF TAU KAPPA ALPHA NATIONAL CONFERENCE

## UNIVERSITY OF KENTUCKY

Lexington, Kentucky

April 10, 11, 12, 1958

### THE SCHEDULE OF CONFERENCE EVENTS

(Lexington is on Central Daylight Time)

#### THURSDAY

- 8:00- 9:00 Registration—Foyer, Fine Arts Building  
 9:15-10:00 Opening Session—Guignol Theatre, Fine Arts Bldg.  
 10:00-11:00 Round I Public Speaking  
 11:00-12:15 Round I Debate and Discussion  
 12:15- 1:30 President's Luncheon—Ballroom, Student Union  
 1:30- 3:00 First meeting of Congressional Committees  
 (1) Labor—South end of Ballroom, Student Union  
 (2) Education—Music Lounge, Student Union  
 3:00- 4:30 Round II Debate and Discussion  
 4:30- 5:45 Round III Debate and Discussion  
 6:00 Executive Council Meeting—625 Blue Ash Drive  
 8:15 Robert Wagner Chorale—Memorial Coliseum

#### FRIDAY

- 8:00- 9:00 Round II Public Speaking  
 9:00-10:30 Second meeting of Congressional Committees  
 (1) Labor—South end of Ballroom, Student Union  
 (2) Education—Music Lounge, Student Union  
 10:30-12:00 Student Congress (First Session) Ballroom, Student Union  
 12:00 Student Elections—Ballroom, Student Union  
 12:30 Student Council Luncheon, Room 206, Student Union  
 1:00- 2:00 Student Congress (Second Session) Ballroom, Student Union  
 2:15- 3:30 Round IV Debate and Discussion  
 3:30- 4:45 Round V Debate and Discussion  
 5:00 Model Initiation—Music Lounge, Student Union  
 6:30 Golden Anniversary Banquet—Ballroom, Student Union

#### SATURDAY

- 9:00-10:15 Round VI Debate  
 10:30-11:30 Finals, Public Speaking—Guignol Theatre, Fine Arts Bldg.  
 11:45- 1:15 Awards Luncheon—Ballroom, Student Union  
 1:30- 5:00 Horse Racing, Keenland

## GENERAL INSTRUCTIONS FOR DEBATE

Round I	Thursday	11:00-12:15	Round IV	Friday	2:15- 3:30
Round II	Thursday	3:00- 4:30	Round V	Friday	3:30- 4:45
Round III	Thursday	4:30- 5:45	Round VI	Saturday	9:00-10:15

1. Proposition: "Resolved: That the requirement of membership in a labor organization as a condition of employment should be illegal."
2. Team divisions:
  - a. Each school may enter one affirmative and one negative team in the four-man division.
  - b. Each school may enter one team of two students prepared to debate both sides of the proposition in the two-man division.
  - c. Any school may enter either or both divisions.
  - d. James McIntyre of Case Institute is in charge of the four-man division; Leonard Sommer of Notre Dame is to supervise the two-man division. Specific questions regarding the operation of the respective divisions should be directed to these men.
3. Judges: Each school participating in debate must furnish a qualified critic judge for each division entered. A few local judges are available at a fee of \$3.00 per round.
4. There shall be six rounds of debate in each division.
5. Type: Debates shall be the conventional style—ten minutes for the constructive cases; five minutes for rebuttals. There shall be no intermission between constructive and rebuttal speeches. Judges are not expected to give oral critiques.
6. Awards: Appropriate certificates shall be awarded to the top individual debaters as determined by their cumulative scores. Plaques are to be awarded to the top schools in each division, determined on the basis of wins and losses; team scores shall be used to break ties.
7. Any team more than ten minutes late for a debate shall forfeit that round.
8. Debaters may not participate in discussion, but they may enter the Public Speaking and Congressional events.
9. April 1, 1958, is the deadline for all entrants.

## GENERAL INSTRUCTIONS FOR DISCUSSION

Round I	Thursday	11:00-12:15	Round IV	Friday	2:15-3:30
Round II	Thursday	3:00- 4:30	Round V	Friday	3:30-4:45
Round III	Thursday	4:30- 5:45			

1. Discussion topic: "How can our colleges and universities best meet the increasing demand for higher education?"
2. There shall be five rounds of discussion.
3. A given school may enter as many students in discussion as desired. Each school must provide a competent critic for each two discussants entered. This requirement may be eased depending upon the number of critics needed. A few local critics shall be available for a fee of \$3.00 per round.
4. Discussants shall be assigned to panels consisting of six members. The personnel of each panel shall remain unchanged throughout the five rounds, but each round shall be evaluated by a different critic.



5. Discussants shall not participate in debate, but they may enter the Public Speaking and Congressional events.
6. For the first round, the chairman shall be selected by the Discussion Supervisor, Orville Johnson of Earlham. Chairmen for subsequent rounds shall be chosen by the respective groups.
7. General directions for each round of discussion (intended as a guide rather than rigid rules):
  - Round I—Definitions of terms; location of the problem; and limitations of the areas for discussion.
  - Round II—A detailed consideration of the nature and extent of the problem.
  - Round III—Finish the diagnosis and analysis of the problem, plus a consideration of the causes and the criteria that should be used in judging possible solutions.
  - Round IV—A consideration of the possible solutions as they relate to the causes treated in Round III.
  - Round V—Devoted to testing the proposed solutions on the basis of the accepted criteria.

#### GENERAL INSTRUCTIONS FOR PUBLIC SPEAKING

Round I Thursday 10:00-11:00      Round III (finals) Saturday 10:30-11:30  
 Round II Friday 8:00- 9:00

1. Each school may enter two student speakers. Men and women shall compete in the same divisions.
2. All contestants shall participate in the first two rounds. The top five shall compete in Round III to determine final places.
3. Each speaker shall deliver a speech on a subject of his own choosing. This speech must be persuasive in nature, designed to inspire, convince, or actuate. The speech must not exceed eight minutes.
4. The speeches should not be memorized. They should be delivered extemporaneously, with or without notes.
5. Each school represented in Public Speaking must provide a competent judge. A few local judges are available for a fee of \$3.00 per round.
6. Speakers are to be evaluated on the basis of up to 45% for organization and content; up to 45% on delivery and platform bearing; up to 10% on choice of topic.
7. Suitable plaques and certificates shall be awarded to the top speakers.
8. Helen Thornton of Mercer is in charge of this event.

#### GENERAL INSTRUCTIONS FOR THE STUDENT CONGRESS

First meeting of Congressional Committees—1:30-3:00 Thursday  
 Second meeting of Congressional Committees—9:00-10:30 Friday  
 Congress—Plenary Session—First meeting—10:30-12:00 Friday  
 Congress—Plenary Session—Second meeting—1:00-2:00 Friday

1. The Congress shall consider two questions:
  - A. What action should the Federal Government take respecting the requirement of membership in a labor organization as a condition of employment?
  - B. What action should the Federal Government take to meet the increasing demand for higher education?

2. Students shall be divided into two groups—education and labor. A given student may take part in only one group. Students participating in the Congress may take part in the other events in accordance with the rules covering each contest.
3. The business of the Congress, both Committee Meetings and the Plenary Sessions, shall be conducted in accordance with Robert's Rules of Order, Revised, and the rules of the National Conference.
4. Detailed rules for the Committee Meetings and the Plenary Sessions shall be distributed during the opening session of the National Conference.
5. The Congress is in charge of Henry L. Ewbank, Jr., of Purdue.

### INDUCTION INTO TAU KAPPA ALPHA

The formal initiation ceremony shall be held at 5:00 P.M., Friday, in the Music Lounge of the Student Union Building. Candidates should specify in their applications for membership to the National Secretary that they wish to be initiated, if accepted, at the National Conference. An impressive ceremony has been planned. All candidates should assemble at the time and place designated. Chapter sponsors are asked to accompany their candidates and be ready to present the prospective members formally to the induction officers. Deldee Herman of Western Michigan University is in charge of the initiation. All inquiries should be sent directly to her.

### THE ROBERT WAGNER CHORALE

The Conference Director has been fortunate in securing permission from the Community Concert Association to issue free tickets for the program to all persons attending the National Tau Kappa Alpha Conference. This promises to be a memorable event. The concert starts promptly at 8:15 P.M., Thursday, in the Coliseum.

### HORSE RACING AT KEENLAND

The Conference shall conclude in time Saturday for all interested persons to attend the racing program at nearby Keenland. Transportation to the track is available for a nominal fee via Greyhound Bus Lines, or you may drive your own car and park at the track. The Conference Director assumes no responsibility with regard to the program at Keenland. Neither is he in a position to suggest how you should place your bets. Good luck and may you pick the right nose.

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As of February 18 fifty-seven schools had indicated their intentions to attend this year's conference. The schedule is a crowded one, the group unusually large, but with your understanding and cooperation, we shall indeed have a Golden Anniversary.

## TKA ALUMNI

This copy of *The Speaker* is sent to you as a gift from your Tau Kappa Alpha chapter. The sponsor and undergraduate members of your chapter would appreciate hearing from you and knowing of your current activities. Names and addresses of the chapter sponsors are listed on the back pages of this publication.

For continued information on all of TKA's activities you are invited to subscribe to *The Speaker* at the rate of one dollar per year (4 issues) or ten dollars for a life subscription. Remittances should be sent to:

PROFESSOR RALPH Y. MCGINNIS  
*Executive Secretary of Tau Kappa Alpha*  
Montana State University  
Missoula, Montana

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## THE VALUE OF FORENSICS *(continued from page 13)*

become a more discerning individual. His work in other fields is aided immeasurably through his new-found ability to understand. As confidence in his speaking ability increases the student finds that class discussions take on new meaning. The student is able to take fuller advantage of his educational opportunities.

By the same token, the person who has achieved a degree of forensic ability finds new areas opened to him in the field of extracurricular affairs. The president of a student body, the editor of a school paper, or the captain of a football team are all able to capitalize upon an ability to put thought into words. Self confidence in one's own ability to converse effectively and intelligently add to a student's social stature.

Nor is the utilization of the speaking skill limited by the term of the person's

college or university education. June commencements with their lines of newly graduated seniors truly denote a new beginning—the entrance into a totally new realm; a realm in which forensic ability may well be the key to success.

Our American heritage is founded upon a generous supply of informed, critical, often outspoken citizens. In the age of Sputniks and Explorers such persons are needed in larger and larger numbers. Today, the world in all phases of its endeavors, is looking for sound leadership. Good people espousing high principles with a mastery of the art of speaking effectively can properly influence the life that lies ahead for all of us. Who can deny that the future for these United States may be in the hands of those who understand and use their forensic training. Therein lies the true value of forensics.

## DISCUSSION AND LIBERAL EDUCATION

WALDO W. BRADEN\*

The "educated man," according to the Trustees of Carnegie Foundation for the Advancement of Teaching,<sup>1</sup> possesses certain basic knowledge, certain "skills" and "competences," and "certain attitudes, values, and habits of mind." This mythical creature, who is more an ideal than an actuality, understands his own nature, his relationships to others, the physical and biological world, and "his religions and philosophical heritage." He "thinks clearly" and exercises command over his own language "in reading, writing, and speaking" and over the language of mathematics. He possesses "intellectual curiosity," and the capacities to "think critically," and "to weigh evidence dispassionately." In addition he is "tolerant, temperate and balanced in judgment" as well as mature and magnanimous. He is not "intellectually lazy or slovenly" nor is he dominated by "his fears and prejudices."

The distinguished educators responsible for this definition concede that liberal education (or general education, if you prefer) only comes with a lifetime of study and that four brief years of college is enough time to do little more than "to set the student well and firmly in pursuit of these goals."<sup>2</sup>

Important for the present consideration is whether discussion, as we teach it in the field of speech, helps to "start the student on the road to maturity." As a discipline, does it develop the individual along the lines of liberal education?

In my opinion discussion can "set the student well and firmly in pursuit" of a liberal education in many ways. I shall discuss only five of these.

First, participation in discussion puts emphasis upon critical reading and exhaustive research. The student who prepares to discuss a significant social, economic, or political problem is encouraged to read widely and thoughtfully. He becomes acquainted with the methods of research, with the resources of the library, with the foremost newspapers and periodicals, and with the important radio and television commentators. He reads and studies, not to complete an assignment, but to satisfy his own curiosity for information. Under the challenge and inspiration of associating and exchanging views with other active thinkers, he is motivated to use and to develop latent capacities. He engages in what Emerson called "creative reading."

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\* Mr. Braden is Professor of Speech at Louisiana State University. Among other publications he is co-author of *Oral Decision-Making*. He was Executive Secretary of the Speech Association of America from 1954 to 1957.

<sup>1</sup> Raymond B. Allen, Oliver C. Carmichael, Carter Davidson, Harold W. Dobbs, Laurence M. Gould, A. Whitney Griswold, Rufus C. Harris, William V. Houston, Thomas S. Lamont, Robert A. Lovett, Howard F. Lowry, N. A. M. MacKenzie, John S. Millis, Nathan M. Pusey, Herman B. Wells, and Benjamin F. Wright.

<sup>2</sup> Based on "Liberal Education: Summary of a Discussion by the Trustees of the Carnegie Foundation for Advancement of Teaching," found in 1955-1956 *Annual Report*. The meeting took place on Nov. 16, 1955.

Second, participation in discussion provides practice in analysis and synthesis of ideas. Drawing upon his study and thought, the student learns to crystallize premises, to support arguments with facts, and to be on guard against unsupported generalizations, slanted evidence, and oversimplified reasoning. He discovers the importance of briefing as a means to seeing interrelationships and to checking logical structure. He adopts a questioning attitude, frequently asking "why" and "what is the significance of that." In a permissive atmosphere shared by other searchers, he substitutes reflective thinking for emotionalism and prejudice.

Third, participation in discussion places a premium upon cooperation and democratic attitudes. The discussor attempts to put group goals above personal desires, selfish motives, and hidden agendas. Under the help and prodding of a chairman, a recorder, and a process observer, and with the advantages of feedback, the individual becomes sensitive to biases and quirks, to distracting and irritating mannerisms, and to reactions to his personality. In a reflective atmosphere he strives to avoid personal and emotional involvement, to be tolerant of conflicting opinions, to adjust differences, and to seek consensus.

This emphasis brings a greater awareness of human motives and attitudes, of the importance of sharing, of the necessity for respecting majority opinions and for protecting minority rights. Herein is the very essence of democracy.

Fourth, participation in discussion encourages constructive thinking. In following the steps of reflective thinking as presented by John Dewey, the student searches for and weighs solutions in addition to investigating what is wrong with the status quo. He learns

to move step by step from a "felt-need" to a solution. In this atmosphere the habitual fault finder or the crank must change his outlook or find himself out of place. The good discussor is a creator and an inventor. Through practice and experimentation he develops the ability to make difficult policy decisions, important in community and industrial living.

Fifth, participation in discussion provides practice in the clear and effective expression of ideas. The student improves his oral techniques in informal and encouraging surroundings. He observes the speech and language of others, making comparisons with his own. In the exciting interchanges with other participants, he becomes eager to put over his points; he develops an intensive urge to communicate and to be understood. He recognizes the importance of an expressive and pleasant voice, of acceptable pronunciation, and of carefully chosen language. Losing himself in the quest for ideas, he has no time for self-consciousness and feelings of timidity, but he gives himself fully to the give and take of the discussion.

Whether the student gains these five and other advantages depends upon the conditions under which the activity is presented. Those of us who have observed and taught discussion can testify that these values do not accrue automatically to those who pull their chairs together in a semi-circle or who indulge in a street corner conversation or a bull session. The dynamics of the group, although important, are not sufficient to produce these results. Yes, and more than practice is necessary. Like the acquisition of any other knowledge, skill, or attitude, the student is most likely to improve under the guidance of a wise, patient, and well trained teacher and an alert, skillful, and fluent critic.

## PUBLIC ADDRESS AND WESTERN CIVILIZATION

W. NORWOOD BRIGANCE\*

Not long ago I went back to my alma mater for my 40th reunion. Like the criminal who is supposed to revisit the scene of his crime, I went again into every classroom where I had sat as a student. I ran my mind back across the 40 years to the professors under whom I had sat. All told there were 26. Eighteen of them had not influenced me much, or at least this influence has long since been diluted in the stream of time. But eight had influenced me profoundly, so profoundly that I am still in their debt. There was no unity in the subject matter of these eight professors. One was in English, one in journalism, one in history, one in speech, one in geology, and two in physics. I was a social science major, but you will note that only one of these most influential professors was in the social sciences, and that three were in geology and physics. Why had these eight professors left such a permanent influence? Looking back across the 40 years I now know why. All had been superb lecturers! Each had "given energy to truth" because, in addition to knowing his subject, he knew also how to vitalize it in the minds of students. Of each it could be said what Woodrow Wilson said of another great lecturer, Adam Smith: He knew "that clearness, force, and beauty of style are absolutely necessary to his way of thinking. . . . He knew that wit was of no avail without wit's proper words. . . . He bestowed the most painstaking care, therefore, not only upon what he was to say, but also upon the way in which he was to say it." So had these eight professors.

Scores of times since, I have sat on planning committees for college curricula. On most of them some person or group wanted a new required course, a required course which they fondly thought that if American youth were required to take would better their education. But always I have asked myself, "What good will a required course do, no matter how valuable its contents, if it is taught by an inept instructor?" To that question I have never found the answer.

My favorite query to former students ten years after is, "From what courses in college did you profit most?" I have been asking that question now for 25 years, and I have yet to have any significant percentage name any course, required or not, taught by an instructor who was not also an effective lecturer. Not long ago a college professor tried to explain away his deficiency as a teacher by saying, "Of course, I am not a speaker." He was wrong. Every college professor is a speaker. He cannot escape or evade being a speaker. This man was simply a terribly poor speaker, and ten years after, no student ever named him as their most influential professor.

But the college classroom is only a small stage in our national life, and smaller still in our Western Civilization. We are warned repeatedly that America is faced with a shortage of scientists, engineers, technical experts, and even skilled workers. True. But we are also faced with another shortage that is just as critical. It is a shortage of enough competent speakers to carry

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\* Mr. Brigance is Professor of Speech at Wabash College. He is the author of numerous articles and books in public address and was president of the Speech Association of America in 1946.

on the business of 180,000,000 people living together in a free society. We have engineers who can build bridges and skyscrapers. We have scientists who can crack the atom. We have authors who can write great books—well, anyhow, they can write books. But we don't have enough competent speakers to carry on the everyday business of living together in a democracy. The result is that we are usually in communication trouble of one kind or another.

Among the most precious possessions of mankind is an inherited civilization that must be preserved under all circumstances. But civilization is never static. It is changing continuously so that now, as in the day when the proverb was first written, "all things are in perpetual flux and fleeting." It calls for constant examinations and continuous intelligent discussion by people who can humanize truth and energize knowledge. It calls for people who can do this, not only through the indirect written channels, but also through the immediate, direct, face-to-face spoken word, formally and informally, around a table and from a platform, before small groups and large.

These speakers cannot be set apart into a separate profession like law, medicine, education, industrial management or the clergy. We cannot say, "This group of experts will teach the schools, and that group of experts will give the speeches." Or "These specialists will manage industry and those specialists will do the speechmaking." No group of experts can long hire others to speak for it. It must do its own speaking, or in the end be misunderstood, needlessly criticized, or even persecuted.

Unhappily, people do not become effective speakers merely because they have ideas, or even because they have

learned to write important ideas in clear English. Ideas are vital and skill in writing is vital, yet some of the most brilliant writers of important ideas have remained among the world's worst speakers. The reason is obvious. One writes in solitude, and sets down ideas to be read in solitude. But speaking requires that the speech be *created* on the instant and in the presence of the listeners.

The welfare of our nation and the preservation of our inherited civilization, then, requires that an adequate percentage of our leaders know how to speak effectively, intelligently, and responsibly. It requires us to give up the notion that "anybody can talk" merely because he has vocal cords. It requires us to accept the facts of life that effective public talk requires discipline, skill and special training. We know, of course, that "anybody can cut." But we also know that a child capable of cutting out paper dolls is not competent to cut out human appendixes. In other words, we recognize at once that there are various levels of cutting, that some are simple and some are highly difficult. Intelligent people also recognize that there are various levels of talking. Some, like gossip and chatter, are simple. Others, like public discussion, are highly difficult.

Until enough of our leaders can speak effectively, intelligently, and responsibly—and until our colleges and universities can make it possible for them to do so—we must continue to live at the risk of the grand assumption that our nation and our civilization are worth preserving.

Curtis Bok once said, "In the whole history of law and order the longest step forward was taken by primitive man when, as if by common consent, the tribe sat down in a circle and allowed only one man to speak at a time." That, perhaps, was the begin-

ning of civilization. Since that beginning, the welfare of the group has been affected by how wisely and well the leaders could speak. No one need be told that effective speaking cannot be a

substitute for knowledge and wisdom. But we need repeatedly to remind ourselves that wisdom and truth in our free society need speaking to make them effective.

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## DEBATE AND GENERAL EDUCATION

LIONEL CROCKER\*

Today there is much interest among educators in independent study for students in our colleges. Students choose a project and study it at their own pace in their own way. They may stay on the campus or they may take trips to places where they can find the information. Independent study hopes to develop initiative, creativeness, thinking ability, a sense of values, and the ability to make relevant judgments. Recently, a book has been published by Garber Drushal, and associates, of Wooster College, on the matter of independent study in twenty selected American colleges.

But is independent study anything new? Has not debating been a form of independent study for the past 80 years? Without making a great deal of fuss about it, year in and year out, many students have been trained to (1) think effectively, (2) communicate, (3) make relevant judgments, and (4) discriminate between values. These will be recognized as the aims of the Harvard Report for General Education. And debate meets the criteria set up by Hoyt Hudson in his widely read *Educating Liberally*—to overcome ignorance, muddleheadedness, and insensibility. Independent study is trying to do for the rest of the student body what debating has been doing for these many years.

The fundamental purpose of independent study is motivation. One of the big problems in liberal education is interest. The average student in a liberal education set-up does not have the zest for learning that administrators would like him to have. Professional students, it seems, go at their work in earnest and do their best. While the debater, regardless of course of study, is motivated because he knows that he must get the answers to puzzling questions or be made a fool of in the next debate. The debater wants to win. The debater spends hour after hour in the library on his own, digging out the materials that will enable him to give a good account of himself. Week-end after week-end he gives up to debate. He travels far and wide. Charles R. Layton of Muskingum College often takes his debaters to the state capitol in Columbus for work in the libraries during holidays such as Thanksgiving and Lincoln's Birthday.

We people who believe in the merits of debate on the liberal arts campus never forget the splendid tribute paid the debater by one of the great thinkers of our time, the one-time president of Amherst College, Alexander Meiklejohn. Every debate coach ought to carry this statement in his wallet to read when he gets weary and discouraged:

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\* Mr. Crocker is Professor of Speech at Denison University. He has published articles and books in several areas of speech and was president of the Speech Association in 1952.



If we view college life fairly, we can not fail to take account of the constantly repeated statements of graduates that they count certain "activities" as having been of far greater educational value than the studies given and taken in the classroom. I am sure that this statement contains more of falsity than of truth. But there is a truth in it, and it behooves us to isolate it and look it squarely in the face.

As I look back on my own experience of teaching and disciplining I seem to see what these graduates mean. I see it most clearly when I try to single out from the long line of students one group which will stand forth as intellectually the best—best in college work and best in promise of future intellectual achievement. Much as I should like to do so, I cannot draw the line around my own favorite students of philosophy, nor the leaders in mathematics, nor those successful in biology; nor could I fairly award the palm to the Phi Beta Kappa men who have excelled in their subjects. It seems to me that stronger than any other group, tougher of intellectual fiber, keener in intellectual interest, better equipped to battle with coming problems, are the college debaters—the boys, who, apart from their regular studies, band themselves together for intellectual controversy with each other and with their friends of other colleges.

If you have not read *This Tongue Tied Democracy* by A. Whitney Griswold of Yale University, by all means do so. It is a good argument for discussion and debate for all students. But President Griswold assumes that all students can argue and discuss without any particular study or training. He believes that students in a residential college should chew and digest the lectures they have heard in the classroom, among themselves. But anyone who has sat in on college bull sessions knows how they go round and round and always come out at the same place. It would be an eye opener for any college president to sit in a hotel room before or after a college debate tournament, or in an automobile going to or coming from a debate and hear momentous questions torn to shreds and put back together again by college de-

baters. It is no wonder that debaters are welcomed into the classes in the social sciences. The professor is sure of having a stimulating class if he can spot one or two debaters on his class roll. The point is that people have to be trained to discuss and debate.

Debating teaches the technique of argument for a democratic society. A few of the concepts the debater learns that are of value to him in his general education are such fundamentals as the following: The debater learns to know what he is talking about. He insists on definition. He knows that the history and origin of a question are important in yielding the issues. The debater is taught to ferret out the issues. The debater knows that he who proposes a change in the status quo must accept the burden of proof. The debater knows the weaknesses of testimony; he knows how to question "facts." The debater knows that the negative can take one of several lines of attack: the negative can simply refute; they can maintain the status quo; they can offer a counter plan. Where else in the curriculum does he learn these and similar techniques? And in addition the student learns how to think on his feet. His mind after much training acts in trigger-like fashion in mustering support for his assertions. The debater learns how to use his voice and body in getting across his meaning. Instead of being a hindrance, his physical self aids him in his argument.

College debating has won a place of merit on the campus. I like the story in which A. Craig Baird of the State University of Iowa plays a part. You may remember that he had the first debate team that made a trip around the world. This was when he was teaching at Bates College, an institution with a great debate tradition. When President Virgil Hancher of Iowa landed at the Croydon airport outside London, Eng-

land, he was met by a delegation of Oxford University debaters. They said they had come to greet him out of respect for A. Craig Baird who had done so much for international debating. Recently Professor Baird was invited by his university to give the commencement address at his institution.

The college librarian is only too glad to put the debate books on a special shelf and, if there is room in the library, to set aside a special room for the debaters to confer and read.

Usually there is little difficulty in getting adequate support for debating. Sometimes debate derives its support from the general fund, sometimes from student funds. Often students give as much as a dollar per student to aid the debate fund. When one considers the proportionate number participating in the debate activity, this is liberal indeed. College administrators give a sympathetic ear to requests for funds. At Denison University the Student Senate contributes \$125 per year to bring the British debaters to the campus. The other funds, \$1800 per year, come from the administration. A debate coach who is dedicated to his debate program will get all the support he needs.

Debate has proved itself. One cannot ignore the fine record that debaters have made in life. For example, study of the debaters who wear the Delta Sigma Rho key shows that one out of five of that fraternity made *Who's Who in America*.

Debate is an integral part of the American concept of education. De-

bate is a tool of democracy. For example, American ideas of education were carried to the Philippines when America took over the educational system of those islands. One of the boys who was educated according to American standards was Carlos P. Romulo, now ambassador from his country to the United States. Today Ambassador Romulo is the spokesman of the East to the West. His service to democracy at Bandung was incalculable. Read that great speech and see the debater at work. Of his experience in high school and college debate, he says:

It is true that I entered several oratorical contests in my school days. I was captain of the debating teams both in high school and in college. Public speaking is an aid to clear thinking. It has been of great help to me in my career as a member of the foreign service of the Philippines.

Freedom of speech is one of the boons in a democracy. However, it is only when the citizens make full use of it that it can serve its function of revitalization. Hence the necessity of being able to think logically and speak clearly. Dictatorship shuns public speaking. It is only where popular will is enshrined that speech flourishes. It is the safety valve of democracy.

Let us never forget that debate is not an end in itself. Debate training is for the purpose of making the individual an articulate member of a democratic society. A college community is part of our American democratic society. The debater does not have to wait until he graduates to make his influence felt. In student government, in the classroom, in committee meetings, in the fraternity, in bull sessions, the debater can use the splendid training he has received.

## CHARTERED CHAPTERS OF TAU KAPPA ALPHA

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