THE Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

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MARCH 1961
The FORENSIC
OF PI KAPPA DELTA

Series 46 March, 1961 No. 2

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Published four times a year in October, January, March, and May. Office of publication: Westminster College, Fulton, Missouri. Second-class postage paid at Fulton, Missouri.

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Your Speech Is Important to All of Us

HARVEY CROMWELL

(The following is a speech delivered by Pi Kappa Delta’s National President before the Southern Convention of Tau Kappa Alpha, in Tuscaloosa, Alabama, November 18, 1960, and printed in Vital Speeches, January 15, 1961. Because its message is so valuable, it is made available here.)

I feel at home with you here tonight, not only because I, too, am a member of Tau Kappa Alpha; but also because the basic purposes of Tau Kappa Alpha and Pi Kappa Delta are fundamentally the same. While it is true we use different words to express our objectives, both organizations believe that freedom of speech is fundamental to our way of living and that training in effective oral communication is a prerequisite for good citizenship. Both organizations thus promote effective speaking and extend membership only to those who achieve the ability to think clearly and honestly and to speak effectively. You should be proud of the key of Tau Kappa Alpha that you wear. It is your badge for a more worthwhile citizenship and marks you as a member of a very elite group.

I suppose, since this is a meeting of debaters, that I should talk on the subject of debate. And let me say that I know of no subject on which I would prefer to speak. Several years ago, I made a speech at the Southern Speech Association on the subject, “What’s Wrong With Debate?” At that time, I prefaced my remarks by stating that should I follow a negative point of view regarding the values of inter-collegiate debating I would indeed be the sophist. I recognize there are weaknesses in debating an activity; but what activity of man is perfect? I am not opposed to criticism and evaluation and improvement but I would state to you tonight that I am firmly convinced that the advantages to the student participant far outweigh the disadvantages. If I had the time I could quote testimony after testimony of men and women in all phases of American life who have been members of college and university debating teams and who have stated publicly the values they received from their participation. Who are some of those people? They are men such as Supreme Court Justices Burton, Clark, Douglas, Minton; Vice-President Richard Nixon; Senators Humphrey, Smathers, Sparkman, Mundt, Ellender, Fulbright; radio and television personalities such as Mel Allen, Chet Huntley, Lowell Thomas, Edward R. Murrow; and many college and university presidents and professors, ministers, and businessmen. The list is long and the Who’s Who publications are filled with their names. Many men and women have expressed this idea regarding their participation in debate. Dr. David D. Henry, president of the University of Illinois, stated it this way: “My speech and debate experience and training at Penn State was the most important single educational experience in my life.”

I like debating and apparently I am not alone. There are more than four hundred colleges and universities in the United States that have chapters of national forensic honoraries on their campuses. Last summer, more than five hundred debate coaches participated in the selection of this year’s intercollegiate debate proposition and discussion question. Today, in spite of the dire warnings made twenty-five years ago to the effect that intercollegiate debating was dying, more colleges and universities have more debating programs directed by trained teachers for more students than ever before in the history of man.

Why all of this testimony and activity? I think it is because effective oral communication is important to our nation and to us and because debating provides training for effective oral communication. Let us look at my statement that effective speaking is important to all of us.

Research reveals that we live in a verbal communication day, that 70 per cent of
our waking day is spent in communicating with someone. Specifically, the results show that 45 per cent of that verbal communication day is devoted to listening, 30 per cent to speaking, 16 per cent to reading, and 9 per cent to writing. When we look at these figures carefully, we discover that 75 per cent of our verbal communication consists of speaking and listening. While it is true that these percentages represent average and that some people spend more of their time participating in communication than others, the fact still remains that oral communication is one of the things we shall be doing most frequently throughout our lives. So it isn’t a question of whether we communicate; instead, it is a question of how effective is our communication.

Man is a social and communicative being. He lives, works, plays, and talks with others. As such, the ability to speak well is an important asset because what we are as a nation and people is largely the result of the exchange of traditions, experiences, ideas, and desires.

There is no single facet of our social, religious, political, or economic order that represents the endeavor of a single individual. The mass media of communication developed since Alexander Graham Bell invented the telephone in 1876—and obviously the telephone of today is not at all similar to the instrument he invented—reflect the interdependence of man and his social need to communicate. The more than 40 million television sets in households, the more than 75 million telephones, the 100 million radios, the attendance at motion picture theaters that runs close to fifty million a week—all are testimony of the social function and influence of speech in twentieth century America.

Psychologists emphasize the point that social man’s happiness and success are dependent upon his ability to communicate his ideas, sentiments, and desires so as to influence the behavior of those about him. Studies have shown what we teachers of speech have long known to be true. They show that the person who speaks effectively is more apt to be classified as possessing a pleasing personality than the person who is shy, uncertain in his vocal expression, and makes errors in his use of oral language. Whether we like it or not, speech is a social function that affects the environment in which we live as well as the position we occupy in that environment.

The salesman who tries to place an order, the engineer who explains an improved mechanical design, the newsboy who “hawks” his papers, the lawyer who pleads for a verdict, the minister who challenges his listeners to accept a more moral code of living—all use speech as their avenue of communication. In short, the business and professional situation without speech activity is so rare that it may be considered nonexistent. Dwight Brown, executive vice-president of the Ohio Junior Chamber of Commerce, emphasized the importance of speech as a vocation aid when he stated:

“In every field of business enterprise, skill in human relations is the fundamental prerequisite to success . . . and the ability to communicate simply, effectively, and persuasively is the key-stone of this skill. It is of vital importance that businessmen be able to present to others, in clear terms, the benefits which all derive from the functioning of our business system.”

Freedom of speech is guaranteed to each of us by the Bill of Rights. This privilege was established on the concept that man could govern himself only if he were free to express his ideas. Freedom, however, even in a democracy, cannot exist as a static, passive condition. It either progresses toward greater liberty or recedes toward enslavement. Most of us have seen the parallel growth of dictator governments with their enslavement of man and the loss of freedom of speech.

In a free society, the welfare of all citizens depends ultimately upon public opinion. The person who has an idea or recognizes a fallacy in the ideas of others and fails to speak is worse than a person with no ideas. His failure to speak may not only deprive the group of greater enjoyment and success but result in increased suffering and failure.

Today, if our democracy is to reflect the will of the people, the people must make their opinions articulate; they must talk and listen for the mutual benefit of all. The concept of freedom of speech as a right of our democratic society, however, is not enough. If it is to live as a vibrant force for a freer man and a better society, we must train ourselves to exercise certain responsibilities. We must acquire a knowl-
edge of local, state, national, and even international problems. We must develop the ability to evaluate proposals critically, recognize emotional appeals, and suspend judgment until we are in a position to draw logical, nonemotional conclusions. We must develop the ability to express our ideas dearly and forcefully. We must use that ability when the occasion demands. We must realize, sanction, and support the right of others to express their ideas as freely as we would demand the right for ourselves. We must never forget that democracy without people who speak freely and forcefully is an empty term.

These are some of the reasons why I say to you that your speech is important to all of us. They are also reasons back of my strong belief in the advantages of participation in debate. I salute you for being here tonight, for your presence indicates a desire to meet your future responsibilities as a citizen in our great democracy. I sincerely hope that I never become a member of those who can see only evil in you, the younger generation. Actually, you and your fellow students fill me with awe at the knowledge you possess as a group, and the interests and desires you indicate. I only wish I had known as much when I was your age. I say to you without reservation that I have no fear for the survival of democracy for tomorrow as long as we have young men and women such as you developing and exercising their privilege of effective communication and moral responsibility. I salute you and your generation for your endeavor and foresight and I rest easy, knowing the future of America is safe with you and your fellow debaters.

The Ethics of Debate

G. BERNARD COHN

Will Rogers once said, “What’s wrong with this country is that they don’t put enough oranges in the orange drink.”

Perhaps, if we ponder this analogy, we can draw out of it an application to debate. Debaters and debate coaches too often believe that “it’s not how you play the game, but whether you win or lose.” I believe that if this is the case, the party involved is losing sight of the ultimate aim to the brighter glitter of the immediate reward.

A debate can too often be won by twisting facts, distorting quotations, using wrongly drawn implications and by other unethical methods. But no one actually wins by this; all parties lose, including the institution of debate.

A debater who consistently wins by these methods can have his entire concept of values distorted by the reward of his misplaced labor. If he is going into law, he will be rudely jolted by the application of these methods to the law school courtroom.

In the long run, the use of facts, close reasoning and analysis are what count. In most cases it is virtually impossible for the debate judge to check all statements. It is, therefore, up to the individual debater to maintain his own honor in the debate. If he does, he will be rewarded by his ultimate achievement and his personal honor. An honest, factual win is worth any number of shady ones.

Think it over debaters, I think you will come up with the right answer.

It sounds as though the cost of the West Point National Tournament is getting too high even for the army. This year, for the first time, each district has been asked to donate around $350.00 to the tournament in order to help defray the cost of bringing in judges from a wide geographic area. In one district each school attending the qualifying round will pay a $10.00 entry fee; and the six district winners will be asked to make an additional contribution. It all sounds as though someone is taking seriously the insistence of the Kennedy administration that expenditures for non-military frills be cut to the minimum.

G. Bernard Cohn is a student at Illinois College, Jacksonville, Illinois.
Sharing Makes a Squad

ELEANOR JOHNSON

I don’t know much about that grand glittering generality—SPEECH. That’s why this is not going to be one of those tremulous treatises on tournament tactics or something. But I have traveled to a few speech tournaments, and if my contributions have been slight, so have my observations. That’s what I want to talk about—my observations of speech squads at speech tournaments. One can speak best from experience, so I will omit the possibility of plagiarism and speak only of my observations of my speech squad at speech tournaments I have attended.

Naturally, I consider my squad to be one of the best, though not in tropical terms. After careful consideration I have concluded that my squad has some questionable qualities that any other squad should not envy. These things are not written down anywhere, or I’d copy them and stop wasting my time and ability. Indeed, they are unwritten principles, indelibly impressed into our hearts and minds by hours of pre-travel brainwashing.

Running like a silver thread (but more like an iron chain) through all tournaments and between them is the principle of sharing. At home or on the road there are many things that we share. One thing, for instance, is our Coach. Affectionately we call him Mr. K. Sir. While he concentrates on driving, he sifts two interp selections, one ADS, and a trick rebuttal, calmly making selective comments to the originator of each such as, “Nyet, you idiot, no no no”—a comment usually climaxxed by running three stop signs in rapid succession. Naturally, we get to share the traffic ticket.

Our Coach, by the way, is the absolute epitome of “persuasion, beautiful and just.” You should see him at 3:00 a.m. in a roadside motel persuading the manager to let himself be honored with our presence, free of charge. He always wins. With brass knuckles in one hand and a switch blade in the other—he can really take your breath away. I’ll never understand why he wasn’t admitted to Pi Kappa Delta.

Another thing we share is debate cases. Since there is only one (copied from the debate handbook) this is relatively simple. And we always carry an abundance of carbon paper for convenience. We share other types of cases, too. Like brief, suit, and mental.

Disappointment, common to all successful squads, is the biggest thing we share. It is usually dispersed in short, repeated-for-emphasis verbalizations. For example, “But that was a negative argument, you fool, not affirmative”—offset by numerous moans, gnashings of teeth, and cracking of bones. Or, “Why do they insist on using ignorant speech coaches for judges instead of intelligent, easily-bribed students”—accompanied by wails and tears of various sizes. Following this typical therapy session, those still able to walk make their way to the nearest restaurant to drown their sorrows in food and milk. In his usual generous manner Coach even allows the extremes of sharing by letting us share the check. Generally he lets us watch him eat his steak after we’ve finished our Wheaties.

Strangely there are only two things we do not share, hotel rooms and the glory of winning trophies. That’s really no problem, though. We never stay in hotels (Coach says they’re too capitalistic) and we never win any trophies.

Some 140 high school students from a five-state area attended the St. Olaf College Sixth Annual High School Speech Tournament held January 27-28 in Northfield, Minnesota. Contests were held in debate, oratory, extemporaneous speaking, and radio speaking. The tournament is sponsored by the St. Olaf chapter of Pi Kappa Delta.

“What was my single most valuable experience to me? My debating was, as a youth”: General Maxwell D. Taylor, The Uncertain Trumpet.

Eleanor Johnson is a student at Seattle Pacific College, Seattle, Washington.
Forensic Recruiting

CAROLYN J. SORENSEN

Has debate gone out of style? Are debaters looked down upon by the majority of college students? Just what sort of people go out for debate? With an eye to the diminishing number of debaters at my school, I frankly admit that debate seems to have lost its prestige. A staunch supporter of the value of forensics since high school days, I am loath to report that our major problem each year is the recruitment of four speakers so that we might have at least one debate team to send to the tournaments.

Let me briefly list some common situations:

a) Only those students who debated in high school are interested in making the college team. The rest of the potential material is frightened of the format of debate which they find incomprehensible at first glance.

b) The tensions of classroom competition leave the student emotionally drained of enthusiasm to compete in a battle of words.

c) The campus leaders usually have a way with words and would make good debaters; but because they are involved in other things, they are unobtainable to the debate squad.

Certainly the problem is not as great at a large university as it is in a small college, for the former high school debaters will generate interest enough to keep the squad active; indeed the high school debaters may have been recruited to the university for that very reason.

As a person who has run the gamut from time-keeper, to tally girl, to judge during my long interest in debate, I find that small colleges seem to be missing the opportunity to distinguish themselves through the promotion of good debate. The small school has a definite disadvantage in the field of sports in making a name for itself, whereas it takes four people at the most to bring fame to a school in forensics. It would seem ruthless to suggest the cultivation of debaters for the sake of something outstanding to publish in the school bulletin, and yet why not? Athletes are cultivated for that reason. And at the risk of sticking my neck out, I maintain that the results of forensic activity in a competitive situation are much more lasting to the individual than those earned by participation in sports. Keen competition, well thought out procedure, and practice in sportsmanship are common to both, but debate provides the practice in speaking well that no football yell can duplicate. Needless to say one will be speaking throughout life, whereas ball throwing will probably be confined to Saturday afternoons.

Too many people do not like debate because they do not understand debate; they are accustomed only to hackneyed political maneuverings in which two opponents propose to “debate” an issue. If more college trustees could see the unmistakable atmosphere of a large debate tournament where young people dressed up for the occasion prepare to match wits, I believe more money would be set aside to promote the activity. Forensics can never become the spectator sport that football and basketball are, but therein lies the charm. With the condemnation one hears of a lazy American people, content to only sit and watch while others play, I believe the accent could very well be placed on debate, where participation is the key.

In football when the team is winning, everyone is proud to be associated with it; so too is student interest generated in debate when the score is favorable. From there it is only a step to a program of recruitment and training of new debaters. The big push must come from the administration with funds for competent coaches, judges, and traveling expenses, as well as provisions for debaters to be excused from classroom work while they are away. If the recruits and a few student leaders can set the example for debating, the results will be of unquestionable value to the college and the individual alike. I rest my case.

Carolyn J. Sorensen is a student at Hamline University, St. Paul, Minnesota.
The Importance of Clarity in Debate

THOMAS CLAIR EMSWILER, JR.

Perfection is an ultimate goal, as Webster says, “the highest possible degree of excellence.” Perfection is, however, often judged from a relative basis—thus your debate case may be considered perfect until it is defeated by one that is more perfect. The object of this article is to give some hints on how to construct a case which will not always be defeated by a more perfect one.

The epitome of a sound debate case is always clarity. In order to have a good debate, your case must be clear enough so that the opposition can understand it. In order to win a debate your case must be clear enough for the judge to understand it. By clarity I do not mean that your case must be constructed only along the lines of development found in debate handbooks; on the contrary you should still feel free to use your imagination to develop interesting needs, unique advantages, and unusual “twists”—but remember that these must be put into understandable language. The only time when clarity may be sacrificed is in the planning of an extraordinary case, generally a counter plan, that utilizes principles which are not even thought of in most debates. Even in this instance, however, the utmost effort should be made to keep the case lucid and comprehensible.

Clarity in a debate case, whether it be of the advantage, need, advantage-need, or counter-plan variety, may be gained in numerous ways. Probably the most important of these is through proper wording. You must use concise, exact, and understandable language. Always remember Thomas Jefferson’s rule of “never use two words when one will do.” In spite of the temptation to impress the judge with your vocabulary, it is generally better to refrain from doing so. Not only should the wording of the case be exact and understandable, it should also be appealing. The advertisers of our mass media are often extremely shrewd in selecting slogans and associations which make us unconsciously, or perhaps I should say subconsciously, desire some certain product. This same technique may be employed in arguing a debate case; however, this method must not be practiced too obviously, nor can it be overused, or the effect is ruined.

A second area of clarity, somewhat related to the first, is length. The working outline of your debate case should be as short as possible. If it cannot be contained easily on one side of a three by five card, it is too long. This brevity can be obtained not only through concise wording but also by limiting your case to only two or three points which you can thoroughly explain and defend. This is especially important for the affirmative, but any debater will find it is best to stay with a few well defended points which he can really drive home.

The third area where clarity is important concerns the presentation of ideas or complete concepts. Not only must this be done in understandable language, but the ideas or concepts must be related to one another in a clearly logical manner. Here is where cooperation among colleagues is valuable. It is often at this point that the difference between good and superior debate teams can be noted. A good team may have done all of the things I have mentioned, yet it will still lose an occasional close debate because there is no organized cooperation between colleagues, and therefore no really clear presentation of their entire debate case. You have no doubt heard debates in which the first speaker has given some excellent arguments and the second speaker also has debated well; yet, neither speaker has taken full advantage of his opportunity to use his colleague’s arguments to substantiate his own case and to review for the judge. In extreme cases, this may mean a three or four-sided debate in which not only two opposing sides are presented, but also two con-

Thomas C. Emsweiler, Jr., is a student at The College of Emporia, Emporia, Kansas.
Dicing viewpoints or methods are used on the same side. This situation means that sometimes the two colleagues are debating against one another.

The way to obtain good cooperation between colleagues is through careful pre-planning. You and your fellow debater should plan the general strategy of your case as carefully as if you were mapping the plans for a military campaign. First, you must decide what your strongest arguments are and how they can be most advantageously presented. You should also agree upon certain phrases which are appealing and meaningful to your case. Both of you should use these phrases in stressing a particular point. Such repetition can be an excellent means for producing the desired response in the mind of the judge, if it is not overused. Secondly, you must decide who will take primary responsibility for each part of the case. By dividing the case between colleagues, I mean that each debater should accept first responsibility for certain parts of the case, but that he should still retain a secondary responsibility for the entire case and strategy. Finally, remember that each good debate is actually an individual experience, and that no amount of pre-planning can completely prepare you for it. In the actual contest, listen to your colleague as well as the opposition, and try to correlate your arguments with his. It takes real team spirit to win a close debate.

My arguments concerning the necessity of clarity in college debating might be summarized in two words—concentration and specialization. Specialize so that you will only have to uphold points which you can defend well. Concentrate so that your specialized case may be clearly, logically, and appealingly presented within the time limits of the debate.

Congressman Values Speech Training

REPRESENTATIVE GEORGE H. MAHON

"I have never known of a man who has regretted the time spent in college in a study of public speaking, but I have heard many complain of the time spent in the study of various other subjects. Personally I am strongly in favor of a well-rounded college course with plenty of training in the art of saying what you want to say in an earnest, attractive, and persuasive manner," writes Congressman George H. Mahon of the Nineteenth District of Texas.

Mr. Mahon received his bachelor's degree from Hardin-Simmons University, Texas Theta, in 1924. He debated for two years during his undergraduate days. While studying law at the University of Texas, he debated against the universities of Oklahoma and Mississippi on the cancellation of war debts, one of the questions he has had to consider as a member of Congress. Both at Simmons and at the University of Texas Mr. Mahon participated in oratory. While his forensic efforts were unusually successful, Mr. Mahon says, "I think the contests I lost were always more helpful to me. Of course, all of us must occasionally have a little nourishment for our self-esteem."

"I think it would be difficult for me to overestimate the benefits to me of my experiences in intercollegiate debate. A man seeking public office is under an almost insurmountable handicap if he cannot make an earnest, attractive, and fairly persuasive speech. My training in public speaking and debate in high school and college has been worth more to me in my campaigns for District Attorney and Congress than a combination of many other subjects studied."

The above is reprinted from the March, 1937, Forensic. Representative Mahon is still in Congress and chairman of one of the most important committees in the House. What he had to say in 1937 is just as true today as it was then.
The President's Page

The Pi Kappa Delta motto, "The art of persuasion, beautiful and just," implies more than is visible at first glance. It is a descriptive, provocative statement that expresses the meaning, objective, value, and, yes, the challenge of Pi Kappa Delta.

Aristotle made the term "persuasion" embrace not only the appeals to the emotions of the hearers, but the logical and ethical modes as well. By this token he made persuasion the process of influencing the reaction of listeners through the use of oral and written language. "Beautiful" is an adjective that defines something as having the qualities which give pleasure to the senses or pleasurably exalts the mind. "Just" is defined as meaning well-founded, conforming to the truth. These three words, when we accept them as the motto of our organization, obligate us to speak and write our language simply, vividly, correctly, truthfully. They demand that when we speak, we do so for the good of our listeners. They charge us to recognize that others are entitled to the same rights we would demand for ourselves. Pi Kappa Delta, living up to its motto, is a vibrant force for a freer man and a stronger democratic society.

The National Convention of Pi Kappa Delta is before us. It will provide each of us with the opportunity to apply "The art of persuasion, beautiful and just" in our business sessions, our associations with old and new friends, and especially in our participation in the tournament part of the meeting. May March 31, 1961, find each of us happy with the knowledge that we have lived the motto of Pi Kappa Delta.

The Stillwater Convention will provide many of you a first and last opportunity to see and to be a part of Pi Kappa Delta in action. I hope you are planning to attend and that you will take an active part in its activities. Attend the business sessions, for it is there that the members select the men and women who will direct our organization during the next two years. It is also in the business sessions that policies are formulated and modified. Pi Kappa Delta is a democratic society that is regulated and operated by the majority of the delegates attending the convention. I hope to see you there, and I wish you new friends and pleasant, unforgettable experiences.
Pi Kap’s Speakin’est Speaker

Everyone must have heard the wisecrack that the old professor made: “Nine-tenths of the commencement addresses I have heard bored me to tears; the rest of the time I was the speaker.” One man whose batting average for non-boring commencement addresses—from every point of view—is considerably higher than that of the old professor is Dr. William Schrier of Hope College. In fact, at the more than 180 high school graduations that he has attended in the last 32 years, Dr. Schrier has never had to sit through a single commencement address. The reason, of course, is a simple one; this coming spring will mark his 33rd season of commencement speaking before graduates in high schools throughout Michigan.

As a member of the speech department staff at the University of North Dakota three decades ago, Schrier was called upon to make his first graduation speech before a group of eight nervous and excited high school “grads” in Bantry, N. D. After making appearances before several graduating classes throughout the state, Schrier found that he genuinely enjoyed the experience and it became a sort of hobby with him.

“For one thing, for a person in my type of job, it keeps me in touch with audiences so that I am not a ‘speechless speech professor.’ One can learn a lot about speech this way beyond what one can read from books.”

“Yet, somehow it’s such an inspiration for me to be with young people at the biggest event in their lives to date. I sometimes think they’ve done more for me than I have for them. Certainly it has helped to keep me young in spirit, although body-wise I’m rapidly qualifying for membership in the 5-B club—bald, bifocals, bridge-work, bulge and bunions.”

No one has ever really defined the function of a commencement speaker. Some say he’s there merely to provide suspense until the diplomas are passed out. Dr. Schrier, however, makes his talks inspirational—about the goals of life and living. This year, as a result of his two-year stay in the Far East in 1954-56, he is concentrating on getting over the single idea of the power of an individual person to make an impact for good upon the world in which he lives—to make each graduate feel that he’s lucky to be living in this day when the world is in flux, when one era is dying and another is struggling to be born.

BUSINESS WITH PLEASURE

“Frankly, I guess you might say my talks are ‘old fashioned,’ perhaps sermonic in nature. That needn’t worry anyone who doesn’t like sermons, for I try to sugar-coat them in a way to make them palatable.”

On the subsidiary side of his graduation speaking, there’s a chance for Dr. Schrier to combine business with pleasure. Both he and Mrs. Schrier are fond of the upper peninsula and about every other year he tries “accidently on purpose” to have a speech there to enjoy a vacation.

In the future, Dr. Schrier plans to continue speaking at commencements until his retirement. At that time he expects to turn his avocation as a commencement speaker into a year-around vocation.

Forty-two colleges and universities from twenty states registered for the tenth annual National Contest in Public Discussion, for which the University of Illinois, Chicago Undergraduate Division is national headquarters. The question for the 1960-61 contest is “What should be the role of the federal government in the regulation of mass media of communication.” Dr. Jack D. Arnold of UIC is the director. Finals will be held April 14, 1961, during the meeting of the Central States Speech Association, LaSalle Hotel, Chicago. Critics will be W. P. Sanford, St. Louis University, Rupert L. Cartright, Wayne State University, and Franklyn S. Haiman, Northwestern University.
Meet Missouri Pi,
Our 200th Chapter

The University of Kansas City was installed February 18 as the Missouri Pi Chapter of Pi Kappa Delta, becoming the 200th unit of the national organization. Dr. Georgia Bowman, sponsor of the Missouri Delta Chapter at William Jewell College, and member of the National Council was installing officer.

 Installed as officers of the chapter were William Crawford, president; Fred Wilkins, vice-president; Roy Leeper, secretary; and Richard Replogle, treasurer. Other charter members include: Albert Grauberg, Russell Kissir, Robert Craven, Patricia Williams, John Dauvergne, Evelyn Marxsen, William Isenhour, and Rory Ellinger.

Dr. Walter Murrish, acting chairman of the department of speech at the University, is sponsor of the Pi Chapter. This is Dr. Murrish's second year at UKC; he was formerly debate coach at Southern Illinois University.

Guests at the installation banquet included P. Casper Harvey, former William Jewell forensics director, Fr. R. J. Imbs, Rockhurst speech instructor, and Randall Jessee, University associate and Pi Kappa Delta alumnus.

Trophies were awarded to Crawford and Leeper as Pi Chapter debaters of the year. This award is to become an annual event, according to Dr. Murrish.

While Pi Chapter is the newest chapter, it has already compiled an impressive record under the able guidance of Dr. Murrish. A survey of the squad record for the past two seasons will bear out that statement.

The 1959-60 squad won more than 75 per cent of its debates and won first place awards at seven tournaments, as well as placing third at three other tournaments.

Dick Replogle and Paul Black started the season with a 6-2, third place finish at the Kansas State tournament at Emporia. Replogle and Black, in their next tournament were unbeaten in nine rounds to win the Broncho tournament at Central State (Oklahoma) College. They matched that success at the East Central (Oklahoma) tournament, where they finished first with a 5-0 mark.

In the next tournament, Crawford and Leeper, then freshmen, started a championship string that extended over four tournaments. The Kearney (Nebraska) State championship was theirs with a 4-0 record. At the Southwestern College tournament (oldest in the nation) in Winfield, Kansas, Crawford and Leeper won nine consecutive rounds and waltzed away with the championship trophy. At the Millsaps College tourney at Jackson, Mississippi, the freshmen won 7, lost one, and returned to Kansas City with another first. The fourth championship was gained at Kansas State (Pittsburg) with an 8-1 record. Heading south again, the freshmen were finally stopped in the semi-finals of the Baylor tournament. But Replogle and Black made it five championships in a row for UKC, with a 9-0 mark, and the debaters headed north again, confident that they had "conquered the South."

At the Kansas University Heart of America tournament, Black and Replogle won six of eight preliminary rounds and fought their way through the octa-finals, won the quarter-finals, and then dropped a semi-final decision to San Diego State, last year's national runners-up.

Black and Replogle were rated the number one team in the nine-state region at the end of the season, but failed to survive the West Point regional.

The 1960-61 season opened with Black and Replogle departed and Crawford and Leeper returning. Dr. Murrish enlisted the services of Isenhour, who had high school forensics experience. For another debater, Dr. Murrish recruited sophomore Ellinger, who had seen virtually no previous experience. After extensive work, this inexperienced squad has thus far compiled a record of 75 per cent wins.

UKC started the year at Kansas State (Emporia) with the best record of any school in the preliminary rounds. Crawford
and Leeper won all six of their rounds, and Ellinger-Isenhour dropped a single decision. Crawford and Leeper went on to place third.

At the Kearney State tourney, Crawford and Leeper successfully defended their championship with a 4-0 record. Isenhour-Ellinger, with a 3-1 mark, had the highest quality ratings of any team in the tournament. At the Southwestern tournament, both teams qualified for the eliminations, with Isenhour and Ellinger being eliminated in the quarter-finals, and Crawford and Leeper taking third.

The William Jewell Blizzard tournament showed UKC as the only undefeated school in the tourney. Isenhour and Ellinger and Dauvergne and Marxsen each won all of their rounds. At the Millsaps tourney, both teams once again made it to the eliminations. This time, Crawford and Leeper were defeated in the octa-finals, and Ellinger and Isenhour went on to place third.

Just after the second semester began, Crawford and Leeper made the longest trip of the year to Cambridge, Massachusetts, for the Harvard tournament. There they won seven of eight preliminary rounds, losing only to the University of Maine. This loss was offset, however, in the octa-finals, when Crawford and Leeper defeated the same team. In the quarter-finals, the UKC team dropped a 2-1 decision to Holy Cross, which finished second in the tourney. So it was a fifth place finish for UKC.

Crawford and Leeper returned to the UKC campus just in time to leave for the Mid-South tournament at Conway, Arkansas. There they placed third, with Ellinger and Isenhour advancing to the quarter-finals before elimination on a split decision.

Totals for the current season indicate that for the second year Dr. Murrish’s teams will compile a record of three wins to every loss. It’s a record that the Pi Chapter feels will qualify as acceptable to the high standards of Pi Kappa Delta.

Aristotle was once asked what those who tell lies gain by it. Said he, “That when they speak the truth, they are not believed.

Language is the dress of thought; every time you talk your mind is on parade.

—Anonymous

In the use of the tongue God has distinguished us from the beasts, and by the well or ill using it we are distinguished from one another. —Jeremy Taylor
Irrelevant Questions?

BONNIE LOEFFLER

After sitting through a recent lecture, I was brimming full of questions to ask the professor. He ended the last sentence, said, "That's all for today," and walked out of the room. I felt frustrated, just as if he had taken all his knowledge out of the room with him, leaving me empty. Yes, he had given me facts, but not enough to satisfy me about certain points. The textbook wasn't any more satisfying on the points I was pondering. Yes, he had set forth ideas and principles, but ones which I will not accept until having thought them through. I could not assimilate what he said so that it would become part of me and useful in my future problem-solving unless I understood it. And when did he give me time to think and understand it? My mind works faster physiologically than he can talk, but not that fast! With the daily assignments, I cannot do enough research to answer my own questions—some maybe, but not nearly enough. Besides, I still might have needed an interpreter to understand. My frustrated conclusion was this—why has he spent years of study in this area if his teaching is not meaningful enough to shape ideas and mold character? To me, his preaching is in vain.

Fortunately all my classes have not left me with this frustrated feeling. One class in particular stimulated my thinking, rather than repressing it. In this class the professor used the discussion process of thinking through a problem in the classroom. The situation was more informal than lecture teaching. The professor presented material, and then we had an opportunity to discuss it with him. The professor did not even glare when the questions I asked were not in his notes. The wealth of the professor's research, experience, and personal thinking were at our disposal. Yet our learning seemed almost voluntary, not forced. I was stimulated to conduct outside research and present it for classroom discussion. The professor undoubtedly had a good idea what we would say in discussion and the conclusions we would reach. In fact, this may have been structured. The important result was that I did the thinking, not the professor.

My personal comparison of these two classes set me thinking. Was this process of teaching by using the discussion method a success in my case merely because of my personality? Or can it be successful as an over-all approach in classroom instruction? I went to professional journals to find out what the researchers have to say. Research comparing the two has been compiled by Thomas Stovall in the Phi Delta Kappan, March, 1958. The total results indicated that: 1) In the acquisition of information, lecture and discussion are approximately equal, perhaps with lecture slightly superior, 2) In the retention of information, Bane and Richard in a carefully controlled delayed testing procedure found knowledge acquired in discussion classes to be retained significantly better, 3) In evaluating, synthesizing, drawing inferences, perceiving relationships, and making application of the material learned, discussion appears to be significantly superior, 4) In affecting attitudes and behavior, group discussion is distinctly superior to the lecture.

After analyzing this summary of the research done in the field there is no doubt in my mind that the discussion type of teaching meets the ultimate goal of the educative process—to effect a change in the students' behavior as the result of learning. This may be true for several reasons, reasons which are universal and not peculiar to my particular personality. First of all, the needs of each student are met better in the discussion situation; needs such as a sense of personal worth, being accepted and loved, and making meaning out of experience. By participation in group discussion a person invests some of himself in the learning process. The individual's capacity for growth is nourished within the student himself. His needs have been met, his tensions lessened, and he has more of himself to give and a more open mind to receive.

Bonnie Loeffler is a student at Seattle Pacific College, Seattle, Washington.
A second reason why I feel this type of teaching is superior is that the conditions necessary for effective learning are better established. These conditions for effective learning have been defined by Robert A. Luke of the National Education Association staff as: 1) An atmosphere that is friendly and free of threat, 2) The opportunity for experimentation, 3) An interdependent relationship between the teacher and individual students, and 4) A three-way communication in the classroom—teacher with students, students with teacher, and students with students. To establish these conditions the professor must be willing to give up the security of the rigid lecture presentation. Only in a classroom where free discussion is permitted and encouraged can this be accomplished. And only here can the most effective learning take place.

As a result of my investigations I realize why one of these classes I took was superior to the other. I believe that I am not an isolated case. This belief places a definite responsibility upon professors and teachers in the field of speech. Obviously more educators need an understanding of the values and methods of the group discussion process. Incongruously enough, this is the emphasis which is being deleted from many intercollegiate speaking tournaments. In a day when the discussion process is advocated in the business and political worlds, why leave discussion out of the tournament and out of the classroom?

Can We Have Too Much of A Good Thing?

Debate tournaments have become very popular. They begin in the fall and continue all winter. They run from the Red River of the north to the Red River of the south. They flourish from Maine to California. There are tournaments for men and women, senior and junior colleges, for experienced and inexperienced debaters. They have been very successful as is evidenced by their increasing popularity.

Without questioning the value of the tournament plan, we raise the question of whether a forensic season devoted almost exclusively to tournaments is the ideal one? The tournament plan usually limits forensic opportunity to a few of the outstanding members of the squad. It puts great emphasis on winning. An institution that goes from one tournament to another usually limits its study to one question. Little or no effort is made to bring debating to the campus and to interest the home audience. The students read that their debate team won a cup in the Dust Bowl tournament, but they never hear their representatives speak. The debaters themselves get very little practice in speaking to an audience, because audiences are conspicuously lacking at tournaments.

Let me say again that Pi Kappa Delta believes in and supports debate tournaments. It also believes in and supports other forms of debating, in which there is not so much an effort to win a cup as there is to bring to the audience an intelligent discussion of some question in which it is interested.

Whenever nature leaves a hole in a person's mind, she generally plasters it over with a thick coat of self-conceit.

—Longfellow

Speech is civilization itself. The word—even the most contradictory word, presumes contact—it is silence which isolates.

—Thomas Mann

When he to whom one speaks does not understand, and he who speaks himself does not understand, this is metaphysics.

—Voltaire
Chapter Notes

FORT HAYS STATE COLLEGE

The Kansas Nu Chapter of Pi Kappa Delta at Fort Hays State College is happy to report that the chapter is busy engaged in forensic activities this year. The school squad has attended ten tournaments this year. On Tuesday, March 7, the chapter plans to initiate five new members, including four first year debaters and one faculty member. Five members of the club are planning to attend the National Convention at Stillwater.

McKENDREE COLLEGE

Illinois Theta Chapter (McKendree College, Lebanon, Ill.) has three new members who have qualified in debate: Roger Knox, Anne Webb, and Dan Walker. These persons have participated in debating rounds at Bradley University and Eastern Illinois University.

Because of his directing of public forum on our campus and his interest in other speech activities, Illinois Theta Chapter has elected Professor Robert Brown as an honorary member of the chapter and of Pi Kappa Delta.

At a date (later to be confirmed) in the spring McKendree will engage in a serious debate with students from Harvard University on the Pi Kappa Delta topic. As a curtain raiser, there will be a comic debate on. Resolved that a giraffe with laryngitis suffers more pain than a centipede or thousand-legged worm with a bad case of fungus or athlete's foot.

MISSISSIPPI STATE COLLEGE FOR WOMEN

Members of the forensic group at Mississippi State College for Women have had a busy and effective season. They have participated in speech tournaments at Louisiana Tech, Mississippi College, Millsaps College, Howard College, The University of Alabama, The University of Mississippi, and the Mississippi Youth Congress.

They have received first place awards in debate in four of five debate tournaments. Their performance has earned them two trophies and thirty Superior Certificates in debate, extemporaneous and impromptu speaking, oral interpretation, legislative procedures, after dinner speaking, and original oratory. They have presented programs on television, before campus and local civic organizations, conducted a high school debate tournament, and served as judges in the Mississippi High School Debate Tournament. They will sponsor the annual M.S.C.W. Magnolia Speech Tournament during the first weekend in March and will complete their season by attending the National Pi Kappa Delta Convention at Oklahoma State University. Members of the group are Catherine Burke, Ann Burns, Anne Clark, Kay Mosley, Marilyn Norris, Sandra Norton, Diane Rodgers, Carol Ray, Nancy Ott Stevenson, Jamie Tate, and Dot Thomas. Dr. Harvey Cromwell, National President of Pi Kappa Delta, is coach of the group.

WISCONSIN STATE COLLEGE, WHITewater

The Epsilon Chapter at Wisconsin State College at Whitewater hosted its 2nd Annual Pi Kappa Delta High School Debate Tournament on January 14, 1961. Over 30 schools participated which was double that of last year. . . . Speakers and debaters won 15 Certificates of Excellence and one Certificate of Superior at the Bradley University Tourney. . . . Several of the PKD members are assisting area high schools with their debate programs. (As ye sow, so shall ye reap!)

NORTHEAST MISSOURI STATE TEACHERS COLLEGE

The Missouri Theta Chapter of Pi Kappa Delta held its Twenty-first Midwest Speech Tournament on December 2 and 3. Nine colleges participated.

The tournament consisted of contests in Debate, After-Dinner Speaking, Selected and Original Poetry. No team was declared winner in Debate but a men's team from Cape Girardeau and a mixed team from Cape Girardeau won four out of four debates; also a team in Junior College from Westminster won four out of four debates.

In the Original Poetry contest, Barbara Peckham from Kirksville won first. Linda
LOS ANGELES STATE COLLEGE AT WESTERN STATES SPEECH ASSOCIATION TOURNAMENT—First row: Milt Klein, first in Senior Extemp; Mary Paxson, first in Senior Women’s Oratory; Tim Mahan, first in Junior Men’s Oratory; Harvey Harper, Semi-finalist in Senior Improptu; Cathy La Couraye, second in Senior Oratory; Howard Holladay, sponsor and President of Western States Speech Association. Second row: J. T. Daniel, Director of Forensics; Tal Jones, third, Junior Men’s Oratory; John Pridonoff, Junior Division Debate; Steve Houghton, fourth in Junior Extemp.

Griep, also of Kirksville, won first in Selected Poetry. G. Erb from Parsons College won first in After-Dinner Speaking Contest.

UNIVERSITY OF ILLINOIS AT CHICAGO

The popularity of the annual college and university tournament sponsored by Illinois Psi continues to grow. This year, 240 debaters from 49 colleges in eight states participated. The University of Kentucky had the only undefeated unit. Augustana, the University of Wisconsin at Madison, and Wayne State had 7-1 units; Augustana took the second-place trophy on the basis of quality points.

Both the All-Chicago Catholic Debate Tournament and the Chicago Suburban Public High School Tournament held at UIC set new records in participation. The Catholic tournament, held on November 12, had more than 300 participants and the public tournament, held on January 7, had more than 200. Dr. Arnold directed both tournaments, and he was assisted by Miss Kirstein, Mrs. Hampton, Mrs. deGryse, Dr. Corley, Mr. Kundrat, and several students.

The Tenth Annual National Contest in Public Discussion had a record-breaking 43 entries with 37 entrants submitting recordings. At present the contest is in the quarter finals with Bradley University, Los Angeles State College, Boston University, and the University of Oklahoma serving as judging centers. Dr. Arnold is in charge.

The first debate event was the invitational tournament at Purdue, where competition is restricted to institutions with outstanding records in debate. Dave Kahn and Eileen Markham defeated Indiana and Missouri but lost to Wabash and Notre Dame. George Lehner and Ernie Kundert defeated Michigan State but lost to Ohio University, Purdue, and the United States Military Academy.
A week later at Bradley the team won six and lost two in each division. In Division I Larry Sarnowski and Eugene Sterbis were undefeated, but Geraldine Ruksza and Ernie Kundert broke even in four rounds. This mark was good for a tie for fifth. In Division II the teams of Marianne Rajhall-Joan Fine and Karen Jahnke-Howard Gordon each won three and lost one.

The first Saturday in December UIC again had two units in the field. In the varsity tournament at Greenville a 6-2 mark was good for third place. Sterbis and Kundert won three of four on the affirmative, and Kahn and Gordon did equally well on the negative. The same day at the Butler Novice Tournament Fine and Sarnowski had a 3-1 mark on the affirmative, and Lehner and Carol Kopay were 2-2 on the negative.

At the UIC Tournament the over-all record was 9-7. Sarnowski and Kundert won three of four, and the other three teams all finished 2-2. Mary Lou Hampes and Geraldine Ruksza were the other affirmative. The Kahn-Gordon and Jahnke-Sterbis teams took the negative. Individual scores were better than the win-loss record. Ruksza and Kundert were in the special distinction group (top 10 per cent), Sarnowski was superior (next 15 per cent), and Gordon, Jahnke, and Kahn were excellent.

The final event of the first semester was the best. In Division I at the ISNU Tournament the UIC team won 10 and lost 2 and scored 497 quality points to finish fourth in a field of sixty. Kahn and Gordon on the affirmative were 5-1, and Sarnowski and Kundert were 5-1 on the negative. The record of Kahn and Gordon is particularly noteworthy because they downed one team (Augustana) which otherwise was undefeated and three teams (Kent State, Michigan State, and Marquette) which were 4-1 in their other rounds. Their only loss was to a team from Northwestern which was undefeated.

UIC made an excellent showing in the individual events part of the program of the Chicago Area Forensic Association. In contests at Northwestern University on December 9 Ernie Kundert was first in his round of extempore speaking and Richard Raymond was second. In interpretative reading John Sylvano was first of seven, Eileen Bell second, and Renee Kowalski third. In oratory both Larry Sarnowski and Eileen Markham had firsts in one of their two rounds. Other participants were Bill Eshner and Ransom Fields in extempore, Diane Harbinson in oratory, and Rachael Hirsch and Jerry Porzemsky in interpretation.

The new members of Pi Kappa Delta are Howard Gordon and Larry Sarnowski.

**SEATTLE PACIFIC COLLEGE**

The Washington Beta Chapter of Pi Kappa Delta at Seattle Pacific College has gone
to several extremes in sponsoring activities on our campus. At the first of the year in keeping with the national trend we held a political debate between two of our professors.

We spent many hours judging and administering two tournaments. The first was for college students. Twenty colleges from Washington and Oregon attended. Then we invited high schools to send their debaters; nearly 500 students flooded our campus.

Our next project didn’t improve our minds as the first one did; however, it expanded our waistlines. We held a pancake feed after a home game. Our last project before the Nationals is to show the movie, “O. Henry’s Full House.” See you at the Nationals!

HARDING COLLEGE

With nine new members and four returning members, the Arkansas Zeta chapter of Pi Kappa Delta, at Harding, has had a good season so far and is looking forward with a great deal of anticipation to the four planned tournaments yet to come, which include a full representation at the National Convention in Stillwater.

In December the Harding teams returned with third place from the East Central tournament in Ada, Okla. Also in December members of Pi Kappa Delta held a High School clinic in debate for surrounding high schools, at Central High in Little Rock.

At the Millsap tournament, two teams were eliminated in the final rounds.

EASTERN MICHIGAN COLLEGE


The Epsilon Chapter will be holding its initiation on March 20, three neophytes will be admitted. The annual alumni banquet will be held April 22.

MEMBERS OF IDAHO ALPHA AND SOME OF THE TROPHIES THEY COLLECTED DURING THE PAST SEASON—Standing, left to right, Lester L. McCrery, coach; Darrell Thueson, George Betts, Alice Mathews, Ted Wills (our Rhodes scholar, currently at Oxford), Frank Hill, and Marshall French. Seated are Warren Schoth, this year’s president; and Bill Hohlt, last year’s president and four-year forensic letter man. Schoth and Hohlt will attend the National Convention at Stillwater this March.
On After Dinner Speaking

EUGENE C. FIEG, JR.

For quite a few years now collegiate debate tournaments have used after dinner speaking as an event in their programs. This event is used primarily to tax the student’s capacity for original humor and his ingenuity in turning a humorous topic into a serious statement. When after dinner speaking first came into being, I understand that it was used in some national PKD debate tournaments, but now this event has been dropped from the national contest. I do not know why this was, but it may not be speculative too much to suggest that after dinner speaking may have degenerated into a speech that is full of no original wit, but does have “canned humor,” and would certainly not be given in a realistic banquet setting. If this was not why the national convention dropped this event, then I suggest that it is a good enough reason now.

The fact is that many after dinner speeches are composed of “canned humor” that is sometimes connected to the main topic in a very strained manner for five minutes; then, as the contestant sees that he has only about a half a minute to speak, he very quickly tacks on a serious statement to complete the basic requirements for an after dinner speech. This is not true in all cases, for there are notable exceptions, but I maintain it is a trend that is growing.

As a result of the last point, it seems that very few after dinner speeches could ever be given in a realistic banquet situation. This is sometimes not due to the topic, but because the modern after dinner speech has become a funny story with a serious point stuck on, as I mentioned before. Because of this, the after dinner speech has become something other than an after dinner speech.

The problem can be solved by making future after dinner speaking contests situational. I suggest that instead of a contestant’s picking a topic, he should choose a situation and then choose a topic of his own liking to suit the situation. When such an after dinner speech is judged, the judge should lay stress on the degree of adaptation of the speech to the situation.

In order to put a halt to the “funny story” after dinner speech, there also should be emphasis on organization which would include how well the contestant integrates his speech so that the humor will have some connection to the subject chosen.

This is what I have observed over the year; this is my solution to the problem for revitalizing the event of after dinner speaking so it can be transformed into a healthy and serviceable forensic event.

Eugene C. Fieg, Jr., is a student at Maryville College, Maryville, Tennessee.
PKD is continuing its invasion of the eastern states, this time by means of Ron Allen and Jocelyn Gilbertson. Both are products of Grace Walsh and Wisconsin Zeta at Eau Claire. Ron is now Dr. Allen, having earned a doctorate in Speech from the University of Wisconsin this past summer. He is teaching at Amherst College in Massachusetts. Miss Gilbertson is a graduate assistant at Cornell University at Ithaca, New York, where she is working toward a Ph.D. in English. Gracie should be pleased.

* * *

Arda S. Walker, sponsor of Tennessee Alpha at Maryville College at Maryville, happily reports that two recently graduated speaker-debaters are successfully pursuing graduate work. Keith Ham is in his second year at the University of North Carolina. He received a Woodrow Wilson scholarship for his first year’s work, and a Waddell Scholarship from that university to continue his studies. At the National Meet at Brookings, South Dakota, Keith received an Excellent in Oratory and in Ex tempore. . . . Dan Ellis is on a scholarship at the University of Chicago Law School. He and Keith Ham were colleagues at the National at Bowling Green State University, Ohio, where Dan achieved an Excellent in Oratory.

* * *

A flurry in regards to 1960 graduates from Edna Sorber at Wisconsin State College (Epsilon) at Whitewater—LeRoy Dibble is attending graduate school at the University of Indiana; Dean Twist is teaching speech and English at the high school in Monroe; Russ Slecker is coaching debate and teaching business subjects at the high school in Antigo; Allan Harding is working at the Marshall and Isley Bank in Milwaukee; James Mennuci is working at Burroughs in Milwaukee; James Schwentner is with Employer’s Mutual of Wausau in South Bend, Indiana; Dale Areno is attending Marquette Law School in Milwaukee; Pat Brophy is teaching speech and coaching debate at the high school in Baraboo; and Beau Grubb is teaching at the Lake Forest high school in Illinois. His Eminence Sherod J. Collins, mentor of the Theta chapter at Northeast Missouri State Teachers College at Kirksville, proudly reports that J. Burleigh Arnold, who was assistant to the Attorney General, has been appointed assistant to Governor John Dalton, newly elected governor of the State of Missouri; also, that Clifton Cornwell has joined the faculty of Southern Illinois University at Carbondale.

* * *

A noteworthy item, involving PKD alumni, chapter sponsors, etc.—ten speech faculty members recently met at Cornell College, Mt. Vernon, Iowa and organized the Associated Colleges of the Midwest Forensic Association (A.C.M.F.A.). Dr. William S. Vanderpool of Grinnell College, Iowa, who was elected president of the new group, announced that among its objectives are cooperative projects in oral communications. The association will foster interchange of ideas and activities involving campus speakers, interpretive reading, debate, and discussion.

Other officers are Donald Torrence of Knox College, Galesburg, Illinois, executive secretary; and three executive committee members: Walter Stromer of Cornell College; Carl Balson of Beloit (Wis.) College; and Miss Jeanette Ringland of Coe College, Cedar Rapids, Iowa. Other A.C.M. member colleges are Monmouth in Illinois, Lawrence and Ripon in Wisconsin, and Carleton and St. Olaf in Minnesota.

Purposes of the new association are similar to other cooperative programs undertaken by A.C.M. members in various fields, including Science and Foreign Language. The group’s next session will be held in September at Coe College.

* * *

What happens to old debaters? The following bits and dabs culled from a recent newsletter compiled by Bill Corbin, the whip at Gamma chapter at Idaho State College at Pocatello provide a partial answer. They prove (among other things) that ex-college debaters defy “typing.” Richard Savage (’49) is Director of Public Information at Idaho State. . . . Gordon Davis (’49) lives in Millburn, New Jersey.
He is with the Operations Research Dept. of the Division of Management Sciences of Touche, Ross, Barley and Smart. One of his latest projects was the installation of a Scientific Inventory Management System for a paper company. . . . Keith Gill (’50) is with the government as a Board Operations Supervisor with the Civil Service Commission in Los Angeles, California. In his spare time he is doing graduate work at UCLA and is Secretary of the Southern California chapter of the Public Personnel Association.

Wallace Farnes (’51) is head of the Farnes Insurance Agency in Silver Spring, Maryland. He keeps several salesmen and two secretaries busy. Also, he just purchased an answering service which “looks promising.” . . . Dr. Clark Parker (’53) is the College Physician at Idaho State in addition to having a goodly private practice. . . . Max Fred Parrish (’54) is in the last year of Law School at the University of Arizona. . . . Ronald B. Robbins (’56) is regional sales manager for Doubleday and Co., Inc., Publishers, Cleveland, Ohio. . . . Janice Reynolds (’57) was graduated last June with a degree in Nursing. She is now at Bannock Memorial Hospital in Pocatello, Idaho as a surgical nurse. . . . Mona Caudle Mawson (’57) is reported as “someplace in Europe with her husband.” It is also reported that Mona “inspired a ladies’ debating society among faculty wives at Oxford University in England, broke a few traditions and established a few new ones.”

As if in refutation of the preceding report—The members of the Iota chapter at Black Hills Teachers College, Spearfish, South Dakota have just finished an extensive track-down study of their more recent alumni. Most of those “found” are engaged in some form of speech work directly or indirectly. Max Johnson (’58) and Bunny Kennedy (’60) are coaching debate in high schools at Newell and Deadwood, South Dakota, respectively. . . . Jim Patrick is debate coach at Sidney High School, Nebraska. . . . Jerry Ann Long Barber (’60) is ditto at Newcastle high school in Wyoming. . . . Teaching in Guam are Ann Siebrands and Louise Smock, both (’59). . . . Doing graduate work are Winifred Stump (’59) at Ohio University, Athens, and Robert Applegate (’55) at Northwestern University, Evanston, Illinois. . . . Anna Kingsberg (’59) is teaching in Great Falls, Montana, and Terry Williams (’59) is teaching in Sioux Falls, South Dakota. . . . Virginia Matthew Warvi is married to an Army engineer and now lives in Timbuctou, Africa. . . . Fred Lee (’58) is the new director of forensics at Morningside College, Sioux City, Iowa.

From Harding College comes word of the following alumni:

Bill Floyd (’58) has an assistantship at Penn State and is working towards his Ph.D. in speech.

Ron Rea (’58) is working at the Guidance Center in Alexandria, Lousiana.

Leon Clymore (’58) is a missionary in South Africa.

Richard Hawkins (’59) has an assistantship at State University of Iowa where he is working on his Master’s Degree in speech.

Sam Kitching (’59) is preaching in Lake City, Florida.

Jeanette Harrington (’59) is a Lieutenant in the Air Force and is an Intelligence Officer at Bedford, Mass.

Phi Watson (’59) is working toward a Ph.D. in speech at the University of Missouri.

Bob Gregg (’59) is preaching in Streator, Illinois.

Eddie Nicholson (’60) is in Nashville, Tennessee.

Jeutonne Patten (’60) is teaching English in Rockaway, New Jersey.

Jerry Daniels (’60) is doing graduate work at the Harding Graduate School in Memphis, toward a Master’s Degree in Bible.

MEET OUR DISTINGUISHED ALUMNI

The Eta Chapter at the University of Detroit may well be proud of one of its prominent alumni, Judge Joseph G. Rashid.

Mr. Rashid was appointed Circuit Court Judge of Wayne County, Michigan, by Governor G. Mennen Williams on December 31, 1956. Running for election to complete the unfinished term in April, 1957, he came in first among eight candidates and received the preferred rating of Detroit lawyers. He was successfully re-elected in 1959 for a six-year term.
Judge Rashid now resides in Dearborn, Michigan, and is affiliated with several religious and civic organizations. Some of these include his membership of St. Alphonsus Parish, Dearborn; President of the Detroit Archdiocesan Council, national Council of Catholic Men; member of Knights of Columbus Council 305; Chairman of the Speaker’s Bureau, National Council of Catholic Men; Vice-President of the University of Detroit Law Alumni Association; and Honorary First Vice-President of ALSAC (the organization begun by Danny Thomas and organized for the purpose of maintaining St. Jude’s Hospital in Memphis, Tennessee, dedicated to the care, cure, and treatment of leukemia and related blood diseases).

Judge Rashid is a recognized lecturer before civic and religious groups and is known throughout the State of Michigan for his lectures on social and civic subjects.

Judge Rashid is married and the father of eight children, who are surely potential Pi Kappa Sters!

* * *

Hilary A. Bush, Missouri’s new lieutenant governor, is an alumnus of William Jewell College, Missouri Delta Chapter of Pi Kappa Delta (1926).

Bush, a lawyer in Kansas City, has been prominent in local political circles, and is well known as a political speaker with an oratorical flair. A few years ago he declared that his first interest in becoming a lawyer stemmed from his activity in college forensics at William Jewell.

During World War II Bush served in the army, entering as a captain and coming out as a lieutenant colonel. As judge advocate of the 81st Infantry Division, he was stationed for some time in occupied Japan.

He: “The trouble with women is that they take everything personally.”
She: “Well, I certainly don’t!”

A sharp tongue is the only edge tool that grows keener with constant use.—Irving

A word fitly spoken is like apples of gold in pictures of silver. —Proverbs, 25:11

Speech finely framed is a delight to the ears. —2nd Macabees
A SUGGESTED PI KAPPA
DELTA PLEDGE TEST

1. What is the Greek phrase for which P K D stands and what is its meaning?
2. What is the purpose of the society?
3. Who is eligible for membership?
4. What classes of members are there?
5. Name the degrees of Pi Kappa Delta and give the jewel for each degree.
6. Name the orders of Pi Kappa Delta and give the jewel for each order.
7. How does one qualify for the degree of fraternity?
8. Draw a picture of the Pi Kappa Delta key.
9. What are the regulations about wearing the key?
10. Give the names of the national officers.
11. When was Pi Kappa Delta founded?
12. How many chapters of Pi Kappa Delta are there?
13. In what province is our chapter?
14. When was our chapter established?
15. What is the Greek letter of our chapter?
16. What are the colors of Pi Kappa Delta?
17. What is the flower of Pi Kappa Delta?
18. What are the duties of the chapter president?
19. What are the values received from participating in forensics?
20. How can our chapter make itself more valuable to _________ College?

The Pi Kappa Delta Ritual includes a Pledge Ceremony in which the candidate for membership is informed that he will be expected to pass a test on Pi Kappa Delta history, regulations, insignia, etc. No official pledge test has been made and this one has been prepared at the request of several chapters who recognize the need for a pledge test. Each chapter may make its own version of the pledge test by adding other questions or omitting any of those listed above that may not apply to the chapter.

PI KAPPA DELTA
PLEDGE CEREMONY

To the local chapters of the Fraternity the committee on new members recommends:

1. That some pledging ceremony be observed.
2. That in the use of initiation ritual and installation ceremony for officers to be used annually by the chapter, every reasonable effort should be made to make the ceremony as solemn as possible, and that no jests or “horse play” shall be closely associated with the actual ceremony.

The committee also recommends certain features, the use of which is optional with the local chapter:

- That the candidates be brought into the room blindfolded.
- That the room be darkened except for the three candles.
- That all members wear black robes or gowns.
- That a symbol of representation of the Pi Kappa Delta key, some ten or fifteen inches long, be made of brass, wood, or cardboard and used in the ceremony, especially to make plainer the key lecture.

SUGGESTED PLEDGE CEREMONY

Many of our chapters for years now have followed the plan of holding some kind of pledge ceremony for newly elected members of Pi Kappa Delta. This ceremony has, of course, been held at some time previous to the regular initiation.

It has been suggested that in this connection each candidate should be required to pass an examination on the history, purpose and constitution of the Order. This suggestion meets with the hearty approval of the National Council. They propose the following method of procedure:

24
When a number of students have become eligible to membership, have their names voted upon by the chapter at a regular meeting, or if necessary at a called meeting. Then set a date for the examination and the pledge ceremony. The two may be combined or held separately. Notify the newly elected members of their election and tell them they are to appear for examination and pledge ceremony at a certain time and place.

Tell them to come prepared to fill out the membership application blank and to pay the national initiation fee and any additional fee required by the local chapter. (Forward the national fee and the membership application blank to the national secretary at once.)

At the same time tell the pledges that they will be expected to pass a creditable examination on the history, purpose and constitution of Pi Kappa Delta. Warn them to give particular attention to the requirements for the different degrees and orders in the society and the significance of the different jewels in the key.

When the tests have been completed and graded call the candidates before the chapter one at a time and question them about their errors, possibly having them look up, then and there, the answers to some of the questions they missed. When this is finished call all the candidates and proceed with the pledge ceremony. It is important to see that no copies of the questions are allowed to get away from the chapter officers, otherwise the examination could not be used more than once.

This procedure, of course, can be modified to suit the plans of the local chapters. The National Council, however, strongly urges that each chapter arrange to make initiation into Pi Kappa Delta a real event in the lives of the new members and not a mere matter of filling a blank and paying a fee.

(The following ceremony may be performed by an officer of the local chapter accompanied by one or more members of the chapter.)

OFFICER: Mr. ————, by virtue of your interest and participation in forensic work in this institution you have been invited to join the honorary forensic society known as Pi Kappa Delta. We understand that you have expressed your willingness to accept this invitation. Is our understanding in this respect correct?

CANDIDATE: It is.

OFFICER: Previous to the final ceremony of initiation, it is customary in this Order, as in many other orders, for the candidate to remain for a period of time in the condition of a pledge. In this condition, like the squires of old who had to endure trials which should determine their worthiness to be initiated into the mysteries of knighthood, he may be required to do the bidding of members of our Order and to submit to tests of fidelity, intelligence, disposition and character. Are you, therefore, willing during such a period to submit yourself to all reasonable behests of the Order?

CANDIDATE: I am.

OFFICER: In token of this willingness, I do here attach to you this ribbon which is to be worn by you on all public occasions until time when you are finally initiated into our Order: (Officer pins the pledge ribbon to lapel of candidate's coat) and I hereby greet you as a pledge of the honorary forensic society of Pi Kappa Delta.

(Note: If the local chapter holds a mock initiation in addition to the real one, it is earnestly requested that it be separated in time sufficiently from the serious initiation that the dignity and beauty of the latter be not impaired.)

PI KAPPA DELTA
SUPPLIES AND SERVICES

(The following information from the office of the National Secretary-Treasurer is printed for the benefit of all chapters.)

MEMBERSHIP APPLICATIONS FORM A

The Form A application should be used when applying for membership for the first time. The initiatory fee should accompany the application. The name of each new member is entered in the grand catalog in the order in which applications are received and each new member is assigned a permanent number. Membership cards are prepared for all new members and an 8½x11 certificate, suitable for framing, is issued for an additional charge of 25c.
MEMBERSHIP APPLICATIONS FORM B

The Form B application should be used for members applying for advanced standing. Members are urged to bring their standing up to date from year to year. Membership cards showing the new degree and order are issued without charge.

KEY ORDER BLANKS

All orders for keys should be made on the official blank, accompanied by the necessary fees. Credit orders cannot be accepted except when bills are to be sent to the finance office of the institution. Orders for advanced degrees should be accompanied by membership application for advanced standing. All keys are made on special order, with the name of the school and the owner engraved on the back. Two to six weeks should be allowed for the completion of keys. Orders to be delivered before the end of the school term should be placed not later than April 15.

HISTORY OF PI KAPPA DELTA

The history of Pi Kappa Delta was printed in The Forensic of March, 1960. Reprints of this history may be obtained from the National Secretary. Chapter officers will find useful information in the history for the initiatory ceremony and local publicity.

PI KAPPA DELTA INFORMATION BROCHURE

A brochure containing questions and answers about Pi Kappa Delta has been prepared for distribution to prospective members, and others desiring information about Pi Kappa Delta. These are available from the Office of the National Secretary without charge.

STATIONERY

Official Pi Gamma Delta stationery may be ordered directly from the L. G. Balfour Company, Attleboro, Massachusetts. A limited supply is kept on hand by the National Secretary. Mats of the Pi Kappa Delta key will be provided for chapters who prefer to have stationery printed locally.

PLEDGE TEST AND RITUALS

Copies of the pledge ceremony and initiation are available for chapter officers. We do not supply these materials for all members. Each chapter may make additional copies for their own use.

PI KAPPA DELTA CONSTITUTION

Copies of the constitution are provided for all new members, and each should become familiar with the requirements for the different degrees and orders.

DESK CALENDARS

Each chapter will be sent a desk calendar at the beginning of the new year. Some chapters purchase additional calendars for their members and alumni. These may be ordered directly from the Carcross Company, Taunton, Massachusetts. Small orders may be supplied by the National Secretary.

PLACE CARDS

Official Pi Kappa Delta place cards for banquets are provided without charge.

DECALS

Pi Kappa Delta decals may be ordered from the National Secretary for 5¢ each.

POCKET CALENDARS

Pocket calendars for all members and pledges may be secured from the National Secretary. These will be mailed to reach chapters about January 1.

THE PI KAPPA DELTA KEY

The badge of Pi Kappa Delta is the key. It is distinctive in its use of jewels to denote the degree and order earned by the wearer and because of the jewel combinations is one of the most beautiful keys designed for any organization.

The key is available in three sizes. The large or fob size is usually worn by men as a pendant from a watch chain. Some men prefer the small or lavalliere size. The women
usually prefer the lavaliere or the miniature size, the latter coming only with a pin attachment. A pin may be attached to either of the larger sizes but the fob does not lend itself as readily to wearing as a pin.

The keys come in bright or dull gold finish, the choice of which is a matter of preference. Special distinction members may order a key of white gold if they wish. All keys are numbered and are engraved with the member's name or initials, and his college. The number, type, and size of key are registered in the office of the National Secretary so that at any time in the future a replacement may be ordered. The official jewelers for Pi Kappa Delta are the L. G. Balfour Company, Attleboro, Massachusetts.

THE JEWELS

The jewel in the uppermost part of the key denotes the order to which the member belongs. If of the order of debate, the jewel is a pearl; of oratory, a ruby; or instruction, an emerald; any combination of two orders, a turquoise; and all three orders, a diamond. Honorary membership is indicated by a sapphire in the circle.

The jewel in the eye reveals the degree which the member has attained. The first degree, fraternity, is shown by a ruby; proficiency by an amethyst; honor by an emerald; and special distinction by a diamond. Members may wear jewels of lesser rank than that to which they are entitled and because of the greater cost of diamonds some special distinction members wear the emerald of the degree of honor.

GUARD CHAINS AND INITIALS

Guard chains with or without initials may be ordered for keys which are to be worn as pins. The initial is the Greek letter of the chapter to which the member belongs; e.g., if it is the Alpha chapter of the state the member would order the initial Alpha. There is no provision for personal initials of the member.

REJEWELING AND EXCHANGES

Any member of Pi Kappa Delta may have the jewels changed in his key to show changes in degree or order. Full credit is allowed for the price of all jewels except pearls and amethysts when new jewels are ordered. In addition to the cost of the new jewels, there is a fifty cent rejeweling charge plus the fifty cent handling charge levied by Pi Kappa Delta.

When yellow gold keys are exchanged for white gold keys a credit allowance is made. The same allowances are made for jewels turned in on such an exchange as in rejeweling orders. If credit is expected on a yellow gold key it must be sent with the order for the white gold key.

BELT LOOP

The Balfour Company now makes a belt loop from which a key may be suspended for men who do not wear a watch chain. This is available in sterling at $1.12 (including tax) or in a gold finish at $2.24 (including tax).

HOW TO ORDER

All orders must be placed with the National Secretary, D. J. Nabors, East Central State College, Ada, Oklahoma. The official price list includes all charges such as taxes and handling charges, except that if the order includes a pin attachment, guard chain or initial, or is of white gold, that charge must also be added.

If keys are to be paid for out of funds received through taxes by state supported institutions which are not allowed by law to pay an excise tax on such funds, a tax exemption certificate duly signed by an authorized official must accompany the order.

Members should be sure that the degree and order shown on the membership card entitles them to the key requested. If not, an Advanced Standing Application (Form B) should be submitted with the key order.

FOR INFORMATION ON THESE AND OTHER MATTERS WRITE TO:

D. J. Nabors, National Secretary
East Central State College
Ada, Oklahoma
# Price List

Prices include all taxes and handling charges.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Miniature (WITH PIN)</th>
<th>Small (LAVALIERE)</th>
<th>Large (FOB)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEBATE (Pearl)</strong></td>
<td></td>
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<tr>
<td>Fraternity (Ruby)</td>
<td>$ 5.00</td>
<td>$ 5.60</td>
<td>$ 6.70</td>
</tr>
<tr>
<td>Proficiency (Amethyst)</td>
<td>5.00</td>
<td>5.60</td>
<td>6.70</td>
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<tr>
<td>Honor (Emerald)</td>
<td>5.60</td>
<td>6.15</td>
<td>7.25</td>
</tr>
<tr>
<td>Special Distinction (Diamond)</td>
<td>8.20</td>
<td>10.35</td>
<td>13.75</td>
</tr>
</tbody>
</table>

| **ORATORY (Ruby)**  |                      |                   |             |
| Fraternity          | $ 5.85               | $ 6.40            | $ 7.55      |
| Proficiency         | 5.85                 | 6.40              | 7.55        |
| Honor               | 6.40                 | 7.00              | 8.10        |
| Special Distinction  | 8.95                 | 11.20             | 14.55       |

| **TWO ORDERS (Turquoise)** |                      |                   |             |
| Fraternity         | $ 5.85               | $ 6.40            | $ 7.55      |
| Proficiency        | 5.85                 | 6.40              | 7.55        |
| Honor              | 6.40                 | 6.95              | 8.10        |
| Special Distinction | 8.95                 | 11.20             | 14.55       |

| **THREE ORDERS (Diamond)** |                      |                   |             |
| Fraternity         | $ 8.95               | $11.20            | $14.55      |
| Proficiency        | 8.95                 | 11.20             | 14.55       |
| Honor              | 9.50                 | 11.75             | 15.10       |
| Special Distinction | 12.03                | 15.98             | 21.53       |

| **INSTRUCTION (Emerald)** |                      |                   |             |
| Fraternity         | $ 6.40               | $ 6.95            | $ 8.10      |
| Proficiency        | 6.40                 | 6.95              | 8.10        |
| Honor              | 6.95                 | 7.55              | 8.65        |
| Special Distinction | 9.50                 | 11.75             | 15.10       |

| **HONORARY (Sapphire)** |                      |                   |             |
| Fraternity         | $ 5.85               | $ 6.40            | $ 7.55      |
| Proficiency        | 5.85                 | 6.40              | 7.55        |
| Honor              | 6.40                 | 6.95              | 8.10        |
| Special Distinction | 8.95                 | 11.20             | 14.55       |

## Special Charges

For Pin attachment on large and small sizes add $1.15.

For white gold (special distinction only) add $1.15.

Guard chain with gold initial pin (chapter Greek letter) add $1.70.

Charge for changing jewels in old keys, 50 cents.

Allowances: Gold in yellow gold keys exchanged for white gold large and small keys; $1.50 Minature; $1.00. Full value will be allowed on rubies, sapphires, and turquoises and emeralds exchanged for new jewels or white gold key.

Handling charge for changing jewels in old keys, 50 cents.

Address all key orders to the National Secretary:

D. J. Nabors  
East Central College  
Ada, Oklahoma
## NEW MEMBERS OF PI KAPPA DELTA

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>Montana State College</td>
<td>Dr. Roland R. Renne</td>
<td>Deanna Leer</td>
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<tr>
<td>East Tennessee State College</td>
<td>Thomas Wheeler Ledbetter</td>
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<td>Baylor University</td>
<td>Charles Gordon Metcalf</td>
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<tr>
<td>Wake Forest College</td>
<td>Robert Edward Day</td>
<td>Alfred Lee Baker</td>
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<td>John Glenn Blackburn</td>
<td>Edward L. Boggs</td>
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<td>George P. Hemstreet</td>
<td>William Claiborne Hopkins</td>
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<td>Eura DuVal Gaskins, Jr.</td>
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<td>Kenneth Garrison</td>
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<td>Rockhurst College</td>
<td>Joseph Anthony Dill</td>
<td>Pat Miller</td>
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<td>Pasadena College</td>
<td>Carol J. Drew</td>
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<td>Concordia College</td>
<td>Waldmar E. Lillo</td>
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<td>Western Washington</td>
<td>Karen Helene Fortin</td>
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<td>F. Don Burkhart</td>
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Sterling College
33812 Sara P. Thorburn
33813 David L. DeBruler
33814 Rozita Jones
33815 William Van Loan
33816 Elmer Leroy Birney

Hope College
33817 Peter Eppinga
33818 Herbert K. Tillema
33819 W. Leonard Lee
33820 Mary Jane Veurink
33821 James Schaap
33822 David Kleis

Eau Claire St., Wisconsin
33823 Richard Duesterbeck
33824 Reed Mackenzie
33825 Karen O’Niel

Linfield College
33826 John H. Adkins

Central College, Missouri
33827 John A. Schneider
33828 Kenneth D. Meals
33829 Anne Raine
33830 William Hix
33831 Robert D. Crowe, II

University of Illinois, Chicago
33832 Karen Jahnke

Ouachita Baptist
33833 Don K. Wright

Pasadena College
33834 Daniel Webster Green
33835 Kay Galland
33836 Thomas D. Floyd
33837 Joan E. Schwicker
33838 Barbara Senf
33839 Kay Taylor
33840 Donna Lee Fletcher

McKendree College
33841 Roger Knox
33842 Carolyn Anne Webb

University of Kansas City
33843 Fred Wilkins
33844 Richard Harold Reploge
33845 William O. Isenhous
33846 Roy Vincent Ellinger
33847 Russell Kissir
33848 William C. Crawford
33849 Patricia Destign Williams
33850 Roy V. Luper
33851 Robert Craven
33852 Albert E. Grauberger
33853 John Maclean Dauvergne
33854 Evelyn Marxsen

Ferris Institute
33855 Mervyn Edward McNamara
33856 Lang Coleman
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33859 Andrew Jackson
33860 John Arnold Pawloski
33861 Robert Kay Moore

Lewis and Clark College
33862 Joan Marie Desarmeaux
33863 Marsha H. Peckham
33864 Karen Carpenter
33865 Patricia May O’Donnell
33866 Howard J. Hulsman
33867 Warren Stuk

Carroll College
33868 Sandra Sue Ratliff

Southeastern, Oklahoma
33877 George Morrow
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33879 Charles T. Choate
33880 William C. Armstrong
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Buena Vista College
33883 Joseph K. Meusey
33884 Rodney Van Klompenburg

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33886 Verna Peterson

Whitman College
33887 Theodore W. Meckstroth

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33888 Barbara Ann Gherty

Lamar State College
33889 Frank Myers
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33891 Kathy Williams
33892 Rexford Anderson

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33898 Rachael Ann O’Blenis
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PI KAPPA DELTA POLICIES

In this issue I would like to set down some of the major policies for which it seems to me Pi Kappa Delta should stand in the decade ahead of us.

1. It should serve as the balance wheel on the forensic machine. It should help in the fight against over-emphasis on winning, but it should not allow that fight to destroy the whole forensic game. It should and does oppose those extremists who would turn forensic contests into a series of uninteresting, pointless, ignorance-revealing, namby-pamby, wind-jamming sessions, and it insists that they shall continue to be vital, purposeful, fact-revealing, vigorous, conclusion-reaching discussions. To do so Pi Kappa Delta must keep the element of competition but must not allow that element to overshadow the real purpose of forensics, training in effective speaking.

2. It should by all means retain the essentials of good debating: thorough knowledge of the subject, careful analysis, rigorous argument, and careful organization; but at the same time it should instill into our debates more of the sparkle and interest that is so woefully lacking in many of them today. Let us insist that our debaters be interesting, entertaining, yes, even humorous at times; and that at the same time they continue to be logical and instructive.

3. We need to see to it that the forensic program in our colleges is extensive rather than intensive. The benefits of intercollegiate competition in speech should be spread to as many students as possible instead of being restricted to a few outstanding performers who don’t need them much anyhow. It is certainly far better to have a hundred students engaging in one debate than to have two or three students engaging in one hundred debates.
THE ART OF PERSUASION

—BEAUTIFUL AND JUST