

velops a broad knowledge of numerous subjects, increases ability to distinguish between the important and the unimportant, prepares students to accept leadership, increases the use of reason rather than emotion, promotes effective speech habits, heightens ability to think clearly and rapidly, develops methodical reasoning, develops the ability to weigh evidence without prejudice, and focuses diffuse knowledge and information.

2. The greatest number of sponsors reported the belief that the following possible effects were observed as being occasionally true: develops aggressiveness, aids in developing high ideals, and winning becomes the primary motive.

3. The greatest number of sponsors of Pi Kappa Delta Chapters reported the belief that the following possible effects of debate training and experience were observed as being seldom true: develops a contentious nature, increases frustrations and tensions, develops insincerity, causes appeals to intolerance, debate becomes an exercise in sophistry, promotes dishonesty, influences debaters to listen for arguments that can be altered or misrepresented, provides opportunities to use persuasion to injurious limits, encourages speakers to debate on what they believe to be the wrong side of the question, and stereotypes the individual as an "intellectual."

4. The greatest number of sponsors reported that it was their opinion that it was never true that debate training and experience would, "decrease the student's popularity on the campus."

5. There was substantial agreement on the frequencies of the various possible effects of debate between coaches with ten years or less experience and those with eleven or more, except for three items:

(1) "Develops aggressiveness" was reported by the former group as being generally true; by the latter group as occasionally true.

(2) "Aids in developing high ideals" was reported by the former group as occasionally true; by the latter as being generally true.

(3) "Decreases the student's popularity on the campus" was reported by the former group as being seldom true; by the latter group as never true.

The writer hopes that the information gained through this survey will be of as much help and service to Pi Kappa Delta and its Sponsors, as was the co-operation extended by them as this study was in progress. With the existing objectives and effects thus made more clear, the chapters and the national organization of Pi Kappa Delta can achieve them, not as a result of habit, but through continued strengthening of the programs which they sponsor.

Six Simple Ways to Lose a Debate

JACK H. HOWE, *Southwestern College*
Winfield, Kansas

Books have been written, lectures have been delivered, and critiques have been given instructing speakers on the techniques for winning debates. But nothing has been done for the poor debater who, surfeited with success, desires to break the monotony of victory with an occasional loss. Of course, it is always easy just to forfeit, but that is not very subtle and may involve bothersome explanations to the coach; and while the debater may, through the trial-and-error method, devise a system for losing decisions, that is haphazard and leaves too much to chance.

Humbly, then, and with the plight of these frustrated debaters (who yearn to lose but are unable to do so) in mind, I submit the following list of *Six Simple Ways to Lose a Debate*. These can be used readily by the inexperienced loser with a fair degree of success, but with practice and repetition they will make losing almost inevitable. Let the aspiring loser, therefore, take the following methods under advisement:

First, before the debate commences, fill your pockets with coins, keys, cigarette lighters or other bits of metal. While

speaking, shove your hand in your pocket and accompany yourself to the jangle of clanking coins. Some debaters become so proficient at this that by judicious selection of the right metal objects they can produce respectable tunes, "Yankee Doodle" being a favorite. The advantages of this method for losing a debate are two-fold: first, the judge cannot *hear* what you are saying above the jingle, and second, he is so fascinated by the noise that he doesn't even *try* to hear you. (Note: For female debaters, who are apt to be pocketless, the same thrilling effect can be achieved by charm bracelets, which jangle beautifully.)

Second, while speaking, be sure to address all your remarks to your opponents. If you become bored looking at them, your gaze may be directed to the wall or the floor or out the window, but by *no means look at your judge*. In fact, try to pretend that he is not in the room at all. The importance of this injunction is that it is extremely difficult to persuade a person to your point of view unless eye-contact is established, so if you never look at the judge, it's unlikely that he will be persuaded.

Third, ignore the acoustics and general speaking arrangements of the room. Raise your voice and bellow your arguments and if the room has an echo, talk rapidly enough so that all sound is reduced to an indistinguishable roar. Likewise, do nothing toward setting the stage before the debate, and this will allow you from time to time to kick the wastebasket which is under the table, or to stumble against a chair which happens to be placed between your seat and the podium. This adds a fine touch of irritation and awkwardness to your delivery.

Fourth, bring carefully typed scripts for your speeches, and avoid any possibility of making contact with your judge by reading them word for word. This suggestion is particularly valuable for the Negative, since such a typed speech indicates that you are making no effort to adapt yourself to what the Affirmative has said. The ultimate refinement — though this can be used with aplomb only by the most confirmed losers — is the Typed Rebuttal! This is the clearest demonstration one can

give that there has been absolutely no clash in the debate and you can be certain the judge will weigh it heavily when he comes to decide whether or not you should be given a loss.

Fifth, always carry with you a copy of one of the debate handbooks, and read from it at every opportunity, particularly in regard to such things as definitions of terms and rules for debate. The use of collections of pre-digested thought will reveal clearly that you have done no thinking for yourself at all but have purchased your thinking, your case, and your evidence on the open market. Judges always appreciate this.

Sixth, even if it becomes apparent toward the end of the debate that despite all you have done the judge is still likely to vote for you, all hope is not yet lost, for it is still possible to lose a debate while your Affirmative opponent is engaged in his last rebuttal. Here is how. Pack up all your material (as noisily as possible), slam down the lids on your debate boxes, and sit looking bored through the remainder of the speech. By such a procedure, you proclaim that your interest in the debate is purely academic, and that as soon as your own speech is over, nothing else concerns you. You are not hoping to learn something from the last Affirmative rebuttal, nor do you care how he answers your arguments. All you really want is for the debate to stop so you can grab a cup of coffee before the next round. Such behavior may seem a small item, but if you are lucky the judge will reconsider the decision he has reached and mark his ballot against you.

Any one of these methods may prove ample for losing a debate, but it would be safer, of course, to combine as many of them as possible. With the adoption of all six, a loss is almost guaranteed. I said "almost" because a word of warning must be given. Do not build your hopes for losing too high. Some day you are bound to meet a team which has mastered these six suggestions and uses them more perfectly than you. You may thus find that you have *won* despite your best efforts! In that case, you have my sympathy and a reminder that occasionally it happens, even to the worst of us!

The Goals of Tournament Discussion And Their Achievement

by TOM OLBRICHT

*University of Dubuque
Dubuque, Iowa*

During the last college year a number of forensic directors became concerned about the evils in discussion as a competitive tournament activity. Meetings to discuss the problem were scheduled by groups ranging from the speech associations to forensic fraternities. Numerous articles on tournament discussion also appeared in the speech journals.

In sitting in on a number of these discussions and reading various articles, I have come to the conclusion that most speech people have had three goals in mind in proposing changes in the tournament procedure: (1) more total group participation in the resolution of the problem, (2) good, solid discussion based on research and presented with effective argument and evidence, and (3) correct usage of the discussion technique and effective speech habits.

Suggestions of all kinds have been made for achieving these goals, but they have mostly involved changing the methodology of the present tournament approach. Some suggest that discussion should be given a more significant place in the tournament, and that it should be free from conflicts with other activities. Others suggest that the evils can be corrected by a different system of evaluation and rating. One proposal is that discussion be given group rather than individual ratings, either by observation of the panel, or by an examination of a written summary turned in at the close of the last session. Another approach is to make the usual evaluation, but to give no ratings.

It must be admitted that tournament discussion has frequently deteriorated into a one-man show and a pooling of ignorance. Case after case has been cited of a participant with an aggressive personality who received a "superior" in spite of inadequate preparation. Judges frequently say too, that the discussions are character-

ized by shallow analysis and little or no evidence.

In recognizing that these weaknesses exist, the question becomes whether the proposed changes in methodology will aid in bringing about the goals that most of us desire. An affirmative answer can be given, I believe, to the idea that group rather than individual evaluation will enhance a more co-operative approach. I doubt very much, however, if the change in evaluation will have any appreciable effect upon the achievement of the second and third goals. It would seem that the student would feel even less compulsion to expend energy on research and to acquire a command of the discussion technique, since he would return home without an individual award.

I suggest that the proposed changes in methodology presented at recent conferences will help achieve only one of the goals rather than all three. A coach at a conference last winter stated that one of his students was on the outskirts of the town where a tournament was held before he discovered what the discussion question was, and in spite of inferior preparation, he emerged from the tournament with a superior rating. This coach suggested that the way to rectify the problem was to turn the groups loose on their own, and when they were finished, to assign them a group rating on the basis of a written statement of their solution. This proposal might promote group co-operation, but it is doubtful that it in any way would decrease the number of students who arrived at the tournament with insufficient preparation, and neither would it prevent such students from receiving superior ratings as members of their group.

I contend that solutions other than changes in tournament methodology must be sought in order to achieve the goals of solid, factual discussion, and the proper

use of the discussion technique. These goals can only be accomplished by the coaches changing their approach in the preparation of their students for discussion participation. It has been my experience that coaches — myself included — spend only a few minutes with those who enter discussion in contrast to the hours spent with those who participate in debate. If tournament discussion ever reaches the point where the participants have a sound knowledge of the discussion procedure, and have prepared by a thorough investigation of the topic, it will be because speech coaches have worked with these people. Effective discussion is more difficult than debate, and therefore needs more preparation rather than less.

I realize, however, that an increased emphasis on discussion becomes a practical problem for the coach. If he is to make discussion more effective, he must relegate a larger proportion of his time to the activity, and most coaches find the extra time difficult to spare. A possible solution might be to assign colleagues or assistants to the discussion participants. Such persons, however, are not available to all coaches. The budget is also a limiting factor. Since the importance of discussion is usually subordinated to debate, a coach may take a student to a tournament who enters only debate, but it seldom happens that a coach takes a person solely for the purpose of discussing. Discussion is often considered on a par, in respect to preparation, with individual events such as oratory, but effective discussion requires as intensive research as debate. With most of

our budgetary emphasis on debate, however, students who discuss often debate also, and perhaps enter individual activities, and as the result they do not have much time to prepare for discussion, or at least with the present atmosphere they are not inclined to take the time.

In order to build an atmosphere in which students look upon discussion as an important activity, and one on which they expend considerable energy in research, it will be necessary for coaches throughout the country to spend more time and money on discussion. A mere handful of coaches emphasizing increased activity will make little dent in the prevailing attitude of indifference. Tournament debating has become effective because most coaches have stressed its importance. In areas where the majority do not, debate is as weak as discussion. Until this atmosphere is attained our ideals for discussion will never be completely realized.

I am firmly sold on the value of discussion and would regret very much if it no longer held a place in our tournaments. I agree with Malcolm Sillars in his "The New Conservatism and the Teacher of Speech" (*The Southern Speech Journal*, Summer 1956) that the achievements claimed for discussion as a technique of problem solving are often exaggerated, but I believe discussion offers a solid foundation for citizenship training. Discussion as a technique has its weaknesses as do debate and oratory, but in the final analysis its results are worthy of the energy expended.

EXTEMPORANEOUS SPEAKING TOPIC

MEN'S AND WOMEN'S DIVISIONS

NATIONAL PI KAPPA DELTA CONVENTION

APRIL 14 - 19, 1957

RACIAL INTEGRATION IN THE UNITED STATES

The following areas of study will be used in each of the four rounds of speaking:

1. Historical Background of Racial Integration in the United States.
2. Status of Racial Integration in the United States Today.
3. Barriers to Further Integration.
4. Proposals for Further Integration.

Convention and Contest RULES

General

1. Each student and one faculty director of forensics from each college attending the convention must pay a registration fee of \$6.00. This covers the banquet ticket, admission to all meetings and contests and the semi-formal dance. The wives of faculty members will be issued a banquet ticket at cost and will not be charged the registration fee. A limited number of qualified judges, who may wish to attend the convention, in addition to the faculty director of forensics, will be given room and board, if they accept a full judging schedule. The name and qualifications of such persons must be submitted to the National Secretary-Treasurer no later than the deadline for submitting official entries. Entry fees for participation in the convention contests shall be in addition to the registration fee. Also, each college shall pay a \$5.00 fee to aid in securing extra qualified judges.

2. Each student delegate to the convention and each participant in the contests shall be a bona fide undergraduate student who has not already had four years of forensic participation previous to 1956-57 and who is carrying a minimum of twelve hours of college work with passing grades at the time of the convention. He shall be a member of Pi Kappa Delta or shall have filed a membership application with the National Secretary and sent in his initiation fee.

3. All entries in convention contests must be sent to the National Secretary so as to show a postmark not later than March 13, 1957. Entries mailed later than that date will not be accepted. The entry fee shall be \$1.00 for each event entered and shall be sent with the entry blank.

4. There shall be separate divisions for men and women in all events except discussion. Men and women will discuss together in the discussion event but their ratings will be tabulated separately for the purpose of determining awards at the con-

clusion of the convention. Gold medals will be awarded to winners of Superior rating in each contest; certificates to those winning Excellent rating.

5. Certificates of "Superior" will be awarded to the 10% of the chapters with the most points in men's contests and to the 10% of chapters with the most points in women's contests. Certificates of "Excellent" will be awarded to the next 20% in each division. Those in the next 30% will be rated "Good" but will receive no certificates. Points will be given in debate as follows: Superior rating 10 points; Excellent 8 points; Good 6 points; participation 2 points. In extemporaneous speaking, oratory and discussion a rating of Superior will be given 5 points; Excellent 4 points; Good 3 points; participation 1 point.

6. All contest arrangements not covered by the rules shall be in the hands of the individual contest committees and the Director of Tournaments. Questions concerning any interpretation of contest rules should be directed to the Contest Chairman, Dr. L. E. Norton, Bradley University, Peoria, Illinois.

Judging

All competing chapters must provide at least one faculty member who is a qualified judge and who will accept his assigned service as outlined by the judging committee. Individual adjustments in that assignment will be made by the chairman of the committee. No college will be permitted to enter the convention tournament without providing a judge unless the delegation is limited to one student representative. No student member of the delegation will be permitted to serve as a substitute for a faculty judge. A college which cannot meet the requirements of this section or whose faculty representative feels that he cannot meet his judging assignments is requested not to enter the contests. A two dollar fine shall be imposed for each judging assignment not fulfilled. No results will be announced or awards pre-

sent to schools whose judge fails to meet his judging obligations.

Oratory

1. Contestants. Each Pi Kappa Delta chapter may enter one orator in the men's and one in the women's contest.

2. Orations. Orations shall contain not more than 150 words of quotations. Orators shall be given a warning when 9 minutes of speaking time has elapsed. Penalty shall be applied when the oration exceeds eleven minutes. All orations must be certified by the coach as being the original work of the contestants. All quotations shall appear definitely as such in the manuscript. Each contestant shall present a typewritten copy of his oration to the National Secretary of Pi Kappa Delta at the Convention Registration desk on April 12, 1957. The oration delivered in the contest must conform to the manuscript submitted. The manuscript will not be returned.

3. Contests. The contests shall be held simultaneously, the number of such contests being determined by the number of contestants entered, it being provided that not more than seven speakers shall appear on one program. Each orator shall appear in four rounds.

4. Method of Judging. Three judges shall be appointed in each contest. Each judge shall rank only the three highest ranking speakers, first, second, and third. In tabulating the results, all other speakers in each contest will be given a ranking of four. No judge shall tie two speakers for first, second, or third places. The judges may comment on the speakers at the close of the round, but should not reveal their decisions.

5. Rankings. The orators ranking in the upper 10% will be rated "Superior"; those in the next 20% will be rated "Excellent"; those in the next 30% will be rated "Good."

Extemporaneous Speaking

1. Contestants. Each Pi Kappa Delta chapter may enter one speaker in the men's and one in the women's contest.

2. Subject. The subject will be "Racial Integration in the United States." This subject will be divided into four areas.

3. Subtopics. The Contest Committee shall arrange for the securing of sufficient

and suitable subtopics for each of the four areas.

4. Drawings. One hour before the time of speaking in each contest, the contestant shall draw by lot for a subtopic. It is expected that the speech will be prepared by the student without the assistance of anyone.

5. Contests. The rules for these contests shall be the same as those for oratory.

6. Length of Speeches. Speeches shall not be more than six minutes. Each speaker shall be given a warning by the timekeeper at the expiration of five minutes.

7. The Question Period. Each speaker shall be asked one pertinent question by a judge at the close of his original speech. The speaker must answer this question impromptu; maximum time for the answer, two minutes.

8. The Method of Judging. The method of judging shall be the same as for oratory.

9. Ranking. The method of ranking shall be the same as for oratory.

Debate

1. Each Pi Kappa Delta chapter may enter one team in the men's division and one team in the women's division. No mixed teams shall be entered.

2. Substitutions. There may be free substitution of debaters from round to round providing the names of those to be used are included in the entry lists.

3. Question. The official Pi Kappa Delta question shall be used in all debates.

4. Speeches. Each debater shall have two speeches, one of ten minutes and one of five. The affirmative shall introduce the constructive and the negative shall introduce the refutation speeches.

5. Rounds. All teams will take part in eight rounds of debate, the pairings of which are to be arranged by the contest committee and posted for round to round.

6. Sides. Each college must debate both sides of the question, having an equal number of affirmative and negative debates.

7. Decisions. Decisions will be rendered by single judges, who may comment on the debate but who should not announce their decisions to the debaters.

CONVENTION AND CONTEST COMMITTEES

**PKD National Convention
Brookings, South Dakota**

April 14-19, 1957

1. Convention Committee

Convention Chairman: John Randolph, Westminster College

Convention Officer: A. R. Christensen, South Dakota State College

Ass't Convention Officer: D. E. Sikkink, South Dakota State College

2. Province Coordinator

Harvey Cromwell, Mississippi State College for Women

3. Parliamentarian

Forrest H. Rose, Southeast Missouri State College

4. Nomination Committee

R. D. Mahaffey, Linfield College
Glenn Capp, Baylor University
Albert Keiser, Lenoir Rhyne Col.

5. Resolutions Committee

W. H. Veatch, State College of Washington
Grace Walsh, Wisconsin State Col.
Cunera Van Emmerick
Central College

6. Convention Invitations Committee

Sherod J. Collins, N. E. Missouri State Teachers College
E. L. Pross, Texas Christian Univ.
Theodore O. H. Karl, Pacific Lutheran College

(Continued on Page 49)

8. Rankings. All teams winning all or seven of the eight rounds shall be awarded the "Superior" rating. All teams winning six debates shall be rated "Excellent." All teams winning five debates shall be given a rating of "Good."

9. Drawing. In order to avoid a drawing in which strong teams will meet only strong teams and weaker teams meet only weaker teams, every fourth team will be seeded on the basis of performance earlier in the year. Under this plan every team (including every seeded team) will meet two seeded teams and two only during the course of the eight rounds. Ratings of various colleges shall be determined by the Debate Committee with the assistance of the Province Governors and qualified Pi Kappa Delta members in the respective areas.

Discussion

1. Subject. What should be the role of the United States in the Middle East?

2. Procedure. There will be five rounds. Each of the first four rounds shall have a maximum time limit of one and one-half hours and the fifth round shall have a maximum limit of two hours.

Round I. Definition and delineation stage. (What is the nature, extent, and significance of the problem? What terms of the discussion question need defining?)

Round II. Problem - analysis stage. (What are the probable causes of the problem? By what criteria should probable solutions be measured?)

Round III. Solutions stage. (What possible solutions are there? What is the best solution for the problem? Use criteria for evaluating and eliminating solutions.)

Round IV. Solutions stage. (Continue evaluation of solutions.)

Round V. Written report. This report shall be prepared by the members of each section. It should reflect the consensus of the group's opinion regarding the problem and its solution(s). If a minority opinion exists, it should be included in the written report. Only one report (not a majority and a minority report) shall be submitted by a section. The report will be evaluated and each member of the section will receive the evaluation awarded. This report carries a weight which represents 25% of

the discussant's final score. This report shall be limited to one typewritten page (8 x 11) or two pages (8 x 11) written in longhand.

3. Discussion leader. A discussion leader shall be appointed by the Discussion Contest Committee for each section of Round I. At the conclusion of Round I, II, III, and IV, the members of each section shall elect one of their members to serve as the discussion leader for the following round.

4. Participants. Each Pi Kappa Delta chapter may enter one man and one woman student in discussion. Men and women will discuss together but their ratings will be tabulated separately for the purpose of determining awards at the conclusion of the convention.

5. Judging. A faculty observer will sit with each section. It shall be his function to check attendance, serve as a guide in procedure, and evaluate the participants. The faculty observer shall evaluate each participant on his knowledge of the discussion question and his use of critical thinking, and his cooperation with other members of the group. The written report prepared by each section will be evaluated by authorities selected by the Discussion Contest Committee. Each member will receive the evaluation awarded by the judges for his section's written report. At the conclusion of Round V, each participant will complete an evaluation for each member of his section. Each participant's final score will consist of the sum of the evaluations awarded him by the faculty observers (50%), the evaluation awarded the written report submitted by his section (25%), and the average of the evaluations given by the members of his section (25%). Faculty observers will use a different rating scale for evaluating discussion leaders and discussion participants.

6. Ranking. The discussion participants ranking in the upper 10% will be rated "Superior"; those in the next 20% will be rated "Excellent"; those in the next 30% will be rated "Good." Men and women will be ranked separately at the conclusion of the convention. Students must participate in each of the five rounds to be eligible for a final rating.

COMMITTEES, Continued

7. Committee on Convention Evaluation

H. L. Ahrendts, Kearney State Teachers College
Wofford Gardner, Univ. of Maine
B. W. Hope, Marshall College
Eugene R. Moulton, University of Redlands

8. Committee on Convention Publicity

Emmett Long, Pepperdine College
Franklin R. Shirley, Wake Forest College
Cedric L. Crink, Southwestern State College

9. Contest Committees

Contest Chairman: Larry E. Norton, Bradley University

Judging Committee: Jess Gern, Western State College of Education; Harold Larson, Huron College; Allwin Monson, Concordia College

Men's Debate Committee: Ralph Micken, Illinois State Normal; J. Rex Wier, Southeastern Col.

Women's Debate Committee: Emogene Emory, Hardin-Simmons University; Milt Dobkin, Humboldt State College

Men's Extemporaneous Speaking: Kenneth Berger, Luther College; Thomas R. McManus, Kent State University

Women's Extemporaneous Speaking: Jake Hoover, Oklahoma City University; Brock Brentlinger, Greenville College

Discussion: Harvey Cromwell, Mississippi State College for Women; Paul Rosser, Seattle Pacific College

Oratory: Georgia Bowman, William Jewell College; Rex Kyker, Abilene Christian College.



President's Letter

Again I want to visit with you about the forthcoming Brookings Convention. A recent meeting with the local arrangements officials at South Dakota State College was most encouraging. Everyone there is making plans enthusiastically to entertain us royally. All members of the National Council, convention committee members, and local officials have hopes of injecting more of a "Convention atmosphere" into the 1957 Pi Kappa Delta assembly. We want this

meeting to be more than a strenuous competition for ratings and sweepstakes. The Convention program, printed elsewhere in these pages, will reveal several new features that will be included among the convention activities.

However, one of the traditional convention features of the program has been our business sessions. Normally, as all of you will recall, this part of our schedule has been lively — if not always decorous from the point of view of the parliamentarian. As the next chairman of your business meetings perhaps you will sympathize with my desire to offer some suggestions for improving these parliamentary sessions.

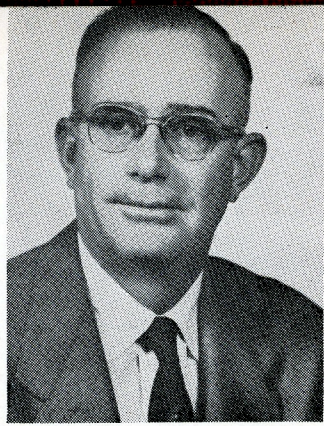
At our last convention, President Randolph inaugurated the practice of having voting delegates seated in the front rows of the auditorium in order to distinguish them from other delegates. This gave special recognition to these chapter representatives and also eliminated much confusion in the voting. This was a good regulation which we wish to continue at Brookings.

We also will print special voting delegate badges to be worn by those members who have been delegated by their chapters to do the voting at the meetings. It seems to us that this will lend added prestige to those who are assigned the voting responsibility. And that is as it should be. Moreover, we recommend that the chapters choose their voting delegates with as much care as they do the participants in other convention events. In fact it might be wise to rotate this responsibility among the members of the chapter delegation. By assigning a different delegate to each business session several students could profit from this parliamentary experience.

Would it not be wise, also, to give these voting delegates some preliminary training and instruction before they arrive at the convention? For instance, a study of the Pi Kappa Delta constitution would make them more conversant with its regulations and procedures. This should result in more responsible participation in the convention deliberations. If the voting delegates have had no previous training in parliamentary law, they certainly should be asked to study the basic rules of business meeting procedures. Even those who may have had work in this speech area should be encouraged to review the subject. Such preparatory training should include emphasis on the primary purposes of parliamentary laws. Too often, it seems, voting delegates behave in parliamentary groups as if the rules of business meetings had been formulated to impede and obstruct parliamentary decisions and actions. This hardly can be construed to be the intent of the rules that guide group decision making. Actually, parliamentary procedure has evolved in order to promote efficiency of group action, to insure the execution of the majority will, and to protect the wishes of the minority.

Such pre-convention preparation for our fraternity deliberations should not detract from the liveliness or interest in convention business sessions. In no way should it lead to any repressions in freedom of expression. It could give added value to training in a very fundamental and essential democratic discipline.

Secretary's Page



At the halfway point in reports from the chapters, eighty chapters indicated a probable attendance at the National Convention and Tournament of 485. Eight chapters were undecided at the time, and only three indicated that it would be impossible for them to be represented. If the other half of the chapters do as well, attendance will approach the one thousand mark, surpassing all previous records for attendance at the National.

Four new chapters have been approved since the last issue of the *Forensic*. They are: Fresno State College, Fresno, California; South Dakota State Teachers, Springfield, South Dakota; St. Mary's University, San Antonio, Texas; and Adams State College, Alamosa, Colorado. With several other petitions being processed by the Charter Committee, we may have a dozen or more chapters which will be attending the National for the first time.

With the addition of two new chapters in California, California has moved into a tie with Missouri and Texas for the second largest number of chapters with twelve chapters in each of the three states. Illinois still leads in the number of chapters with twenty-one, however, adjustments will be made at the National in the state totals as several chapters have fallen below the standards established in the constitution and may be deactivated this year.

This issue of the *Forensic* contains most of the information that you will need concerning the National. The official entry blanks will be mailed from this office to reach you around February first. They must be returned one month before the National in order to allow sufficient time for the Contest Committees to do the work preliminary to the beginning of the tournament.

Every year several new sponsors join the ranks of Pi Kappa Delta. A number of these are showing an unusual amount of interest in the work of local chapters and it is encouraging to learn of the renewed interest at a number of schools. Among the new sponsors, and sponsor changes are: Lola Jacobs, Morningside College; Paul H. Winters, College of the Pacific; Roy T. Baker, Illinois College; Horton Pressley, Ottawa University; E. W. Ockerman, Kentucky Wesleyan; Aldrich Paul, Omaha; Donald E. Sikkink, South Dakota State; John Graham, Central State, Oklahoma; H. R. Jones, Tulsa; Walter E. Simonson, River Falls; Lester R. McCreary has rejoined the ranks as sponsor at College of Idaho; Edna Sorber has moved from Southwestern College, Kansas, to help Bob Capel with the program at Stephen F. Austin; Valgene Littlefield has moved from Oklahoma Baptist to his alma mater, Northeastern State, Oklahoma; J. Rex Weir has moved from North Texas State College to Southeastern State, Oklahoma, while Mary L. Gehring has changed from Mississippi Southern to Stetson.

Pi Kappa Delta passed another milestone when membership No. 30,000 was issued recently to Gloria Ann Bell of Alabama College. The latest membership number is 30,039 issued to Jeannette Biedo, University of Illinois at Chicago, and the latest key is No. 17,423 issued to Stuart E. DeVore of the same school.

Check your supply of rituals, membership applications, key order blanks and other supplies. We would like to send what you need before the spring rush begins. Keep in mind that later in the year four to six weeks must be allowed for key orders.

Alumni News

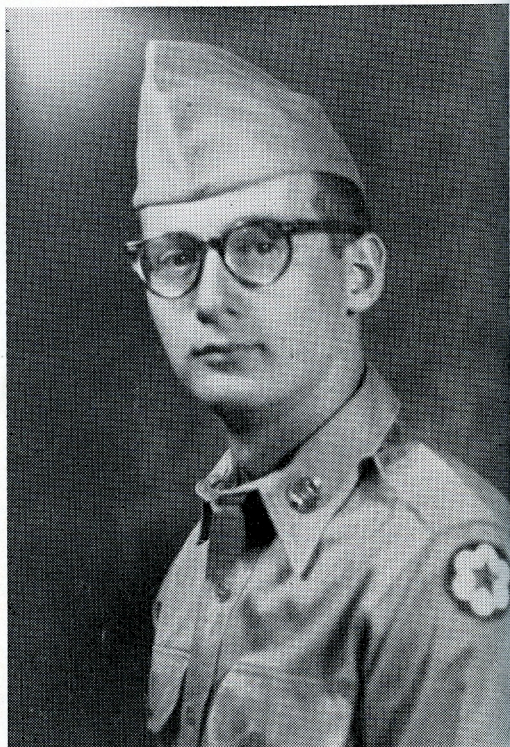
FRANKLIN R. SHIRLEY

Paul Hughes, who represented *East Central State College* of Oklahoma in debate and other events for several years and represented the school at the Pi Kappa Delta National Convention in 1936, is now production director for radio station KTAR and the Arizona Broadcasting System in Phoenix. He has held that position since 1945.

Hughes was born at Roff, Oklahoma in 1916. He served as a representative on the high school and the college newspapers, and later became program director on station KADA in Ada in 1936-37. During this time he was reporter for Canon City, Colorado *Daily Recorder*. After working as program director of station KVOR in Colorado Springs, 1937-38, he returned to Oklahoma City as program director of the Oklahoma network in 1938-39. In 1940-42 he served as night editor of the *ADA News* and then moved to Phoenix as news editor of KTKR. After spending 1944-45 as a free lance writer, he accepted the position as production director in Phoenix. In addition to his radio work, he has written numerous articles and short stories for *Colliers*, *Vogue*, *The Blue Book*, and *The American Mercury*. He has written several books: among these were *Jeff*, published in 1953; *Retreat From Rostov*, published in 1943, and *Challenge at Changsha*, published in 1945.

The East Central Delegation to the 1954 convention at Redlands stopped for the Easter Sunrise Services at Grand Canyon and found their own Paul Hughes announcing the service.

Captain Mary Ellen Sacksteder of Sandusky, Ohio, recently arrived at Fort Sam Houston, Texas, and is now a physical therapist at Brooke Army Hospital. A member of Pi Kappa Delta fraternity, she received a Bachelor's degree from *Heidelberg College* in 1936 and a Master's degree from Ohio State University in 1937. Captain Sacksteder entered the Medical Service Corps in 1944 and last served at the United States Army Hospital in Fort Campbell, Kentucky.



Pvt. David A. King, president last year of the California Delta Chapter of Pi Kappa Delta at the *College of the Pacific*, Stockton, was recently assigned to Dugway Proving Ground, Utah. Inducted into the Army after his graduation from C.O.P. last June, Pvt. King is serving with the Biological Warfare Unit at Dugway in the Ecology and Epidemiology department. He was a varsity debater at Pacific for two years, receiving the Jennie Warner Award as the outstanding senior debater for his contributions to forensics at the college. He participated with his colleague, John Varner, in the bi-annual Pacific Provincial Tournament last April, in which C.O.P. shared Chapter Sweepstakes with U.C.L.A. Earlier in the year, King and Varner also received a Superior rating at the Southern California Speech Association Tournament at *Pepperdine College*.

Pvt. King plans to return to graduate work in Entomology upon the completion of his tour of duty.