

THE TRENDS AND DEVELOPMENT OF FORENSICS IN THE  
UNITED STATES IN THE LAST TEN YEARS

by

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## INTRODUCTION

Just preceding and since World War II, many comments have been made by various educators as to the future of forensics at the college level. These comments range from "Forensics is a thing of the past" to "The development of forensics is still in the stage of infancy." Such a divergence of opinion evoked much interest on the part of the writer for two reasons: first, because of his realization of the invaluable training offered the student through this medium and second, because the writer plans to make Forensics and allied fields of speech his life's vocation.

From the foregoing conflict of ideas, the purpose of this thesis originated. Definite and factual information as to the exact status of Forensics in college training should be available to interested students and educators. For the collection and analyses of these data, this thesis has been prepared.

## MATERIALS AND METHOD

The survey method has been used by the writer as the means of gathering the material for this thesis. A total of 110 questionnaires entitled, "An Inquiry Concerning the Development of Forensics in the Last 10 Years", were mailed to state universities and colleges as well as to colleges of like quality and calibre over the entire United States. The following questions were included in this ten-year survey.

Has interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered, increased, decreased, or remained the same?

Has interest in decision debates over non-decision debates increased, decreased, or remained the same?

Do you have intramural debate? If so, how many years have you had it?

Is interest in intramural debate growing, lessening, or about the same?

Approximately what was your debate budget ten years ago?

What is your estimated debate budget for the coming year?

What other types of extra-curricular activities have you added in the Forensic field other than debate and oratory (i.e., dramatic reading, extemporaneous speech, impromptu speech, etc.)?

Is the scholastic ability of students participating in Forensics on the whole, better, worse, about the same as ten years ago?

What changes in the style of oratory have you noticed in the past ten years?

Are there any other changes or trends that have developed in the field of Forensics that you would care to mention?

A sample of this questionnaire as mailed will be found in the Appendix to this thesis.

A total of 71 replies were received from the 110 questionnaires sent out. This is a 64.5 per cent return of questionnaires mailed, which, statistically speaking, is abnormally high.

For analyzation of information, these replies were separated into five geographical areas corresponding to the location of the schools. The areas are: Atlantic; (Maine, New Hampshire, Ver-

mont, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania, Maryland, District of Columbia, Virginia, North Carolina, South Carolina, Georgia, Florida, Delaware), East Central; (Ohio, West Virginia, Kentucky, Tennessee, Alabama, Michigan, Indiana, Mississippi, Illinois, Wisconsin), Midwestern; (Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Kansas, Missouri, Oklahoma, Arkansas, Texas, Louisiana), Mountain; (Montana, Idaho, Wyoming, Utah, Colorado, New Mexico, Arizona, Nevada), Pacific; (Oregon, Washington, California).

Each question has been analyzed according to geographical area, after which a composite of these areas has been made to determine nation trends. For the sake of clarity and ease of reading, this material has been set out in graph form as well. Consequently, a considerable portion of this thesis is of a statistical nature. All mathematical compilations have been checked by the statistical laboratory of the Department of Mathematics at Kansas State College.

#### DISCUSSION

As mentioned in the section on methods, this survey has been analyzed according to geographical location and has been graphed as such. The discussion proceeds not only as to location but according to question as listed in the questionnaire shown in the Appendix of this thesis.

## Inter-collegiate Debate

Question 1. Has Interest in Inter-collegiate Debate, as Measured by the Number of Debates and Scope of Territory Covered, Increased, Decreased, or Remained the Same?

Atlantic Area. As shown on Fig. 1, the Atlantic area has a 70 per cent increase of interest in debate in the last 10 years. The decrease as shown is 21 per cent, while the number of schools having the same interest is 9 per cent. The increase of 70 per cent is 7 per cent above the national average of 63 per cent. The decrease in interest of 21 per cent is 8 per cent above the national average of 13 per cent. The number of schools with the same interest shown is 9 per cent, or 13 per cent below the national average.

The facts make obvious the following conclusions. The Atlantic area is in a great stage of change as far as interest is concerned. More than three times as many schools show an increase as show a decrease in interest. This increase, however, is not only below the national average when comparing per cent increase over decrease, but also is next to the lowest increase in interest registered for any one given area (Figs. 2, 3, 4, 5). The state of flux in the Atlantic area is further substantiated by the small per cent of schools showing same interest; only 9 per cent. Not only is this 13 per cent below the national average, but it is the lowest percentage for any one given area (Figs. 1, 3, 4, 5).

It is felt that the conditions which exist in this area are

the result of several factors. The Atlantic area is one of the oldest established sections as far as establishment of colleges and college debate are concerned. In this area, a practice of exchange debates has long been the most important mode of training students in debate. (Exchange debate is defined as follows: one school agrees to travel to a second school and debate there on a particular subject chosen in advance before an audience. In return the second school agrees to travel at some other pre-arranged date to the first school for the same purpose. Tournament debate, on the other hand, may be defined as follows: several schools meet at a predetermined school for the purpose of engaging in a series of debates with other institutions. The debates are usually decision debates before critic judges. At the conclusion of the series of debates, the best school is chosen, either by scoring sheets or number of debates won.)

Until recently, tournament debating was of little consequence in the Atlantic area. However, within the last 10 years, it has begun to take hold. Some schools, feeling that the tournament offered the real media for training students underwent a great increase in interest. At the same time, other schools reacted violently in opposition to this new trend. Consequently since a majority of the schools were participating in tournament competition, the number of schools interested in exchange debates declined rapidly; thus resulting in a decline of interest in debate in the schools which refused to accept tournament debating.

The writer feels that the tournament is one of the best

media for training students and that eventually all schools within the Atlantic area will realize its value and participate. These conclusions are substantiated by views of various Directors of Forensics in the Atlantic area (See Question 10).

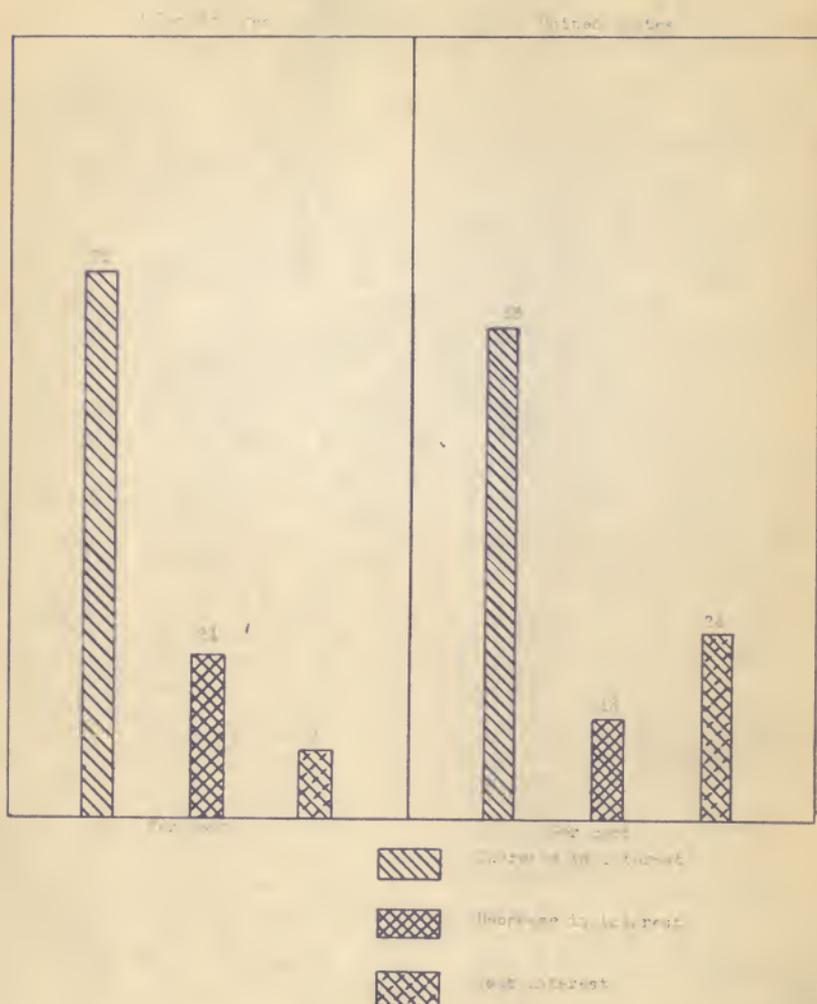


Fig. 1. Percentages of military personnel, as indicated by the degree of military excellence, Atlantic base, 1940-1943.

East Central Area. In the East Central area as shown on Fig. 2, 47 per cent of the schools give an increase in interest, 18 per cent of the schools show a decrease in interest, while 35 per cent show interest the same.

The increase of 47 per cent is 11 per cent lower than the national average. The decrease in interest of 18 per cent is 5 per cent greater than the national average. The number of schools with the same interest, 35 per cent, is 11 per cent higher than the national average.

The increase in interest in the East Central area is more than two and one-half times that of the decrease. This increase is the lowest per cent of increase for any one given area, Figs. 1, 3, 4, 5. However, this fact is not so salient when it is taken into consideration that 35 per cent of the schools have the same interest. This is the second highest per cent showing the same interest recorded for any one given area, Figs. 1, 3, 4, 5.

One of the reasons for the high percentage of decreased interest in the East Central group is the same as that of the Atlantic area; the innovation of tournament debating. The reaction to tournaments, however, has not been so violent as in the Atlantic area. This is borne out by the high percentage of schools that have maintained the same interest over the last 10 years.

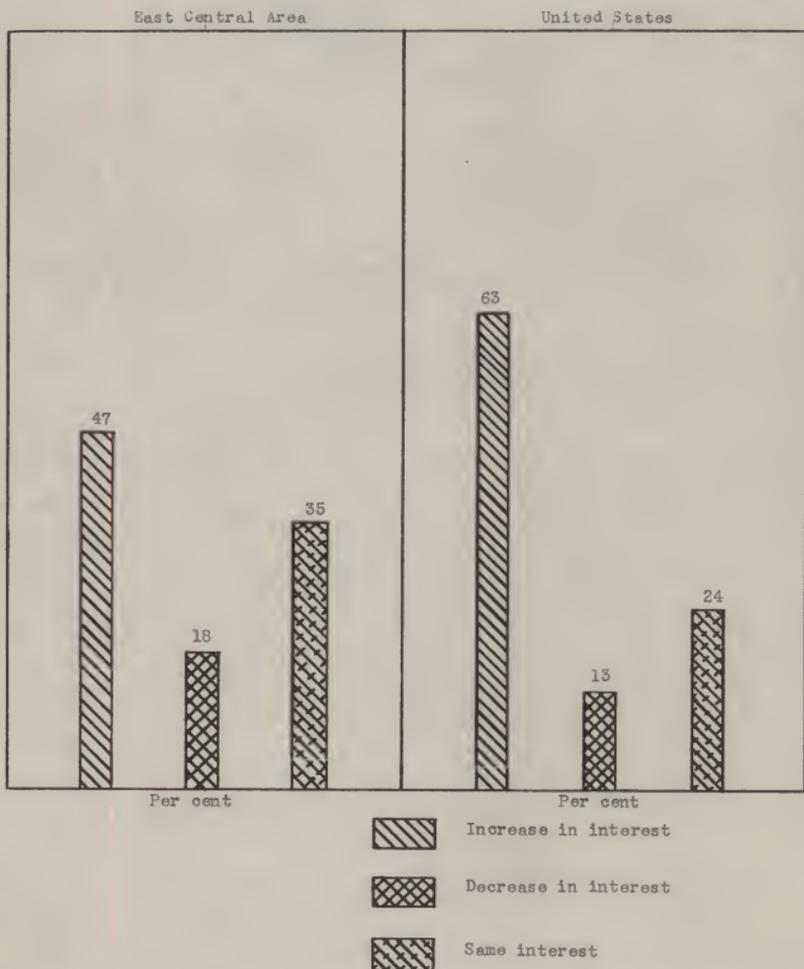


Fig. 2. Interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered, East Central area, 1940-1950.

Midwestern Area. The midwest, as shown on Fig. 3, has an 80 per cent increase in interest. Only 7 per cent of the schools show a decrease and 13 per cent show the same interest. The increase of 80 per cent is 17 per cent higher than the national average. The decrease of interest, 7 per cent, is 6 per cent lower than the national average. The 13 per cent showing the same interest is 11 per cent below the national average.

The percentage of increase in interest is almost nine times that of decrease in interest. This large increase is more significant when it is noted that only 13 per cent have remained the same in interest. The 13 per cent with the same interest is next to the lowest percentage of same interest listed in any one given area.

The tremendous increase in interest in this midwestern area is undoubtedly due in no small part to the flourishing of tournaments in this area. This conclusion is based on statements received in answer to Question 10. The writer feels that another influencing factor is the excellent geographical location of this group. The midwest is so located that schools may attend tournaments in all other areas without excessive expense; thus giving their students a chance to meet other debaters from many different localities. In addition, the geographical location of the midwest is such that it is ideally situated for holding tournaments that will attract colleges from all other areas. This fact in part explains the ever-expanding number of tournaments in this area.

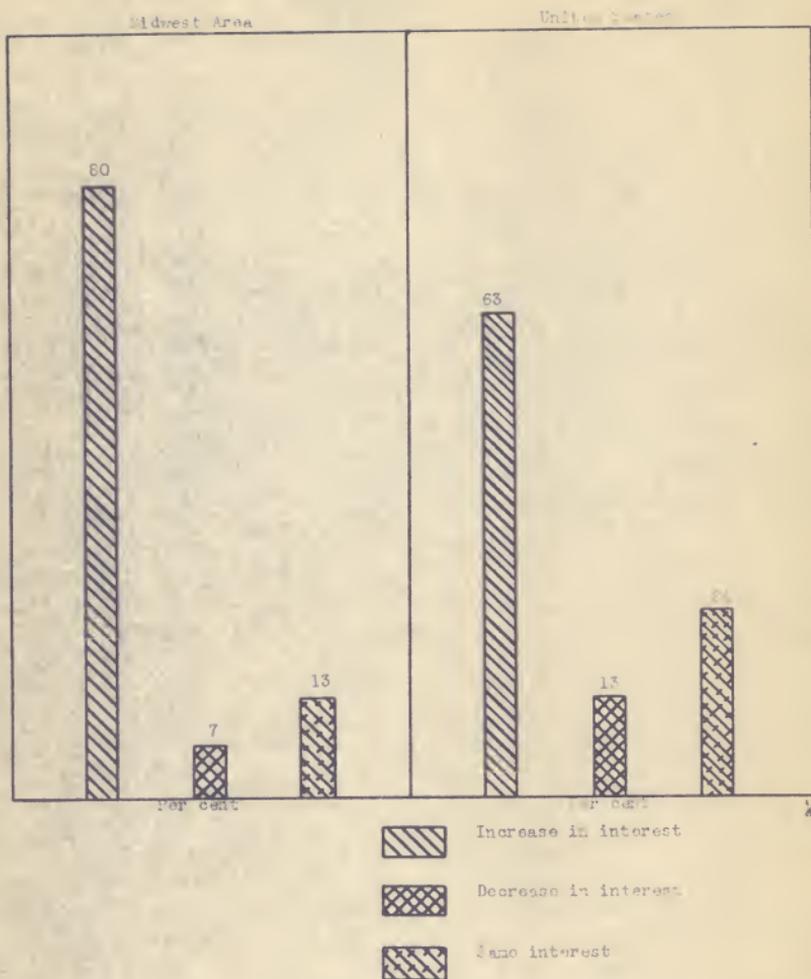


Fig. 3. Interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered, Midwest area, 1944-1945.

Mountain Area. The mountain area as shown on Fig. 4 has an 86 per cent increase in interest. No schools in this area show a decrease in interest and only 14 per cent of the schools show the same interest.

The 86 per cent increase in the Mountain group is twice as large as the national average of 43 per cent. The increase is the highest increased interest record for any one area, Figs. 1, 2, 3, 5. The fact that no school in this area has had a decrease in interest and that only 14 per cent have the same interest make the increase in interest in the Mountain group phenomenal. The writer's conclusions as to the reasons for this increase are stated under the section following, entitled "Pacific Area" as the two areas, being in geographical juxtaposition to one another, exert influence on each other both academically and physically.

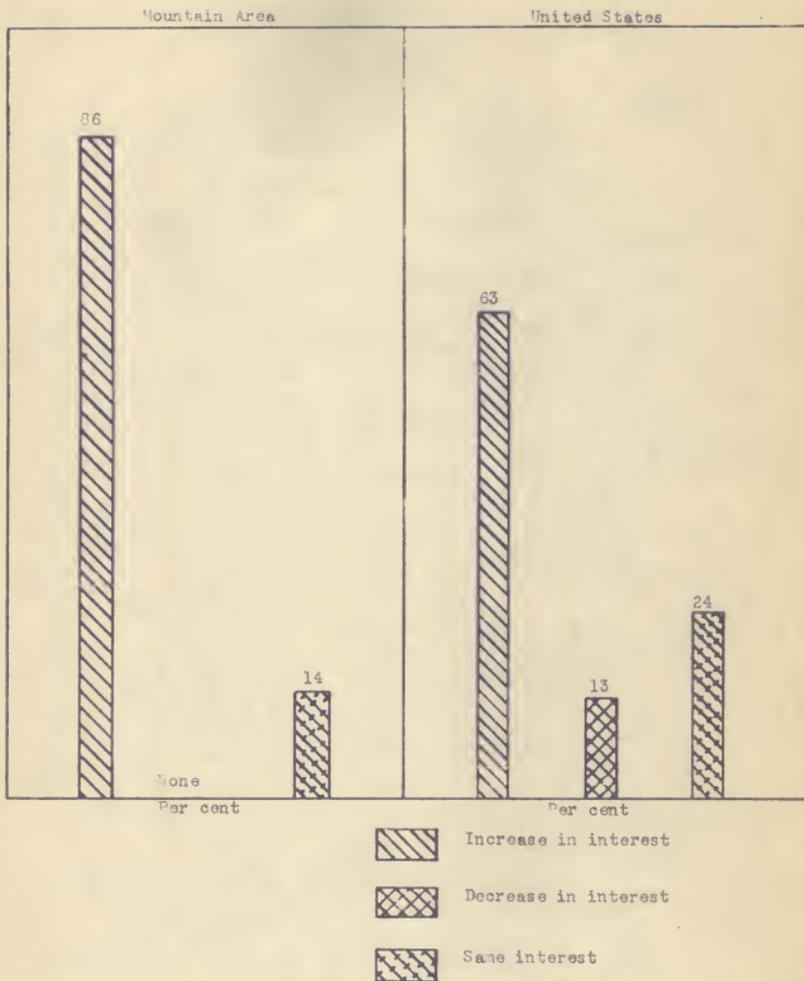


Fig. 4. Interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered, Mountain area, 1940-1950.

Pacific Area. In the Pacific region, 17 per cent of the schools show an increase in interest as charted on Fig. 5. No school in this area has had a decrease in interest. In this group, 85 per cent of the schools show the same interest.

The 17 per cent increase in interest in the Pacific area is 47 per cent below the national average of 63 per cent. The fact that no school has had a decrease interest is of significance when it is noted that the only two areas in the nation having no decrease in interest are the Mountain and Pacific areas, Figs. 4 and 5. The number of schools in the Pacific region listing the same interest, 83 per cent, is the highest percentage charted for any one area, Figs. 1, 2, 3, 4. This fact is particularly striking when the following is considered. No decrease in interest is listed by either the Mountain or the Pacific region. In increased interest, it is noted that there is 86 per cent in the Mountain area and 17 per cent in the Pacific area. When the percentage of interest of schools registering the same interest are listed, the Mountain area has only 14 per cent and the Pacific area has 83 per cent. In other words, while neither area shows any decrease interest, they show complete reversal between increased interest and same interest.

The principal reason for this apparent phenomena is that 10 years ago, tournament debating in the Pacific region was already in full swing because this form of debating was developed or originated in this area. In the last 10 years, the spreading of the tournament eastward has caused a great increase in interest

in its neighboring Mountain area.

It should be noted also that within the last 10 years, the decrease in interest grows progressively greater with each region eastward. The decrease ranges from none in the Pacific region to 21 per cent in the Atlantic area. The reason for this is undoubtedly the reaction to tournament debating as it has spread eastward, Figs. 1, 2, 3, 4, 5.

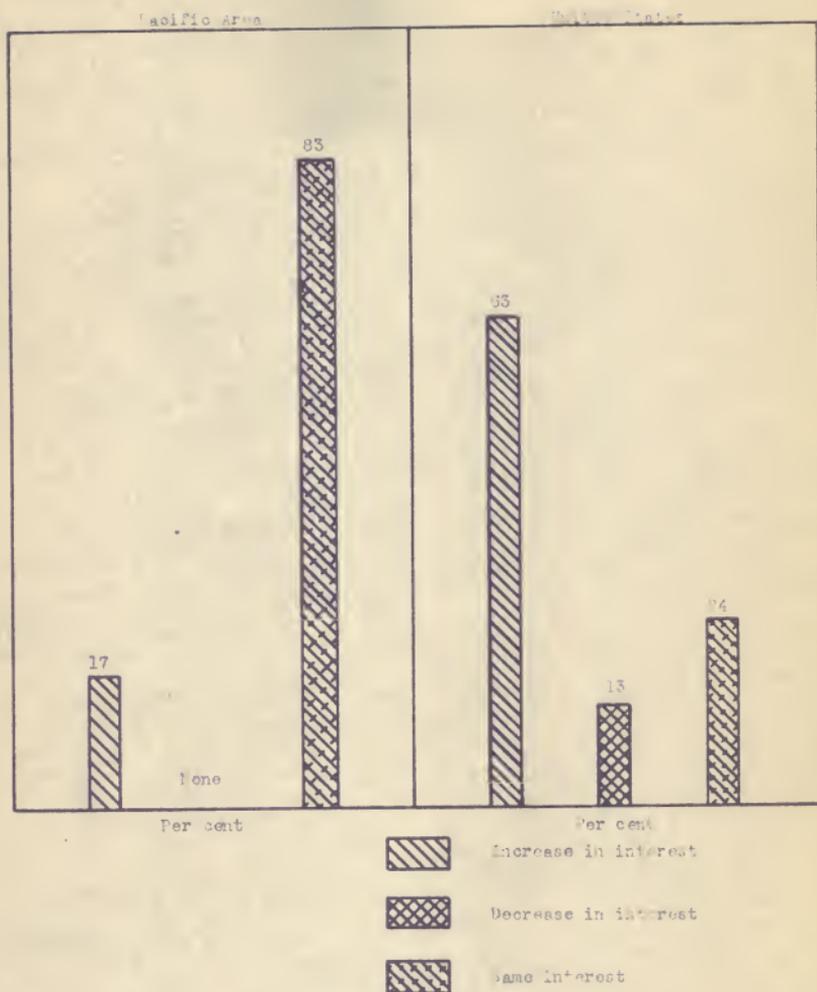


Fig. 9. Interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered, Pacific area, 1940-1953.

The United States. The United States as a whole as shown on Fig. 6 had a 63 per cent increase in interest. The decrease in interest in the United States has been 13 per cent while the number of schools having the same interest is 24 per cent.

From these facts which are of interest in inter-collegiate debate, one conclusion is obvious. Interest in debate within the last 10 years has grown and when the comparatively small percentage of decreased interest is analyzed, there is every indication that interest in debate will continue to grow in the future.

To state it more concretely, almost five times as many schools, on a percentage basis, have had an increase in interest as compared to those that have had a decrease.

The writer feels that this indicates a healthy interest in the field of forensics.

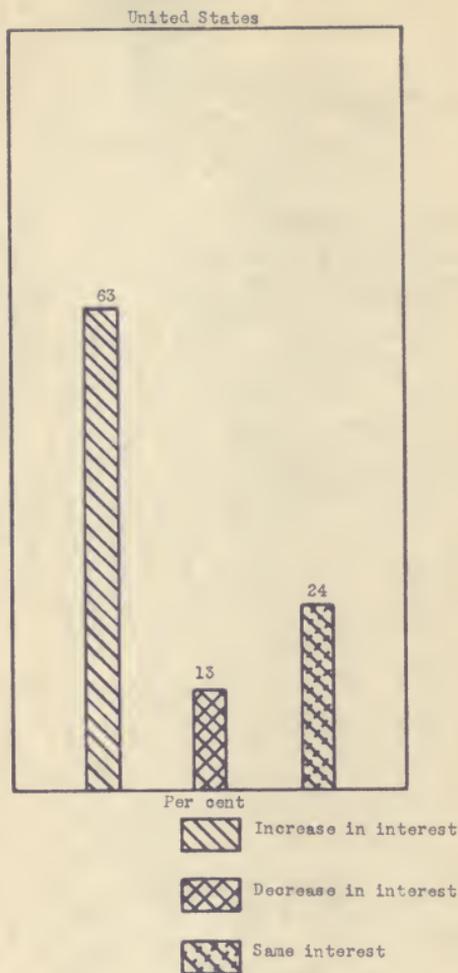


FIG. 6. Interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered, all areas of the United States, 1940-1950.

## Decision and Non-decision Debate

Question 2. Has Interest in Decision Debates over Non-Decision Debates Increased, Decreased, or Remained about the Same?

Atlantic Area. In the Atlantic area, 52 per cent of the schools have had an increase in interest in decision debate, 17 per cent of the schools have had a decrease in interest, and 31 per cent of the schools show the same interest, Fig. 7.

The Atlantic group with a 52 per cent increase in interest is 14 per cent above the national average of 38 per cent. The 52 per cent increase in interest is the highest recorded for any one area. The increased interest in decision debate is three times that of the decrease. The decrease in interest is 17 per cent, which is 4 per cent below the national average of 21 per cent. The 31 per cent of schools showing the same interest is 10 per cent below the national average of 41 per cent, and is the lowest stated for any one group (Figs. 8, 9, 10, 11).

The conclusion in regard to this area would tend to correspond very closely with the conclusion made regarding this region in analyzing question 1. In short, a fluid condition, possibly the result of the strong division over tournament debating, exists.

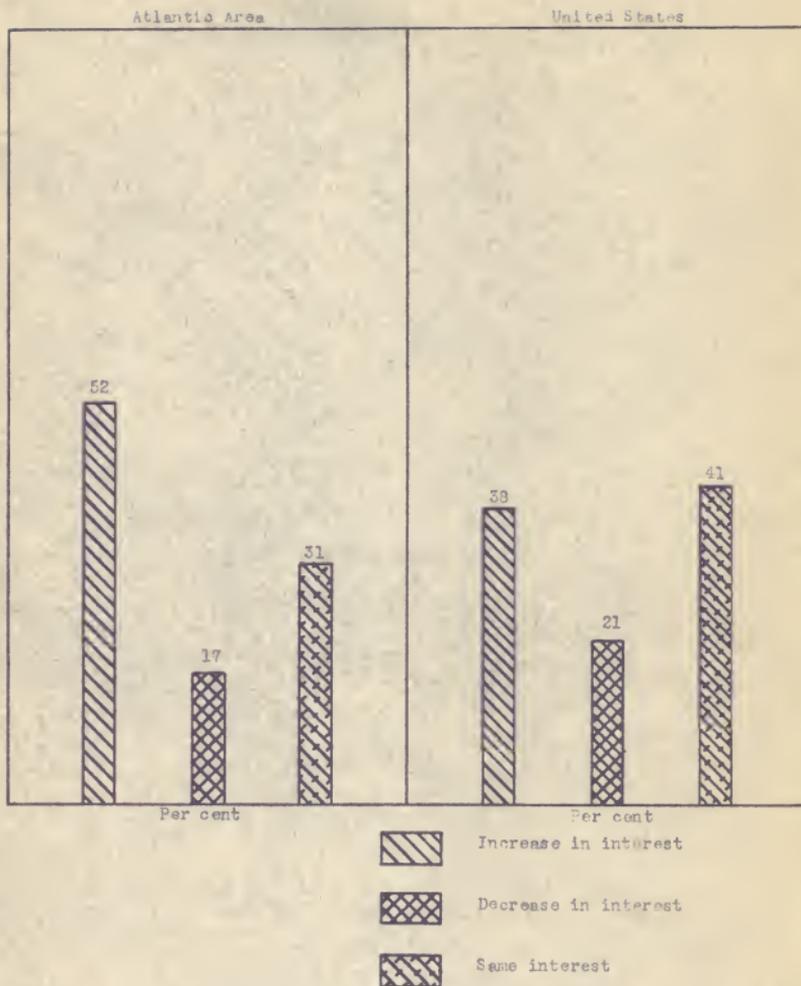


Fig. 7. Interest in decision debates over nondecision debates, Atlantic area, 1940-1950.

East Central Area. In the East Central area, as shown on Fig. 8, there has been a 29.5 per cent increase in interest in decision debate, while 29.5 per cent of the school note a decrease in interest, and 41 per cent show the same amount of interest.

The 29.5 per cent increase in interest is 8.5 per cent below the national average of 38 per cent, and next to the lowest increase registered for any given area, Figs. 7, 9, 10, 11. The decrease in interest in decision debates of 29.5 per cent is 8.5 per cent above the national average of 21 per cent, and second largest decrease for any one region, being exceeded only by the Mountain group. The 41 per cent of the schools showing the same interest is equal to the national average.

The facts crystallized by this analyzation tend to add further proof to the conclusion drawn about this area under question 1.

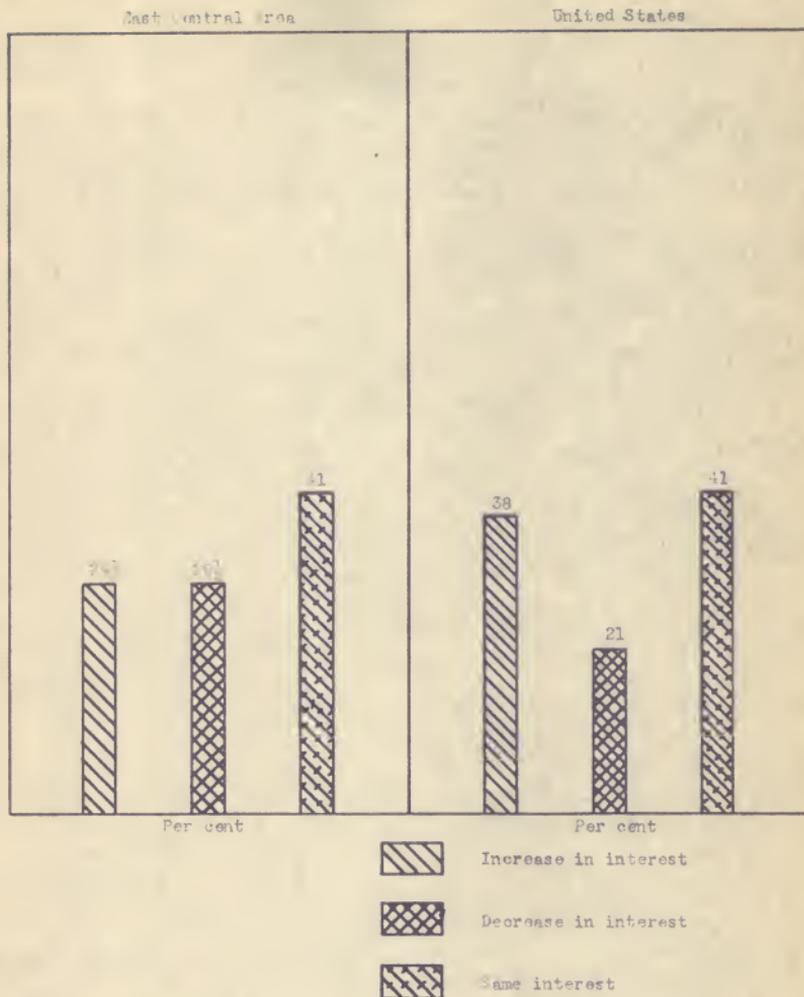


FIG. . Interest in decision debates over nondecision debates, East Central Area, 1930-1950.

Midwest Area. In the Midwest area, the increase of interest in decision debate is 33 per cent as noted on Fig. 9. The decrease in interest is 7 per cent, while the percentage of schools showing the same interest is 60 per cent.

The increase in interest of 33 per cent is 5 per cent below the national average of 38 per cent. The decrease in interest in decision debate is 7 per cent, which is 14 per cent below the national average of 21 per cent. The 60 per cent indicating schools with the same interest is 19 per cent above the national average, and the highest percentage listed for any region.

The Midwest has, for some time, had a keen interest in decision debates. This fact accounts for the high per cent of schools listing the same interest in decision debate as 10 years ago. Realization of this fact explains the great difference between increased interest in inter-collegiate debate as expressed on question 1, Fig. 3, and the increased interest charted on question 2, Fig. 9. The conclusions drawn on question 1 in regard to this region are further substantiated by this analysis of question 2.



Mountain Area. The Mountain region shows a 14 per cent increase in interest in decision debate, Fig. 10. Forty-three per cent of the schools in this area list a decrease in interest and 43 per cent show the same interest.

The 14 per cent increase in interest is 24 per cent below the national average of 38 per cent. The decrease in interest in decision debates of 43 per cent is 22 per cent above the national average of 21 per cent, and the largest decrease noted for any region, Figs. 7, 8, 9, 11. Forty-three per cent of the schools show the same interest which is 2 per cent above the national average of 41 per cent.

The great decrease in interest in this area is possibly caused by the substitution and development of rating scales, used for judging debate teams, which have replaced the old type of win or lose decision. Under this system used quite extensively in this area, teams are ranked as superior, excellent, good, average, or poor debaters; thus eliminating, or at least minimizing the win or lose decision.

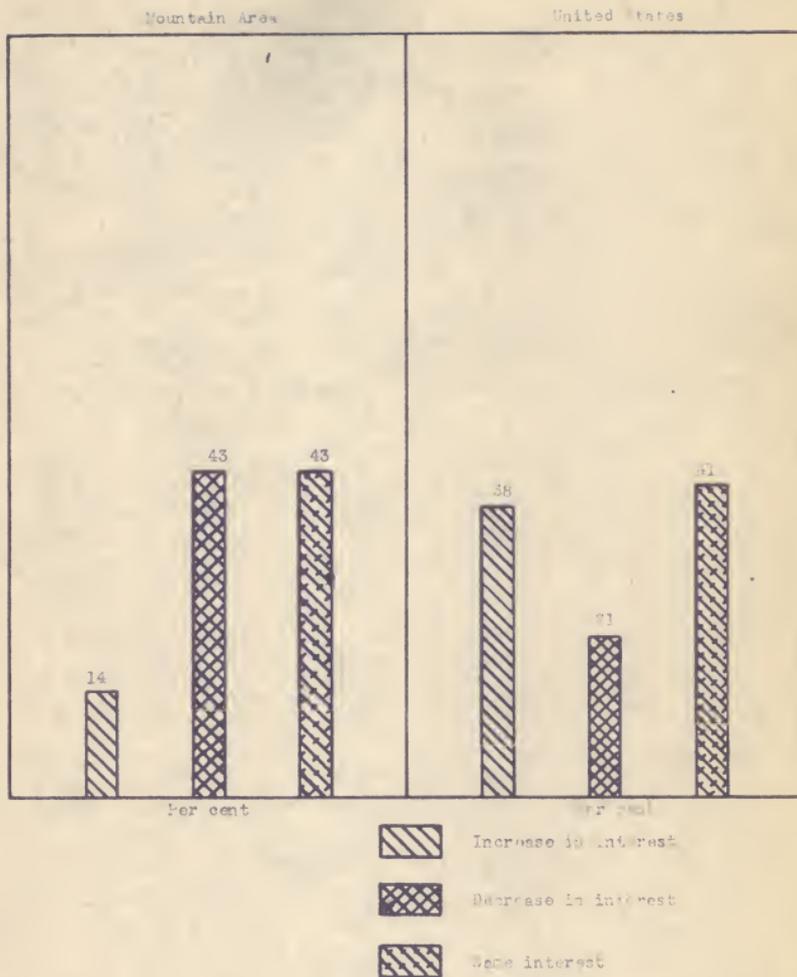


Fig. 10. Interest in decision debates over nondesign debates, Mountain area, 1940-1950.

Pacific Area. There has been a 50 per cent increase in interest in decision debate in the Pacific region as tabulated on Fig. 11. The decrease in interest is 17 per cent, and those schools reflecting the same amount of interest comprise 33 per cent of the total.

The 50 per cent increase in interest is 12 per cent above the national average of 38 per cent. The 17 per cent decrease in interest is 4 per cent below the national average of 21 per cent. The 33 per cent of schools showing the same interest in decision debate is 8 per cent below the national average of 41 per cent.

The increased interest in decision debate tends to add further impetus to the conclusion made on the Pacific area in regard to question 1. That is, tournament debating of the decision type is not only in existence in this area, but it continues to gain interest as it matures.

A second influencing factor is that colleges within this area are now able to travel outside their region and thus meet many schools in tournament competition, which serves to bolster this region's interest in decision debate.

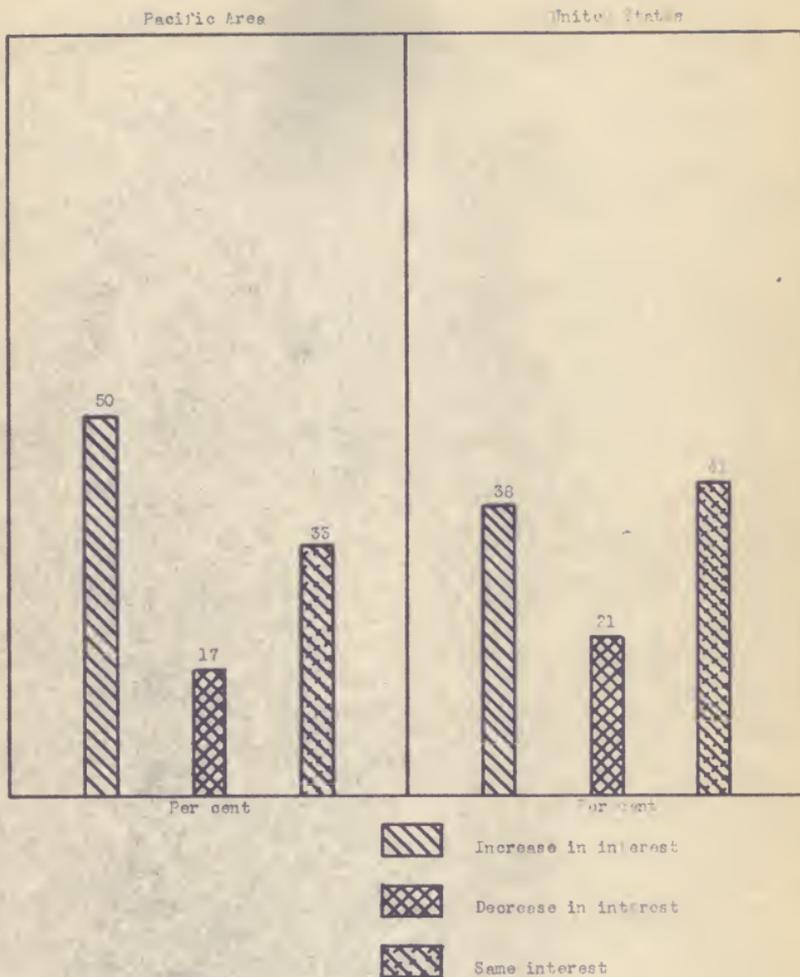


Fig. 11. Interest in decision debates over nondecision debates, Pacific area, 1940-1950.

The United States. The United States has had a 38 per cent increase in interest in decision debates. The decrease in interest has been 21 per cent, and the number of schools indicating the same interest is 41 per cent.

In consideration of the United States as a whole, the following conclusions can be drawn. Since 41 per cent of the schools show the same interest and 21 per cent show a decrease in interest in decision debate, there is little danger of development of what is known as "cut throat competition"; i.e., the winning of debates regardless of method. The statistics would tend to indicate that decision debating will continue to be a popular type of debate, and will probably maintain about the same interest as it has at the present.

The writer feels that the condition of interest in decision debate, as indicated in the foregoing statement, is highly desirable.

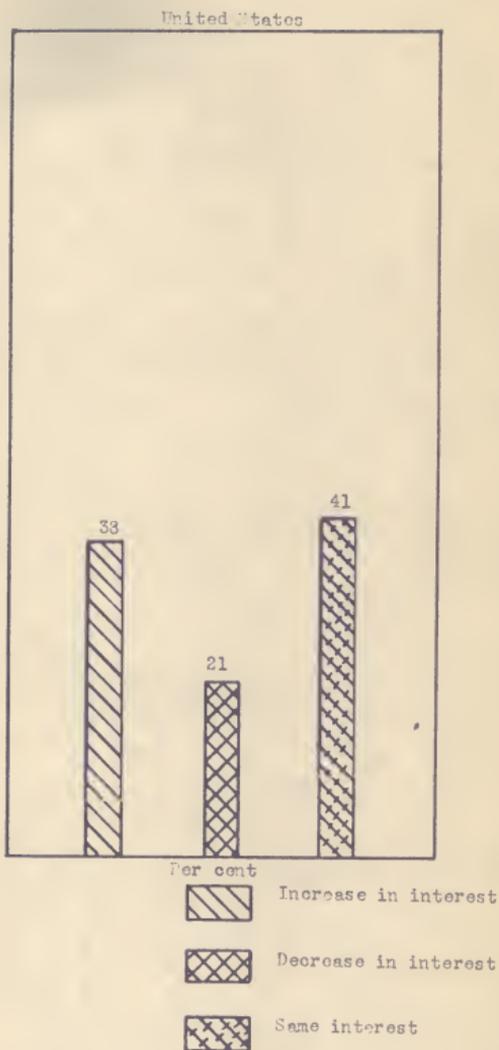


Fig. 12. Interest in decision debates over nondecision debates, all areas of the United States, 1940-1950.

## Intramural Debate

### Question 3. Do You Have Intramural Debates?

Atlantic Area. In the Atlantic area, 74 per cent of the schools have intramural debate, Fig. 13, part A, while 26 per cent do not. The 74 per cent of the schools having intramural debate is 11 per cent higher than the national average of 63 per cent. Those schools not having intramural debate, 26 per cent, are 11 per cent less than the national average of 37 per cent. The number of schools having intramural debate is almost three times as large as those that do not. This is the largest proportion of schools for any area, Figs. 14, 15, 16, 17.

In analyzing the schools that have intramural debate in the Atlantic region, it is noted that 47 per cent have had it less than five years, 12 per cent to have had it 10 years, 23 per cent to have had it 15 years, and 18 per cent to have had it over 15 years, Fig. 13, part B. This means that while 74 per cent of the schools in this area have intramural debate, 59 per cent of these schools have developed their program within the last 10 years. This fact indicates a very great expansion of Forensic programs in this area in the past 10 years.

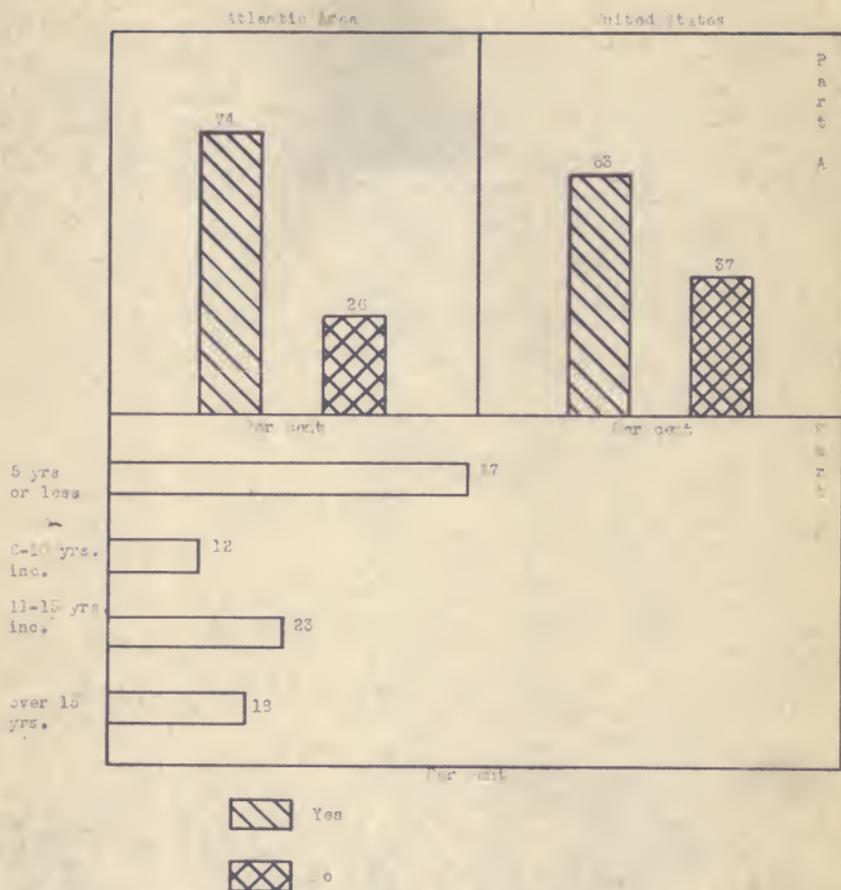


Fig. 13A. Summary of replies from the Atlantic area, on a yes or no basis, to the question "Do you have intramural debate?".

Fig. 13B. Summary of replies from the Atlantic area to the question "How many years have you had intramural debate?".

East Central Area. In the East Central area, 53 per cent of the schools have intramural debate and 47 per cent do not, Fig. 14, part A. The 53 per cent of schools having intramural debate is 10 per cent below the national average of 63 per cent. At the same time, the number of schools not having it, 47 per cent, is 10 per cent higher than the national average of 37 per cent. This division between schools that do and those that do not have intramural debate is the nearest to equality of any region, Figs. 13, 15, 16, 17.

In considering the 53 per cent of the schools that have intramural debate, 22 per cent have had it 5 years or less, 11 per cent have had it 6 to 10 years, 11 per cent have had it 11 to 15 years, and 56 per cent have had it over 15 years, Fig. 14, part B. It is significant that 56 per cent have had intramural debate over 15 years as this is the largest percentage for any group in the over-15-years division. This fact would tend to show that there has been little recent development of intramural debate in this area. Those that have it have been committed to such a program for a good many years, while those that do not, show only a slight tendency to develop intramural debate.

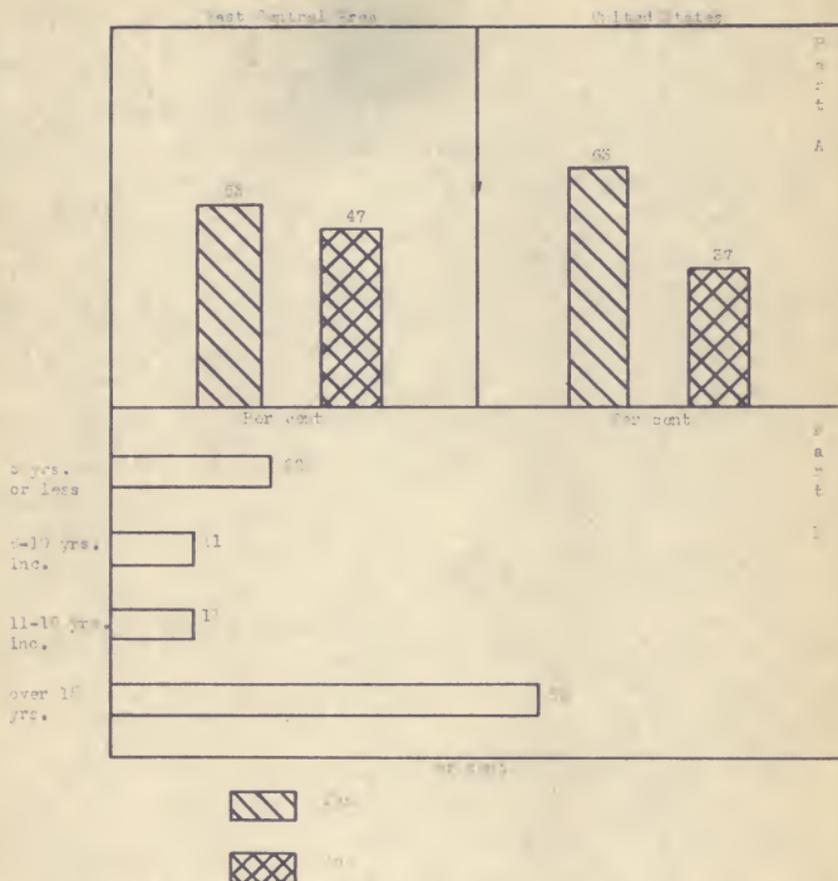


FIG. 34. Number of replies from the West Central Area, on a yes or no basis, to the question "Do you have increased output?".

FIG. 35. Number of replies from the West Central Area to the question "How many years have you had increased output?".

Midwest Area. In the midwest region, 67 per cent of the schools have intramural debate and 33 per cent do not. The 67 per cent of schools having intramural debate is 4 per cent above the national average of 63 per cent, while the 33 per cent not having it is 4 per cent below the national average of 37 per cent, Fig. 15, part A.

Of the 67 per cent of the schools having intramural debate, 45 per cent have had it 5 years or less, 22 per cent have had it 6 to 10 years, 11 per cent have had it 11 to 15 years, and 22 per cent have had it over 15 years, Fig. 15, part B.

These statistics show that 67 per cent of the schools having intramural debate have developed it within the last 10 years. In addition, it should be noted that 45 per cent of this 67 per cent that have intramural debate developed it in the last 5 years, or in other words, since the close of World War II. Further discussion of the future of intramural debate is considered under the Midwest region of Question 4.



Mountain Area. In the Mountain area, 67 per cent of the schools have intramural debate, 33 per cent of the schools do not have it, Fig. 16, part A. This corresponds identically with the figures for the Midwest area. The number of schools having intramural debate, 67 per cent, is 4 per cent above the national average of 63 per cent, and the 33 per cent of schools not having it is 4 per cent below the national average of 37 per cent.

The development of intramural debate in this area is unusual as indicated by the following facts. Of the 67 per cent of schools having intramural debate, 25 per cent have had it 5 years or less, 25 per cent have had it 6 to 10 years, 25 per cent have had it 11 to 15 years, and 25 per cent have had it over 15 years, Fig. 16, part B.

The growth of intramural debate in this area is the most uniform development over the years for any area, Figs. 13, 14, 15, 17, part B. Considering the facts that 67 per cent of the schools in this area have intramural debate at the present time and that the growth in this region has been steady, it would tend to show that intramural debate on the whole will continue to expand.

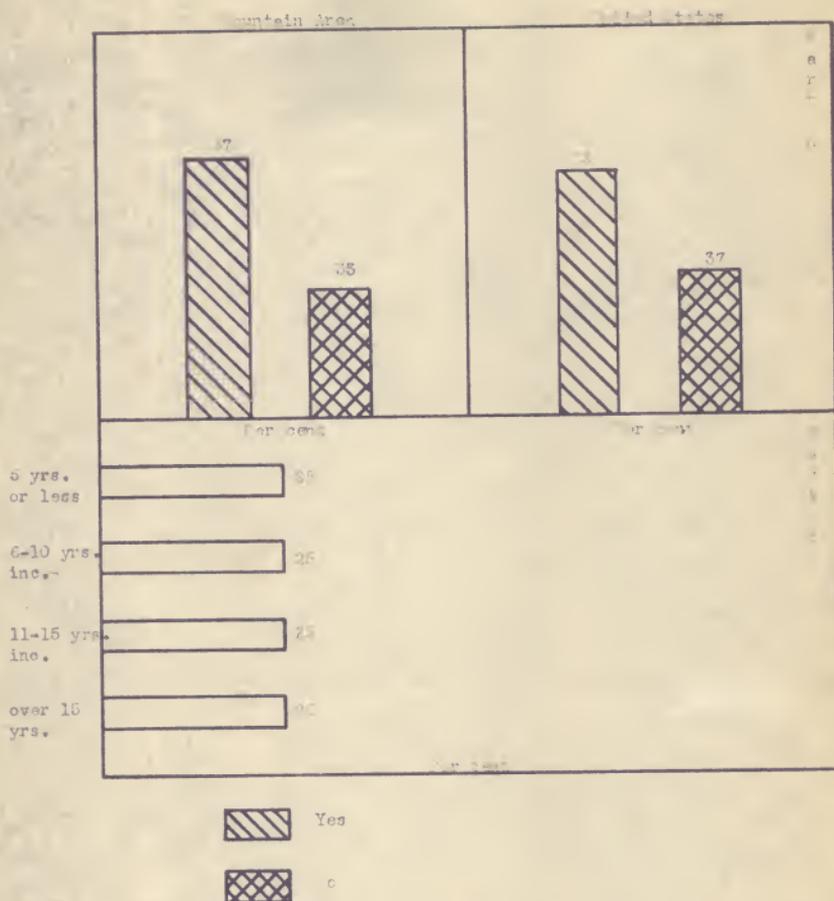


FIG. 100. Number of replies from the Mountain Area, on a yes or no basis, to the question "Do you have increased output?"

FIG. 101. Number of replies from the Mountain Area to the question "How many years have you had increased output?"

Pacific Area. The Pacific group lists 33 per cent as having intramural debate and 67 per cent as not, Fig. 17, part A. The 33 per cent having it is 30 per cent below the national average of 63 per cent, and is the lowest percentage for schools having intramural debate recorded in any area, Figs. 13, 14, 15, 16, part A. The 67 per cent having no intramural debate is 30 per cent above the national average of 37 per cent, and is the largest percentage noted in any region for schools not having intramural debate.

It is also striking that of the 33 per cent of schools that have intramural debate, none of the schools have had it 5 years or less, 50 per cent have had it 6 to 10 years, none have had it 11 to 15 years, and 50 per cent have had it over 15 years, Fig. 17, part B.

The foregoing facts would lead to the conclusion that there has been little recent development of intramural debate in the Pacific region. Information concerning the future of intramural debate is noted under this area on Question 4.

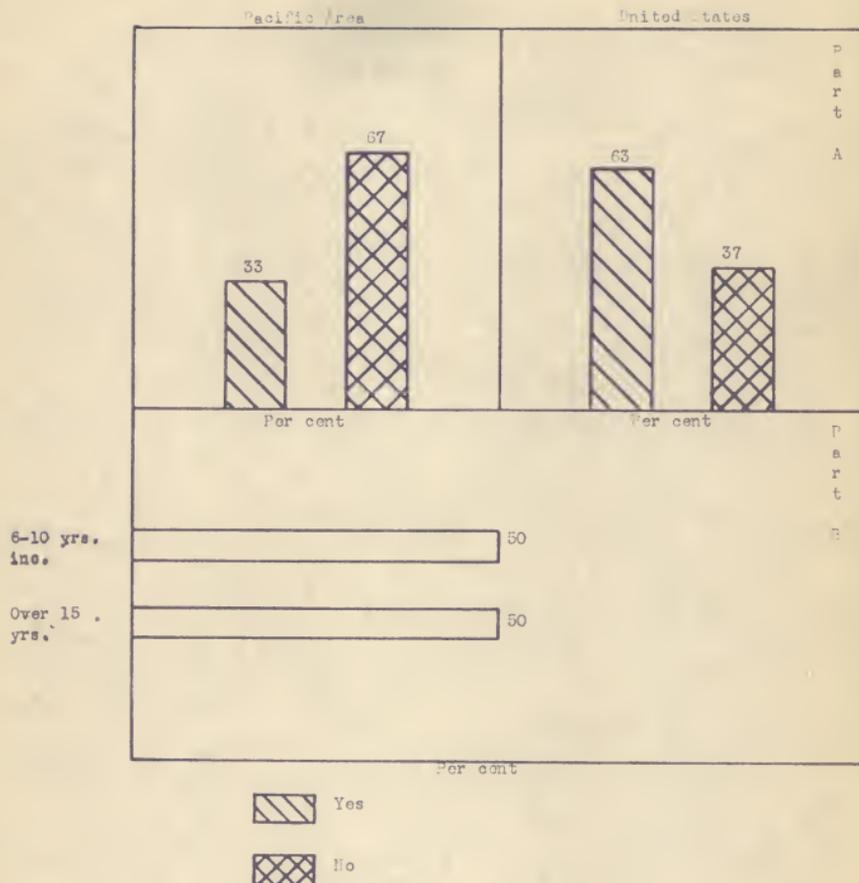


Fig. 17A. Summary of replies from the Pacific area, on a yes or no basis, to the question "Do you have intramural debate?".

Fig. 17B. Summary of replies from the Pacific area to the question "How many years have you had intramural debate?".

The United States. Over the United States as a whole, 63 per cent of the schools have intramural debate and 37 per cent do not, Fig. 18, part A. Of the 63 per cent that have intramural debate, 37 per cent have had it 5 years or less, 17 per cent have had it 6 to 10 years, 17 per cent have had it 11 to 15 years, and 29 per cent have had it over 15 years, Fig. 18, part B.

These statistics show that 54 per cent of the schools having intramural debate have developed it in the last 10 years and that the greatest period of development over the United States has been within the last 5 years.

It is interesting to note that the percentage of schools over the United States that have intramural debate, 63 per cent, is the same percent noted on Question 1 listing increased interest in intercollegiate debate, Fig. 6. It would seem quite possible to conclude from this that the existence of intercollegiate debate enhances a program of intramural debate and vice versa.

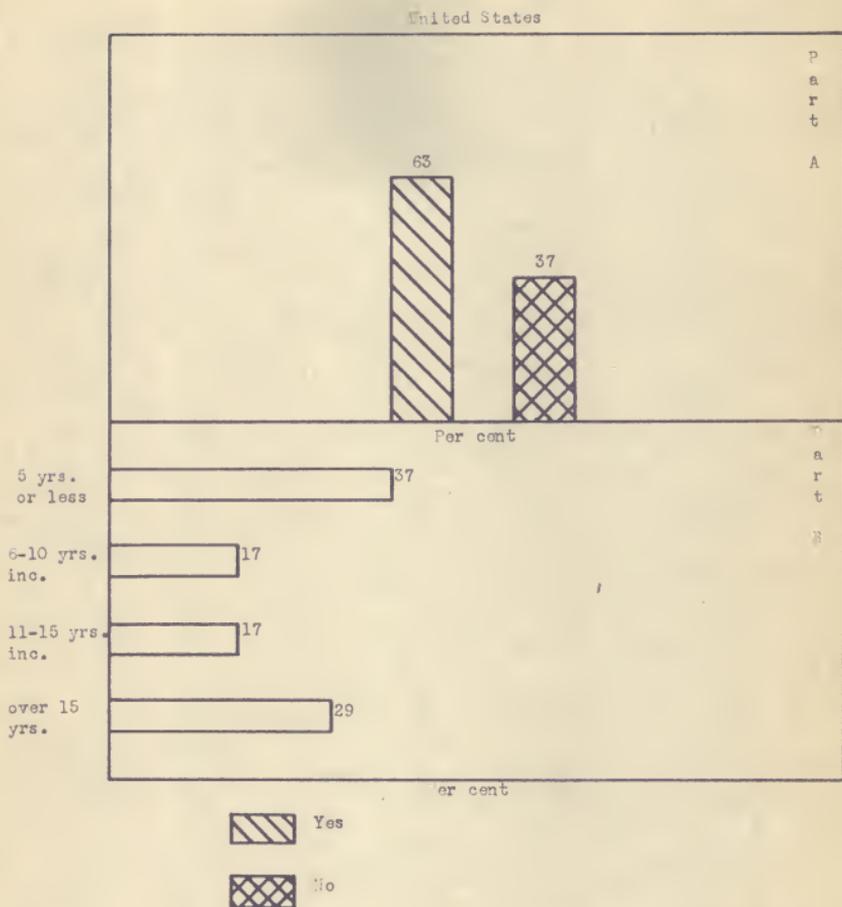


Fig. 184. Summary of replies from all areas of the United States, on a yes or no basis, to the question "Do you have intramural debate?".

Fig. 183. Summary of replies from all areas of the United States to the question "How many years have you had intramural debate?".

Question 4. Is Interest in Intramural Debate Growing, Lessening, or Remaining the Same?

Atlantic Area. Of the schools in the Atlantic area, 38 per cent register a growing interest in intramural debate, 16 per cent note a lessening of interest, and 46 per cent indicate the same interest in intramural debate, Fig. 19. The number of schools stating a growing interest, 38 per cent, is 7 per cent above the national average of 31 per cent. The 16 per cent lessening in interest is only 1 per cent above the national average of 15 per cent. The schools showing the same interest, 46 per cent, is 9 per cent below the national average. The 38 per cent of schools showing a growing interest in intramural debate and the 46 per cent showing the same interest (when coupled with the tremendous growth intramural debate has made in this area in the last 10 years as noted on Question 3 and Fig. 15, part A, point to a continued expansion of intramural debate in this region in the future.

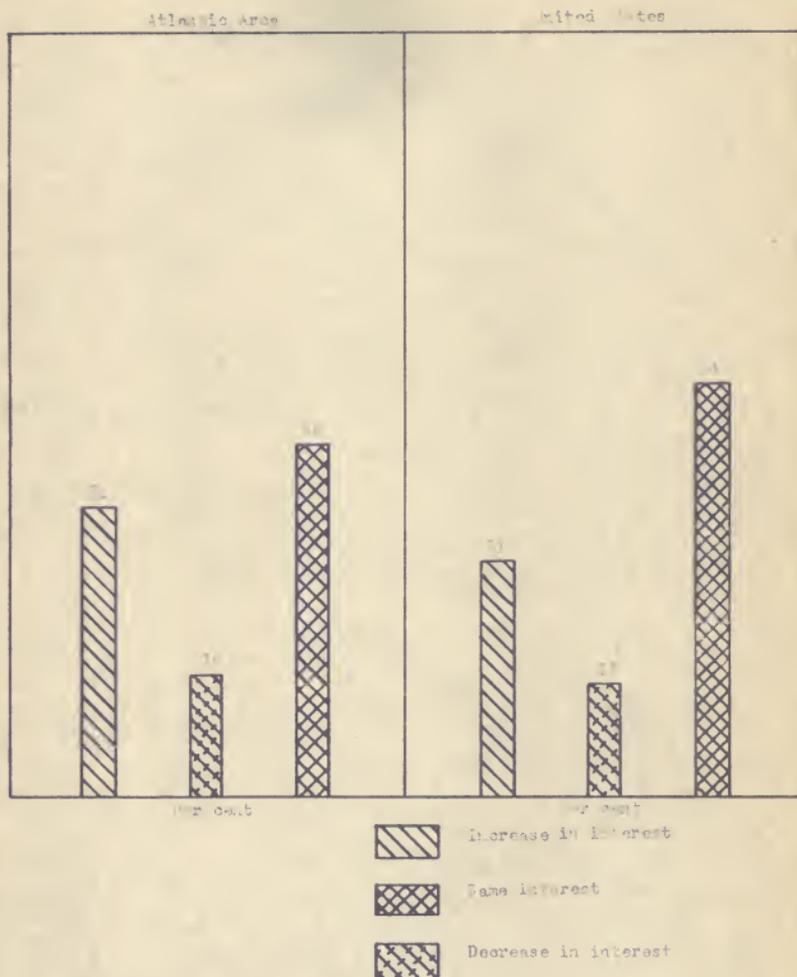


Fig. 19. Interest in intramural debates, 1950. Atlantic Area.

East Central Area. In the East Central area, 23 per cent of the schools indicate a growing interest in intramural debate, while 23 per cent of the schools show a lessening of interest and 54 per cent show the same interest, Fig. 20. The 23 per cent showing a growing interest is 8 per cent below the national average of 31 per cent. The 23 per cent showing a lessening of interest is 8 per cent above the national average of 15 per cent. Schools showing the same interest, 54 per cent, just equal the national average.

Since the growing of interest in intramural debate is offset by the lessening of interest in this region, the writer sees little chance in the future for growth of intramural debate in this area, which tends to substantiate the conclusion drawn on this group in considering Question 3, Fig. 14, part B.

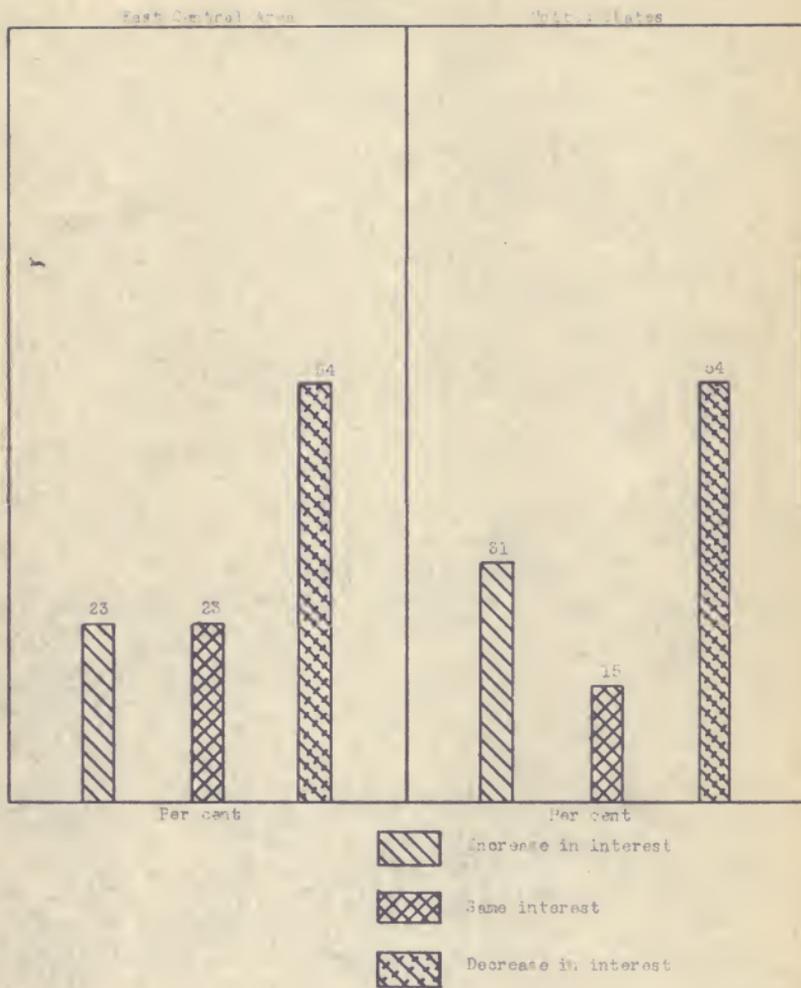


Fig. 25. Interest in intramural debate, East Central Area, 1950.

Midwest Area. In the Midwest region, 17 per cent of the schools show a growing interest. None of the schools in this area record a lessening of interest, and 83 per cent show the same interest in intramural debate, Fig. 21. The 17 per cent of the schools noting a growth of interest is 14 per cent below the national average of 31 per cent. This fact is not so important in light of the situation that no school in this region showed a lessening of interest; this being the only area to record no decrease in the nation. The 83 per cent showing same interest is 29 per cent above the national average of 54 per cent. These facts tend to indicate the continuance of great activity in intramural debate in this group.

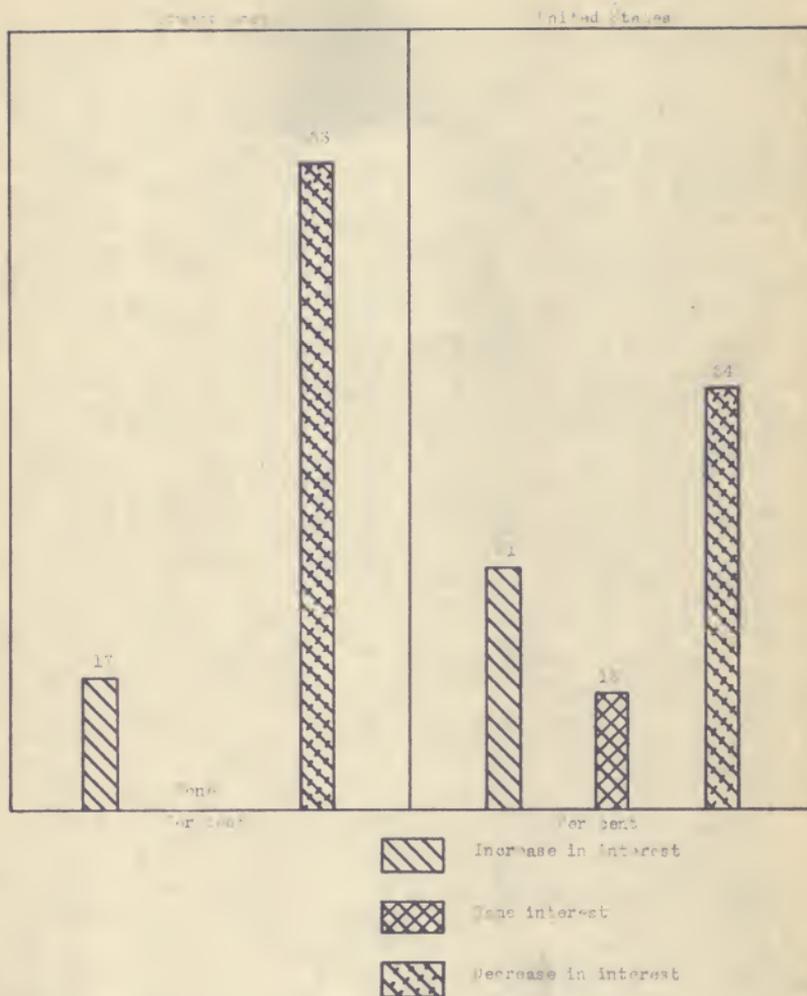


Fig. 22. Interest in Agricultural debate, Midwest Area, 1960.

Mountain Area. In the Mountain region, 40 per cent of the schools show a growing increase in intramural debate, 20 per cent show a lessening of interest, and 40 per cent show the same interest, Fig. 22. The 40 per cent indicating growing interest is 9 per cent higher than the national average of 31 per cent. The 20 per cent lessening in interest is 5 per cent above the national average of 15 per cent, and the 40 per cent listing the same interest is 14 per cent below the national average of 54 per cent.

Since 80 per cent of the schools show either a growing or same interest in intramural debate, it can be concluded that intramural debate will continue to grow as it has in the past, Fig. 16.

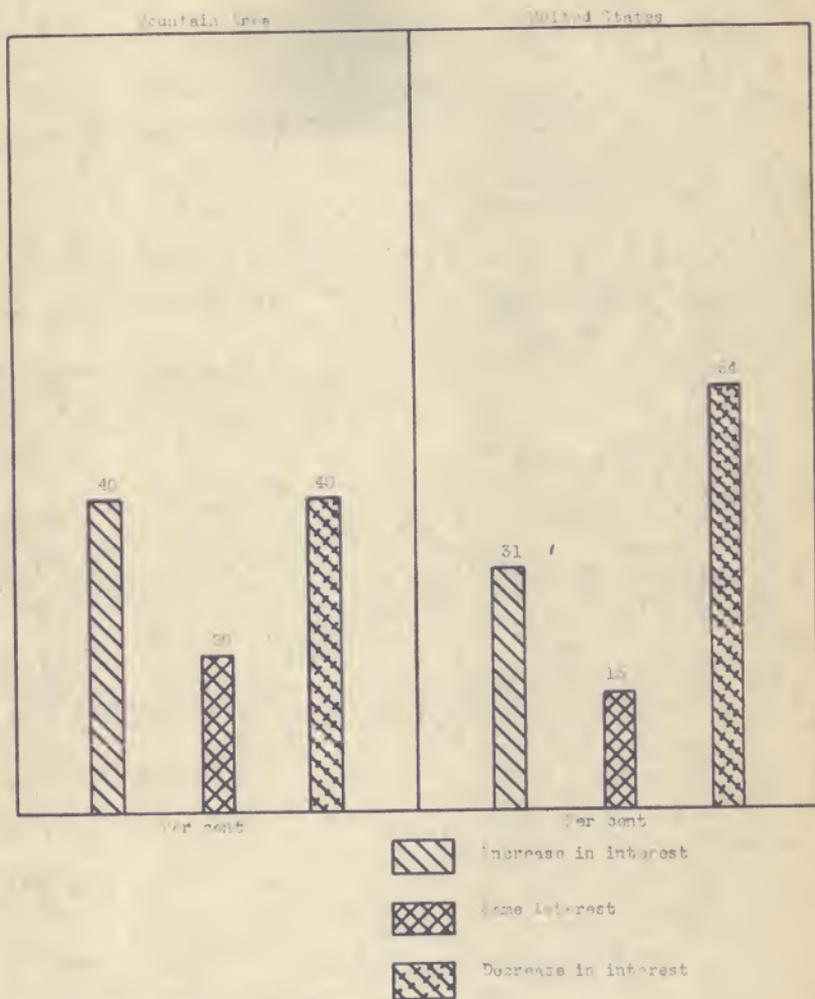


FIG. 27. Interest in intramural debate, Mountain Area, 1958.

Pacific Area. In the Pacific group, 50 per cent of the schools show a growing interest, 25 per cent show a lessening of interest, and 25 per cent show the same interest in intramural debate, Fig. 23. The 50 per cent indicating growth of interest is 19 per cent above the national average of 31 per cent. The 25 per cent showing a lessening of interest is 10 per cent above the national average of 15 per cent. The 25 per cent indicating the same interest is 29 per cent below the national average of 54 per cent.

These facts would tend to indicate an expansion of intramural debate in this region in the next few years.

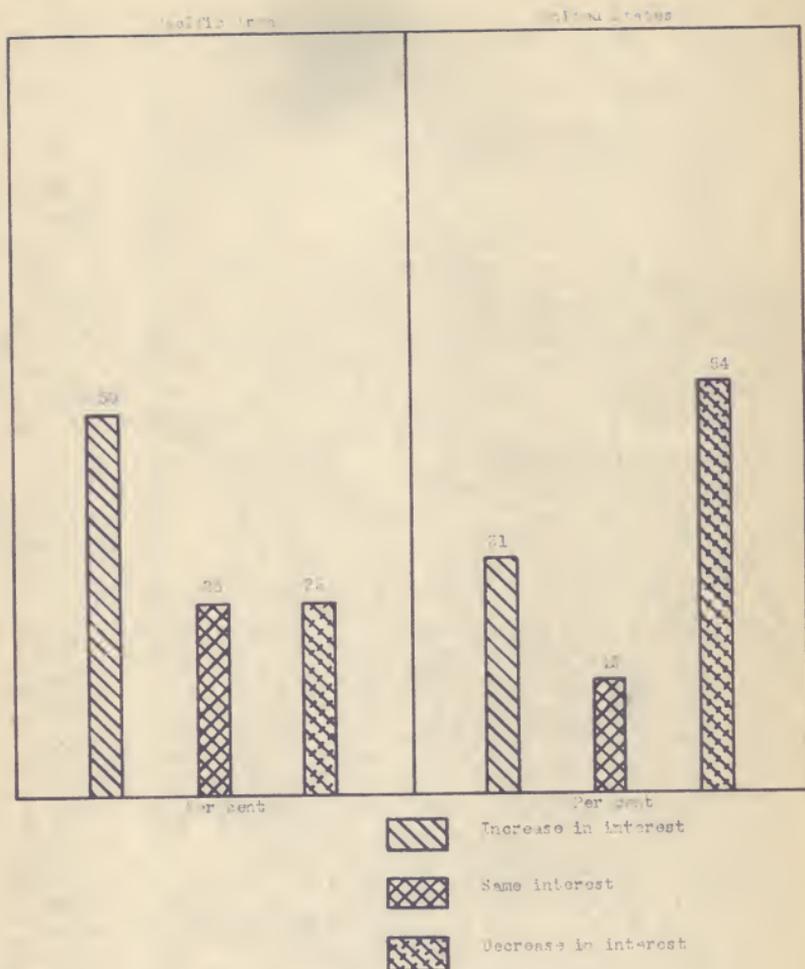
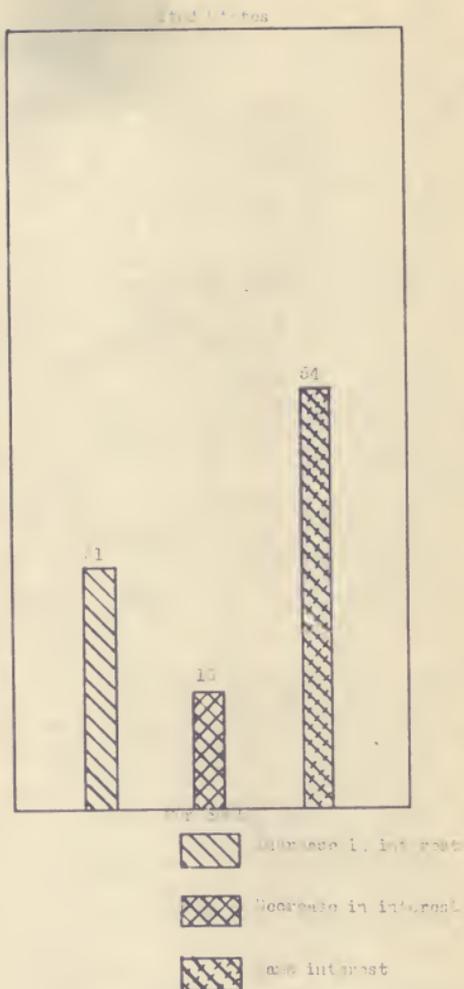


Fig. 23. Interest in intracorporeal de-ate, Pacific Area, 1934.

The United States. The United States as a whole shows a growth in interest of 31 per cent. A lessening of interest is noted as 15 per cent, and the number of schools showing the same interest in intramural debate is 54 per cent, Fig. 24.

Since the growth of interest in the United States is twice as large as the decline in interest, with a high percentage showing the same interest in intramural debate, there is every indication that it will continue to expand in the future.



1. 27. Interest in home ownership, all areas of the United States, 1936.

## Debate Budgets

Question 5. Approximately What Was Your Debate Budget 10 Years Ago?

Question 6. Approximately What Is Your Estimated Budget for the Coming Year (1950)?

Atlantic Area. Ten years ago 71 per cent of the schools in the Atlantic area had a debate budget of less than \$1000, Fig. 25, part A. Today 65 per cent of the schools have a budget in excess of \$1000, Fig. 25, part B. The average arithmetic budget for this area 10 years ago was \$861.53. The average arithmetic budget for this area today is \$1658.25. The arithmetic average national budget 10 years ago for the Atlantic region was slightly below the national average. The average national budget today is \$1756.70, which shows that the Atlantic area is still slightly below the national average. There has been a 151 per cent increase in the average budget of schools in the Atlantic region during the past 10 years. The percentage of increase in the average budget for schools over the nation as a whole has been 138 per cent. This means that the average percentage increase in budget for this area is 13 per cent above the national average.

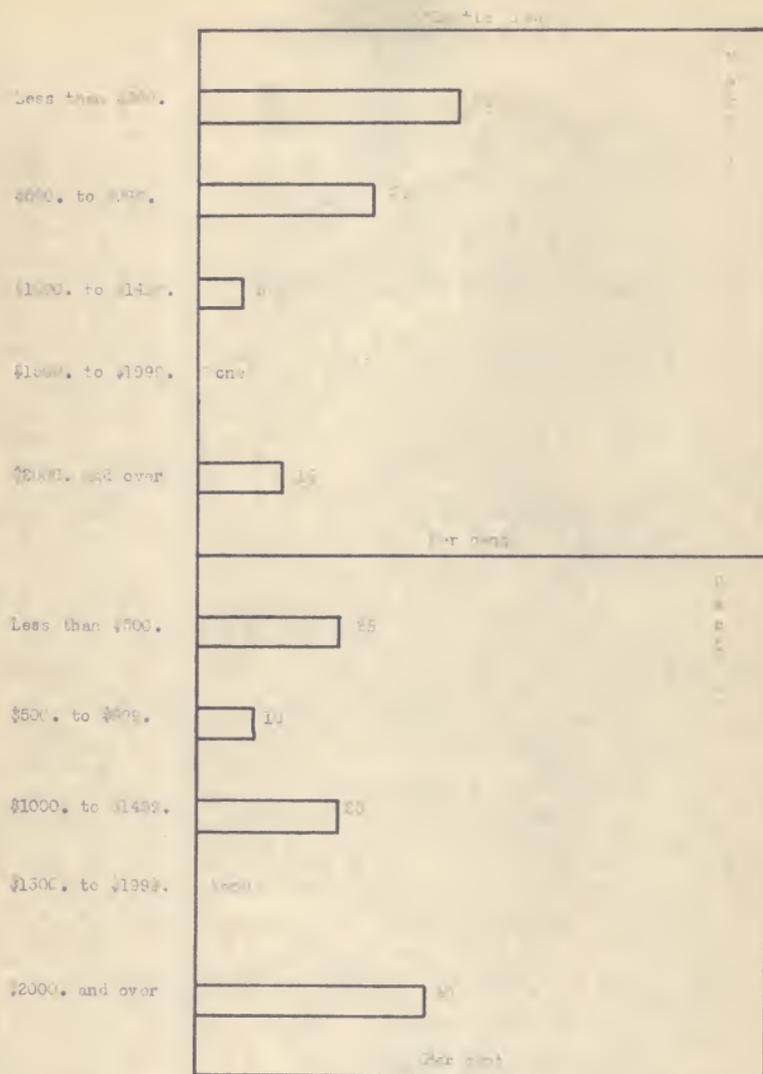


FIG. 233. Average budgets for schools in the Atlantic area 1933.

FIG. 234. Average budgets for schools in the Atlantic area, 1934-35.

East Central Area. In the East Central area 10 years ago 91 per cent of the schools had a debate budget of less than \$1000, Fig. 26, part A. Today 54 per cent of the schools in this area have a budget in excess of \$1000. The average arithmetic budget for this region 10 years ago was \$468.18, which is the smallest average budget for any one group at that time, Figs. 25, 27, 28, 29, part A. The average arithmetic budget for this area in 1950 is \$1,127.06, which is also the smallest budget for any given region today, Figs. 25, 27, 28, 29, part B. This area's average budget was and still is considerably below the average budget over the nation as a whole. In the East Central area, there has been a 141 per cent increase in the average budget of schools in this area in the past 10 years. The percentage of increase in the average budget in the past 10 years over the nation is 138. This means that the percentage of increase in the average budget for the East Central area is 3 per cent above that of the national percentage of increase.

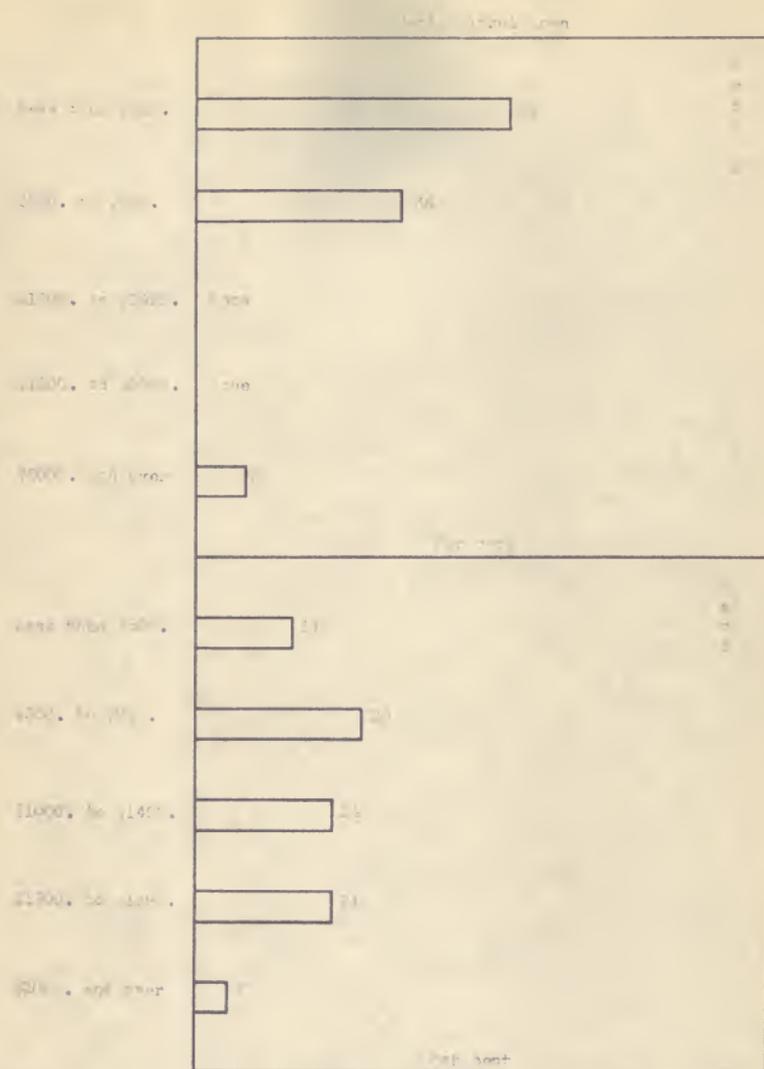


Fig. 21. Cigarette consumption for adults in the West Central area 10 years ago.

Fig. 22. Cigarette consumption for adults in the West Central area, 1964.

Midwest Area. In the Midwest region, 92 per cent of the schools had a debate budget of less than \$1000, 10 years ago, Fig. 27, part A. At the present time, 62 per cent of the schools in this area have a budget over \$1000, Fig. 27, part B. The average arithmetic budget 10 years ago in this area was \$638.46. The average arithmetic budget for the present time is \$1656.54. The percentage of increase in the average budget in the past 10 years for this area is 98 per cent. This 98 per cent is 40 per cent below the 136 per cent increase in the average budget over the nation as a whole in the last 10 years.

This observation is not so important when the following facts are considered. Ten years ago the average budget in this area was \$838.46, while the average national budget was only \$737.63. Today the Midwest area has an average budget of \$1656.54 and the national average is \$1756.70. In other words, the dollar budget for this area is only slightly lower than the national average. The Midwest budget, in spite of the lowest percentage of increase in budget for any given area in the past 10 years, is still higher in its average dollar budget than either the East Central or Mountain region, Figs. 26, 28, part B.

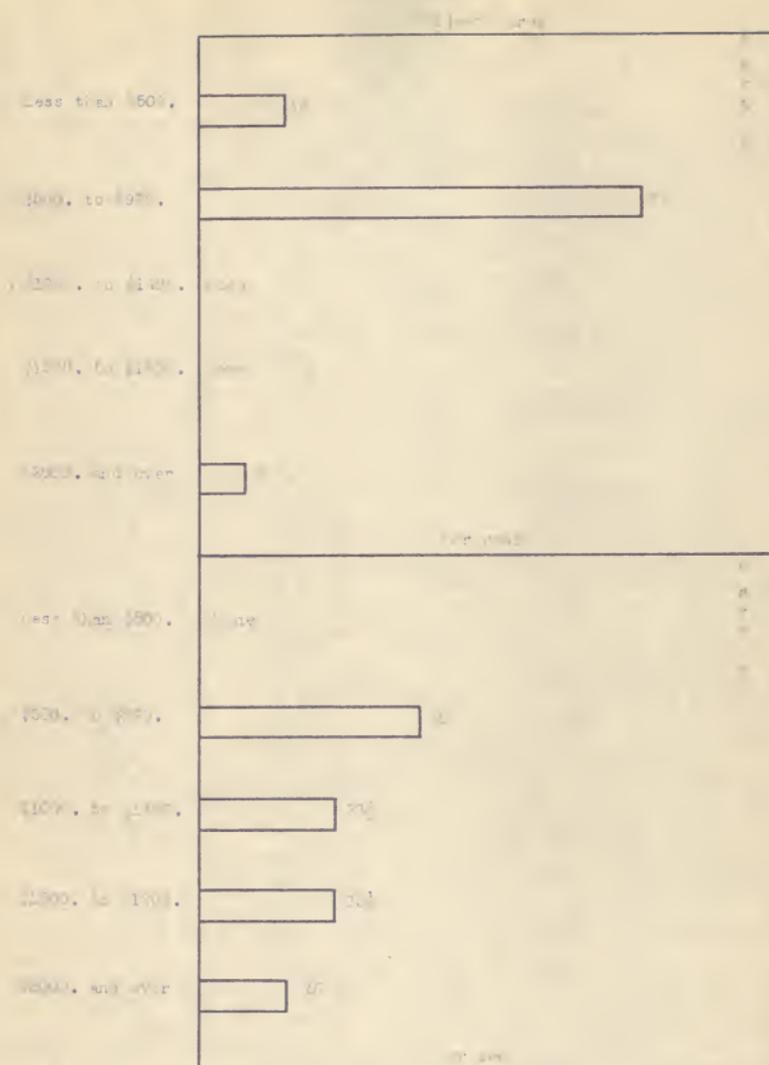


FIG. 4. - Percentages of respondents in the different income brackets, 1950.

FIG. 5. - Percentages of respondents in the different income brackets, 1951.

Mountain Area. Ten years ago in the Mountain district, 100 per cent of the schools had a budget of less than \$1000, Fig. 28, part A. Today in this area 100 per cent of the schools have a budget in excess of \$1000. This is the greatest per cent of change noted for any area, Fig. 28, part B. Expressed in percentage of increase in the average budget, the Mountain area has had 185 per cent as compared to the national average increase in budget of 138 per cent. The average dollar budget for this area 10 years ago was \$520.00. At the present time, the average dollar budget for this district is \$1483.53. The average dollar budget for the nation 10 years ago was \$737.63, while at the present time it is \$1756.70. In both cases, the budget for the Mountain area is lower than the national average. The high percentage of increase in dollar budget for this division is particularly significant when compared to the increased interest in inter-collegiate debate displayed by this Mountain area under Question 1, Fig. 4. The writer feels that these facts show a close correlation between the size of budget and the amount of interest in debate.

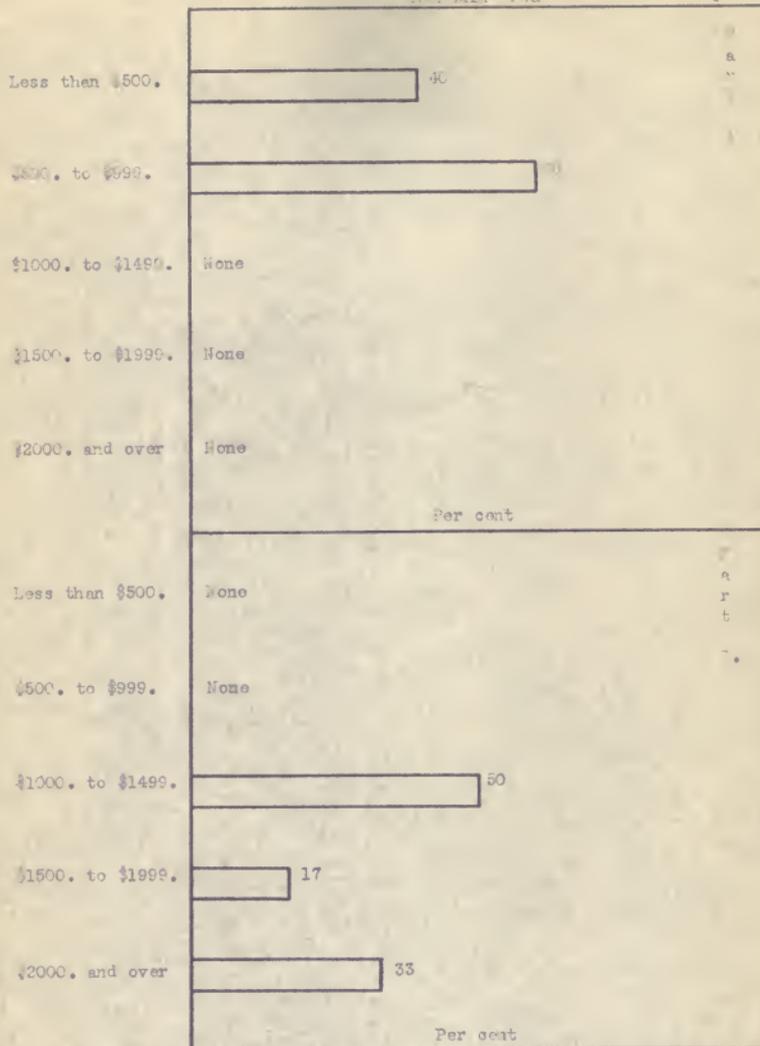


Fig. 28A. Debate budgets for schools in the Mountain area 10 years ago.

Fig. 28B. Debate budgets for schools in the Mountain area, 1930.

Pacific Area. In the Pacific district, 50 per cent of the schools 10 years ago had a debate budget of less than \$1000, Fig. 29, part A. Today 100 per cent of the schools in this area have a budget over \$2000, Fig. 29, part B. The average budget arithmetically computed 10 years ago was \$1200. The average arithmetic budget in 1950 for this area is \$2858.33. In both instances, the average budget for the Pacific region is the highest recorded for any area, Figs. 25, 26, 27, 28. It is interesting to note that while the average budget today for schools in the Pacific region, \$2858.33, exceeds the average national budget, \$1756.70, by over \$1000, the percentage of increase in the average budget for the Pacific division exactly equals the percentage of increase in the average budget over the nation as a whole, 133 per cent. The writer feels that the size of the budget in the area also correlates with interest in debate, and serves to substantiate the conclusion drawn about this region on Question 1, Fig. 5.

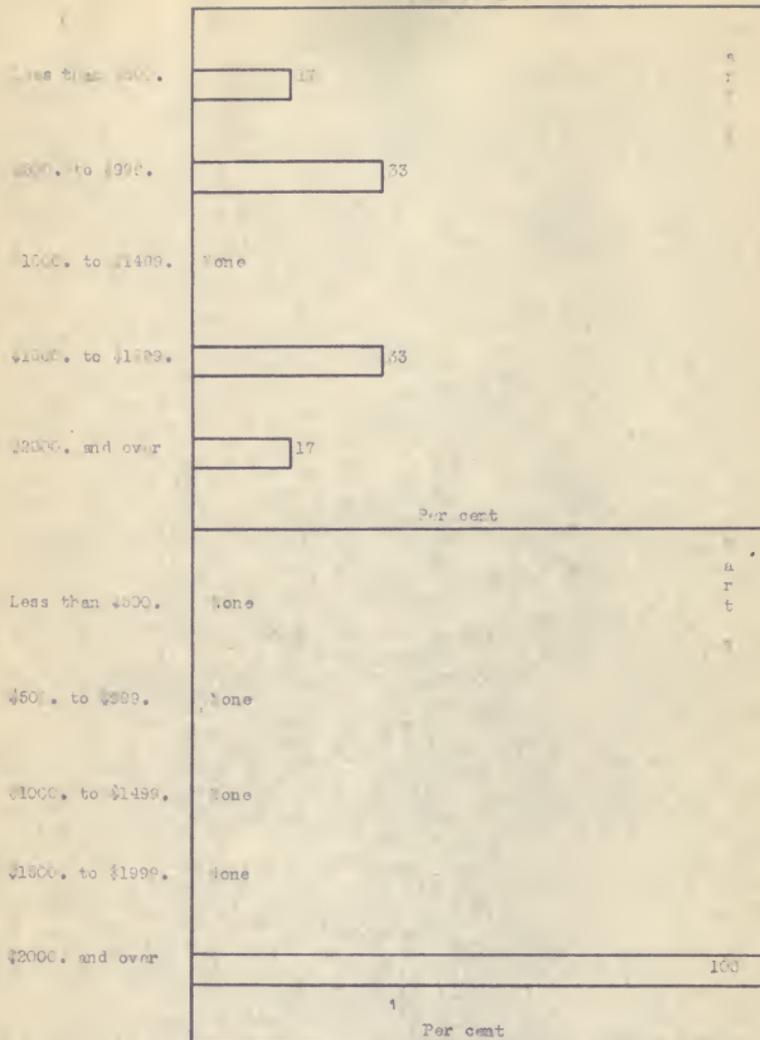


Fig. 29A. Debate budgets for schools in the Pacific area 10 years ago.

Fig. 29B. Debate budgets for schools in the Pacific area, 1950.

The United States. Over the nation as a whole, 84 per cent of the schools 10 years ago had an average budget of less than \$1000, Fig. 30, part A. Today 68 per cent of the schools over the nation have an average budget in excess of \$1000 and 44 per cent of the schools have an average budget of over \$1500, Fig. 30, part B. The average national arithmetic budget 10 years ago was \$737.63. In 1950 the average arithmetic budget over the nation is \$1756.70. This is a 138 per cent increase in the average budget in the past 10 years. It is worthy of note that the increase in debate budgets over the nation as a whole corresponds to the increase in interest in inter-collegiate debate over the nation as tabulated on Question 1, Fig. 6. This fact further substantiates the writer's contention of a direct relationship between interest and budget.

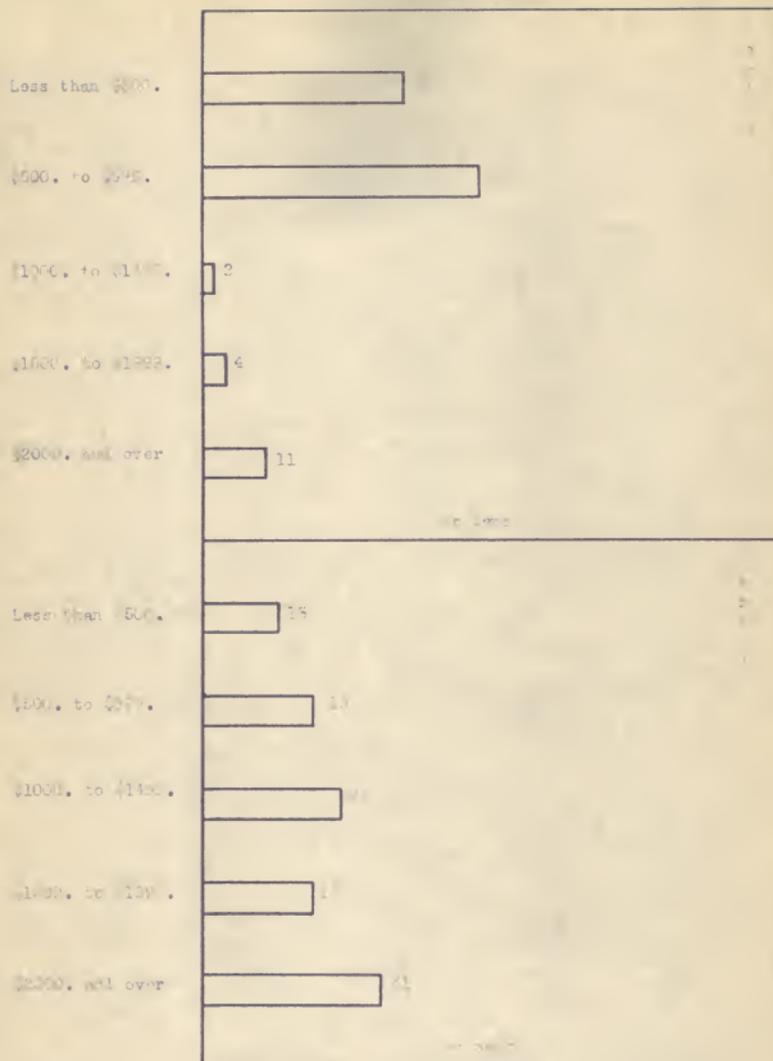


Fig. 36. Monthly income per capita of all persons in the United States in 1957.

Fig. 37. Monthly income per capita of all persons in the United States in 1958.

### Extra-curricular Activities

Question 7. What Other Types of Extra-curricular Activities Have You Added in the Forensic Field Other Than Debate and Oratory (i.e., Dramatic Reading, Extemporaneous Speech, Impromptu Speech, etc.)?

During the last 10 years the Forensic field has undergone great change. Ten years ago most schools carried on activity in debate and oratory only, and a minor group of schools were interested in extemporaneous speech, either as a sole unit or in connection with debate and oratory.

According to the tabulated replies of the survey, many new activities have been added to the Forensic field in the past 10 years. Six activities seem to show a high degree of acceptance and use over the nation as a whole. The activities listed in order of preference are: extemporaneous speech, discussion (panel and other types), impromptu speech, radio (newscasting and radio address), after dinner speaking, and dramatic reading. The adding of these activities to the Forensic field has opened many new avenues to the student for participation. This broadening of the scope of Forensics has aided in increasing student interest and participation.

The writer feels that the addition of many of these activities can be contributed to the tournament or contest influence. With the increased interest in contests, schools began searching for new activities that would lend themselves to the contest program. As a natural result, the aforementioned activities and many others came into the Forensic picture. This trend, up to a point,

has been good. In other words, it is highly desirable to see more student participation in more activities. However, it is not desirable to have so many activities that the student's time and ability are spread so thin that it is impossible for him to concentrate on one thing long enough to do it well. This situation has occurred in many instances in the last 10 years. These instances the writer feels should not be viewed with alarm as they are the normal results of any program that has seen such a large growth in interest within a comparatively short time. The fact that already certain activities are beginning to emerge as more useful and superior to others, namely the 6 previously considered, tends to show a leveling off and stabilization of the activities in the Forensic field.

#### Scholastic Ability

Question 8. Is the Scholastic Ability of Students Participating in Forensics on the Whole Better, Worse, or the Same as Ten Years Ago?

The scholastic ability of students would seem to be the most static factor in the field of Forensics. Over the nation as a whole, 70 per cent of the schools state the same scholastic ability for their students today as 10 years ago.

It should be mentioned at this point that in the majority of cases, students participating in Forensics have been above average in their grades. The fact that activity in the Forensic field has greatly increased in the past 10 years has already been shown. Yet in spite of this increased activity, it is gratifying

to note that the scholastic ability of the students participating has not been lowered. Even more surprising is the fact that 24 per cent of the schools note the scholastic ability of their students as better now than 10 years ago. These facts the writer feels are a great credit to Forensics.

#### Changes in Oratory Style

##### Question 9. What Changes in the Style of Oratory Have You Noticed in the Last Ten Years?

Considering the United States as a whole, the changes in the style of oratory are amazing in their unanimity of agreement. In the past 10 years, the presentation or delivery of oratory in general has undergone a change from what most schools term "the flowery, stilted type" to a more conversational and informal type. In this transition, many schools feel that oratory has gained the effect of being more genuine and sincere from the listener's point. Part of this gain in sincerity, however, might be contributed to the choice of better and more functional subjects, and the increased stress on reasoning as opposed to the repetition of platitudes.

Some schools note that oratory has become, in many cases, merely good extemporaneous speaking. The writer would like to agree that such a trend is in existence; however, he would like to take issue as to the desirability of this trend.

He believes that the Directors of Forensics who are permitting this extemporaneous type oration in their respective schools are doing so either because they had not had sufficient training

themselves to build a good oration, or because they do not take the amount of time and effort necessary to produce a good oration.

#### Trends and Changes in Forensics

Question 10. Are There Any Other Changes or Trends Which Have Developed in the Field of Forensics That You Would Care to Mention?

One of the most frequently mentioned trends in the field of Forensics was the development of tournament debating. In most cases this trend was looked upon with favor, with the possible qualification that some tournaments today are so large that confusion often results.

There is also a trend, or perhaps it should be called an experiment in the use of discussion and student congresses, both of which seem to be gaining interest.

A particularly new development has been radio debates. This is done by one school mailing their speeches to another school and this school in return mails back its speeches. When the final speech of one school is received by the other, the debate as a whole is then broadcast. This type of debate is particularly good training for new students.

Other changes which have been noted are: an attempt to secure better judges for tournaments; improvement in the quality of debating because of a greater emphasis on reasoning and research, and upon extemporaneous presentation as opposed to the "canned" speech, "canned" speech being written speech memorized by the student and presented with little regard for arguments offered

by the opposing side; the development of the qualitative ballot for judging debates.

#### Forensics at Kansas State College as Compared to the Nation

Kansas State College at the present time shows a tremendous increase in interest in inter-collegiate debate, which compares favorably with the trend over the Midwest area and the nation as a whole. Kansas State's interest in decision over non-decision debate is about the same, which compares favorably with the rest of the nation. At the present time Kansas State does not have an intramural debate program, but interest in such a movement is growing.

In the past 10 years, two additional activities have been added to the Forensic field at Kansas State, namely discussion and a greater interest in extemporaneous speaking. The scholastic ability of students participating in Forensics at Kansas State College is the same as 10 years ago, which compares favorably with other schools over the nation. Changes in the style of oratory and discussion of other trends that have developed have been considered in questions 9 and 10. The views and conclusions expressed by the writer in analysis of these questions reflect the attitude of Kansas State College as well as of the schools charted.

The debate budget for Kansas State College 10 years ago was \$1300.00. The debate budget at the present time for Kansas State is \$750.00. Ten years ago, the budget for Kansas State was almost \$800.00 above the average national budget of \$737.63. To-

day this school's budget of \$750.00 is \$1000.00 below the national average of \$1756.70. This means that while the rest of the nation has shown an increase in average debate budget of 138 per cent, Kansas State has had a decrease of 50 per cent in its budget.

Throughout this survey it has been shown that there is a direct relationship between the size of budget and the amount of interest displayed in Forensics. With this fact in mind, the writer poses the following question: How long can the increased interest at Kansas State be maintained without a substantial increase in budget?

## ACKNOWLEDGMENTS

The writer wishes to acknowledge the Directors of Forensics throughout the United States for their cooperation in filling out questionnaires, without which this survey would have been impossible; Professor Gladys B. Gough for her endless hours of consultation and guidance; and Dr. Howard T. Hill for his friendly encouragement.

## APPENDIX

NAME OF INSTITUTION \_\_\_\_\_

AN INQUIRY CONCERNING THE DEVELOPMENT OF FORENSICS WITHIN THE  
LAST 10 YEARS

1. Has interest in inter-collegiate debate, as measured by the number of debates and scope of territory covered: Increased \_\_\_\_\_, Decreased \_\_\_\_\_, About the same \_\_\_\_\_
2. Has interest in decision debates over non-decision debates: Increased \_\_\_\_\_, Decreased \_\_\_\_\_, About the same \_\_\_\_\_
3. Do you have intramural debate? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so, how many years have you had it? \_\_\_\_\_
4. Is interest in intramural debate growing \_\_\_\_\_, lessening \_\_\_\_\_, about the same \_\_\_\_\_?
5. Approximately what was your debate budget 10 years ago? \$ \_\_\_\_\_
6. What is your estimated debate budget for the coming year? \$ \_\_\_\_\_
7. What other types of extra-curricular activities have you added in the Forensic field other than Debate and Oratory (i.e., Dramatic Reading, Extem. Impromptu, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Is the scholastic ability of students participating in Forensics on the whole, better \_\_\_\_\_, worse \_\_\_\_\_, same \_\_\_\_\_ as ten years ago?
9. What changes in the style or oratory have you noticed in the last ten years?
10. Are there any other changes or trends that have developed in the field of Forensics that you would care to mention?

SIGNATURE \_\_\_\_\_