

A SURVEY AND ANALYSIS OF THE METHODS AND PHILOSOPHIES
OF SELECTED DIRECTORS OF INTERCOLLEGIATE
TOURNAMENT DEBATING

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By
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CHAPTER I

INTRODUCTION

In 1947 the United States Military Academy began the practice of holding an annual intercollegiate debate tournament in which schools from all geographical regions of the United States participated. In order for a school to participate in the West Point Tournament, it was necessary for that school to be recognized within its own region as having a debate team or debate squad with an excellent record of performance in tournament competition. The intercollegiate debate programs in such schools were effective in this sense: each intercollegiate program at the time of the school's selection for the West Point Tournament had produced a debate team and/or debate teams which were capable of winning in tournament competition within the school's geographical region. From these facts it was recognized that if the definition of effective debating were limited to mean "capable of winning; superior on a five point rating scale, such as is used widely in evaluating debating performance," the directors of debate whose teams had participated in the West Point Tournament would represent some of the directors of effective intercollegiate

debate programs in all regions of the United States. Such a definition of effective debating was therefore determined, and the schools attending the West Point Tournament were selected for study.¹

1. Statement of Problem

The nature of the problem under consideration in this study is threefold: (1) to determine by questionnaire the methods of some of the directors of effective intercollegiate debate programs in all regions of the United States; (2) to determine by questionnaire the philosophy of some of the directors of effective intercollegiate debate programs in all regions of the United States; and (3) to explore the efficiency of a questionnaire in surveying the method and philosophy of these directors of debate.

From this threefold division of the problem, five purposes are derived. The general purposes are: to assemble uncollected data pertaining to the methods of some of the directors of effective intercollegiate debate programs in all regions of the United States; to assemble uncollected data pertaining to the philosophy

1. See Chapter II for an additional explanation.

of some of the directors of effective intercollegiate debate programs in all regions of the United States; and to provide an exploratory study involving the efficiency of the questionnaire method in surveying the method and philosophy of directors of debate. The two specific purposes of this study are: to report the results of the questionnaire in tabular and graphic form with a commentary pointing out likenesses and differences in terms of whole response patterns, and to analyze the results of the questionnaire showing possible likenesses and differences in responses in terms of geographical region, size of school, and director's training.

As a means of limiting the survey, it was decided to send questionnaires to only those directors whose teams had participated in the West Point Tournament during the years 1947 to 1953, inclusive.²

2. The West Point Tournament

"The West Point Tournament is the result of suggestions made in 1946 by Eastern debate coaches attending an invitational tournament at West Point. The

2. See Chapter II for a discussion of the reasons for limiting the survey and for a discussion of the West Point Tournament.

suggestion of this group was passed on by the West Point Debate Council to over a thousand colleges and universities to determine their opinions on extending the West Point Invitational Tournament to include the entire nation. The response to our question was overwhelming approval. The first West Point National Invitational Tournament was held in April, 1947; 1953 marks the seventh year of this tournament."³

With the exception of the year 1947, the tournament has been composed of thirty-four teams, including the United States Military Academy, and a team from the school which won the tournament the previous year. In 1947 there were twenty-nine teams which participated in the tournament. "Any college or university in the U. S. is eligible to enter a team if chosen by its district committee. Local conditions and the judgment of the district committeemen determine the method of team selection."⁴ "Eight committees of seven individuals chosen for their outstanding reputations in the field of debate, are charged with establishing the criteria for

3. West Point Debate Council, Seventh West Point National Invitational Debate Tournament, April 22-25, 1953, p. 5.

4. Ibid., pp. 10-11.

selection of teams to be invited to compete at West Point, with dissemination of information regarding the tournament, with advice to the West Point Debate Council as to the tournament topic, procedure, and rules, and with actual designation of teams to represent each district. Thus there is a District Nominating Committee for each of the eight districts into which the United States has been divided for administrative purposes."⁵

The eight districts into which the United States has been divided are as follow: District I: California, Nevada, Utah, Arizona; District II: Washington, Oregon, Idaho, Montana, Wyoming; District III: New Mexico, Oklahoma, Texas, Arkansas, Louisiana; District IV: Colorado, North Dakota, Minnesota, Iowa, Nebraska, Kansas, Missouri, Wisconsin, South Dakota; District V: Ohio, Michigan, Illinois, Indiana; District VI: Mississippi, Florida, Alabama, Georgia, South Carolina, North Carolina, Tennessee, Kentucky; District VII: Virginia, New Jersey, West Virginia, Maryland, Delaware, District of Columbia, Pennsylvania; and District VIII: New York,

5. West Point Debate Council, The 1950 West Point National Invitational Debate Tournament and Brief History of Debating, April, 1950, p. 4.

Connecticut, Vermont, Maine, Massachusetts, Rhode Island, New Hampshire.⁶

A total of one hundred and ten different schools⁷ from all regions of the United States⁸ have participated in the West Point Tournament in the years 1947 through 1953.

3. Significance of the Study

A study by questionnaire involving philosophy and method of directors of intercollegiate debate programs seems significant for several reasons. There is widespread interest in method and philosophy of directing debate, as evinced by writings in The Quarterly Journal of Speech and the journals of the regional speech associations. In addition to the writings appearing in periodicals, books on argumentation and debate frequently consider philosophy and method in directing debate.⁹ Although much has been written about method and

6. West Point Debate Council, Sixth West Point National Invitational Debate Tournament, April 23-26, 1952, pp. 10-13.

7. See Appendix I, Table A for a complete listing of schools by year of participation in the West Point Tournament.

8. See Appendix I, Table B for the number of schools surveyed within each region.

9. See "A Survey of the Literature" in this chapter.

philosophy of directing debate, there is little to indicate what directors do and believe in relation to their intercollegiate debate programs. This study attempts to provide such information from some of the directors of effective intercollegiate debate programs.

In addition to providing a source of previously uncollected data about the method and philosophy of directors of debate, this study also derives significance through its use of a questionnaire to assemble the data. The questionnaire method of investigation in research studies is being used more and more frequently. Any information regarding its advantages and limitations as a means of investigation should be of value in other studies.

4. A Survey of the Literature

It is the purpose of this section to survey the literature related to the study of the philosophy and method of directors of intercollegiate debate programs. In this survey of the literature, two general areas of writings will be considered: those writings which are indirectly related to this specific study; and those writings which are directly related to this specific study.

In 1936 Nichols and Baccus published Modern Debating.¹⁰ Modern Debating provides an historical sketch of debating in the United States as well as a consideration of the philosophies of directors of debate. The historical sketch of debating considers the growth of debating from 1892 to 1933.¹¹ This time period is divided into four decades by the authors. It was in the fourth decade, 1923 to 1933, that tournament debating was developed. Nichols and Baccus conclude their history of debating with this statement: "As the debate world enters upon its fifth decade considerable confusion still obtains as to debate forms and methods, ideas and purposes, benefits and values, but a possibility appears that the future holds in store a movement toward standardization and a better evaluation of the many things that debate progress has evolved during its first forty years."¹²

Nichols and Baccus in an earlier chapter, "The Nature of Debate--The Special Characteristics," attempted to provide the basis for such a standardization through a

10. Egbert Ray Nichols and Joseph H. Baccus, Modern Debating, (New York: W. W. Norton & Company, Inc., 1936).

11. Ibid., pp. 383-391.

12. Ibid., p. 391.

synthesis of the philosophies of directors of debate.¹³

The two viewpoints of directors of debate which are considered in this chapter may be summarized as: (1) Debate is an intercollegiate game or sport; (2) Debate is a problem solving or truth-seeking device. The conclusion Nichols and Baccus reached is: "Debate is an educational process conducted as a game or sport, whose incidental purpose is to set forth the truth about both sides of a controversial problem, and whose primary purpose is the personal development of the persons participating."¹⁴

The three viewpoints presented above are reflected in the writings of the speech journals. A controversy involving the philosophy of debate was initiated between Wayne N. Thompson and Hugo E. Hellman by Thompson's "Discussion and Debate: A Re-examination," published in The Quarterly Journal of Speech.¹⁵ Thompson wrote "This article. . .will attempt to point out some of the false purposes of debate, to develop a new philosophy for

13. Ibid., pp. 22-34.

14. Ibid., p. 34.

15. Wayne N. Thompson, "Discussion and Debate: A Re-examination," The Quarterly Journal of Speech, Vol. 30 (October, 1944), pp. 288-299.

debate instructions, and to indicate some of the implications of that new philosophy."¹⁶ The conclusions that Thompson reached may be summarized as: debating is not a game; debating is not a contest; debating is not an excuse for sophistry; debating is not properly a form of persuasion; debating is more than an exercise in public speaking; debating is more than an excuse for stimulating research; debate is a technique for testing the wisdom of a specific solution. From the last statement in the preceding series, Thompson developed the following: winning (defining winning as the overcoming of an opponent) is not the proper objective of debating; debaters should be considered as co-workers and not as antagonists; debaters should be considered as investigators and not as persuaders; the commonly held idea that debate should follow discussion is illogical; debate and discussion are not antithetical.¹⁷

Hugo E. Hellman took issue with Thompson in "Debating Is Debating--And Should Be."¹⁸ Hellman after

16. Ibid., p. 293.

17. Ibid., pp. 293-297.

18. Hugo E. Hellman, "Debating Is Debating--And Should Be," The Quarterly Journal of Speech, Vol. 31 (October, 1945), pp. 295-300.

presenting his refutation to Thompson's position wrote, "Our conclusion is that debating is most certainly not what Professor Thompson believes (or at least says it is). But, you may say, perhaps he is speaking of debate ideally--as he thinks it should be. If so, the obvious answer is that he should say so--as he does in the second part of the piece where he gets down to the serious business of setting forth this 'new philosophy.'¹⁹" Hellman's final conclusion was put in the form of an analogy: ". . .To teach young men not to "debate" in a world in which there will be men who will is like teaching young men not to fight in a world in which there will be men who will take up the sword."²⁰

At about the same time Thompson and Hellman were writing their articles, Kenneth G. Hance wrote, "Many and varied are the plans proposed and used in training a debate squad. . .I wish here to outline a basis of procedure that appears to have educational stature, that includes definite progression or development, and that can be applied to a variety of circumstances. . ."²¹

19. Ibid., p. 297.

20. Ibid., p. 299.

21. Kenneth G. Hance, "Adapting 'The Teaching Cycle' To Debate," The Quarterly Journal of Speech, Vol. 30 (December, 1944), pp. 444-445.

The article then considers adapting to debate a teaching cycle which includes five steps: exploration, presentation, assimilation, organization, and recitation. Hance applies these five steps to the specific training of a debate squad for a nine week period.²²

Much of the writing in the speech journals centers around improvements which could be made in tournament centered intercollegiate debate programs to increase their educational value for students. Representative of this type writing are articles by Wayne C. Eubank,²³ H. P. Constans,²⁴ Henry Lee Ewbank,²⁵ and Elton Abernathy.²⁶

The article by Eubank and the one by Constans are similar in many respects. Both offer specific criticisms of present intercollegiate tournament debating.

22. Ibid., pp. 445-450.

23. Wayne C. Eubank, "A View of the Forensic Situation," The Southern Speech Journal, Vol. 14 (November, 1948), pp. 108-114.

24. H. P. Constans, "The Role of Intercollegiate Debate Tournaments in the Post War Period," The Southern Speech Journal, Vol. 15 (September, 1949), pp. 38-44.

25. Henry Lee Ewbank, "What's Right with Debate," The Quarterly Journal of Speech, Vol. 37 (April, 1951), pp. 197-202.

26. Elton Abernathy, "Things I Dislike in Debate," The Southern Speech Journal, Vol. 15 (March, 1950), pp. 216-218.

Their criticisms may be summarized as: (1) Insufficient time given for criticism and analysis of debates; (2) The use of a single national question produces uniformity leading to boredom; (3) Tournaments produce tension and emphasize winning; (4) A better quality of judging is necessary; and (5) Tournaments tend to reduce the number of students participating in intercollegiate debate.²⁷

The Ewbank article has for its thesis "To train students for citizenship and leadership in a free society is a great obligation and a great opportunity."²⁸ Ewbank writes, "The instruction should include training in making and accepting decisions, as well as in discovering and presenting evidence, for decisions of one kind or another are an essential part of life."²⁹

The article by Abernathy treats specific objections in tournament debating under four headings: thought content, language, delivery, and attitude.³⁰

27. Eubank, loc. cit.; Constans, loc. cit.

28. Ewbank, loc. cit., p. 202.

29. Ibid., p. 197.

30. Abernathy, loc. cit.

There has been only one article published which deals specifically with the West Point Tournament.³¹ In 1948 Lawrence J. Legere, Jr. discussed in The Quarterly Journal of Speech the first West Point Tournament.

Legere's conclusion was:

The values of tournament debating are multiplied when representation is nation wide. The exchange of ideas, techniques, and approaches to the question, the concentration of experience, and the spirit of competition all improve when the geographical distribution of teams is widespread. Until 1947 the only national tournaments had been those restricted to certain forensic fraternity groups; the West Point tournament is open to any college or university nominated or otherwise selected to attend, regardless of location, size, or fraternity affiliation.³²

The advantages Legere claims for a national tournament are denied in a statement released by the directors of forensics of the Western Conference Universities. The directors considered the place of tournament debating in speech education and their statement reads in part,

31. Lawrence J. Legere, Jr., "The West Point Tournament," The Quarterly Journal of Speech, Vol. 34 (February, 1948), pp. 54-56. See also Egbert Ray Nichols, West Point Tournament Debates, Vol. I (814 Campus Avenue, Redlands, California, 1951).

32. Legere, loc. cit., p. 56.

. . .critics, while recognizing the significance of debating in a democratic society, and the educational value of debate training, have deplored the emphasis given in debate tournaments to the "awarding of trophies" and the declaring of champions." . . .

The recent development in the country of new tournaments of national scope would seem to give greater emphasis than ever before to the "winning of championships" as an end of debate training. This development has, therefore, stimulated discussion among the Directors of Forensics in the Western Conference Universities, on the place of tournament debating in the college forensic program.³³

There are no known studies or experimental works which are directly related to the study of method and philosophy of directors of intercollegiate debate programs. In two instances, however, there have been compilations of data indirectly related to such a study of method and philosophy. In 1948 Dr. Herbert E. Rahe of Willamette University, Salem, Oregon, at a meeting of coaches at the West Point Tournament, compiled some information related to the number of participants on the

33. From an unpublished report of A Statement By the Directors of Forensics of the Western Conference Universities on the Place of Tournament Debating in Speech Education, adopted May 16, 1953, at the Western Conference Meet at Purdue University, LaFayette, Indiana.

intercollegiate debate squad, the amount of the intercollegiate debate budget,³⁴ and the source of the intercollegiate debate budget. In 1948 Thorrel B. Fest published in The Quarterly Journal of Speech "A Survey of College Forensics." This article was based upon the replies of fifty-eight of the one hundred and two colleges and universities included in a survey taken in January, 1947. "A Survey of College Forensics" presents information related to the specific major forensic activities in which students participate, the number of students participating in each activity, the size and budget of the school, and the number of faculty and amount of time devoted to intercollegiate forensics.³⁵

5. Plan of Study

Chapter II discusses in detail the method of gathering data for the study. The reasons for limiting the survey are discussed; the means of limiting the survey is considered; the formulation, mailing, and per cent of return of the questionnaire are presented.

34. Herbert E. Rahe, unpublished mimeographed report of data from meeting of coaches at West Point, May 1, 1948.

35. Thorrel B. Fest, "A Survey of College Forensics," The Quarterly Journal of Speech, Vol. 34 (April, 1948), pp. 168-173.

Chapter III presents the responses to the questionnaire in tabular and graphic form, with a commentary pointing out likenesses and differences in whole response patterns.

Chapter IV analyzes the content of the responses to the questionnaire in terms of likenesses and differences resulting from geographical region, size of school, and director's training.

Chapter V presents the conclusions and inferences drawn from the study.

CHAPTER II

METHOD OF INVESTIGATION

The first two general purposes of this study, as explained more fully in Chapter I, are: to determine by questionnaire the methods of some of the directors of effective intercollegiate debate programs in all regions of the United States; and to determine by questionnaire the philosophies of some of the directors of effective intercollegiate debate programs in all regions of the United States.

1. The Selection of the West Point Tournament As A Means of Limiting the Survey

The initial problem of the study, then, was to find a way to limit the number of questionnaires which would be sent, and still achieve the purposes listed above. The element of time and the cost involved made it impossible to survey all directors of debate in the United States. Then, too, this study is interested only in the methods and philosophies of those who direct "effective" intercollegiate debate programs. Finding such programs, of course, could not be insured by the usual random

method of sampling. As a means of limiting the number of questionnaires which would be sent, then, the West Point Tournament was made the index of those directors of debate who would be included in the survey.

There are several reasons why the West Point Tournament was selected. The tournament has attracted widespread comment and interest. It was believed, therefore, that information regarding the method and philosophy of those directors whose teams had attended would be of sufficient interest to warrant study. Also, each school invited to the tournament had been recognized by other schools in its region as having an effective debate program in terms of the number of debates won in tournament competition. It was felt, therefore, that those directors of debate whose teams had attended the West Point Tournament could qualify as authorities in regard to the methods and philosophies underlying effective intercollegiate debate programs as defined in this study. In addition, the tournament had been held for seven years, a sufficient period of time to guarantee the participation of many schools. A total of one hundred and ten different schools from all geographical regions of the United States had participated in the tournament.¹

1. See Appendix I, Table A for a complete listing by year of the schools which have participated in the West Point Tournament.

It was recognized, however, that the use of the West Point Tournament placed certain limitations upon the study. Almost all schools opposed to tournament debating, even though they might have effective intercollegiate debate programs, were automatically eliminated from this study. This was also true of those schools which opposed one team's alternately debating each side of the debate topic, and those which opposed elimination tournaments with only one first place winner. In effect, this meant that the variety of different methods and philosophies studied would be more limited than if a broader index were used as a basis for the survey.

In other words, this study can make no valid claim to having surveyed all or almost all of the effective intercollegiate debate programs in the United States: neither can it make any valid claim of having surveyed the most effective debate programs in the United States. It can only claim that the directors of debate to whom questionnaires were sent are among those who conduct what can be defined as effective intercollegiate debate programs in all regions of the United States.² This

2. See Appendix I, Table B for the number of schools surveyed within each region.

claim, however, when weighed with other advantages, seemed sufficient to justify, in terms of the purposes of this study, the selection of the West Point Tournament.

2. The Questionnaire

This study is predicated upon the assumption that it is possible to determine by questionnaire something about the methods and philosophies of directors of debate. The problem in the construction of the questionnaire was to select a set of questions the answers to which could indicate similar and different aspects of method and philosophy. Two requirements were therefore essential: the questions and answers must indicate in an accurate manner these similarities and differences; they must be capable of being interpreted mathematically.

Since the practices and beliefs of individual directors of debate are infinitely varied and shaded, it was decided to attempt to limit questions to only the broader and more clearly defined methods and beliefs. Even with this limited intent, it was evident that the type of questionnaire requiring only a "yes" or "no" answer would be unsatisfactory. There would be several questions involving method which would require the director of debate who utilized several different means

to achieve his end to give an answer which would be misleading or incorrect, if he gave an answer at all. Essay type questions could give a clear indication of personal practices and beliefs but were deemed to be unsatisfactory because individual meanings would be difficult to interpret; answers would be extremely difficult, if not impossible, to correlate; the length of time consumed in filling out the questionnaire would be too great; and there was even the possibility that handwriting in some instances would be illegible. A more practical type of questionnaire than either of these seemed to be one which would give multiple answers to each question with the answerer permitted to choose one or a combination of answers. This questionnaire also provided a space after most questions for answers that might be different from the ones listed. Such a questionnaire was the type selected for this study.

Several requirements, in addition to the two mentioned before, were imposed upon the questionnaire. The questions should not be so numerous as to discourage answering. Also, it was decided that those questions which asked for information of a variable nature should limit the answers to the year or years the school under survey attended the West Point Tournament. This limitation by

year was thought to be consistent with the method used to determine those directors of effective intercollegiate debate programs to whom questionnaires would be sent.

In determining what questions should be asked, the following procedure was used. A reading committee for all questions was formed. This committee was composed of Dr. Donald H. Ecroyd, Mrs. Annabel Dunham Hagood, and Dr. T. Earle Johnson. All three members of the committee either had directed or were directing intercollegiate debate programs. All questions were submitted to this committee. At the suggestion of the committee, questions were retained, discarded, or modified, and a few questions were added.

The completed questionnaire³ was five legal-size pages in length, and was composed of fifty-five questions. The questions were designed to secure the general information necessary to provide background material about each debate program surveyed, and to provide data concerning the method and the philosophy used in directing the program. Multiple answers were listed after each question, and one or a combination of answers could be validly selected in answering almost all questions. In addition to the multiple answers, a blank with the

3. See Appendix II.

designation "other" was provided after all questions for which it was believed the director of debate might have an answer different from those listed on the questionnaire. The directors of debate were asked to check as many of the answers listed for each question as were justified by their own particular programs. The directors were also asked to use the blanks designated "other" for any answers that were not listed on the questionnaire.

Accompanying the questionnaire was a letter⁴ which explained the purpose of this study. The letter pointed out that no school nor individual would be named or evaluated as conducting a "good" or "bad" debate program.

Attached to the questionnaire were the definitions⁵ of seven of the terms used in the survey. It was felt from the beginning of the study that for the sake of clarity some of the terms in the questionnaire would need defining. For some of the terms, such as "effective," definitions were given from the beginning. Other terms were added as questions about meaning were raised by the reading committee. The purpose of the definitions was to

4. See Appendix III.

5. See Appendix IV.

insure that those answering the questions would have a more uniform understanding of the questions' meanings than would otherwise be true. It was believed that the uniformity thus achieved would increase the validity of the answers.

At the top of the questionnaire were directions to be followed in filling it out.⁶

The questionnaire with the covering letter and the accompanying definitions were mailed April, 1953, to each of the directors of debate at the one hundred and ten schools which had participated in the West Point Tournament from 1947 to 1953, inclusive. There was only one mailing.

The names of the debate directors were obtained from the yearly reports of the West Point Tournament published by the West Point Debate Council.⁷ In 1949

6. See Appendix II.

7. West Point Debate Council, West Point National Intercollegiate Debate Tournament, May 2, 3, 4, 1947, p. 3; West Point Debate Council, Second Annual West Point National Intercollegiate Debate Tournament, April, 1948, p. 3; West Point Debate Council, The 1950 West Point National Invitational Debate Tournament and Brief History of Debating, April, 1950, pp. 18-19; West Point Debate Council, West Point National Invitational Debate Tournament, April 18-21, 1951, pp. 15-16. West Point Debate Council, Sixth West Point National Invitational Debate Tournament, April 23-26, 1952, pp. 10-13; West Point Debate Council, Who's Who At the Tournament, April 23-26, 1952, pp. 1-5; West Point Debate

there was no yearly report available. In this case the questionnaires were sent to "Director of Debate" in care of the different schools participating. A list of schools was taken from the 1950 report of the West Point Debate Council.⁸

Sixty-five of the one hundred and ten directors of debate at schools to which questionnaires were sent filled out the questionnaires and returned them. The number of schools which attended the West Point Tournament and the number of questionnaires returned are listed by year below.⁹

Year	Schools	Questionnaires
1947	29	17
1948	34	16
1949	34	25
1950	34	21
1951	34	26
1952	34	26
1953	34	28

Council, Seventh West Point National Invitational Debate Tournament, April 22-25, 1953, pp. 1-5; West Point Debate Council, Who's Who at the Tournament, April 22-25, 1953, pp. 1-5.

8. West Point Debate Council, The 1950 West Point National Invitational Debate Tournament and Brief History of Debating, April, 1953, p. 35.

9. See Appendix I, Table A for a listing by year of the schools which have participated in the West Point Tournament.

The percentage of questionnaires returned listed by year are: 1947, 58 per cent; 1948, 47 per cent; 1949, 73 per cent; 1950, 62 per cent; 1951, 76 per cent; 1952, 76 per cent; and 1953, 82 per cent.

The per cent of the total number of questionnaires returned in relation to the total number of questionnaires sent is 59 per cent.

CHAPTER III

ANALYSIS OF RESULTS IN TERMS OF QUESTION CONTENT

This chapter presents in tabular and in graphic form the results of the questionnaire. Certain conclusions drawn from these data are also given, and certain likenesses and differences are pointed out.

For purposes of presentation, the data have been grouped into four major divisions. Division 1 considers general factors effecting the filling out of the questionnaire and the consideration of data. Division 2 contains general statements concerning the over-all debate program in the schools surveyed. Division 3 considers the squad and the squad meetings. Division 4 considers squad training and development.

In some cases the graphs and tables presented in each of the major divisions show a total number of responses which either exceeds or falls below the number of schools replying to the questionnaire. In those instances in which the responses exceed the number of schools replying, the excess is accounted for by the schools' changing conditions and practices during the different years in which they attended the West Point

Tournament. In those instances in which the number of responses is less than the number of schools replying, it may be assumed that some schools did not answer the specific question from which the table or graph was prepared.

1. General Factors Effecting the Filling Out of the Questionnaire and the Consideration of Data

It is the purpose of this section to consider general factors effecting the filling out of the questionnaire and the consideration of data. Included in this section are graphs showing the responses of the schools surveyed: in terms of the intercollegiate debate program records available to directors in filling out the questionnaire; in terms of speech in the curriculum, the number of speech courses offered, the number directing the intercollegiate debate program, and the debate fraternity with which the school is affiliated; in terms of the academic degree of the director of debate; and in terms of the years in which these schools attended the West Point Tournament, and the basis upon which these schools were selected as regional representatives to the tournament.

Figure 1 considers the schools surveyed in terms of the intercollegiate debate program records available

to the directors in filling out the questionnaire.

A study of Figure 1 reveals that forty-three of the directors had available the complete records of the intercollegiate debate program for the years under survey. Fifteen directors had partial records available to them. Five directors had no records available. These five directors and the five directors who checked "other" on the questionnaire made their answers from memory based upon personal experience with the intercollegiate debate program¹ (see Figure 1).

Figure 2 considers the schools surveyed in terms of the position of speech in the curriculum, the number of speech courses offered, the number directing the intercollegiate debate program, and the debate fraternity with which the school is affiliated.

A study of Figure 2 reveals that a large majority of the schools surveyed had a Speech Department (see graph 1, Figure 2) and offered a speech major (see graph 2, Figure 2). An almost equally large majority of the schools had only one full time staff member working with the intercollegiate debate program (see graph 3, Figure 2), and few of the schools surveyed had graduate or

1. From "additional comments" made by directors in filling out the questionnaire.

Figure 1

The Availability of the Intercollegiate Debate Program Records To Directors Filling Out the Questionnaire

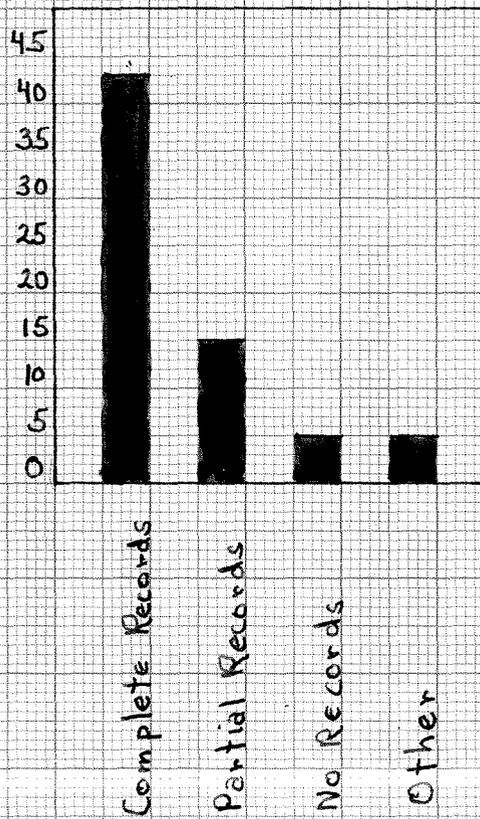


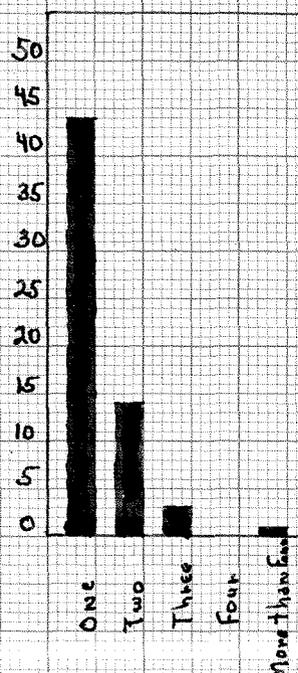
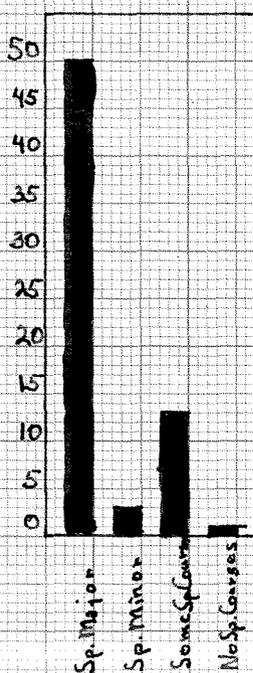
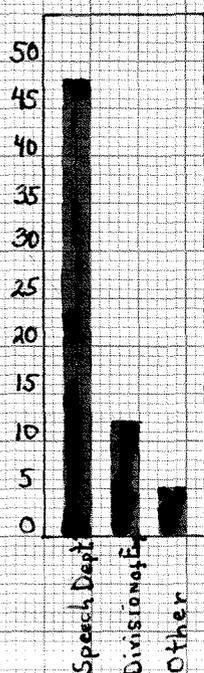
Figure 2

The Schools Surveyed In Terms of the Position of Speech In The Curriculum, the Number of Speech Courses Offered, the Number Directing the Intercollegiate Debate Program, and the Debate Fraternity With Which the School Is Affiliated.

1 Position of Speech In the Curriculum

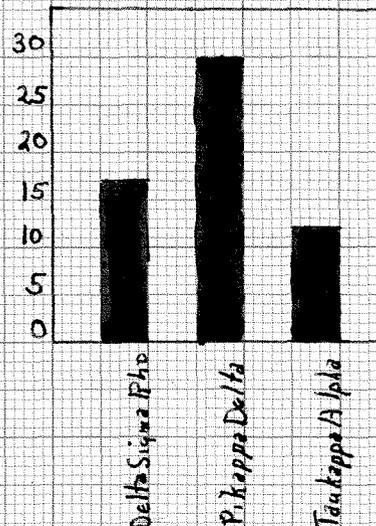
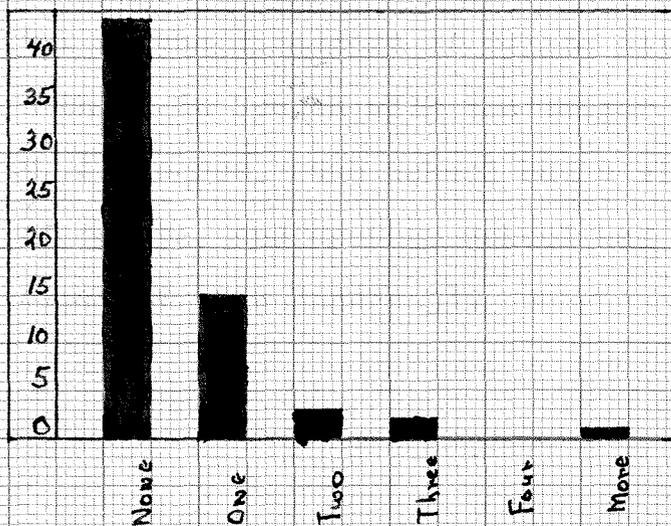
2 Number of Sp. Courses Offered.

3 Number on teaching Staff Working With Intercollegiate Debate



4 Number of Graduate or Student Assistants Helping Direct the Intercollegiate Debate Program

5 Debate Fraternity Affiliation



student assistants helping to direct intercollegiate debate (see graph 4, Figure 2). Fifty-nine of the sixty-five schools surveyed were affiliated with one or the other of the national debate fraternities, and the largest number of schools were members of Pi Kappa Delta (see graph 5, Figure 2).

Figure 3 considers the schools surveyed in terms of the academic degree of the director of debate. When one person held a series of degrees, such as B. A. in Speech, M. A. in Speech, Ph.D. in Speech, only the highest degree is represented on the graph. When one person indicated that he held two degrees of equal rank, both degrees are represented.

A study of Figure 3 reveals that the directors of debate collectively held fifteen different academic degrees in either field or rank. The largest single area of study was Speech. A total of forty-four directors had some kind of degree in this field. Forty-two of the directors of debate held either an M. A. or a Ph.D. in Speech with the larger number holding the M. A. degree. One school had a student as the director of debate, and another school had no one serving in this capacity (see Figure 3).

Figure 3

The Schools Surveyed In Terms of the Academic Degree of the Director of Debate

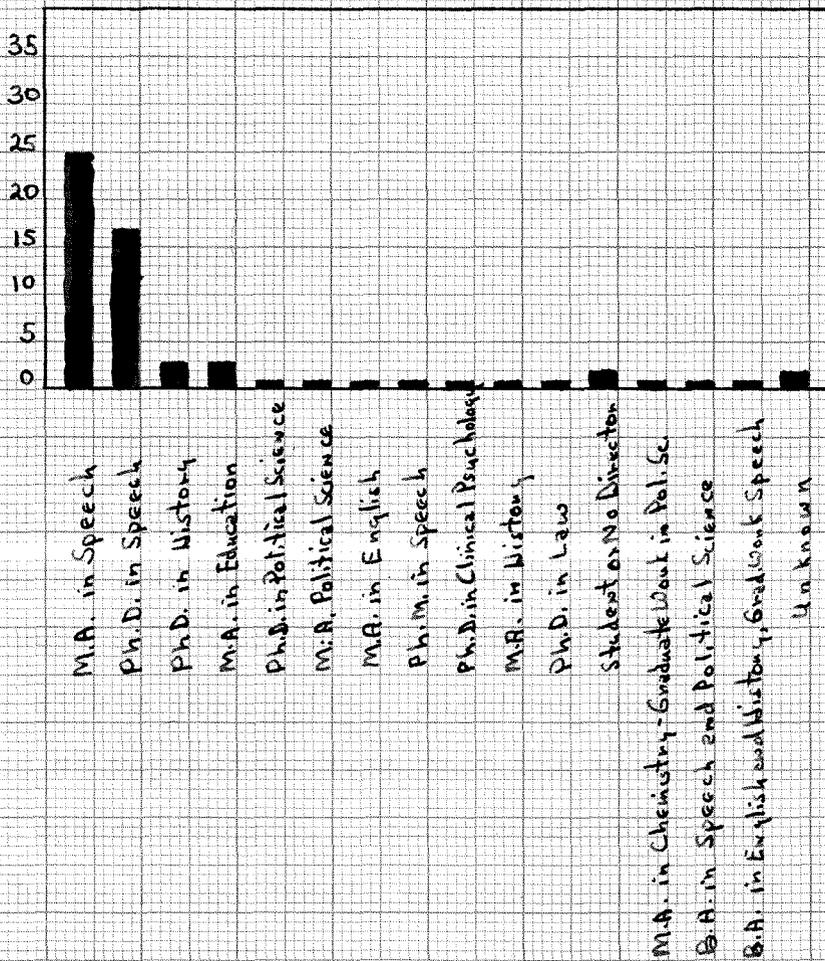


Figure 4 considers the schools surveyed in terms of the years in which these schools attended the West Point Tournament, and the basis upon which these schools were selected as regional representatives to the tournament.

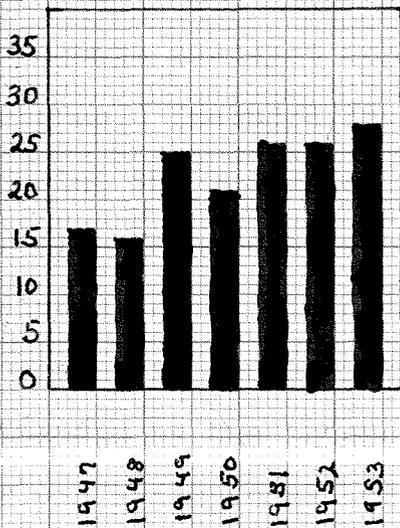
A study of Figure 4 reveals that twenty-eight of the schools surveyed attended the West Point Tournament in 1953. Twenty-six of the schools surveyed attended in the years 1952 and 1951. Twenty-one schools participated in the tournament in 1950. Twenty-five attended in 1949. Only sixteen of the schools surveyed attended in 1948. Seventeen of the schools included in the survey were present at the West Point Tournament in 1947 (see graph 1, Figure 4).

Schools have been selected as regional representatives to the West Point Tournament in a variety of ways. Of those schools surveyed, the largest number, twenty-three, were selected by a regional tournament open to all schools within the region. Eighteen schools were selected as representatives upon the basis of their squads' season records. Fourteen schools were selected on the basis of one team's season record at all tournaments attended during the year. Twelve schools were selected upon the basis of one team's record at selected

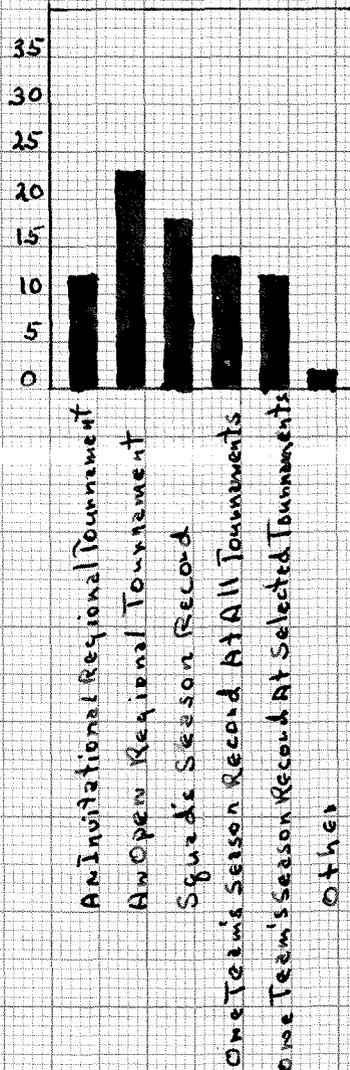
Figure 4

The Schools Surveyed In Terms of the Years They Attended the West Point Tournament, and the Basis Upon Which These Schools Were Selected As Regional Representatives to the Tournament

1 Attendance At The West Point Tournament By Year



2 Method of School's Selection As A Regional Representative to West Point



tournaments. Eleven schools were selected as regional representatives to the West Point Tournament through an invitational tournament held within the region (see graph 2, Figure 4).

2. General Statements Concerning the Over-all Debate Program in the Schools Surveyed

It is the purpose of this section to present in general terms the beliefs and practices of the directors of debate surveyed concerning the over-all debate program. Included in this section are a table and graphs showing the responses of the schools surveyed: in terms of nine factors believed to be directly or indirectly related to the financing of the intercollegiate debate program; in terms of the kind and number of tournaments attended by the intercollegiate debate squad; in terms of who accompanies intercollegiate debate teams that represent the school; in terms of the kinds of debating directors believe to be most beneficial in training for "effective" debating, and the kinds of tournaments directors prefer their intercollegiate debaters to enter; and in terms of the value directors of debate attach to the winning of tournaments, and the beliefs directors entertain toward the objectives of intercollegiate debate as it functions today.

Table I considers the schools surveyed in terms of nine factors believed to be directly or indirectly related to the financing of the intercollegiate debate program. These factors believed to be related to the financing of the intercollegiate debate program are: school enrollment, the intercollegiate debate budget, the source of the debate budget, the source of funds for the West Point Tournament, the tournament expenses of intercollegiate debaters paid by the school, the usual method of transportation for intercollegiate debaters representing the school, the usual housing for intercollegiate debaters representing the school, the number of students participating in intercollegiate debate, and the usual number of debaters representing the school at each tournament.

Table I is designed in such a way that if one is interested in following one particular school's answers through all nine factors listed, he may do so. The school listed first under "Budget" is also listed first under each of the other categories. All factors listed are arranged in terms of the school's enrollment. In Table I the parenthesis, (), is used to indicate a combination of two or more answers by the same school. The question mark, ?, indicates that a school did not answer

that part of the questionnaire related to the material presented in Table I.

A study of Table I reveals that of the schools surveyed, the greatest number, eleven, had enrollments of (800-1199). Ten schools had enrollments of (2000-2999), and ten schools had enrollments of (5000-7999). A total of forty-one schools had enrollments of less than three thousand, but twenty-nine schools had larger enrollments than this (see "Enrollment," Table I).

Of those schools surveyed the largest number, thirty-one, had budgets of (1000-1499) dollars. Eleven schools had budgets of (1500-1999) dollars. Ten schools had budgets ranging from (2000-2999) dollars. Only four schools had budgets which exceeded this amount. Six schools had budgets of (800-999) dollars. Eight schools had budgets of (500-799) dollars. Only one school indicated that its budget was less than five hundred dollars. One school did not reveal its budget. In terms of enrollment, the most frequent budget for schools of less than eight hundred students was from (500-799) dollars. For these schools with enrollments of (800-799) the most frequent budget was from (1000-1499) dollars. For schools with enrollments of more than seven thousand

nine hundred and ninety-nine the most frequent budget was from (2000-2999) dollars (see "Budget," Table I).

Schools were fairly evenly divided with respect to the source of their intercollegiate debate budgets. Forty-one schools received their budgets from the student activity fee, but thirty-one schools received their budgets from appropriations by the school administration. Those schools with enrollments of more than ten thousand, and those schools with enrollments of (500-799) received budgets through appropriations by the school administration more often than by the student activity fee. This practice was reversed by all other schools as grouped by enrollment (see "Budget Source," Table I).

In financing the West Point Tournament, forty-three schools indicated that they received an additional appropriation from the school administration. Twenty schools used only those funds provided in the regular debate budget for the tournament's expenses. Seventeen schools received additional funds through contributions from either civic clubs or individuals. It is interesting to note that only four of the thirty-one schools with enrollments of less than three thousand depended entirely upon their regular debate budget to finance the

West Point Tournament (see "Finance for West Point," Table I).

When a member of the intercollegiate debate squad was representing his school, almost all of the schools surveyed paid the following expenses: lodging, food, entrance fees, banquet tickets, and transportation. The item in this list of expenses which was most often omitted was "food." Twelve schools did not pay this expense. Five schools did not pay for banquet tickets for their intercollegiate debaters. All other schools surveyed paid all other expenses with the exception of one school. This school paid only those expenses resulting from "transportation" (see "Expenses Paid by School," Table I).

The usual method of transportation used by fifty-five of the schools surveyed was private car. Twenty-two schools frequently traveled by train. Twenty schools used a school car as their usual form of transportation. It is interesting to observe that although twelve schools frequently traveled by plane, only six schools traveled by bus (see "Usual Method of Transportation," Table I).

Sixty-one of the schools surveyed indicated that the usual form of housing provided for their intercollegiate debaters representing the school was a hotel.

Twenty-seven of these sixty-one schools frequently used another form of housing in addition to hotels. Only eight schools stated that a hotel was not a part of the usual housing provided. Twenty-five of the schools indicated that their intercollegiate debaters frequently stayed in tourist courts. The intercollegiate debaters of fourteen schools stayed in school dormitories. Four schools indicated that their intercollegiate debaters usually stayed in private homes when representing the school (see "Usual Housing," Table I).

Forty-four of the schools surveyed had twenty or more students participating in the intercollegiate debate program. Twenty-six of these forty-four schools had more than twenty-four students on the intercollegiate squad. The usual number of students participating in intercollegiate debate at schools with enrollments of less than eight hundred was from twelve to fifteen. Of all the schools surveyed only twelve indicated fewer than twelve debaters on the intercollegiate squad. Four schools had squads of fewer than eight members. Of these four schools, three had enrollments of less than twelve hundred; one had an enrollment of (2000-2999). The large majority of schools with enrollments above two thousand had more than twenty-four debaters on the

TABLE I

THE SCHOOLS SURVEYED IN TERMS OF NINE FACTORS RELATED TO THE FINANCING OF THE INTERCOLLEGIATE DEBATE PROGRAM
PRESENTED BY SCHOOL ENROLLMENT

Number of Schools	Enrollment ¹	Budget ²	Budget Source ³	Finance for West Point ⁴	Expenses paid by school ⁵
3	a	(ac)ab	(ac)ab	(abcd)(bd)b	(abcde)(abcde)(abcde)
6	b	ddcbbb	bbab(ab)a	(bcd)a(cd)b(ab)b	(abcde)(acde)(abcde)(abcde)(abcde)(abcde)
11	c	eeddddcdbd	baababaabaa	bb(ad)(ac)abb(bcd)(ad) ba	(abcde)(abcde)(abcde)(abce)(abcde)(abcde)(abcde) (abcde)(acde)(abcde)(abcde)
8	d	fdddedeb	abbaaaab	bab(bcd)baaa	(abcde)(abcde)(abcde)(abcde)(acde)(abcde)(cde)(abcde)
3	e	fed	aab	(abcd)bb	(ace)(acde)(abcde)
10	f	ceddedf(cd)hf	ababbaabc(ab)	bb(ab)bbaaaa	(abcde)(abcde)(abcde)(acde)(abcde)(abcde)(abcdef) (abcdef)(abcde)(abcdef)
9	g	dcgdfeddd	aaabaabab	(abd)bbbaab(ab)b	(ace)(abce)(abcde)(abcde)(abcdef)(abcde)(acde) (abcde)(abcde)
10	h	dhfegddd(de)a	aaaabbaaab	(bcd)a(ab)(ab)(ab) (ac)(ab)(ac)bb	(abce)(abcde)(abcde)(acde)(abcde)(abcde)(abcde) (abcde)(abcde)(abcde)
4	i	e(don't reveal)fc	aabb	baab	(acde)(abcde)(abcde)(abcde)
6	j	fffde(bd)	bbbb(ab)a	(ab)baaaa	(abcde)(abcde)(abcde)(abcde)(abcde)
1	2	3	4	5	
a	a less 500	a less 500	a student activity fee	a funds from regular debate budget	a lodging
b	b 500-799	b 500-799	b appropriations by school	b additional appropriation by school	b food
c	c 800-1199	c 800-999	c administration	c contributions by civic clubs	c entrance fees
d	d 1200-1599	d 1000-1499	c other	d contributions by individuals	d banquet tickets
e	e 1600-1999	e 1500-1999		e other	e transportation
f	f 2000-2999	f 2000-2999			f other
g	g 3000-4999	g 3000-4000			
h	h 5000-7999	h more 4000			
i	i 8000-10000				
j	j more 10000				

The usual method of transportation⁶

(aef)(adef)a
aaab(ab)(abe)
aaa(ef)(bc)(ab)(ade)a(ab)bba
(ab)a(ade)(ab)a(ab)ba
(ae)aa
(ab)aaba(abe)(aef)a(bdef)g
aa(ef)aa(ae)b(aef)a
(ade)(ae)(abf)a(aefg)gfba(abdef)

a(aef)(ae)a
e(ad)(ag)a(ae)e

6
a private car
b school car
c school bus
d bus
e train
f plane
g other

The usual housing⁷

(cd)(bcd)b
(cd)c(cd)ccc
d(ad)(cd)(cd)d(abcd)accc(bc)
(bcd)c(abcd)cccc
(bc)c(cd)
cc(cd)c(cd)(cd)(bc)cde
cccc(cd)c(cd)(bc)
(cd)cdccc(bc)(cd)c(bc)

c(cd)(bc)c
cc(bcd)?(cd)b

7
a private homes
b school dormitories
c hotels
d tourist courts

Number of students participating⁸

ddb
ddedfe
fbeggbdfef
fccgfggf
gfe
fggcgggb(dfg)
fegggfggg
ffgfgegf(cf)c

fgee
g(cd)gggc

8
a 2-3
b 4-7
c 8-11
d 12-15
e 16-19
f 20-24
g more than 24

Usual number sent to each tournament⁹

?(bc)b
bbcb(ab)c
df(cd)dcbbbcb
ccbccbb
bcb
fbbbbbbbc
cbbbb(bd)(def)b
bdc(cd)cbb(ab)?b

cbbb
ecb?ba

9
a 2-3
b 4-7
c 8-11
d 12-15
e 16-20
f more than 20

intercollegiate debate squad (see "Number of Students Participating," Table I).

Forty-one of the schools surveyed stated that the usual number of debaters sent to each tournament ranged from four to seven. Nineteen schools sent from eight to eleven debaters to each tournament. Ten schools sent more than eleven. Only three schools sent less than four debaters to each tournament (see "Usual Number Sent to Each Tournament," Table I).

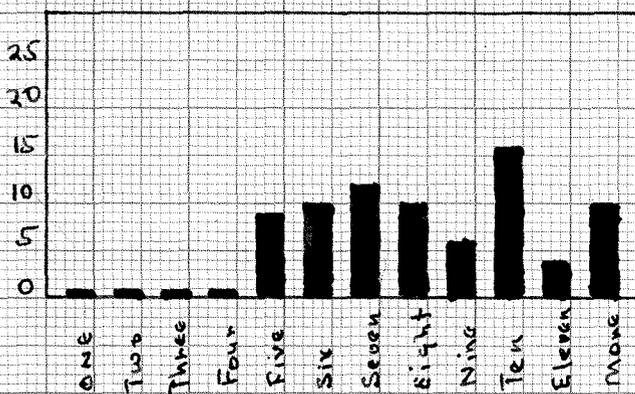
Figure 5 considers the kind and number of tournaments attended by the intercollegiate debate squads under survey in terms of decision tournaments, non-decision tournaments, and tournaments with a subject other than the national intercollegiate debate subject.

A study of Figure 5 reveals that only four schools attended less than four decision tournaments a year. A total of forty-six schools attended eight or more decision tournaments a year, and thirty schools attended ten or more decision tournaments per year (see graph 1, Figure 5). A much smaller number of schools attended non-decision tournaments than attended those with decisions. Sixteen of the thirty-seven schools which attended such tournaments entered only one a year. Three schools entered five non-decision tournaments, and

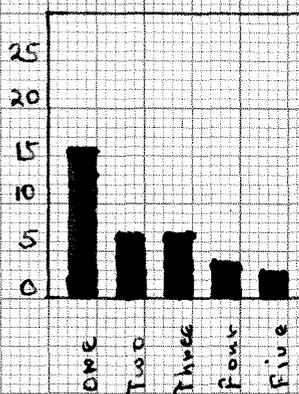
Figure 5

The Schools Surveyed In Terms of the Kind and Number of Tournaments Attended By the Intercollegiate Debate Squad

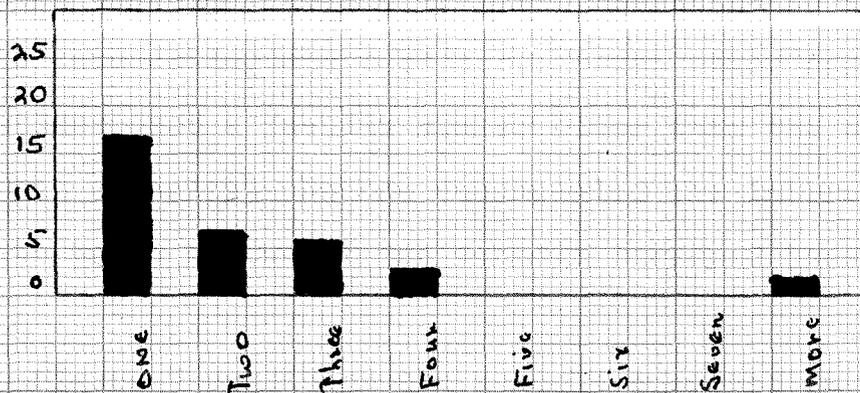
1 Number of Decision Tournaments Attended



2 Number of Non-Decision Tournaments Attended



3 Number of Tournaments Attended With A Debate Topic Other Than the National Intercollegiate Subject



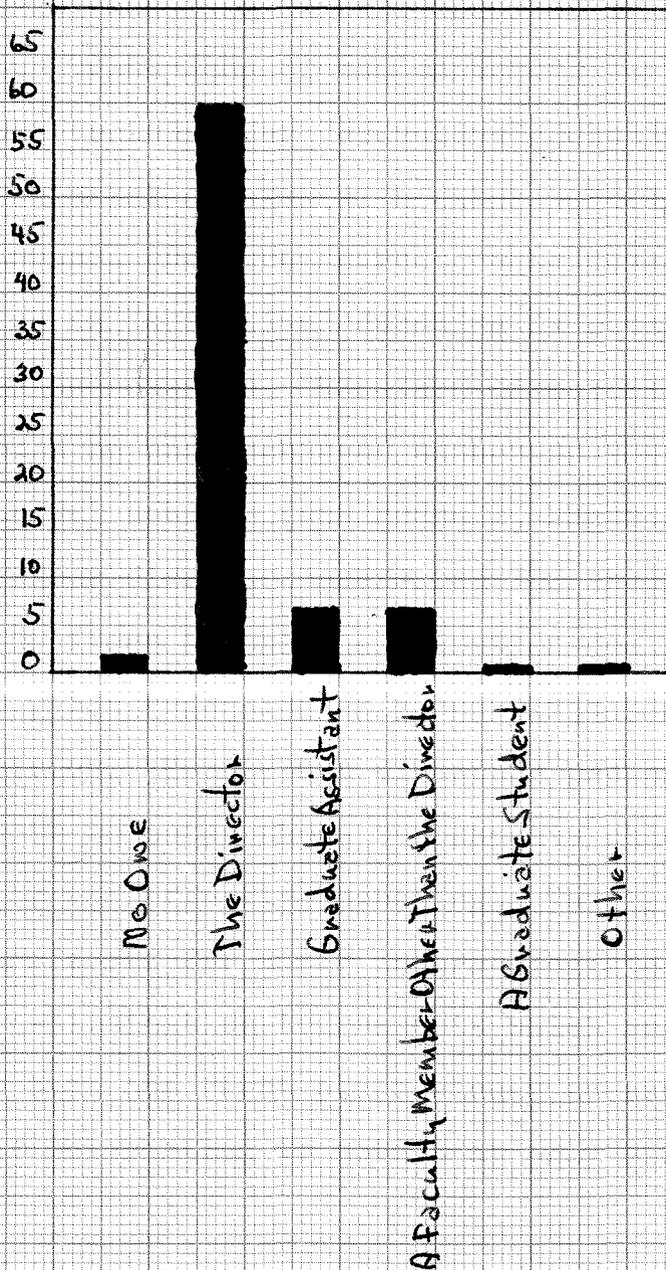
no school entered more (see graph 2, Figure 5). An even smaller number of schools attended tournaments in which the subject for debate was different from the national intercollegiate debate topic. Seventeen of the thirty-five schools attending such tournaments went to only one. It is interesting to note, however, that two schools attended more than seven tournaments in this category (see graph 3, Figure 5).

Figure 6 considers the schools surveyed in terms of who accompanies intercollegiate debate teams that represent the school. A study of Figure 6 indicates that in all but a few of the schools surveyed, the debate director was the one who accompanied intercollegiate debaters representing the school. This was the procedure followed in sixty of the schools surveyed. Seven schools sometimes used a graduate assistant to accompany their intercollegiate debaters. Seven other schools sometimes used a faculty member other than the director in this capacity. No one accompanied the intercollegiate debate teams in two of the schools surveyed (see Figure 6).

Figure 7 considers the schools surveyed in terms of the kinds of debating directors believe to be most beneficial in training for "effective" debating as

Figure 6

The Schools Surveyed In Terms of Who Accompanies Intercollegiate Debate Teams Which Represent the School



defined in this study, and the kinds of tournaments directors prefer for their intercollegiate debaters to enter.

A study of Figure 7 reveals that the largest number of directors, thirty-seven, believed that training for "effective" debating is best acquired in decision tournaments. Twenty-one of the directors surveyed felt that the best training for "effective" debating is acquired from match debates with other schools before school audiences. Fourteen directors believed that the best training in "effective" debating is obtained in non-decision tournaments. Nineteen directors felt such training could be best achieved either in the classroom or in intramural debates (see graph 1, Figure 7).

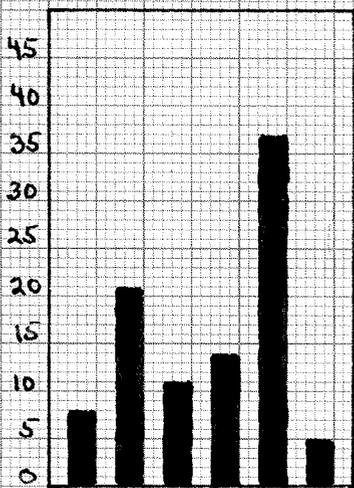
Twenty-four directors preferred for their intercollegiate debaters to enter elimination-decision tournaments which recognize only one first place winner to each division. Twenty-one directors preferred for their students to enter those tournaments which recognize superior and effective debating. Thirty-two directors preferred for their intercollegiate debaters to enter non-elimination tournaments which recognize one or more than one first place winner to each division. It is interesting to note that only six directors

Figure 7

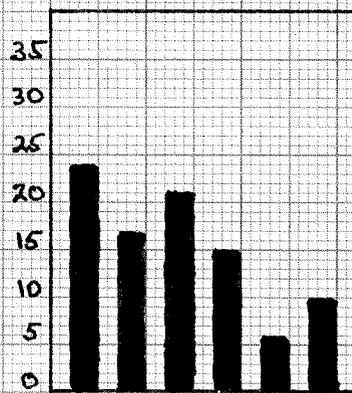
The Schools Surveyed In Terms of the kinds of Debating Directors Believe Provide the Most Beneficial Training In Effective Debating, and the kinds of Tournaments Directors Prefer Their Intercollegiate Debaters To Enter

1 Training For Effective Debating Is Best Acquired In

2 kinds of Tournaments Directors Prefer Their Intercollegiate Debaters to Enter



Classroom
Match Debates with other schools with audiences
Intramural Debates
Non-decision Tournaments
Decision Tournaments
Other



Elimination-Decision Tournaments, one place winner
Non-elimination Tournaments with one place winner
Tournaments which recognize superior and effective debating
Non-elimination tournaments - more than one winner to division
Non-decision Tournaments
Other

chose non-decision tournaments as the kind of tournament they preferred their intercollegiate debaters to enter (see graph 2, Figure 7).

Figure 8 considers the schools surveyed in terms of the value directors of debate attach to the winning of intercollegiate tournaments, and the beliefs directors of debate entertain toward the objectives of intercollegiate debate as it functions today.

A study of Figure 8 reveals that forty of the directors of debate surveyed felt that the winning of intercollegiate debate tournaments is an objective of intercollegiate debate. Sixteen debate directors felt that the winning of tournaments is of little consequence in intercollegiate debate. But eight directors of debate thought the winning of tournaments is one of the major objectives in intercollegiate debate. No debate director stated that he felt the winning of tournaments to be the primary objective of intercollegiate debate (see graph 1, Figure 8).

Fifty-five of the directors surveyed indicated that they felt that intercollegiate debate is operated in behalf of the "debater's education." Of these fifty-five directors, seven were willing to speak only for the program as operated in their own schools, and others pointed out that practices varied widely from school to

school.² Fourteen debate directors felt that intercollegiate debate is operated in behalf of the "school's publicity." Seven of the directors surveyed indicated that they felt intercollegiate debate is operated in behalf of the "director's prestige" (see graph 2, Figure 8). There were several additional comments written on the questionnaire which are related to the objective or purpose of intercollegiate debate. Two directors wrote that intercollegiate debate is "an intellectual sport," "a game we enjoy like football, chess, etc." Another director wrote that intercollegiate debate is operated in behalf of the "student's prestige." Still another director stated that "where winning is stressed," intercollegiate debate is operated in behalf of the "coach's prestige." One director wrote, "Debate should be promoted by the student whenever possible, with the coach only as a necessary evil. It is an educational process by which we try to solve problems, not to create them by forcing the two sides farther and farther apart." Another director stated, "The main justification of intercollegiate debate is to give a few superior students

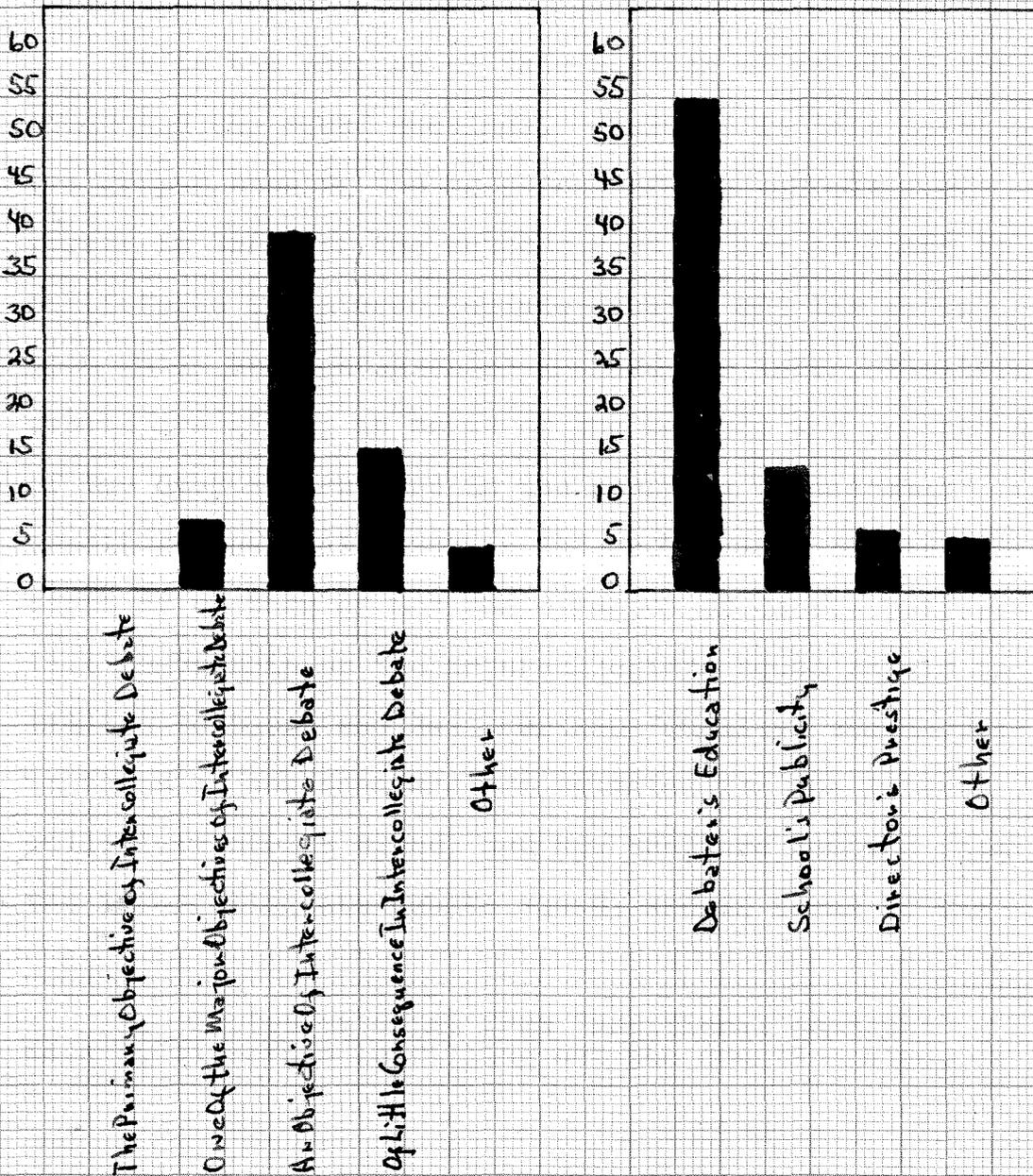
2. From "additional comments" made by directors in filling out the questionnaire.

Figure 8

The Schools Surveyed In Terms of the Value Directors of Debate Attach to the Winning of Tournaments, and the Beliefs Directors Hold Regarding the Objective of Interscholastic Debate

1 Value Placed By Directors On the Winning of Tournaments

2 Interscholastic Debate Is Operated More In Behalf of



special training in reasoned discourse and speaking. This training develops leadership among the most important people we have today." One director wrote that the purpose of intercollegiate debate is "to broaden the student's outlook and sense of fair play."³

3. The Squad and the Squad Meetings

It is the purpose of this section to consider the squad and the squad meetings. Included in this section are graphs showing the responses of the schools surveyed: in terms of the methods used to get students to participate in intercollegiate debate, and the basis upon which any scholarships granted for intercollegiate debate are given; in terms of the beliefs and practices of the debate directors in the granting of academic credit for participation in intercollegiate debate; in terms of whether or not the director of debate believes that membership on the intercollegiate squad should be limited to those who meet certain "quality" standards; in terms of how debaters are selected for the intercollegiate debate squad, and how they are removed from the intercollegiate debate squad; and in terms of the

3. Quoted material from "additional comments" made by directors in filling out the questionnaire.

frequency, length, and personnel of the intercollegiate debate meeting.

Figure 9 considers the methods used in the schools surveyed to get students to participate in intercollegiate debate. Figure 9 also considers the basis upon which any scholarships granted for intercollegiate debate are given by these schools.

A study of Figure 9 reveals that a majority of the schools undertook a recruiting program on the college campus. Twenty-nine of the schools operated a high-school debate tournament, but four of these schools specified that they did not consider the tournament a form of attracting debaters to their intercollegiate debate programs.⁴ Twenty-five of the schools "depended upon favorable publicity in the newspapers." Eleven schools undertook a "recruiting program in highschools." Those schools represented by "other" on the graph either modified their answers, as in the case of the highschool tournament, or indicated that they simply announced and posted the time of the first debate meeting with an invitation to students to participate⁵ (see graph 1, Figure 9).

4. From "additional comments" made by directors in filling out the questionnaire.

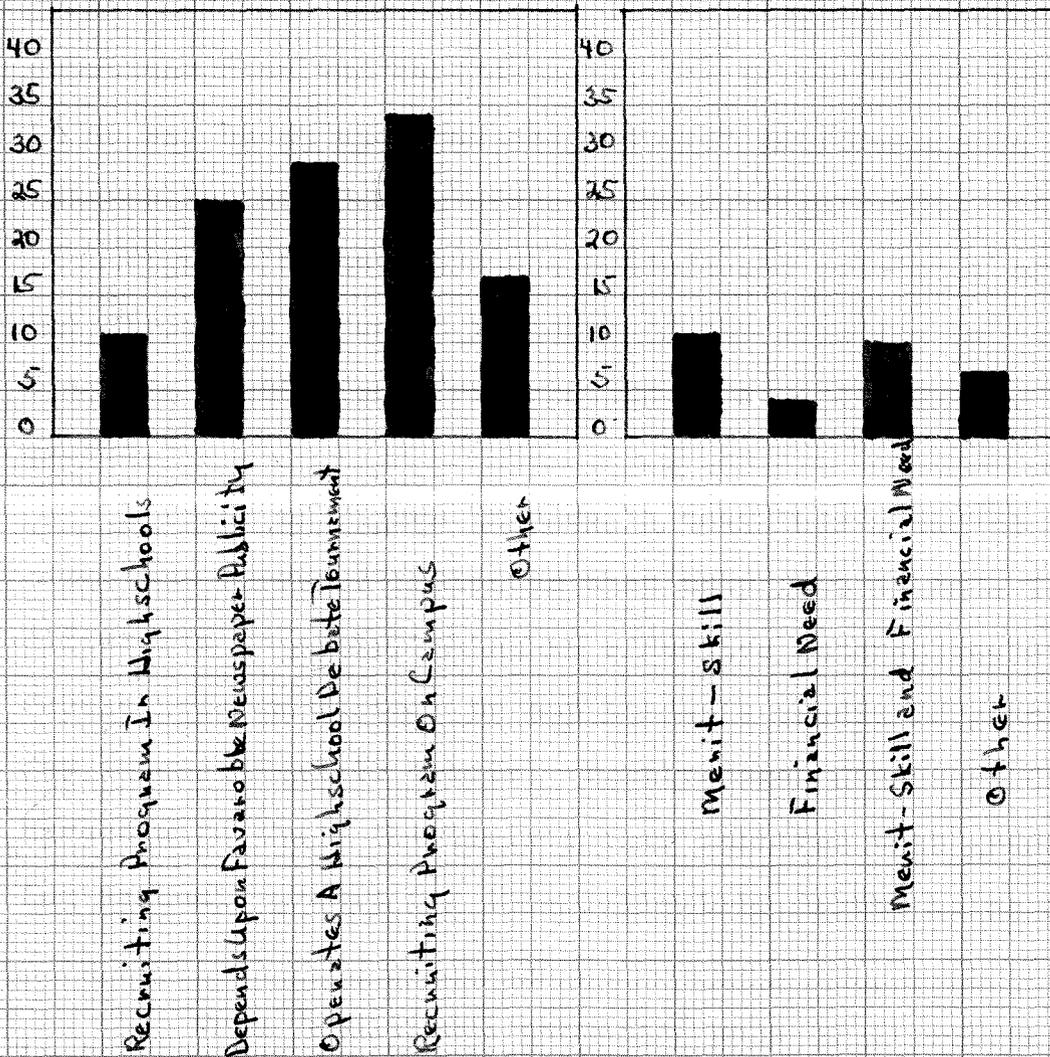
5. Ibid.

Figure 9

The Schools Surveyed In Terms of the Methods Used to Get Students to Join the Intercollegiate Debate Squad, And the Basis Upon Which Any Debate Scholarships Are Granted

1 Methods Used to Get Students to Join the Intercollegiate Debate Squad

2 Scholarships Are Granted On The Basis Of



The majority of the schools surveyed did not grant scholarships for intercollegiate debate. Of those schools which did grant scholarships, eleven granted them upon the basis of "merit-skill"; ten granted scholarships upon the basis of "merit-skill" combined with "financial need"; four schools indicated that they granted scholarships only upon the basis of "financial need." The seven schools represented by "other" on the graph indicated that although intercollegiate debaters sometimes received scholarships, the scholarships were in no way based upon participation or performance in intercollegiate debate⁶ (see graph 2, Figure 9).

Figure 10 considers the beliefs and practices of the directors surveyed in terms of the granting of academic credit for participation in intercollegiate debate.

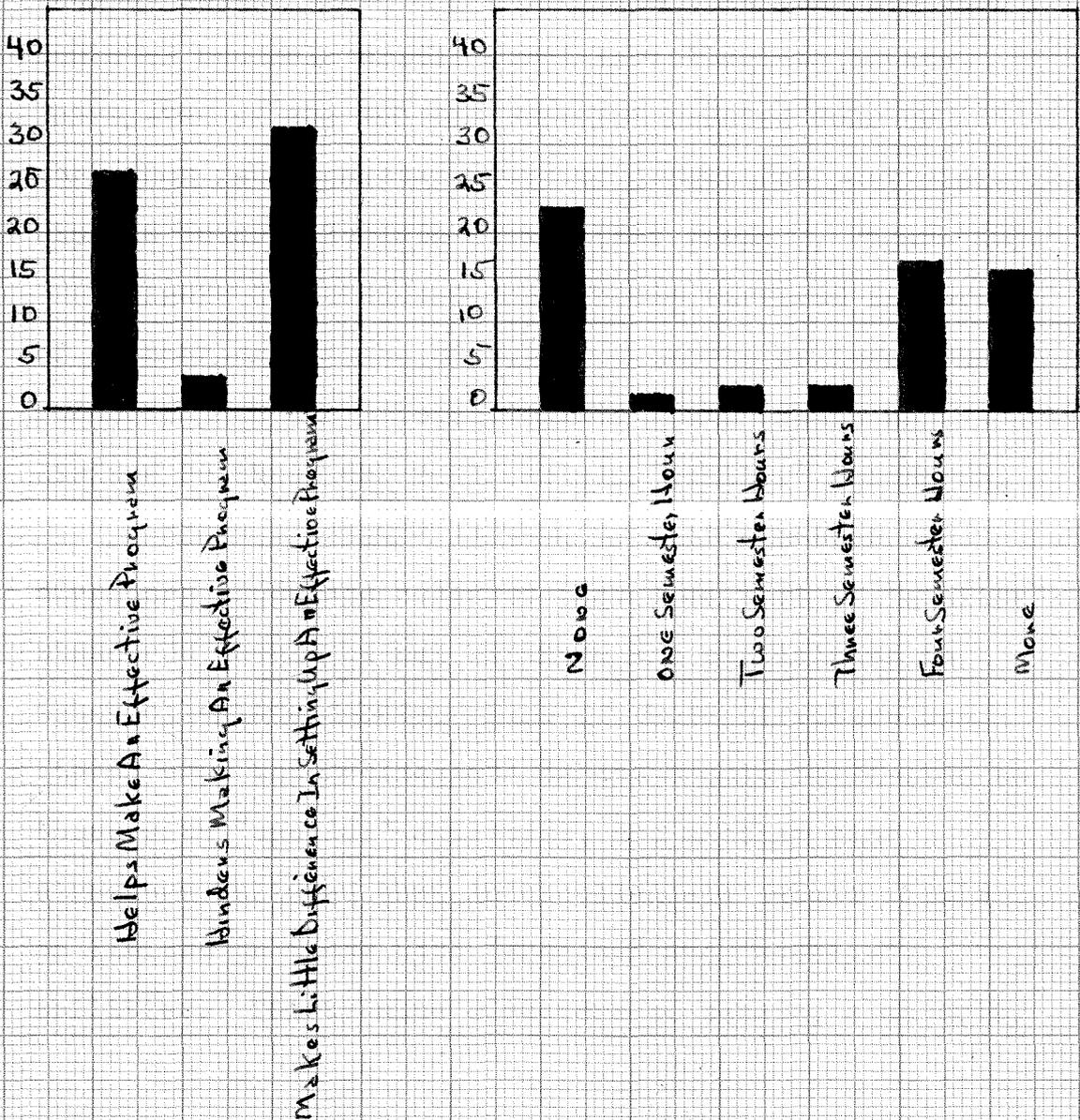
A study of Figure 10 reveals that thirty-two of the directors surveyed indicated that they felt it made little difference in establishing an effective intercollegiate debate program whether or not academic credit is granted for intercollegiate debate. Twenty-seven directors disagreed with these thirty-two; they believed that granting academic credit for intercollegiate debate helps in

6. From "additional comments" made by directors in filling out the questionnaire.

Figure 10

The Schools Surveyed In Terms of the Debate Directors' Beliefs and Practices In the Granting of Academic Credit For Intercollegiate Debate

1 Belief: Granting Academic Credit For 2 Practice: Maximum Credit A Student Intercollegiate Debate Usually May Receive For Intercollegiate Debate



establishing an effective intercollegiate program. Four directors of debate believed that the granting of academic credit hinders in setting up an effective intercollegiate debate program (see graph 1, Figure 10).

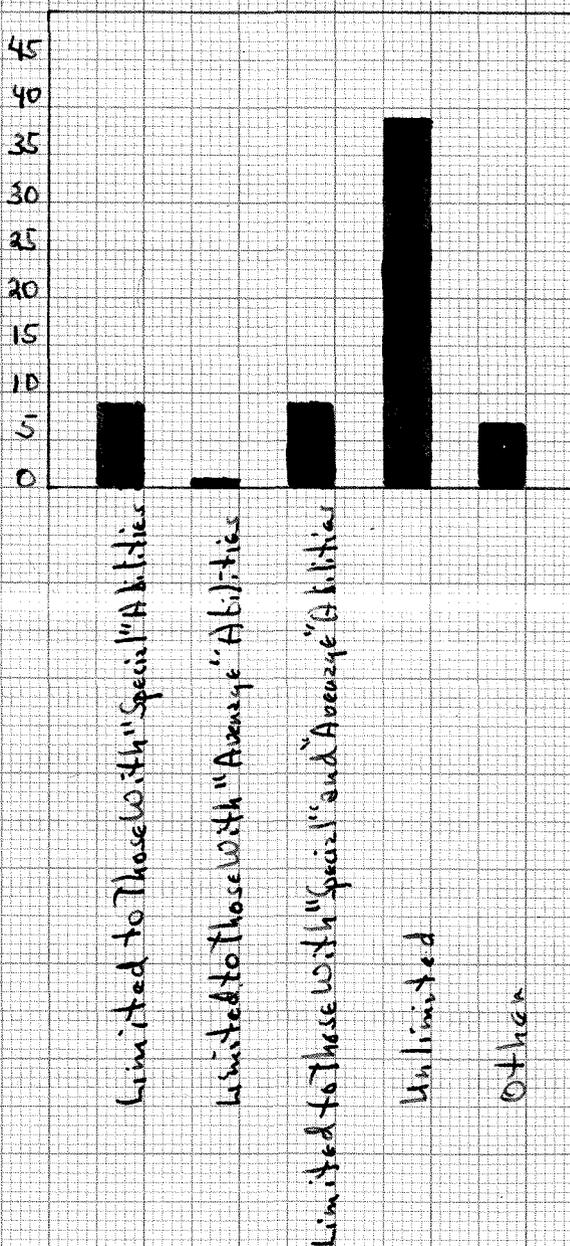
Twenty-four of the schools surveyed did not give academic credit for participation in intercollegiate debate. Eight schools granted less than four semester hours of academic credit for intercollegiate debate. Thirty-two of the schools surveyed granted four or more than four semester hours of credit for participation in intercollegiate debate (see graph 2, Figure 10).

Figure 11 considers the schools surveyed in terms of whether or not the director of debate believes that membership on the intercollegiate squad should be limited to those who meet certain "quality" standards.

A study of Figure 11 reveals that nineteen directors of debate believed that some sort of "quality" standards should be met by those who participate in intercollegiate debate. Nine of these directors believed that intercollegiate debate should be limited to those with "special" abilities, and another nine directors believed that intercollegiate debate should be limited to those with "special" and "average" abilities. Thirty-nine directors of debate, a majority

Figure 11

The Schools Surveyed In Terms of Whether Or Not the Director of Debate Believes That Membership On The Intercollegiate Debate Squad Should Be Limited To Those Who Meet Certain Quality Standards



of those surveyed, believed that there should be no "quality" requirements for membership on the intercollegiate debate squad (see Figure 11). The position of these thirty-nine directors, however, should be interpreted as modified by those "additional comments" to the questionnaire discussed in relation to Figure 12 (see the discussion of Figure 12).

Figure 12 considers the schools surveyed in terms of how debaters are selected for the intercollegiate debate squad, and how debaters are removed from the intercollegiate debate squad.

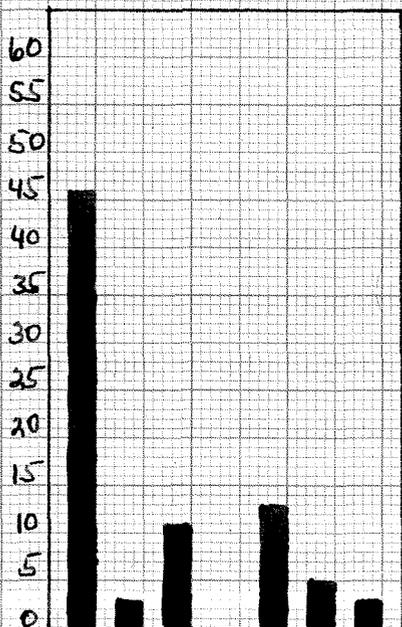
A study of Figure 12 reveals that the vast majority of debate directors let anyone join the intercollegiate debate squad who wishes (see graph 1, Figure 12) and in most cases he may continue to be a member of the squad for as long as he desires (see graph 2, Figure 12). Eleven directors "screened" their applicants by holding try-outs for those who would become squad members (see graph 1, Figure 12). It should be pointed out that in many instances the apparent freedom to become a member of the intercollegiate debate squad does not insure the member that he will represent his school in tournament competition. This was made clear by the comments of twenty-one directors of debate who wrote in addition to

Figure 12

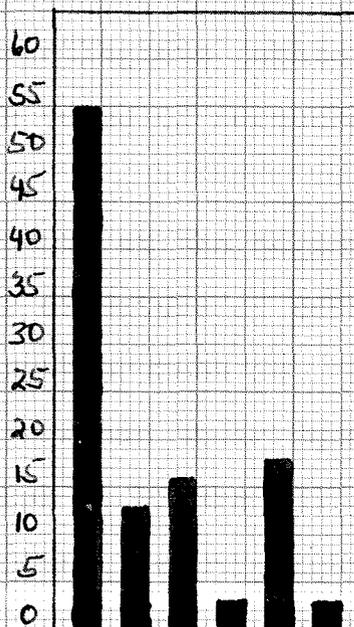
The Schools Surveyed In Terms of How Debaters Are Selected and Removed From the Interscholastic Debate Squad

1 Interscholastic Debaters Are Selected For the Debate Squad by

2 Interscholastic Debaters Are Removed From the Debate Squad by



Admitting All Who Come Out
 Screening by Interview
 Screening by Speaking Tryouts
 Decision of Squad
 Decision of Director
 Decision of Squad and Director
 Other



Their Own Volition
 Failing to meet standards set by Director
 Discretion of Director
 Vote by Squad
 Failure to meet grade standards
 Other

checking the question related to this point.⁷ Also it should be noted that twenty-two of the directors of debate who stated that they were willing to admit anyone to the intercollegiate debate squad, believed that those who were unsuited to intercollegiate debate would be removed by the nature of the requirements it imposed upon them.⁸

Figure 13 considers the intercollegiate debate meeting in the schools surveyed in terms of frequency, length, and personnel.

A study of Figure 13 reveals that at the beginning of the debate season the number of directors of debate who had their squads meet once a week or less is matched by an almost equal number who had their squads meet twice a week or more (see graph 1, Figure 13). The largest number of debate directors, twenty-eight, had their squads meet once a week (see graph 1, Figure 13). It is interesting to note that as the debate season progressed, the intercollegiate debate squads in twenty-five schools met more often than at the beginning of the season. Almost as many debate squads

7. From "additional comments" made by directors in filling out the questionnaire.

8. Ibid.

met intensively just before tournaments. Twenty-two of the squads continued to meet about the same number of times as at the beginning of the season (see graph 2, Figure 13). The large majority of debate squads met for a period of an hour and a half or longer. Only nineteen used one hour for the length of meeting; none used less than an hour (see graph 3, Figure 13). The length of meeting used by the greatest number of schools was an hour and a half (see graph 3, Figure 13). The common practice at most schools was to have experienced and inexperienced debaters meet together from the beginning of the season. At fifteen schools, inexperienced and experienced debaters were separated for a short time at the beginning of the season and then were placed together for all remaining meetings (see graph 4, Figure 13).

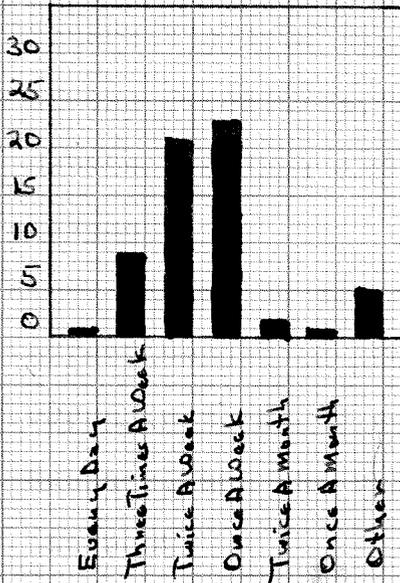
4. Squad Training and Development

It is the purpose of this section to consider squad training and development. Included in this section are graphs showing the responses of the schools surveyed: in terms of acquiring knowledge of the debate subject, and the value directors place upon a debate handbook; in terms of how the intercollegiate debate squad

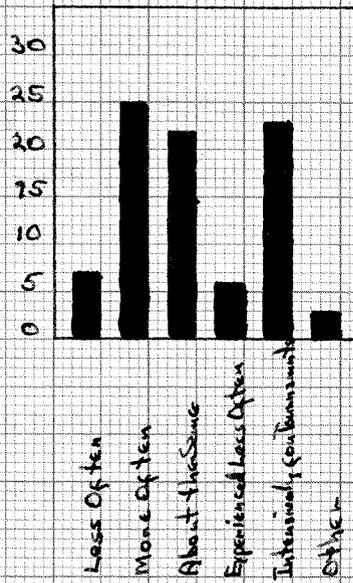
Figure 13

The Schools Surveyed In Terms of the Intercollegiate Debate Meeting:
Its Frequency; Its Length; Its Personnel

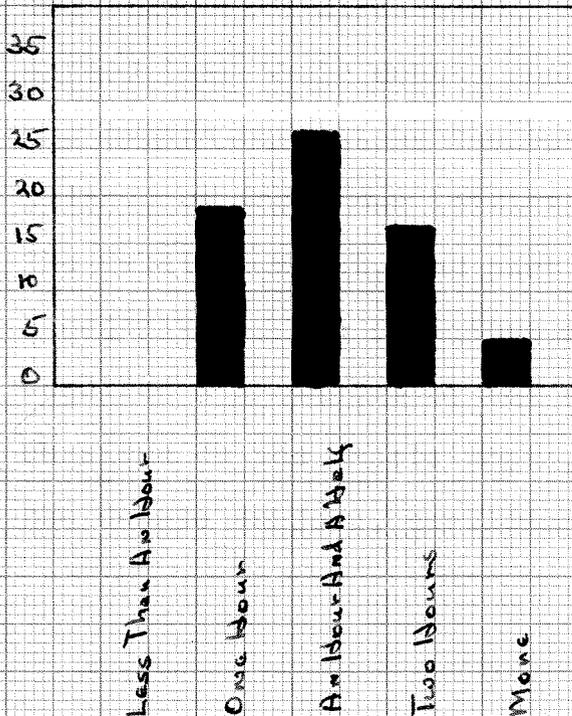
1 Frequency of the Intercollegiate Debate Meeting At the Beginning of the Season



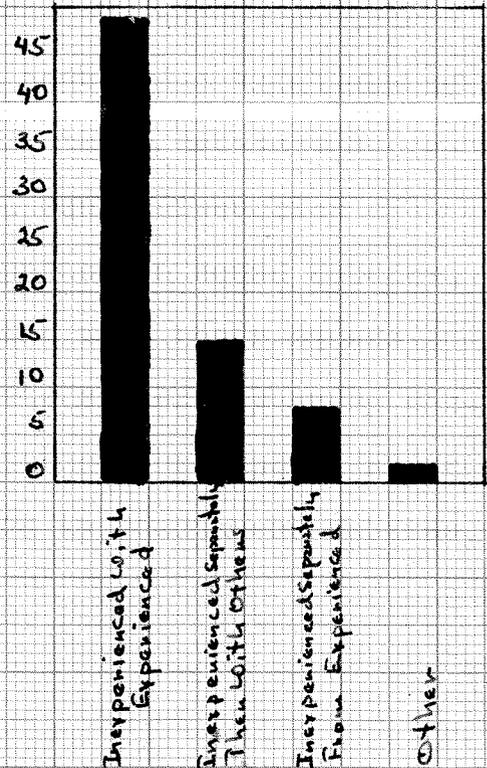
2 Frequency of the Intercollegiate Debate Meeting As Season Progresses



3 Usual Length of Intercollegiate Debate Meetings



4 Personnel: At the Beginning of the Season Intercollegiate Debaters Meet



acquires debate technique; in terms of how the intercollegiate debate squad develops the bibliography, brief, and case; in terms of three aspects related to the preparation and presentation of arguments by the intercollegiate debate squad; in terms of the objectives of the director of debate in the first intercollegiate debate meeting; and in terms of the pairing of colleagues.

Figure 14 considers training and preparation for effectiveness on the intercollegiate debate squads surveyed in terms of acquiring knowledge of the debate subject, and the value directors place upon a debate handbook.

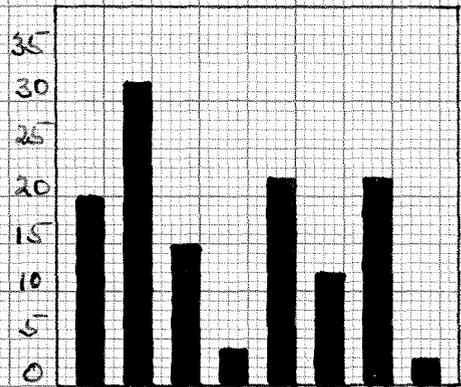
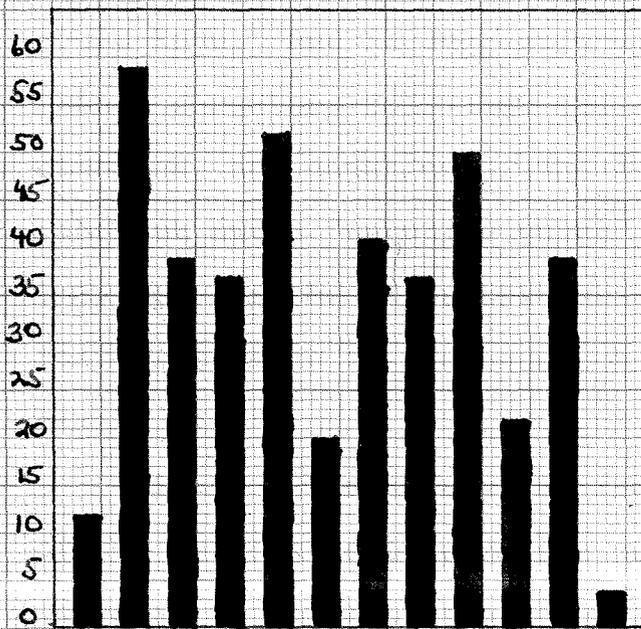
A study of Figure 14 reveals that fifty or more of the sixty-five directors of debate who were surveyed agreed that their debate squads acquired a knowledge of the debate subject by the reading their debaters accomplished on their own initiative, squad discussion of the debate subject, and participation in squad debates. A majority of the directors stated that their squads acquired a knowledge of the debate subject by group discussions on the debate topic, lectures by experts about the debate subject, participation in tournament debates,

Figure 14

The Schools Surveyed In Terms of Training and Preparation For Effectiveness on the Intercollegiate Squad In Acquiring Knowledge of the Debate Subject, and the Value Placed On A Debate Handbook by Debate Directors

1 A Knowledge of the Debate Subject Is Acquired Through

2 Value Debate Directors Place On A Debate Handbook



Reading Required By Director
 Reading At Debaters Initiative
 Lectures To Squad By Experts
 Discussion of Topic By Director
 Discussion of Topic By Squad
 Discussion Tournament On Debate Topic
 Group Discussion By Squad On Topic
 Listening To Squad Debates
 Participating In Squad Debates
 Listening To Tournament Debates
 Participating In Tournament Debates
 Other

Little Value
 Value In Bibliography
 Value In Evidence
 Value In Brief
 Value In "Knowing What Else to Know"
 Value In Analysis of Topic
 Value In Suggestions to Beginning Debaters
 Other

discussion of the debate topic by the director, and by listening to squad debates (see graph 1, Figure 14).

There was far less uniformity of agreement among the directors on the value of a debate handbook. Thirty-two directors felt that a handbook had value in its bibliography. Twenty-two directors agreed that a handbook had value in "knowing what everybody else would know," and in suggestions to beginning debaters. Twenty directors felt that there was little value in a handbook, and some few of the directors felt that a handbook had a "negative value" or did "actual harm."⁹ Only four of the directors indicated that they thought there was value in the handbook briefs (see graph 2, Figure 14).

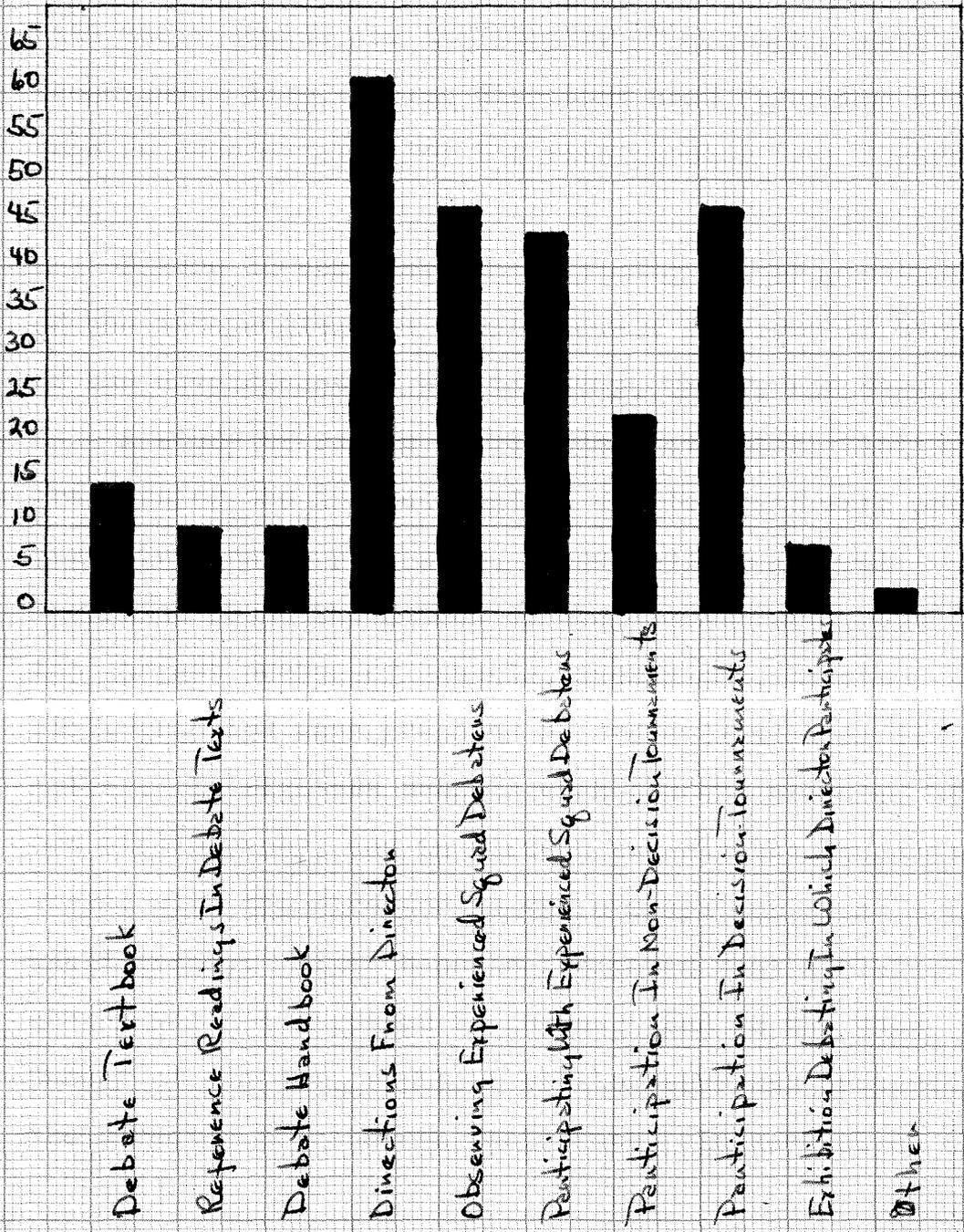
Figure 15 considers the training and preparation of the intercollegiate debate squads in the schools surveyed in terms of the acquiring of debate technique.

A study of Figure 15 indicates an almost universal agreement among the directors of debate that technique was acquired in part from the instructions given to the squad by the director. Forty-four or more of the directors believed that technique was acquired in part

9. From "additional comments" made by directors in filling out the questionnaire.

Figure 15

The Schools Surveyed In Terms of Training and Preparation For Effectiveness In Acquiring Debate Technique



by observing experienced squad debaters, participating in decision tournaments, and participating with experienced squad debaters. It is interesting to note that fifteen of the directors used debate textbooks with their squads for the purpose of acquiring debate technique. Also, eleven directors used reference readings in debate texts for the same purpose (see Figure 15).

Figure 16 considers the training and preparation of the intercollegiate debate squads surveyed in terms of the development of bibliography, brief, and case.

A study of Figure 16 reveals that debate bibliographies of the intercollegiate debate squad were prepared in a variety of ways. There was no general agreement about the method of preparation used, but in the largest number of schools, twenty-one, debate bibliographies were prepared by students working together. In eighteen schools each student prepared his own bibliography, and in fifteen schools the students worked with the director in the preparation of a bibliography. Eight schools indicated that a bibliography was not prepared by anyone. And in the same number of schools, eight, a bibliography was prepared by the director or research assistants. In several of the

schools marking "other," a librarian prepared the intercollegiate debate bibliography (see graph 1, Figure 16).

A similar disagreement among the debate directors is reflected in the methods used in preparing the debate brief. In the greatest number of schools, colleagues working together prepared the brief. Eighteen schools followed the practice of each student preparing his own brief, and sixteen schools did not use a debate brief (see graph 2, Figure 16).

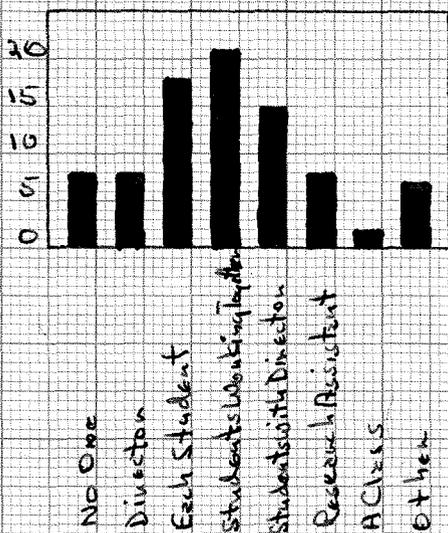
More general agreement was obtained in the method of preparing the debate case. In the majority of schools, each debate team prepared its case with either some assistance from the director or with approval of the case resting with the director (see graph 3, Figure 16). For tournament competition, thirty-three schools used a different case for each team. Twenty-five schools used variants of the same case. Only eight schools indicated that their intercollegiate debaters used the same or about the same case for tournament competition (see graph 4, Figure 16).

Figure 17 considers the schools surveyed in terms of three aspects related to the preparation and presentation of arguments by the intercollegiate debate

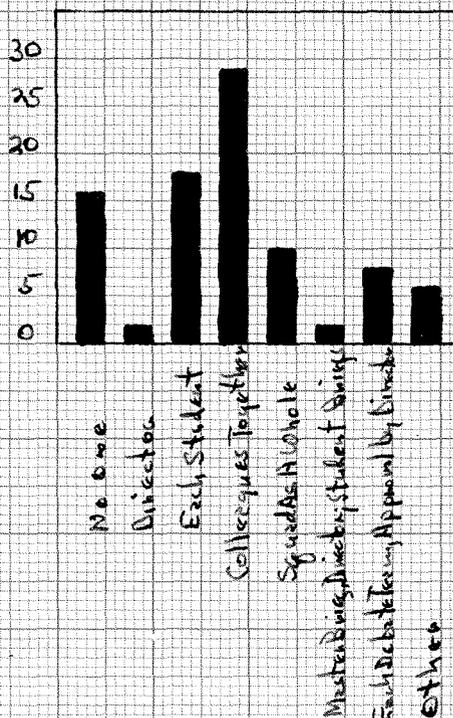
Figure 16

The Schools Surveyed In Terms of the training and Preparation of the Intercollegiate Debate Squad In Development of: Bibliography, Brief, and Case

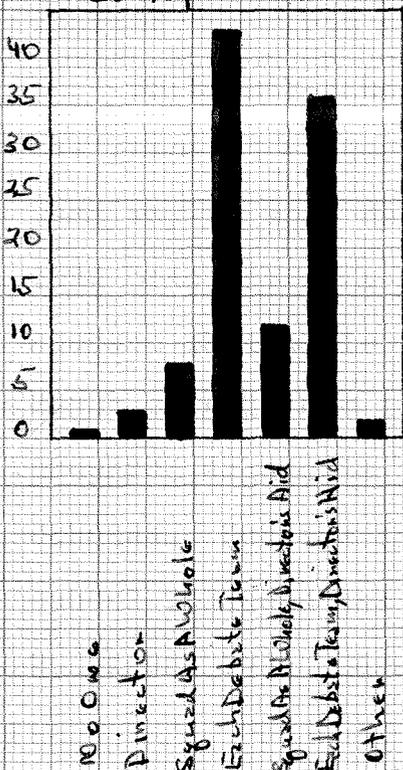
1 Intercollegiate Debate Bibliography Is Prepared By



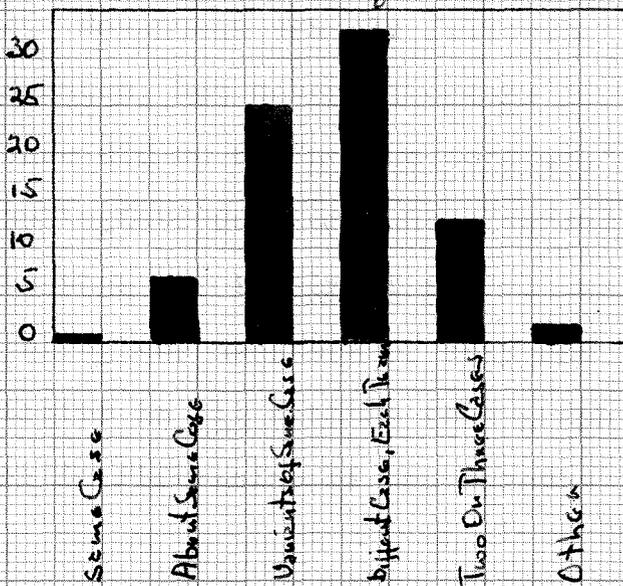
2 Intercollegiate Debate Brief Is Prepared By



3 The Intercollegiate Debate Case Is Prepared By



4 For Tournament Competition the Intercollegiate Squad Uses



squad. The three aspects considered are: the preparation and presentation of the first affirmative speech; the preparation and presentation of prepared arguments in different debates; and the preparation and presentation of arguments designed to meet opposing cases both in squad meetings and during tournaments.

A study of Figure 17 reveals that although thirty directors of debate indicated that their intercollegiate debaters never wrote and learned the first affirmative, thirty-seven directors stated that their intercollegiate debaters (sometimes, frequently, or usually) wrote and learned the first affirmative. It is interesting to observe that no director indicated that the intercollegiate debaters on his squad consistently wrote and learned the first affirmative (see graph 1, Figure 17).

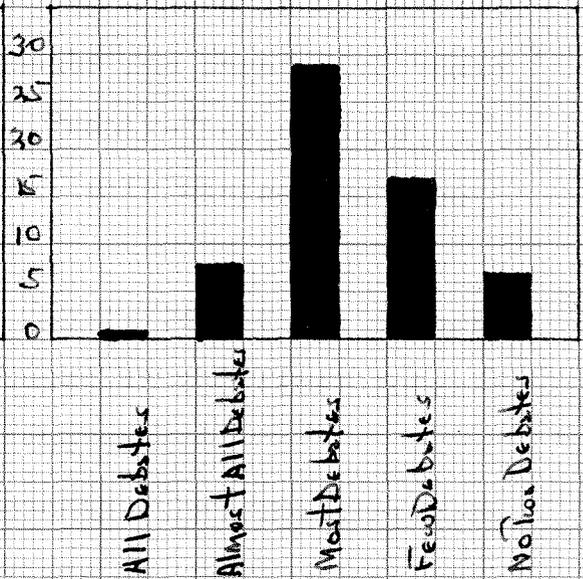
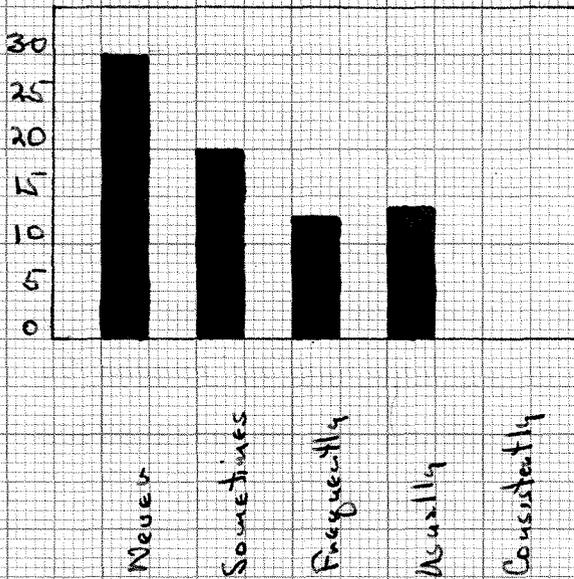
On twenty-nine squads the intercollegiate debaters had prepared arguments which they advanced in about the same way in most debates. Seventeen schools followed this practice in a few debates, but seven directors checked that their debaters did so in "no two debates." Eight schools had intercollegiate debaters who advanced prepared arguments in the same way in almost all debates. But the intercollegiate debaters of only one school followed this practice in all debates (see graph 2, Figure 17). Directors in fifty-nine of the schools

Figure 17

The Schools Surveyed In Terms of the Preparation and Presentation of the First Affirmative; the Basic Arguments Used In Different Debates; the Arguments Designed to Meet Opposing Cases, both In Squad Meetings and During Tournaments

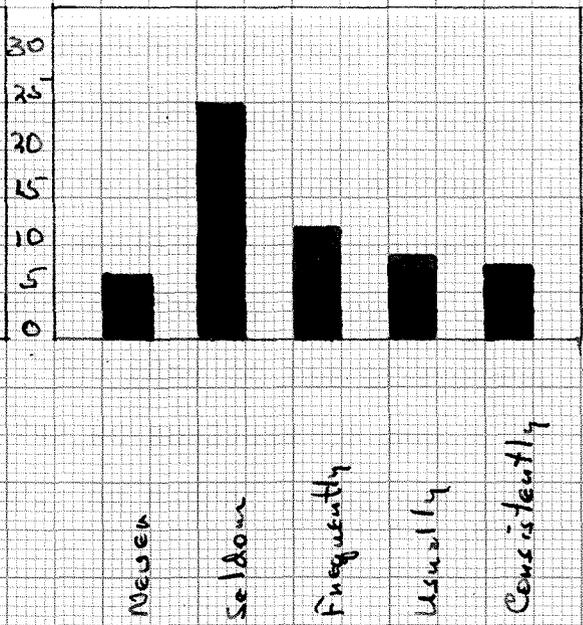
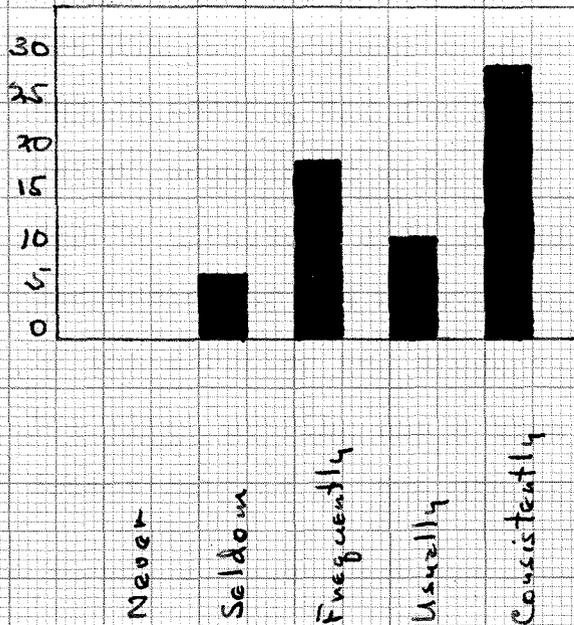
1 Interscholastic Debaters Write And Learn Their First Affirmative Speech

2 Interscholastic Debaters Have Prepared Arguments Which They Advance About Some Way



3 Interscholastic Squad Meetings Consider Probable Arguments Which May Be Raised Against Squad Cases And Specific Ways to Answer These Arguments

4 During Tournaments, The Director Discusses Opposing Arguments And Cases With His Debaters



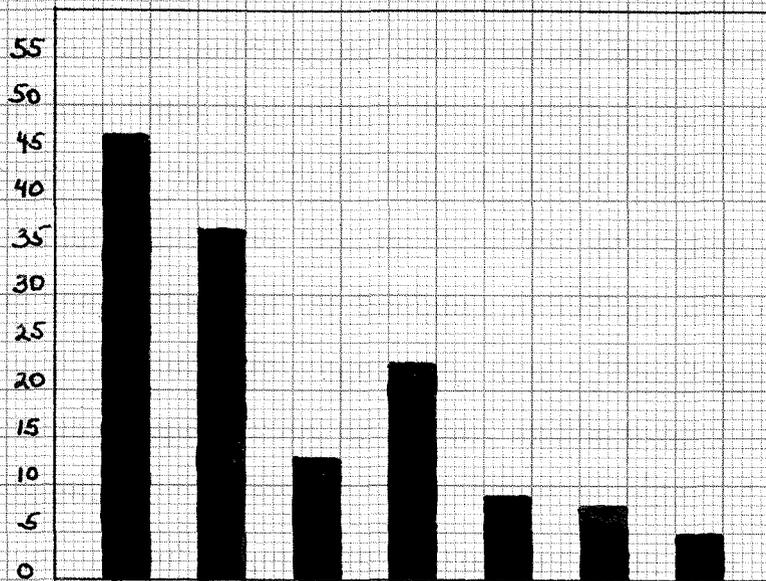
surveyed stated that they considered opposing arguments and how to answer them during the intercollegiate squad meetings. The majority of these directors followed this practice consistently (see graph 3, Figure 17). All but seven of the directors of debate indicated that they discussed opposing arguments and cases with their debaters during tournaments. Twenty-five of this number, however, indicated that this was seldom done (see graph 4, Figure 17).

Figure 18 considers the objectives of the director of debate in the schools surveyed in the first intercollegiate debate meeting of the season.

A study of Figure 18 indicates that the directors surveyed were fairly well divided in their objectives in the first intercollegiate debate meeting. A majority of the directors of debate indicated that the first meeting for them was used as a time to motivate interest in debate, and for the director and squad to become better acquainted with each other. Thirty-six of the debate directors used the first meeting for a general discussion of the debate subject either by students or by the director and students. For nine of the directors, the first meeting was a time for an analysis of the debate subject by the director. An almost equal number

Figure 18

The Schools Surveyed In Terms of the Objective of the Director of Debate In the First Intercollegiate Debate Meeting of the Season



Motivating An Interest In Debate

Getting To Know One Another

General Discussion of Debate Subject By Students

General Discussion of Debate Subject By Director and Students

Analysis of Debate Topic By Director

Speeches On Debate Topic By Experts

Other

of directors invited experts on the debate subject to speak at the first meeting (see Figure 18).

Figure 19 considers the schools surveyed in terms of the pairing of debate colleagues. Those aspects related to the pairing of colleagues which are considered are: the objective the director has in making the pairings; the method the director used in determining the pairings; the method the director uses in pairing two speakers of unequal ability; and the opinion the director has regarding the effectiveness for tournament competition of a man and a woman paired as colleagues.

A study of Figure 19 indicates that the first pairing of colleagues, more often than not, was an attempt on the part of the director to discover the abilities of the various squad members. Some eighteen directors attempted a permanent combination for the season (see graph 1, Figure 19). It is interesting to note that directors of debate were divided in their objectives for any later pairing of colleagues. Twenty-seven directors indicated that they attempted to concentrate superior debaters into a few strong teams, but twenty-four directors indicated that they separated superior debaters in order to get as many fairly strong

teams as possible (see graph 2, Figure 19). A large number of directors of debate felt that neither of these two practices described their usual objectives in pairing colleagues. In these cases, sometimes there was an attempt to get one strong team first with the remainder paired to give inexperienced debaters an experienced colleague. Sometimes there was an attempt to "pair according to ability at all levels"; sometimes there was an attempt to "pair those who work best together";¹⁰ in several instances the directors of debate felt that there was not a strong enough pattern followed to justify any answer to the question related to this point (see graph 2, Figure 19).

In the large majority of instances, colleagues were determined by the debate director who, in turn, was influenced by the personal preferences of the squad members involved (see graph 3, Figure 19). In pairing speakers of unequal ability on both the affirmative and negative, there was general agreement among the debate directors that the weaker speaker should speak first (see graphs 4 and 5, Figure 19). There were some comments, however, concerning the ambiguity of the term

10. From "additional comments" made by directors in filling out the questionnaire.

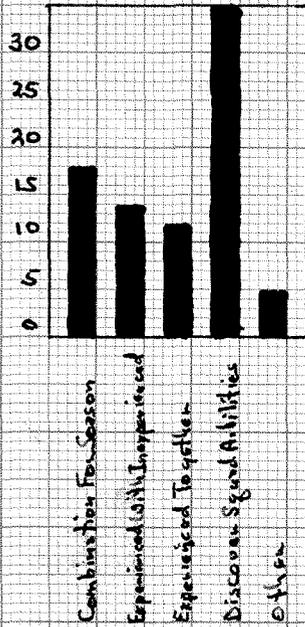
"weaker." Several directors of debate were in doubt whether "weaker" referred to analysis or delivery. "Weaker" was intended to refer to over-all effectiveness. This general ambiguity of terminology is not reflected to any large extent in graphs 4 and 5. Some answers should be modified to the extent that if the speaker is weaker in analysis, he would be placed first on the affirmative and second on the negative. Several directors of debate also commented that they placed the "smoother" speaker first on the affirmative.¹¹ Such answers as these were placed in the category marked "other" (see graphs 4 and 5, Figure 19). Directors of debate were almost equally divided over the effectiveness of mixed teams (a man and a woman debating together) in terms of winning in tournament competition. Thirty-three directors believed that mixed teams of comparatively the same ability as non-mixed teams were equally effective in winning debates. But twenty-five directors disagreed, believing them to be less effective. Only two directors felt that mixed teams were more effective than non-mixed (see graph 6, Figure 19).

11. From "additional comments" made by directors in filling out the questionnaire.

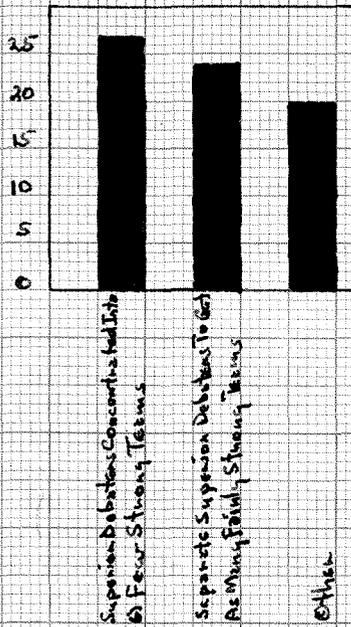
Figure 19

The Schools Surveyed In Terms of Six Aspects Related To the Pairing of Debate Colleagues

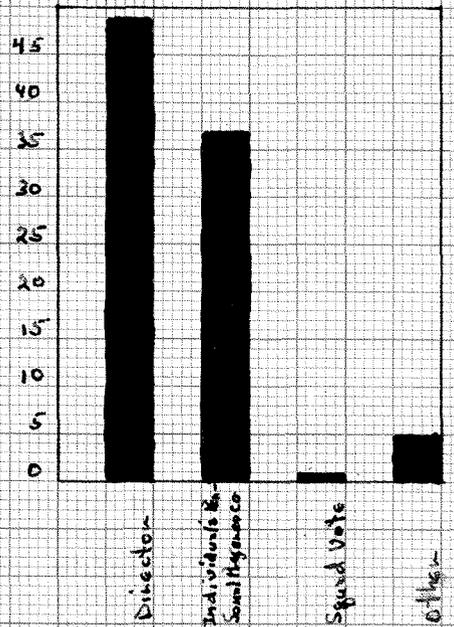
1 The First Pairing of Colleagues Attempts To



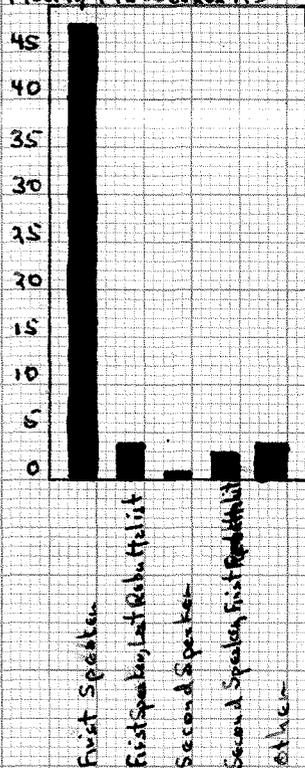
2 The Usual Objective In Pairing Colleagues Is To



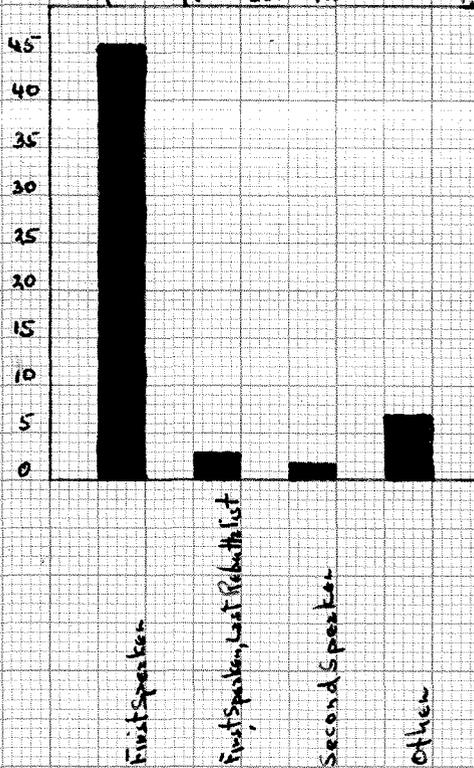
3 Colleagues Are Determined By



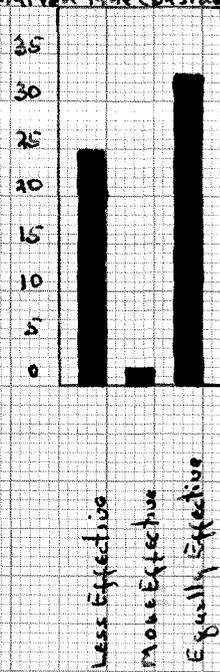
4 On the Affirmative Speakers of Unequal Ability Are Paired By Placing the Weaker As



5 On the Negative Speakers of Unequal Ability, Are Paired By Placing the Weaker As



6 For Tournament Competition Mixed Teams Equal In Ability To Non-Mixed Are Considered



CHAPTER IV

AN ANALYSIS OF CONTENT RESPONSES

It is the purpose of this chapter to analyze the content of the responses to the questionnaire in terms of geographical region, director's training, and size of school.

In order to make an analysis of the content responses, two preliminary steps were necessary. First, it was necessary to establish a series of working definitions to be used in determining which of the questions included in the survey were related to general background, to method, and to philosophy. Second, it was necessary to abstract questions from each of these three categories: general background, method, and philosophy; the abstracted questions were to be used in examining any differences and likenesses in responses resulting from geographical region, director's training, and size of school.

In determining the relationship of question to category, the following definitions were applied: any question the phrasing of which includes "believe," or

"feel," or "prefer" is to be considered as a question related to philosophy; any question which does not involve a practice or belief of the director of debate which effects the training or practices of the inter-collegiate debate squad is to be considered as a question related to general background; any other question is to be considered as a question related to method. In terms of these definitions, the questionnaire contains eleven questions related to general background, thirty-six questions related to method, and eight questions related to philosophy.

An arbitrary method of selection was used in determining which of the questions in each of the three categories were to be abstracted for the purpose of examining any likenesses and differences in responses to the questionnaire resulting from geographical region, director's training, and size of school. Certain questions did not seem to lend themselves to these specified purposes. A study of the graphs presented in Chapter III indicated, for example, that some questions had answers which were agreed upon by virtually all schools; such questions as these were automatically eliminated from use in this chapter. Another group of questions was designed to furnish information on the

years the various schools attended the West Point Tournament, and the methods by which these schools were selected as representatives to the tournament. Such questions as these were not deemed suitable for use here. All other questions were considered.

A total of twenty-seven questions was abstracted from the fifty-five questions included in the survey. Of these twenty-seven questions, four were related to general background, seventeen were related to method, and six were related to philosophy. All twenty-seven questions were used in analyzing likenesses and differences in responses to the questionnaire by different geographical regions and by size of school. One question which asked for the academic degree of the director of debate was omitted in the analysis of responses in terms of the director's training. This question, of course, served as the basis of division in that analysis.

The responses of the schools to the abstracted questions are presented in three tables.¹ Table A considers the responses from the standpoint of geographical region. Table B considers the responses from the standpoint of director's training. Table C presents

1. See Appendix V, Tables A, B, and C.

the responses in terms of the size of school. In each of the three tables the responses are presented in percentage figures. The percentages are derived by dividing the number of schools within the group under consideration which make a given response by the total number of schools comprising that group.

Inspection of Tables A, B, and C in Appendix V shows no particular differences in the percentage responses of directors of debate regardless of region, training, or size of school. Similarities are readily apparent, however, and of the same order as shown in the whole responses presented graphically in Chapter III.

These similarities were further explored by regions. A table was prepared to show any response made at the fifty per cent level or above by the schools within each of the eight geographical regions.² A study of this table reveals that the responses to thirty-six questions were made at the level of fifty per cent and above by schools in four or more of the eight regions. In terms of responses at this level of agreement, a running account of an intercollegiate debate program was constructed. A description of such an

2. See Appendix VI.

intercollegiate debate program, including material related to general background, to method, and to philosophy, follows.

1. General Background³

There is no standard enrollment (2), nor is there a standard budget for intercollegiate debate (3). The budget source, however, may be either the student activity fee or appropriations from the school administration, and it is more likely to be the student activity fee (5). The school has a speech department (48), and offers a speech major (47). The academic degree of the director of debate is not standard, but it is probably either an M. A. or Ph.D. in Speech (49). The school is affiliated with a national debate fraternity, and the debate fraternity is probably Pi Kappa Delta (54). The director of debate keeps complete records about the intercollegiate debate squad (55).

2. Method and Philosophy

There is only one full time member of the teaching staff working with the intercollegiate debate program

3. The numbers within the parentheses refer to questions asked on the questionnaire.

(50), and he has no graduate or student assistants to help him direct the debate program (51). The number of debaters participating in intercollegiate debate varies (9), but from four to seven of the debaters are sent to each tournament (10). The number of tournaments the debaters attend is indefinite (11), but the debaters attend more decision tournaments than non-decision (12). The intercollegiate debaters are not likely to enter tournaments in which the subject used for debate is other than the national intercollegiate debate topic (13). When the intercollegiate debaters attend tournaments, they travel by private car (7), and they stay in a hotel (8). While the intercollegiate debaters are representing their school, the school pays for any expense involving lodging, food, entrance fees, banquet tickets, and transportation (6).

To get prospective intercollegiate debaters interested and participating in the program, the school undertakes a recruiting program on the campus, and operates a highschool tournament (15). The school, however, does not usually grant scholarships for participation in intercollegiate debate (17). The director may grant academic credit for intercollegiate debate to help make an effective program; many, however, do not believe

that the granting of academic credit for intercollegiate debate makes any difference in establishing an effective program (20).

The director believes that there should be no limitations placed upon applicants for membership on the intercollegiate debate squad (21). As a result, anyone who applies will be admitted to the squad (17), and may debate for as long as he wishes (18).

In the first debate meeting of the season, the director attempts to motivate interest in debate, and give everyone an opportunity to become better acquainted with each other (22). How often and how long the intercollegiate debate meetings are held is not standard (24, 25, 26). Inexperienced and experienced debaters, however, meet together (27). The director pairs colleagues for the first time in an attempt to discover the abilities of the various squad members (29). Any pairing of colleagues is probably by the director, but he is strongly influenced by the individual's personal preference (28). If one of the colleagues is a weaker speaker than the other, the director places the weaker as first speaker on both the affirmative and negative (31, 32). The director may pair a man and a woman as colleagues, since he believes that mixed teams of comparable

ability to non-mixed teams are equally effective (33).

The training and preparation of the intercollegiate debate squad takes several forms. A debate bibliography is probably prepared, but who prepares the bibliography is not standard (23). The debater acquires a knowledge of the debate topic by reading material on his own initiative, listening to experts on the debate subject talk with the debate squad, hearing a discussion by the director, discussing the subject with other squad members, participating in squad group discussion of the subject, listening to and participating in squad debates, and by participating in tournament debates (36). Acquiring debate technique is based upon directions given by the director, observing experienced squad debaters and debating against them, and by participating in decision tournaments (37). The debater probably is acquainted with a debate handbook, for the director feels it has some value in bibliography (38). There is no standard practice followed in preparing a debate brief (39). The debaters prepare a debate case as a debate team, and are likely to have some assistance from the debate director (40). For tournament competition, the intercollegiate debaters may use either variants of the same case, or a different case for each team (41).

The first affirmative speaker is not likely to memorize his first speech (42), but all of the squad debaters have prepared arguments which they advance in about the same way in most debates (43). During the intercollegiate squad meetings, the debate director helps his debaters to consider probable arguments that may be raised against squad cases (44), but during tournaments the director seldom discusses opposing arguments and cases (45). It is the director who usually accompanies intercollegiate debaters to tournaments and debates off the campus (46).

The director believes that training for effective debating is usually best acquired in decision tournaments (33), and this is the kind of tournament his debaters enter most often (11, 12, 13). The kind of decision tournament which the intercollegiate debaters enter is not standard. The director makes little distinction between elimination and non-elimination decision tournaments (34). The director believes that the winning of tournaments is an objective of intercollegiate debate, although not the primary one, nor one of the major objectives (52). In the final analysis, the director of debate believes that intercollegiate debate today is operated in behalf of the debater's education (53).

CHAPTER V

INFERENCES AND CONCLUSIONS

In this chapter inferences and conclusions will be made in regard to five areas within the scope of this study: (1) data pertaining to the philosophy of the directors of debate included in the survey; (2) data pertaining to the method of the directors of debate; (3) procedures used in presenting the data; (4) efficiency of the questionnaire in surveying the philosophy and method of directors of debate; (5) subsequent studies.

1. Data Pertaining to Philosophy

The data gathered in this study are not sufficient to permit an accurate or exhaustive description of the philosophies of the directors of debate. At the beginning of the study, it was realized that individual beliefs are difficult to ascertain. As a result, in this exploratory study, it was decided to concentrate primarily upon method rather than philosophy. Only eight of the fifty-five questions included in the questionnaire were directly related to philosophy.

From those questions about philosophy, however, and from some of the questions related primarily to method, leads were obtained which indicate some differences in philosophy. Although these leads were not sufficiently explored in this study to warrant conclusions about the philosophies of different directors of debate, it is interesting to note some of the areas in which differences in philosophy were indicated. Should membership on the intercollegiate debate squad be limited or not? The degree to which intercollegiate debate programs should be planned by students or by the director; the degree to which intercollegiate debate programs should be tournament centered or non-tournament centered; and the degree to which value should be placed upon the winning of decisions in intercollegiate debate are also areas of philosophical difference. Still another concerns what should be the objectives on an intercollegiate debate program.

An analysis of the responses to the questions on philosophy did not indicate any particular differences in responses regardless of geographical region, size of school, and director's training. Similarities in responses were readily apparent.

2. Data Pertaining to Method

The data pertaining to the methods of the directors of debate seemed to be more meaningful than that which was related to their philosophies. From the responses to the questionnaire, it was possible to describe in fairly specific terms the broader features of training used by the directors of debate in the schools surveyed.

An analysis of the responses to the questions related to method did not indicate any particular differences in responses regardless of geographical region, size of school, and director's training. Again, as was the case in the analysis of the responses to questions related to philosophy, similarities in responses predominated. Although the agreement of the schools was not tested for statistical significance, inspection seems to indicate that agreement would be of a high order.

3. Procedures Used in Presenting Data

The procedure used in presenting the data seemed to offer some advantages. In presenting the responses to related questions, graphs were used; the graphs charting the responses of related questions were grouped upon one

page. This method of presentation appears to indicate likenesses and differences clearly in terms of whole responses. The table considering nine factors related to the financing of the intercollegiate debate program in terms of size of school was useful in analyzing responses. Similar tables, it is believed, would be helpful in analyzing related responses in terms of any given factor.

4. Efficiency of the Questionnaire

The questionnaire appeared to be more efficient in surveying the methods of the directors of debate than their philosophies. The lack of efficiency of the questionnaire in surveying philosophy, probably, results from: (1) limitations within the specific questionnaire used in this survey; (2) the rather intangible quality of philosophy.

The use of the questionnaire in this study revealed specific weaknesses within the questionnaire which should be corrected. Although multiple answers were listed for questions, and more than one answer to each question could be validly checked, several questions were structured for an either-or pattern of answers. Some directors of debate commented that this

either-or structure made the questions difficult to answer. Although the questionnaire was composed of fifty-five questions, and ran to five legal-size pages in length, it was not comprehensive enough to follow up leads obtained from questions involving alternative methods and beliefs. If a series of questions had been framed for each question involving alternatives, more interesting and useful information could have been obtained. The length of such a questionnaire may be prohibitive. For many of the questions involving method and belief, more meaningful answers would have been obtained by placing the answers upon a range. The frame of reference from which most questions were asked was tournament centered. Although this frame of reference seemed satisfactory for most of the directors of debate surveyed, it made the answering of questions more difficult for others.

There is little way of determining the effect upon the validity of responses derived from the definitions of seven of the terms used in the questionnaire. These definitions were sent to the directors surveyed. It is thought, however, that the definitions were helpful to those filling out the questionnaire. Two questions

were not answered by some directors as a result of two words which were not defined. The two words were "weaker," as applied to "weaker speaker," and "mixed," in reference to "mixed team."

This study appears to demonstrate the possibility of determining by questionnaire the methods used by directors of intercollegiate debate programs. It is, however, impossible to conclude from this study the degree to which it is practicable to determine different philosophies by the questionnaire method. It is clear, however, that a questionnaire, such as the one used in this study, will not reveal very much about the philosophies of different directors of debate.

5. Subsequent Studies

The philosophy and methods of directors of debate remain largely unexplored. Additional studies in this field should be of value.

Several areas for future study are suggested. One area of exploration lies in the debate programs of those schools which are non-tournament centered. Another area of exploration would be created by expanding the universe constituted by those schools which attended the West Point Tournament. One of the conclusions

reached in this study needs further exploration. This conclusion was that in the schools included in this survey there was little difference in responses regardless of geographical region, size of school, and director's training. It would be interesting to test this data for statistical significance, and, then, to expand the number of schools surveyed to see if responses would still indicate little difference regardless of region, size of school, and director's training. It still remains for future studies to ascertain whether or not the philosophies of different directors of debate can be determined by questionnaire.

APPENDICES

APPENDIX I

A LISTING BY YEAR OF THE SCHOOLS SURVEYED, AND THE
NUMBER OF SCHOOLS SURVEYED WITHIN EACH
GEOGRAPHICAL REGION

Table A: A Listing of the Schools Surveyed by Year

- 1947: University of Southern California, University of Vermont, Wheaton College, Augustana College, Texas Christian University, Arizona State College, Oregon State College, Rutgers University, Indiana State Teacher's College, Yale University, University of Virginia, University of Utah, Louisiana College, United States Naval Academy, State College of Washington, Oklahoma Baptist University, Gonzaga University, College of St. Thomas, University of Mississippi, Purdue University, Wake Forest College, Northwestern University, Colorado University, University of Texas, United States Military Academy, Ohio State University, Southeastern State College, Notre Dame University, and Pennsylvania State College.¹
- 1948: University of Alabama, Augustana College, Bates College, Baylor University, Capital University, University of Chicago, Coe College, Colorado University, Dartmouth College, De Pauw University, University of Florida, Gonzaga University, Holy Cross College, University of Kansas, Louisiana College, Massachusetts Institute of Technology, United States Naval Academy, University of Nevada, North Texas State College, Notre Dame University, Oregon State College, Purdue University, St. Olaf College, Southeastern State College, University of Southern California, Swarthmore College, Texas Christian University, University of California at Los Angeles, University of Utah, University of Vermont, Wake Forest

1. West Point Debate Council, West Point National Intercollegiate Debate Tournament, May 2, 3, 4, 1947,
p. 2.

College, United States Military Academy, University of Wichita, and Willamette University.²

1949: University of Alabama, Baylor University, Ottawa University, University of Vermont, University of Notre Dame, University of Pennsylvania, University of Kansas, George Washington University, University of Arizona, Augustana College, Champlain College, De Pauw University, University of Montana, St. Mary's College, United States Military Academy, North Texas State College, Northwestern University, Southeastern State College, St. Olaf College, Georgetown College, Louisiana College, Massachusetts Institute of Technology, Pepperdine College, Phillips University, Stanford, Temple University, United States Naval Academy, Willamette University, Yale University, University of Chicago, Pacific University, San Diego State College, University of the South, and Stevens Institute.³

1950: University of Alabama, University of Arizona, University of Arkansas, Augustana College, Baylor University, Bowling Green, Wisconsin State Teacher's College, University of Florida, Pepperdine College, Harvard University, University of Kansas, Luther College, University of Montana, Northwestern University, University of Notre Dame, Pennsylvania State College, University of Pennsylvania, Purdue University, University of Redlands, Roanoke College, College of St. Thomas, University of South Carolina, University of Southern California, Southern Methodist University, Southeastern State College, University of Tennessee, United States Military

2. West Point Debate Council, Second Annual West Point National Intercollegiate Debate Tournament, April, 1948, p. 2.

3. West Point Debate Council, The 1950 West Point National Invitational Debate Tournament and Brief History of Debating, April, 1950, p. 35.

Academy, United States Naval Academy, Utica, University of Vermont, Wake Forest College, Washington State College, Wesleyan University, and Whitman College.⁴

1951: University of Redlands, Baylor University, Bowling Green, University of Pennsylvania, Texas Christian University, University of Houston, University of Kansas, Kansas State Teacher's College, De Pauw University, Florida University, George Washington University, Princeton University, University of Southern California, Pepperdine College, Montana State University, University of New Mexico, St. Olaf College, Nebraska Wesleyan, Augustana College, St. Peters College, Colgate, United States Military Academy, St. Martins College, Kent State University, University of South Carolina, University of Vermont, Holy Cross, Dartmouth, Utica, University of Utah, Willamette University, University of Mississippi, Bradley University, and University of Tennessee.⁵

1952: University of Utah, University of New Mexico, St. Olaf College, Redlands University, San Diego State College, Nebraska Wesleyan, United States Military Academy, University of Idaho, Central State College, Southern Methodist University, Southwest Missouri State College, Ohio State University, Georgetown University, Baylor University, Pepperdine College, Augustana College, University of Florida, Pennsylvania State College, Holy Cross College, Pacific Lutheran, Iowa State College, Illinois State Normal, Hiram College, University of Miami, University of Mississippi, George Washington University, Smith College, University

4. West Point Debate Council, West Point National Invitational Debate Tournament, April 18-21, 1951, p. 17.

5. West Point Debate Council, Sixth West Point National Invitational Debate Tournament, April 23-26, 1952, p. 15.

of Southern California, Williamette University, Wake Forest College, Howard University, United States Merchant Marine Academy, University of Illinois at Chicago, and Wesleyan University.⁶

1953: Pepperdine College, Occidental College, San Diego State College, Idaho State College, St. Martin's College, Baylor University, Central State College, Louisiana College, University of Houston, Kansas State Teachers College, Kansas University, Midland College, St. Olaf College, Wisconsin State College, Augustana College, Case Institute of Technology, Michigan State College, University of Notre Dame, University of Illinois at Chicago, University of Alabama, University of Florida, University of Miami, Wake Forest College, Mt. Mercy College, Princeton University, St. Peter's College, University of Pittsburgh, West Virginia University, State University Teacher's College at Geneseo, Holy Cross College, United States Merchant Marine Academy, St. John's College of Brooklyn, University of Vermont, and United States Military Academy.⁷

6. West Point Debate Council, Seventh West Point National Invitational Debate Tournament, April 22-25, 1953, p. 16.

7. Ibid., p. 15.

Table B: The Eight Geographical Regions Into Which the United States Is Divided by the West Point Tournament, Presented in Terms of the States Included in Each Region, the Number of Questionnaires Sent to Each Region, and the Number of Replies to the Questionnaire Received from Each Region

	I	II	III	IV	V	VI	VII	VIII
States Included	California	Washington	New Mexico	Colorado	Ohio	Mississippi	Virginia	New York
	Utah	Oregon	Oklahoma	North Dakota	Michigan	Florida	New Jersey	Connecticut
	Nevada	Idaho	Texas	Minnesota	Illinois	Alabama	West Virginia	Vermont
	Arizona	Montana	Arkansas	Iowa	Indiana	Georgia	Maryland	Maine
		Wyoming	Louisiana	Nebraska		South Carolina	Delaware	Massachusetts
				Kansas		North Carolina	District of Columbia	Rhode Island
				Missouri		Tennessee	Pennsylvania	New Hampshire
				Wisconsin		Kentucky		
				South Dakota				
Number of Questionnaires Sent	12	11	13	14	18	9	17	16
Number of Replies Received	5	8	10	8	11	6	9	8

APPENDIX II
THE QUESTIONNAIRE

QUESTIONNAIRE

(Name of School)

(Name of Person Filling Out Questionnaire)

Directions: Please check as many of the answers as you need in order to give an accurate answer to each question. On many of the questions a blank has been left for you to note answers that may not be provided on the questionnaire.

*Certain questions designated by asterisks ask for information during the specific year or years your school was represented at the West Point Tournament. If different conditions prevailed in different years, please indicate by writing in the year or years on the blank provided for checking answers.

(Example:

*2. THE APPROXIMATE ENROLLMENT IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 less than 500 47 500-799
149 800-1199 1200-1599
 1600-1999 etc.)

1. YOUR SCHOOL HAS BEEN REPRESENTED BY A DEBATE TEAM AT THE WEST POINT TOURNAMENT IN THE YEAR OR YEARS
 ___ 1947 ___ 1948 ___ 1949 ___ 1950 ___ 1951 ___ 1952
 ___ 1953

*2. THE APPROXIMATE ENROLLMENT IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 ___ less than 500 ___ 500-799 ___ 800-1199
 ___ 1200-1599 ___ 1600-1999 ___ 2000-2999
 ___ 3000-4999 ___ 5000-7999 ___ 8000-10,000
 ___ more than 10,000

- *3. THE APPROXIMATE BUDGET FOR INTERCOLLEGIATE DEBATE THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
- less than 500 500-799 800-999
 1000-1499 1500-1999 2000-2999
 3000-4000 more than 4000
- *4. ATTENDANCE AT THE WEST POINT TOURNAMENT HAS BEEN FINANCED BY
- funds from the regular debate budget
 an additional appropriation from the school
 contributions from civic clubs contributions by individuals other: _____
-
- *5. FINANCIAL SUPPORT FOR THE INTERCOLLEGIATE DEBATE SQUAD IS PROVIDED BY
- student activity fee appropriations from the school administration other: _____
-
6. EXPENSES PAID BY YOUR SCHOOL ON INTERCOLLEGIATE DEBATE TRIPS INCLUDE
- lodging food entrance fees
 banquet tickets transportation other: _____
-
7. THE USUAL METHOD OF TRANSPORTATION TO AND FROM TOURNAMENTS FOR YOUR INTERCOLLEGIATE DEBATERS IS
- private car school car school bus
 bus train plane other: _____
-
8. THE USUAL HOUSING PROVIDED FOR YOUR INTERCOLLEGIATE DEBATERS WHILE ON TRIPS IS
- private homes school dormitories hotels
 tourist courts
- *9. THE APPROXIMATE NUMBER OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE DEBATE IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
- 2-3 4-7 8-11 12-15 16-19
 20-24 more than 24
- *10. THE USUAL NUMBER OF DEBATERS YOUR SCHOOL SENDS TO EACH TOURNAMENT IS
- 2-3 4-7 8-11 12-15 16-20
 more than 20

- *11. THE NUMBER OF DECISION TOURNAMENTS YOUR SCHOOL ATTENDED IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
 ___ 8 ___ 9 ___ 10 ___ 11 ___ more than 11
- *12. THE NUMBER OF NON-DECISION TOURNAMENTS YOUR SCHOOL ATTENDED IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
 ___ 8 ___ more than 8
- *13. THE NUMBER OF TOURNAMENTS YOUR SCHOOL ATTENDED IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT IN WHICH A DEBATE SUBJECT OTHER THAN THE NATIONAL INTERCOLLEGIATE DEBATE SUBJECT WAS USED WAS
 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7
 ___ more than 7
- *14. YOUR SCHOOL WAS SELECTED AS A REGIONAL REPRESENTATIVE TO THE WEST POINT TOURNAMENT ON THE BASIS OF
 ___ an invitational regional tournament
 ___ an open regional tournament
 ___ your squad's season-record ___ one team's season-record at all tournaments ___ one team's season-record at selected tournaments ___ other:
-
15. IN ORDER TO GET INTERCOLLEGIATE DEBATERS, YOUR SCHOOL
 ___ undertakes a recruiting program in the high schools ___ depends upon favorable publicity in the newspapers ___ operates a highschool debate tournament ___ undertakes a recruiting program on the campus ___ other: _____
16. IF YOUR SCHOOL GRANTS SCHOLARSHIPS TO INTERCOLLEGIATE DEBATERS, THE SCHOLARSHIPS ARE GRANTED ON THE BASIS OF
 ___ merit-skill ___ financial need ___ merit-skill and financial need ___ other: _____
17. INTERCOLLEGIATE DEBATERS ARE SELECTED FOR YOUR SQUAD BY THE METHOD OF
 ___ admitting all who come out ___ screening by interviews ___ screening by speaking try-outs ___ decision of squad ___ decision of instructor ___ decision of squad and instructor ___ other: _____
-

18. INTERCOLLEGIATE DEBATERS ARE REMOVED FROM YOUR SQUAD BY
 ___ their own volition ___ failing to meet specified standards set by coach ___ discretion of coach
 ___ vote by squad ___ failure to meet grade standards ___ other: _____
-
19. MAXIMUM CREDIT A STUDENT AT YOUR SCHOOL MAY RECEIVE FOR INTERCOLLEGIATE DEBATE DURING HIS UNDERGRADUATE YEARS IS
 ___ none ___ 1 semester hour ___ 2 semester hours ___ 3 semester hours ___ 4 semester hours ___ more than 4 semester hours
20. DO YOU FEEL THAT THE GRANTING OF ACADEMIC CREDIT FOR INTERCOLLEGIATE DEBATE USUALLY
 ___ helps make an effective debate program ___ hinders in the setting up of an effective debate program ___ makes little difference in setting up an effective debate program
21. DO YOU BELIEVE THAT INTERCOLLEGIATE DEBATE SHOULD BE
 ___ limited to those with "special" abilities ___ limited to those with "average" abilities ___ limited to those with "special" and "average" abilities ___ without limitations ___ other: _____
-
22. THE FIRST INTERCOLLEGIATE DEBATE MEETING OF YOUR SQUAD USUALLY HAS AS ITS OBJECTIVE
 ___ motivating interest in debate ___ getting to know one another ___ general discussion of debate subject by students ___ general discussions of debate subject by instructor and students ___ analysis of debate subject by instructor ___ speeches on debate subject by "experts" ___ other: _____
-
23. ON YOUR INTERCOLLEGIATE DEBATE SQUAD A DEBATE BIBLIOGRAPHY IS PREPARED BY
 ___ no one ___ instructor ___ each student ___ students working together ___ students working with instructor ___ research assistants ___ a class ___ other: _____

24. AT THE BEGINNING OF THE SEASON, INTERCOLLEGIATE DEBATE MEETINGS OCCUR
 _____ every day _____ three times a week _____ twice a week
 _____ once a week _____ twice a month _____ once a month
 _____ other: _____
25. AS THE DEBATE SEASON PROGRESSES, INTERCOLLEGIATE DEBATE MEETINGS OCCUR
 _____ less often than at the beginning of the season
 _____ more often than at the beginning of the season
 _____ about the same as at the beginning of the season
 _____ experienced debaters meet less often while inexperienced debaters meet about the same as at the beginning of the season
 _____ intensively just before tournaments _____ other: _____
26. THE USUAL, APPROXIMATE LENGTH OF INTERCOLLEGIATE DEBATE MEETINGS FOR YOUR SQUAD IS
 _____ less than an hour _____ one hour _____ an hour and a half
 _____ two hours _____ more than two hours
27. AT THE BEGINNING OF THE SEASON ON YOUR INTERCOLLEGIATE DEBATE SQUAD
 _____ inexperienced and experienced debaters meet together
 _____ inexperienced debaters meet separately and then with experienced debaters
 _____ inexperienced and experienced debaters meet separately
 _____ other: _____
-
28. ON YOUR INTERCOLLEGIATE DEBATE SQUAD, DEBATE COLLEAGUES ARE DETERMINED BY _____ the coach _____ the individual's personal preference _____ squad vote
 _____ other: _____
-
29. DOES THE FIRST PAIRING OF DEBATE COLLEAGUES ON YOUR INTERCOLLEGIATE DEBATE SQUAD USUALLY REPRESENT AN ATTEMPT
 _____ at a permanent combination for the season
 _____ to give inexperienced debaters an experienced colleague
 _____ to get experienced with experienced and inexperienced with inexperienced debaters
 _____ to discover the abilities of the various squad members
 _____ other: _____
-
30. ON YOUR INTERCOLLEGIATE DEBATE SQUAD, DO YOU HAVE AS THE USUAL OBJECTIVE IN PAIRING COLLEAGUES
 _____ concentrating those with superior debating ability in a few strong teams
 _____ separating those with superior debating ability to get as many fairly strong teams as possible
 _____ other: _____

31. IN PAIRING TWO SPEAKERS OF UNEQUAL DEBATING ABILITY ON THE AFFIRMATIVE, YOU USUALLY PLACE
 ___ the weaker as first speaker ___ the weaker as first speaker and last rebuttalist ___ the weaker as second speaker ___ the weaker as second speaker and first rebuttalist
32. IN PAIRING TWO SPEAKERS OF UNEQUAL DEBATING ABILITY ON THE NEGATIVE, YOU USUALLY PLACE
 ___ the weaker as first speaker ___ the weaker as first speaker and last rebuttalist ___ the weaker as second speaker
33. DO YOU BELIEVE THAT TRAINING FOR EFFECTIVE DEBATING IS USUALLY BETTER ACQUIRED IN
 ___ the class room ___ match debates with other schools before school audiences ___ intramural debates ___ non-decision tournaments ___ decision tournaments ___ other: _____
-
34. DO YOU PREFER FOR YOUR INTERCOLLEGIATE DEBATERS TO ENTER
 ___ elimination decision tournaments with only one first place winner to each division ___ non-elimination decision tournaments with only one first place winner to each division ___ non-elimination tournaments with more than one first place winner to each division ___ tournaments which superior and effective debating ___ non-decision tournaments ___ other: _____
35. FOR TOURNAMENT COMPETITION, DO YOU BELIEVE THAT MIXED TEAMS OF COMPARATIVELY THE SAME ABILITY AS NON-MIXED TEAMS ARE USUALLY
 ___ less effective ___ more effective ___ equally effective
36. ON YOUR INTERCOLLEGIATE DEBATE SQUAD, "KNOWLEDGE" OF THE DEBATE SUBJECT IS ACQUIRED BY
 ___ reading material required by the instructor
 ___ reading material at the debater's initiative
 ___ lectures to the debate squad by "experts"
 ___ discussion of subject by instructor ___ discussion of subject by debate squad members ___ participation in discussion tournaments on the debate subject ___ group discussion by squad on debate subject ___ listening to squad debates ___ participating in tournament debates ___ other: _____

37. ON YOUR INTERCOLLEGIATE DEBATE SQUAD, DEBATE "TECHNIQUE" IS ACQUIRED BY
 ___ debate textbook ___ reference readings in
 ___ debate texts ___ debate handbook ___ directions
 from instructor ___ observing experienced squad
 debaters ___ participation with experienced squad
 debaters ___ participation in non-decision
 tournaments ___ participation in decision
 tournaments ___ exhibition debating in which in-
 structor participates ___ other: _____
38. DO YOU FEEL A DEBATE HANDBOOK HAS
 ___ little value ___ value in bibliography
 ___ value in evidence ___ value in its brief
 ___ value in "knowing what everyone else will know"
 ___ value in analysis of question ___ value in
 suggestions to beginning debaters ___ other: _____
39. ON YOUR INTERCOLLEGIATE DEBATE SQUAD, A DEBATE BRIEF IS PREPARED BY
 ___ no one ___ instructor ___ each student
 ___ colleagues working together ___ squad as a
 whole ___ master brief by instructor with
 individual briefs by students ___ each debate
 team with final approval resting with instructor
 ___ other: _____
40. ON YOUR INTERCOLLEGIATE DEBATE SQUAD, A DEBATE CASE IS PREPARED BY
 ___ no one ___ instructor ___ squad as a whole
 ___ each debate team ___ squad as a whole with
 instructor's assistance ___ each debate team with
 instructor's assistance ___ other: _____
41. DO THE INTERCOLLEGIATE DEBATERS ON YOUR SQUAD USE FOR TOURNAMENT COMPETITION
 ___ the same case ___ about the same case
 ___ variants of the same case ___ a different
 case for each team ___ two or three different
 cases for the squad ___ other: _____
42. DO THE INTERCOLLEGIATE DEBATERS ON YOUR SQUAD WRITE AND LEARN THE FIRST AFFIRMATIVE SPEECH
 ___ never ___ sometimes ___ frequently
 ___ usually ___ consistently

43. DO THE INTERCOLLEGIATE DEBATERS ON YOUR SQUAD HAVE PREPARED ARGUMENTS WHICH THEY ADVANCE IN ABOUT THE SAME WAY IN
 ___ all debates ___ almost all debates ___ most debates ___ few debates ___ no two debates
44. IN YOUR INTERCOLLEGIATE SQUAD MEETINGS DO YOU CONSIDER PROBABLE ARGUMENTS THAT MAY BE RAISED AGAINST YOUR CASE AND SPECIFIC WAYS OF ANSWERING THEM
 ___ never ___ seldom ___ frequently ___ usually ___ consistently
45. DURING THE TOURNAMENTS ATTENDED BY YOUR INTERCOLLEGIATE DEBATE SQUAD, THE COACH DISCUSSED WAYS OF MEETING OPPOSING ARGUMENTS AND CASES WITH THE DEBATES
 ___ never ___ seldom ___ frequently ___ usually ___ consistently
46. ON YOUR SQUAD, INTERCOLLEGIATE DEBATE TEAMS ARE USUALLY ACCOMPANIED BY
 ___ no one ___ the coach ___ a graduate assistant
 to the coach ___ a faculty member other than the coach ___ a graduate student ___ other: _____
-
- *47. IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT, YOUR SCHOOL OFFERED
 ___ a speech major ___ a speech minor ___ some courses in speech ___ no courses in speech
- *48. IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT, YOUR SCHOOL HAD
 ___ a speech department ___ speech as a division of the English Department ___ other: _____
- *49. THE ACADEMIC DEGREE OF THE DEBATE COACH IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 A B in _____ B S in _____ M A in _____
 M S in _____ Ph.D in _____
 other: _____
 (Example A B in Speech or M A in History etc.)
- *50. IN YOUR SCHOOL THE NUMBER OF FULL TIME MEMBERS ON THE TEACHING STAFF WORKING WITH THE INTERCOLLEGIATE DEBATE PROGRAM IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 ___ one ___ two ___ three ___ four ___ more than four

- *51. IN YOUR SCHOOL THE NUMBER OF GRADUATE OR STUDENT ASSISTANTS ASSISTING IN COACHING INTERCOLLEGIATE DEBATE IN THE YEAR OR YEARS YOUR SCHOOL WAS REPRESENTED AT THE WEST POINT TOURNAMENT WAS
 ___ none ___ one ___ two ___ three ___ four
 ___ more than four
52. DO YOU FEEL THAT THE WINNING OF DEBATE TOURNAMENTS IS
 ___ the primary objective of intercollegiate debate ___ one of the major objectives of intercollegiate debate ___ an objective of intercollegiate debate ___ of little consequence in intercollegiate debate ___ other: _____
-
53. DO YOU FEEL THAT INTERCOLLEGIATE DEBATE IS OPERATED TODAY MORE IN BEHALF OF THE
 ___ debater's education ___ coach's prestige
 ___ school's publicity ___ other: _____
-
54. THE NATIONAL DEBATE FRATERNITY WITH WHICH YOUR SCHOOL IS AFFILIATED IS
 ___ Delta Sigma Rho ___ Pi Kappa Delta ___
 ___ Tau Kappa Alpha ___ other: _____
55. IN FILLING OUT THIS QUESTIONNAIRE YOU HAD AVAILABLE
 ___ complete records on the intercollegiate debate squad ___ partial records on the intercollegiate debate squad ___ no records on the intercollegiate debate squad ___ other: _____

APPENDIX III

THE COVERING LETTER

Box 9
Louisiana College
Pineville, Louisiana

To: the Directors of Debate whose
teams have participated in the
West Point Tournament, 1947-1953

Accompanying this letter is a rather long questionnaire which I hope you will fill out and return to me. The length arises from the multiple choice type questions used; such questions were selected to save you time.

The purpose of the questionnaire is to gather material to serve as the basis of a thesis in partial fulfillment of the requirements for the Master of Arts degree in Speech at the University of Alabama. This questionnaire is being sent to all schools which have attended the West Point Tournament in the years 1947-1953. It was felt that the debate staffs at these schools would represent qualified experts on debate from all regions of the United States.

Although this study will cover a seven year period, the number of coaches to whom questionnaires can be sent will be relatively small. For this reason each questionnaire has real significance. Your assistance in helping to make possible this study will be appreciated.

No school nor individual will be named or evaluated as conducting a "good" or "bad" debate program. Tables or charts will be prepared to correlate the frequency of answers to given questions. No schools nor coaches will be identified by name. If you are interested in and would like a copy of such a table, I hope to be able to provide you with one.

In different parts of the country we use different terms in slightly different ways. I am attaching, therefore, to the questionnaire a glossary of some of these terms which I have used. I hope that the glossary will be of assistance in filling out the questionnaire or at least let you know what I meant when I used the terms.

Sincerely yours,

Jack M. Carter

APPENDIX IV

THE DEFINITIONS ATTACHED TO THE QUESTIONNAIRE

GLOSSARY

Effective Debating:	capable of winning; superior on a five point rating scale
Tournament:	an announced series of debates in which four or more schools participate
Decision Tournament:	teams entered receive wins and/or losses
Non-decision Tournaments:	teams entered do not receive wins or losses
Brief:	map of total available arguments for and against a proposition
Case:	arguments advanced in a given debate for the affirmative and negative
Budget:	funds regularly provided by the school for intercollegiate debate; excludes specific extra appropriations for the West Point Tournament

Questions	I	II	III	IV	V	VI	VII	VIII
e	20%	25%	30%		27%	17%	33%	
f		13%				17%	22%	13%
20								
a	100%	50%	30%	50%	55%	33%	22%	13%
b			10%			17%	11%	13%
c		50%	60%	50%	45%	50%	56%	63%
21								
a		13%	10%	50%	9%	17%		13%
b							11%	
c	20%	38%	20%		9%		11%	13%
d	80%	38%	60%	50%	55%	55%	78%	63%
24								
a		13%						
b	20%		10%	25%	9%	33%		25%
c	60%	38%	30%	25%	18%	33%	44%	25%
d	20%	38%	50%	33%	73%	33%	44%	25%
e			10%					13%
26								
a								
b	20%	38%	20%	13%	36%	50%	33%	25%
c	60%	50%	50%	33%	36%	33%	33%	38%
d	20%	38%	30%	33%	18%	17%	33%	25%
e			10%		18%			13%
27								
a	80%	75%	90%	63%	91%	50%	78%	63%
b	20%	13%	10%	25%	9%	33%	33%	50%

Questions	I	II	III	IV	V	VI	VII	VIII
c		25%			82%	50%	22%	13%
30								
a	60%	88%	60%	33%	18%		33%	38%
b	20%	25%	10%	25%	55%	67%	44%	50%
c	20%	25%	30%	50%	27%	33%	22%	37%
31								
a	80%	75%	80%	75%	82%	50%	67%	75%
b		13%				17%	11%	13%
c							11%	
d	20%	13%					11%	
e		25%	20%	13%	9%	17%		13%
32								
a	100%	63%	70%	63%	73%	67%	78%	63%
b			10%		9%		11%	
c		13%					11%	
d		25%	20%	25%	9%	33%		38%
33								
a		13%	50%			17%	11%	
b	40%	13%	40%	50%	18%	33%	33%	38%
c		38%	30%	13%	36%	17%	22%	13%
d		25%		25%			33%	
e	60%	75%	30%	33%	73%	83%	56%	50%
f			20%				22%	13%
34								
a	40%	25%	80%	33%	18%	17%	33%	38%

Questions	I	II	III	IV	V	VI	VII	VIII
b		75%	10%	13%	36%	17%	22%	25%
c	20%		40%	25%	27%	17%	33%	13%
d	40%	13%	40%	33%	18%	50%	22%	50%
e		13%		25%	9%			13%
36								
a	20%	25%	30%	25%	25%	9%	17%	
b	100%	75%	80%	88%	91%	100%	100%	100%
c	60%	38%	50%	63%	82%	83%	67%	38%
d	40%	38%	60%	75%	82%	50%	56%	38%
e	60%	75%	80%	88%	64%	83%	100%	88%
f	40%		50%	50%	27%	50%	22%	13%
g	100%	75%	80%	88%	27%	50%	67%	38%
h	80%	63%	40%	63%	55%	50%	78%	38%
i	100%	75%	90%	88%	64%	50%	78%	75%
j	40%	25%	60%	50%	27%	33%	33%	
k	80%	63%	70%	75%	45%	33%	67%	50%
37								
a	40%	38%	40%	25%	18%		22%	
b	40%		30%	25%	18%			25%
c	20%		30%	25%	18%		22%	13%
d	100%	100%	100%	100%	91%	100%	100%	75%
e	60%	63%	50%	100%	64%	83%	89%	75%
f	80%	50%	70%	100%	36%	100%	78%	50%
g	40%	13%	20%	50%	55%	17%	44%	38%

Questions	I	II	III	IV	V	VI	VII	VIII
h	80%	63%	90%	75%	73%	50%	78%	63%
i	40%		10%	25%		17%	22%	
41								
a								13%
b			10%		18%	33%		25%
c		63%	60%	25%	18%	50%	33%	50%
d	60%	50%	30%	75%	36%	33%	78%	50%
e	40%		20%	13%	36%	33%	22%	
42								
a	40%	50%	20%	63%	73%	50%	22%	50%
b	60%	25%	30%	13%	27%	33%	44%	25%
c		13%	30%	25%			11%	13%
d		13%	40%	13%		17%	11%	13%
45								
a		13%	10%	13%	9%		22%	13%
b	80%	38%	30%	50%	27%	67%		50%
c	20%	38%	20%	13%	27%	33%	33%	25%
d		13%	40%	13%	9%		22%	
47								
a	100%	88%	100%	88%	82%	83%	44%	38%
b							11%	
c		13%		13%	17%	17%	44%	38%
d								13%
48								
a	100%	75%	100%	75%	82%	67%	44%	50%
b		13%		25%	9%	33%	44%	25%

Questions	I	II	III	IV	V	VI	VII	VIII
c		13%			9%		11%	13%
49								
Ph.D. Sp.	40%	25%	10%	25%	45%	17%	11%	25%
M. A. Sp.		50%	30%	75%	27%	50%	56%	25%
Other	60%	25%	60%		18%	33%	33%	50%
50								
a	80%	75%	100%	63%	45%	83%	33%	75%
b	20%	25%		25%	18%	17%	56%	13%
c				13%	18%			
d							11%	
51								
a	60%	75%	60%	75%	55%	67%	78%	75%
b	40%	13%	30%	25%	27%	33%	22%	
c		13%			9%	17%		
d			10%			17%		
52								
a								
b	20%		30%	13%	9%	17%	11%	
c	80%	50%	50%	63%	55%	83%	67%	63%
d		50%	30%		36%		22%	37%
53								
a	80%	100%	80%	88%	100%	50%	78%	88%
b	20%		10%	25%		17%	11%	13%
c	40%		10%	33%		33%	22%	38%

Table B: A Consideration of Per Cent of Affirmative Responses to Twenty-six Selected Questions According to Director's Training

Questions	Speech ¹	Other ²
3		
a	2%	
b	14%	14%
c	17%	14%
d	40%	64%
e	19%	14%
f	14%	14%
g	7%	
h		14%
9		
a		
b	5%	
c	7%	21%
d	7%	7%
e	14%	14%
f	29%	43%
g	50%	36%

1. Includes forty-two schools in which the academic degree of the direction of debate is either the M. A. or Ph.D. in Speech.

2. Includes fourteen schools in which the academic degree of the direction of debate is non-speech.

Questions	Speech	Other
11		
a	2%	
b		
c	2%	
d		
e	10%	36%
f	11%	28%
g	14%	28%
h	24%	
i	10%	7%
j	26%	21%
k	5%	7%
l	19%	7%
12		
a	24%	36%
b	11%	14%
c	14%	
d	7%	
e	7%	
17		
a	74%	71%
b	2%	14%
c	10%	43%
d		7%
e	14%	21%
f	10%	7%

Questions	Speech	Other
20		
a	45%	36%
b	5%	7%
c	48%	50%
21		
a	19%	14%
b	2%	
c	11%	14%
d	69%	79%
24		
a	2%	
b	17%	14%
c	24%	43%
d	52%	50%
e	2%	
26		
a		
b	24%	43%
c	43%	50%
d	45%	7%
e	5%	7%
27		
a	79%	71%
b	21%	36%
c	11%	14%

Questions	Speech	Other
30		
a	48%	50%
b	40%	43%
c	14%	7%
31		
a	79%	64%
b	7%	7%
c	2%	
d	10%	7%
e	5%	
32		
a	79%	71%
b	5%	7%
c	11%	7%
d	5%	
33		
a	10%	14%
b	40%	21%
c	17%	28%
d	10%	
e	57%	64%
f	11%	7%
34		
a	24%	57%
b	24%	14%
c	14%	43%
d	36%	28%

Questions	Speech	Other
36		
a	14%	21%
b	95%	86%
c	64%	50%
d	62%	57%
e	81%	71%
f	38%	21%
g	64%	64%
h	60%	71%
i	81%	79%
j	36%	36%
k	60%	57%
37		
a	21%	14%
b	17%	21%
c	17%	21%
d	100%	100%
e	81%	86%
f	69%	64%
g	33%	43%
h	76%	64%
i	10%	14%
41		
a	2%	
b	2%	21%

Questions	Speech	Other
c	33%	50%
d	69%	50%
e	19%	
42		
a	62%	14%
b	21%	64%
c	10%	21%
d	10%	21%
45		
a	11%	7%
b	43%	43%
c	31%	21%
d	11%	21%
e	10%	21%
47		
a	83%	71%
b	2%	7%
c	24%	21%
48		
a	76%	79%
b	24%	21%
c	5%	7%
50		
a	71%	57%
b	31%	14%
c	2%	14%

Questions	Speech	Other
d	2%	
51		
a	74%	64%
b	19%	43%
c	5%	7%
d	5%	
52		
a		
b	11%	21%
c	64%	57%
d	26%	28%
53		
a	81%	93%
b	10%	7%
c	19%	7%

Table C: A Consideration of Per Cent of Affirmative Responses to Twenty-seven Selected Questions According to Size of School

Questions	Less than 1600 ³	1600-4999 ⁴	5000 and More ⁵
3			
a	4%		5%
b	28%	4%	5%
c	12%	13%	5%
d	44%	39%	35%
e	12%	17%	15%
f		17%	25%
g		4%	5%
h		4%	5%
9			
a			
b	12%		
c	4%	9%	20%
d	24%	4%	5%
e	16%	9%	15%
f	28%	26%	25%
g	20%	61%	40%

3. Includes twenty-five schools with enrollments of less than 1600.

4. Includes twenty-three schools with enrollments of (1600-4999).

5. Includes twenty schools with enrollments of 5000 and more.

Questions	Less than 1600	1600-4999	5000 and More
11			
a		4%	
b			
c	4%		
d	4%		
e	12%	9%	20%
f	20%	13%	10%
g	16%	22%	10%
h	20%	13%	15%
i	4%	9%	10%
j	20%	22%	25%
k	4%	13%	
l	4%	22%	15%
12			
a	32%	13%	25%
b	12%	4%	15%
c	8%	9%	15%
d	4%	9%	
e	4%	4%	5%
17			
a	76%	61%	60%
b		9%	5%
c	12%	9%	25%
d		4%	

Questions	Less than 1600	1600-4999	5000 and More
e	16%	9%	25%
f	8%	9%	5%
20			
a	44%	35%	45%
b		4%	10%
c	56%	43%	30%
21			
a	12%	17%	15%
b			5%
c	12%	9%	10%
d	76%	57%	60%
24			
a		4%	
b	16%	17%	5%
c	32%	26%	30%
d	44%	30%	60%
e	4%	4%	
26			
a			
b	32%	26%	15%
c	52%	17%	50%
d	20%	26%	20%
e		13%	
27			
a	88%	57%	75%
b	20%	26%	10%

Questions	Less than 1600	1600-4999	5000 and More
c		22%	10%
30			
a	48%	30%	45%
b	36%	30%	35%
c	16%	13%	5%
31			
a	72%	52%	85%
b	8%	4%	
c		4%	
d	8%	9%	5%
e	8%		
32			
a	80%	48%	85%
b	4%	4%	
c	4%	17%	10%
d	8%		
33			
a	8%	4%	20%
b	36%	22%	30%
c	16%	9%	20%
d	4%	4%	5%
e	56%	43%	55%
f	8%	13%	10%

Questions	Less than 1600	1600-4999	5000 and More
34			
a	36%	13%	30%
b	20%	26%	5%
c	24%	17%	15%
d	32%	35%	15%
36			
a	24%	9%	10%
b	72%	78%	80%
c	48%	61%	40%
d	56%	48%	30%
e	72%	70%	60%
f	16%	22%	35%
g	64%	39%	60%
h	44%	61%	55%
i	68%	61%	65%
j	28%	39%	25%
k	56%	43%	50%
37			
a	40%	13%	5%
b	32%	13%	
c	32%	13%	
d	92%	74%	85%
e	76%	57%	65%
f	64%	35%	65%
g	40%	17%	25%

Questions	Less than 1600	1600-4999	5000 and More
h	60%	61%	60%
i	12%	9%	5%
41			
a	4%		
b	8%	9%	5%
c	24%	43%	20%
d	44%	35%	65%
e	16%	26%	10%
42			
a	36%	52%	40%
b	32%	13%	40%
c	20%	13%	
d	20%	4%	15%
45			
a	12%	9%	15%
b	32%	35%	45%
c	36%	26%	10%
d	16%		20%
e	8%	17%	10%
47			
a	80%	61%	75%
b	4%		10%
c	20%	30%	5%
48			
a	76%	52%	85%
b	24%	22%	5%

Questions	Less than 1600	1600-4999	5000 and More
c		9%	5%
49			
Ph.D. Sp.	16%	30%	30%
M.A. Sp.	36%	57%	30%
Other	48%	17%	25%
50			
a	92%	57%	40%
b		35%	35%
c	4%	4%	5%
d			5%
51			
a	92%	70%	35%
b	8%	22%	40%
c		4%	10%
d			10%
52			
a			
b	8%	13%	15%
c	72%	48%	50%
d	16%	26%	25%
53			
a	76%	74%	85%
b	16%	4%	
c	24%	9%	

Question	I	II	III	IV	V	VI	VII	VIII
e	x	x	x	x	x	x	x	x
7								
a	x	x	x	x	x	x	x	x
b		x						
c								
d								
e		x				x	x	
f								
8								
a								
b								
c	x	x	x	x	x	x	x	x
d	x	x				x		
e								
9								
a								
b								
c								
d								
e								
f	x							x
g					x	x	x	
10								
a								
b			x	x	x	x	x	x

Question	I	II	III	IV	V	VI	VII	VIII
33								
a			x					
b				x				
c								
d					x			
e	x	x					x	x
34								
a			x					
b		x						
c								
d						x		x
e								
35								
a		x	x					
b								
c	x			x	x	x	x	x
36								
a								
b	x	x	x	x	x	x	x	x
c	x		x	x	x	x	x	
d			x	x	x	x	x	
e	x	x	x	x	x	x	x	x
f			x	x		x		
g	x	x	x	x		x	x	
h	x	x		x	x	x	x	

Question	I	II	III	IV	V	VI	VII	VIII
i	x	x	x	x	x	x	x	x
j			x	x				
k	x	x	x	x			x	x
37								
a								
b								
c								
d	x	x	x	x	x	x	x	x
e	x	x	x	x	x	x	x	x
f	x	x	x	x		x	x	x
g				x	x			
h	x	x	x	x	x	x	x	x
i								
38								
a						x		
b		x	x		x		x	x
c								
d								
e							x	
f								
g							x	
39								
a								x
b								
c	x							

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GRADUATE SCHOOL
UNIVERSITY OF ALABAMA

(Thesis Approval Form)

Candidate's Name: M.R. Jack Melton Carter.....

Major Subject: ... Speech

Thesis Title: ... A Survey And Analysis Of The Methods And
... Philosophies Of Selected Directors Of Intercollegiate
... Tournament Debating

Approved by:

Thesis Committee:

..

Chairman

..

.....

Head of Department or School ~~.....~~

Dean of the Graduate School ~~.....~~

Date July 23 1953

(Three copies required)