THE YEAR OF THE PROVINCES
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Debate and the Black Student: A Comment on Recruiting

Charles A. Dause and Robert V. Seltzer
Director of Forensics  Director of Debate
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At the 1969 National Convention of Pi Kappa Delta a resolution was introduced which observed that "members of minority groups are significantly underrepresented at the Pi Kappa Delta National Convention." In its final form, the resolution claimed that "Pi Kappa Delta recognizes the value of active recruitment of minority students to ameliorate this condition" and called upon the National Council and each individual chapter to "more actively recruit minority students into forensics so that they may become qualified for membership in Pi Kappa Delta."

This resolution and its implications caused the Michigan Eta Chapter of Pi Kappa Delta to take a critical look at its recruiting practices. Minority groups, particularly black students, had indeed been "significantly underrepresented" in the University of Detroit forensic program. While black students comprise about ten per cent of the student body, only three black students engaged in forensic competition between 1964 and 1969, and none of these participated long enough to qualify for membership in our local chapter of Pi Kappa Delta. In attempting to discover the reasons for this underrepresentation, the Michigan Eta Chapter began to question whether or not its past recruiting practices had actually been unintentionally discriminatory. This article presents our findings.

While attempts had been made to make the entire campus aware of the opportunities for forensic training, our "active recruiting" had centered primarily on selected groups of incoming freshmen. Each summer, letters encouraging debate and forensic participation had been sent to freshmen falling into three broad groupings: students with high school debate and forensic experience, pre-law students, and students with high S.A.T. scores. These groupings had been selected on the assumption that the students within them would be 1) the most interested in forensic activity and 2) the most likely to succeed in forensic competition. Expectedly, the University of Detroit squad has been composed largely of students from these three categories, and this recruiting system, in general, has brought able students into the forensic program. One shortcoming of the system, however, has been its failure to bring black students into contact with forensic training.

Acting on the National Convention's resolution, an attempt was made to discover the reasons for this failure. The first step was to determine what proportion of the students within the recruiting categories are black students. The investigation led to the realization that few black students fall within these categories at our institution. Few, for instance, have high school forensic experience. The under-representation of minority group students seems characteristic of high school as well as college forensics. It was also discovered that a disproportionately small number of black students are enrolled in pre-legal programs at the University of Detroit. Finally, few black students fall into the "high S.A.T. scores" category since many of these students come from inner city

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1. While this article focuses solely on recruiting, this suggests that we need to explore the possibility of developing a new emphasis in our training programs to adapt to the special circumstances of an inner city student attempting to master debate technique.

2. Indeed, we discovered that by sending out about 150 letters a year we were able to elicit a positive response from nearly fifty per cent of the students contacted.

3. Since college admissions forms contain no indication of the race of a student, this determination had to be made in consultation with the administrators of the Freshman Studies program.
schools where the S.A.T. tests are not even administered because of the low proportion of "college prep" students.

With this realization in mind, the recruiting system was changed during the summer of 1969. Instead of utilizing the three categories, letters of introduction to the forensic program were sent to all incoming freshmen. Included with these letters was a four-page "Forensic Newsletter" which described the forensic program in detail. By abandoning the assumptions and methods of the categorical approach it was hoped that this system would remove the inadvertent discriminatory effects of that approach while still maintaining the capacity to draw strong students into the forensic program.

This generalized recruiting system, while certainly not "actively recruiting students from minority groups," did remove the discriminatory effects of the categorized system. Of those who came to the fall recruiting meeting and signed up for forensic activity nearly one-third were black students. While black students comprised only fifteen to twenty per cent of the freshman class, one-third of the novice debaters attending the debate Seminar Weekend and one-fourth of the students engaged in novice debate during the first semester were black students.

The new recruiting system, however, did have its drawbacks. Despite the fact that forensic materials were sent to all incoming freshmen rather than to only about one-eighth of the freshman class under the old system, the percentage of positive responses was less than under the categorized system. Under the new system only eight per cent responded as compared to nearly fifty per cent under the old system. Also, a significantly smaller proportion of these students had previous forensic experience. By the time that the novice debate squad was ready for intercollegiate competition, it had dwindled to less than half of its normal size.

The experience of the Michigan Eta chapter suggests a few conclusions which might be used as hypotheses for future study. First, a selective recruiting system designed to draw students on the basis of "likelihood of success" in forensic activity may have built-in discriminatory factors. If our recruiting efforts are to reach a proportionate number of minority group students, then we must carefully examine the basis of our selectivity or abandon that selectivity entirely. Second, it seems that black students, when exposed to equal recruiting efforts, will respond positively to the invitation to engage in forensic training, and that this response will be at least proportional to their population at the school involved. Third, the generalized approach to recruiting is less successful in drawing large numbers of students into forensics than the more selective approach described. This suggests that some combination of general and selective recruiting may be desirable.

The writers of this article realize that these results and conclusions may well be unique to the University of Detroit. The article merely reports the efforts of one Pi Kappa Delta chapter to evaluate its recruiting program under the mandate of the 1969 National Convention resolution. Hopefully, other chapters have undertaken similar self-evaluation, and it would be interesting to discover the results of their efforts.

The National Council of Pi Kappa Delta is in a perfect position to gather such information. Indeed, they were instructed by the 1969 convention resolution to assist in the active recruitment of minority students. It seems that one way in which the National Council can discharge this responsibility is to survey the individual chapters to see what efforts are being made to act in accordance with this resolution. Such action by the National Council would not only serve as a reminder of the concerns of the resolution but might also provide a wealth of information which could assist individual chapters in bringing their recruiting programs into harmony with the stated objectives of Pi Kappa Delta.
Several Governors met with the National Council of Pi Kappa Delta at the Speech Association of America December Convention in New York. The Governors present at the convention included:

**Governor Edna Sorber — Province of Illinois**

**Governor John Baird — Province of the Pacific**

**Governor William DeMougeot — Province of the Lower Mississippi**

**Governor Grace Walsh — Province of the Upper Mississippi**

**Governor Carroll Ellis — Province of the Southeast**

The role of the Province Governor was discussed at great length. Since so many of these ideas seemed to involve the individual chapter I felt you should share in the discussion. Listed below are some of the ideas discussed:

1. Each Province should consider the possibility of a newsletter sent to each chapter in the Province. The Province of the Pacific has introduced such a publication with satisfying results.

2. It was felt that more attention should be given to the delinquent chapter. The offer of assistance and encouragement could be just what this chapter needs. See that their annual report is submitted, being certain that your own is not missing.

3. There seemed to be a need for the distribution of a questionnaire that would help determine the status of each chapter. The results of this questionnaire should be sent to all chapters.

4. Distribute a roll that lists all the chapters in the Province including sponsors, local presidents, addresses, etc.

5. A need for Province projects such as working for group transportation to the Houston National Convention in 1971. Some felt that joint meetings with other adjoining Provinces would be helpful. The Governor should be aware of the status of each and every chapter.

Province meetings are here. Many of the thoughts listed above should be discussed and appropriate action taken. The Province of the Lower Mississippi is reminded that they will be the host Province of the 1971 National Convention to be held in Houston. They need to be certain that they elect a student to represent all Provinces on the National Council. The other student member will come from the University of Houston Chapter.

While at the SAA Convention I attended a meeting of the American Forensic Association. I was concerned about the move of this organization to become the agency to sanction all debate tournaments in the United States. The attempt to determine the standards for everyone seemed to be a bit presumptuous for this small group that had gathered in New York. The report of their Professional Relations Committee was not conclusive since at least one of this committee of five was not in agreement with the majority report. It seems to me that this organization would be wise to offer guidelines to follow rather than setting up sanctions and enforcements that may be the demise of the National Debate Tournament. Read carefully the material that is sent to you before signing it; it may be important to the future of debate.
Physical Forensic Facilities Can Be Obtained

Warren A. Gasink  
Director of Forensics  
East Stroudsburg State College

How many of you have adequate facilities for your forensic program? Perhaps your program can benefit by our experiences at East Stroudsburg State College.

Four years ago, our forensic program faced a $600.00 total budget for 1965-1966, and no physical space or facilities of any kind for the forensic program (not even a desk or steel file for the director of forensics.) After I protested to anyone who would listen, the administration asked, “Just exactly what do you want?” My answer, “First, last, and always — money.” $3000.00 was allocated for 1966-1967, $4000.00 for 1969-1970.

Then my students and I began work on a proposal for physical facilities. We discovered very quickly that we could find no published information concerning specific suggested floor plans or equipment for an educationally justifiable co-curricular forensic program. Therefore we submit this paper in the hope that your students will benefit from our experiences. (The following information includes the pertinent facts of the original and present proposals to our administration.)

PHYSICAL NEEDS OF A FORENSIC PROGRAM

What are the physical needs of a forensic program? More specifically, what capital equipment and how much physical space are minimally required for a productive, curricular and co-curricular, competitive, intercollegiate debate and individual events program?

Perhaps these requirements can be most effectively developed by mentioning some characteristics of the East Stroudsburg State College program.

The intercollegiate competitive program includes approximately twenty students competing with colleges from throughout the United States. Events entered include four-man unit and two-man switchside debate, both orthodox and cross-examination styles, original oratory, extemporaneous speaking, impromptu speaking, after-dinner speaking, and a parliamentary congress. We also host from one to three tournaments each year.

Our students meet formally twice weekly from 3:00 to 5:00 P.M. for case construction and practice debates, plus many informal hours of research and preparation. Much productive work takes place during evenings and other free hours. Thus we need work space available at all times, not just for meetings and classes.

The curricular phase of debate includes one three-hour course presented each fall in Argumentation and Debate, plus a three-hour course in Management of the Forensic Program (designed for presently employed forensic coaches), and a proposed summer workshop for high school debaters.

In the above courses, the students should be exposed to more than just theory. This requires two things: (a) that the members of the class be placed in an environment where they have available materials for research and preparation for forensic events, and (b) the class should be located so that the members can be directly involved in planning and executing tournaments and other activities. If a person represents himself as having had training in forensics, at the very least he should be exposed as deeply as possible to the practical operation of a program with adequate, up-to-date facilities.

Some equipment and materials with which they should have contact are: flow sheets, time cards, and the other paraphernalia necessary to conducting a formal intercollegiate debate. They should also encounter the typing, record keeping, duplicating, stapling, etcetera, a necessary part of forensic programs.

Also, future forensic directors should at least be introduced to the values of audio-visual teaching aids, such as slide projec-
tors and video-tape machines. This will necessitate a complete audio and video control console with recording and playback equipment.

We can thus see that work and storage space are necessary for the above and the following situations.

As we do not have a large research and graduate library at East Stroudsburg State College, research materials such as handbooks, pamphlets, U.S. Government publications, and magazines on the annual debate proposition must be made easily accessible to the student for study and excerpting of quotations and evidence. (Supporting or “proving” every issue in debate — or failing to — is a cardinal basis for decisions.) Floor to ceiling shelves, plus at least three lockable cabinets for storage therefore become imperative.

Storage space for other equipment should be supplied. These items include tape recorders, electric typewriters, debate file boxes, etcetera.

Other essential items include a full office desk, office chair and lockable file cabinets for the director of forensics, plus a secretary’s desk and chair and IBM Selectric typewriter with three different type balls. Preferably, the office of the director of forensics should connect directly with the forensic room(s).

We also need three large steel or wood tables and a speaker’s stand (portable) during debates, for student conferences, and during preparation.

Finally, a forensic program vitally needs an outside direct telephone line. Unquestionably, comments on a tournament invitation such as, “Please feel completely free to call the tournament director at home — 717-424-1524 — as contacting him at the college is extremely difficult”, degrade the program and insult the college.

Therefore we need several distinctly different, separate facilities: one for the main activity, one for a second practice debate occurring simultaneously, one for concurrent preparation and individual events practice, one for research facilities, a control and storage center, and office space.

The above requirements become obvious in the next three items:

1. An adequate intercollegiate co-curricular forensic program neither begins at 3:00 P.M. nor ends at 5:00 P.M. on Tuesday and Thursday, but continues many hours of every day. The above hours include merely the formal meetings of the squad.

Because we had a room (in a building now torn down) assigned full-time to forensic training and preparation, one of the largest and most necessary advantages occurring in 1966-1967 concerned the accessibility of materials and space for research and consultation for students at whatever times best fit their schedules. These meetings took place in a relaxed atmosphere. One administrator was amazed at the amount of use the room received.

By contrast, if the facility is unavailable during the day, the debater cannot work with absolutely necessary materials.

2. If our students have no place to work together, the team member cannot become deeply familiar with the way that his colleague thinks, his attitudes, beliefs and basic assumptions, and his partner’s knowledge and research background. Thence the coach cannot expect close cooperation and effective team action.

Obviously, when forensic facilities are available to the team members at other times than just during official meetings, the more eager, hardworking, and potentially successful student can and does more rapidly progress.

3. Another subtle factor is highly influential. Having a place to go, a place to associate, a home — if you will, provides us with a sense of roots and a feeling of unity. The students become involved in a group or team effort, with resulting increased loyalty, desire to grow, and dependability.

The above obviates the necessity for physical space and equipment reserved exclusively for the forensic program.
An educationally valuable program contributes not only to its own student body and campus, but also to local service clubs, school districts, high school forensic programs, and to germaine professional associations. Yet a lack of effective space and equipment significantly decreases our potential contribution.

As I write this, our situation is definitely changing. Not only have several pieces of equipment now been purchased for our exclusive use, but a full classroom is being set aside for our exclusive use until the Art, Speech, and Music building now being planned is constructed. We now expect the inclusion of the requested floor space and suggested equipment. (A detailed floor plan accompanies this article.)

We began asking for improvements when our situation seemed bleak and almost hopeless, even when we heard that little real hope of change existed for the foreseeable future. Yet we are getting our wishes.

But remember, administrators are not mind readers. If you don’t ask, “c’est la vie”. If you ask, perhaps to you also it shall be given.

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**PROPOSED FORENSIC FACILITIES**

East Stroudsburg State College

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**FORMULA FOR ACTIVE CHAPTERS**

1. Commit your school to make that big trip next year.
2. Plan a budget for this trip.
3. Plan fund raising for more money.
4. Make that trip!

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**PLAN AHEAD!**

1971

NATIONAL PI KAPPA DELTA

CONVENTION and TOURNAMENT

UNIVERSITY OF HOUSTON

Houston, Texas

(Dates to be Announced)
THE ISSUE OF INHERENCY

by

ROBERT E. PRUETT

Glen Mills, in his book, Reason In Controversy, says "analysis is the process of determining what a proposition means and of finding the controversial questions which must be answered if the deliberation is to be critical and thorough." Based upon the idea that analysis begins with an examination of the proposition provides one with the starting point from which the issues begin to develop and it is within the meaning of the issues that the potential argument of inherency can be discovered. This is not to imply that all propositions offer the advocate the opportunity to find such an argument for as Mills later explains in his discussion of issues: "When the shortcomings of the status quo are not serious, and when only modest claims can be made for the benefits of the proposed change, we can use the comparative-advantages approach." Mills' statement seems to provide a clear line of demarcation between an analysis that provides an inherent argument and one that suggests a comparative advantage approach yet much controversy has developed regarding the meaning of "shortcomings in the status quo." Writers, such as Marsh and Newman would agree with Mills' interpretation while others like Kruger would claim that the comparative advantage is only an implied need argument or concealed inherency. The purpose of this paper, however, is not to defend either point of view; rather it is an attempt to isolate the concept of inherency, explain its meaning, and show two approaches available to an advocate who discovers the issue of inherency in a proposition.

In examining the concept of inherency, it is surprising that authors of debate texts spend so little time discussing the meaning of the term. Most treat inherency as a major issue without describing what it entails or to explain what a person must do to make it a functional argument. For example, Huber limits his treatment to the question: "Are evils caused by the present system and are they inherent?" Freeley does little more than reiterate the same question while Moulton and Ehninger and Brockriede don't bother with the term.

As an issue, the argument of inherency falls somewhere within the analysis of the need for a change, and most critics of debate agree that this is the first important issue to be answered in the debate. But how should inherency be developed within the broader issue of a need for a change? Here, at least, Huber's question offers the idea of causality and the present system. Thus, inherency implies that something exists within the system and as a basic characteristic of the system it causes the need for a change.

The next point to discuss, analyzing the need issue in order to find the inherency argument, is much more difficult than defining the term. Reid, in his article, "Analysis of the Proposition," says that "Inherness involves the question of whether the failure of a policy is related to the particular phase of the status quo which the debate resolution proposes to change." 10

Mr. Pruett received his M.A. from Northern Illinois University in 1959 and is past Director of Forensics at Wisconsin State University Oshkosh. He is currently a teaching fellow in Speech at Bowling Green University.

2. Ibid., p. 107.
The importance of Reid’s statement relates back to what Mills was talking about in reference to the meaning of the proposition. It is from the statement of the proposition and its meaning that one determines if there is an inherent argument. This is an analytical process in which the advocate must examine the present system in order to determine (1) precisely what in the present system the proposition offers to change and (2) whether the problem in existence is an innate characteristic of that system and as such, a factor of causality. Reid affirms such an idea in stating that “Only if the problems are in some way a result of the basic features of the status quo which the resolution will change can the problems be considered inherent.”

Thus, the potential issue of inherency is not an argument that comes from all propositions but is developed according to the stated problem in a specific proposition and as such, it will be reflected within the concept of causality as innate to the present system. The proposition, itself, will determine whether inherency exists within the need for a change.

Given the assumption that a proposition does provide an inherency, the advocate has at his disposal two methods of analyzing this particular issue in arguing for a change: a structural inherency and a philosophical inherency. The structural inherency is the one most commonly found in debate. It claims that the present system, no matter what means at its disposal, cannot solve the problem. Such an approach does not argue in degrees but in absolutes. This is reflected in the causality factor and is developed according to Mader as the “fixed point, around which the controversy revolves, suggesting that the most important is that which is essential to the advocacy or rejection of a given proposition.” The structural inherency argues that the proposition must be adopted because the present system in no way can solve the problem. Such an argument is justified by the advocate in terms that the status quo is unable to re-

pair itself and any attempt to do so would either fail to solve the problem or perpetuate the problem in its severity. Kruger makes a good point about this when he says that “according to the law of cause and effect, an effect can be eliminated only by eliminating its cause; thus, if evil effects are caused by the present policy, they can be eliminated only by eliminating their cause, the present policy.”

The inherency, of course, is referring to those innate characteristics of the present system as the cause. While an advocate can argue that the innate characteristics are the entire cause, he may if he decides restrict his argument to showing that a significant part of the cause can be attributed to the present system. For example, in debating the resolution, “Resolved: That the federal government should guarantee a minimum annual cash income to all citizens,” many affirmatives were justified in analyzing the problem of poverty and showing that lack of money was a cause for poverty. Within this poverty class were a significant number of people who were restricted from receiving aid because they didn’t fall into certain specified categories. In this instance a large portion of the cause of the problem could then be related to arbitrary laws and such a problem could not be overcome until the proposition was adopted. Thus, one approach available to the advocate in analyzing the need issue in terms of the inherency argument relates to the structural incapability of the present system to correct itself. This type of argument directly attacks the basic mechanism of the status quo and argues that no matter what it does or tries to do, it will be unable to solve the problem.

A second type of approach an advocate can take is the philosophical inherency. There has been little discussed regarding this approach and what has been written relates to the concept of goals and failure to meet such goals which would focus more upon the inability to achieve the goals because of a structural inherency. Some critics, such as Reid, discuss the idea of goals of present policy and the desirability

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11. Ibid.
of the goals. He would argue that if a goal of the present policy is no longer desirable, the affirmative has the right to analyze such a problem in terms of developing an inherency argument and that “the debater should examine the circumstances surrounding a policy, and, in light of such circumstances, determine whether the present policy is achieving desirable goals to an optimum degree.” This pattern of analysis is actually saying that the philosophy under which the present system is operating is no longer desirable. While there is much value to this type of argument, a problem develops in that most philosophies or goals are rendered as value judgments and, as such, are difficult to overturn when they have been ingrained for a long period of time. For example, the basic philosophy of United States foreign policy since World War II has been the containment of communism while protecting our national security. An advocate attempting in some way to change our foreign policy or method of deciding foreign policy might find it difficult to show a structural inherent problem, given the acceptance of such a philosophy. While there are signs that specific actions have not been successful, the containment principle has justified our actions in such a manner that most of our programs seem to be relevant and advantageous. A better method of overturning problems of foreign policy would be in showing that such a philosophy actually works against United States interests and as such, many of our actions cannot be justified because the goal they aimed to achieve is impractical, unjustified, or antiquated. Mader also touches briefly on this approach in his treatment of inherency when he talks about an inherent need flowing “from some principle of justice, or from some generally-held belief ... or from the nature of the problem itself.” Thus, the philosophical inherency can be justified as a method of presenting an inherent argument, something which the present value system cannot correct.

In conclusion, it can be said that the advocate who wishes to change the present system will find his inherency argument by analyzing the reasons why a change is needed and within this area of analysis he will determine whether such an argument exists. If the proposition calls for the development of such an argument, it will be determined either through an inherent indictment of the basic structure of the present system or by illustrating that the philosophical values or principles of the present system are no longer justifiable.


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From the Editor...

The May issue is already in the planning stage. Governors out in the far-flung Provinces can assist in making the May issue a memorable one. First, by assigning one person to rush a summary of contest winners, newly elected officers, and other items of interest to the Editor. Second, by making arrangements with the host school to have a photographer on hand to take pictures of top winners, newly elected officers, and human interest situations. If such copy and photographs are rushed to the Editor by or before April 10, your Province will be featured in that May issue.

From the information available it appears that eight Provincial meets will be held, with three Provinces inviting a nearby one to participate with them. The Sioux hosts the Missouri, the Upper Mississippi hosts the Illinois, and the Lower Mississippi hosts the Southeast. That accounts for six Provinces. The other five gather on their own — the Northwest, the Pacific, the Plains, the Lakes, and the Northeast. The Provinces set their own dates, select their own locations, arrange and run their own contests and meetings.

The strength and vitality of our national organization stems from this energizing activity on the level of the Provinces, which in turn is actually generated by active chapters in our sister colleges and universities from coast to coast. Much depends on your chapter, one of two-hundred and fifty-eight.

Gil Rau
Central Michigan University
I. E X T E M P O R A N E O U S S P E A K I N G

Extemporaneous speaking as a method of speaking apparently is as old as speech itself. According to Nichols, “The earlier teachers professed to teach their pupils to speak extempor in assembly and the law courts . . . The earlier orators did not write their speeches. In fact, it is said that Pericles was the first to use a written speech in a law court.”¹ Nichols also makes reference to a debate in the fourth century on the relative merits of written and extemporary delivery.

James N. McElligott, describing the qualities of the good debater, wrote in 1869, “He must be a good extemporaneous speaker . . . this is absolutely essential to the character of a good debater.”² McElligott also refutes two erroneous opinions regarding extemporaneous speaking, 1) that it is a gift of nature, and, therefore, unattainable except by a gifted few; and 2) there is no benefit in its use and harm might result because of unfavorable habits that could result from the practice of extemporaneous speaking.³

The use of the forensic disputation was replaced in part by the extemporaneous method of debate in the programs of the literary societies. In some instances, both methods were used with the extemporaneous method gradually becoming more popular with some groups. In the society programs, the question to be used at the next meeting was usually announced two weeks in advance which permitted some time for preparation in the typical extemporaneous method. However, at times the extempor actually became impromptu as the subject was not announced until the time of the meeting.⁴ In other cases, speakers were assigned to substitute for those not present which resulted in impromptu speeches rather than extempor.

As early as Nov. 6, 1776, the minutes of the Yale Fellowship Club reveal that the meeting was opened by an “extempor dispute by Bulkley, Kimberly, and Lyon.”⁵ On April 10, 1883, the Lionians of Yale voted that “two weekly meetings out of three be opened with an extempor dispute and the third with a forensic dispute,”⁶ and in 1810, the United Brothers of Brown went all out for the extemporaneous method by prescribing that extempor debating should be used in all debates.⁷ The Phi Beta Kappa Society of Harvard passed a similar resolution in 1831.⁸

The extemporaneous method of speaking continued to gain in popularity, although it lost some ground to the memorized speech in the early intercollegiate debates, however, the intercollegiate contests in extemporaneous were not to be developed until after World War I. Although intercollegiate oratorical contests were being held during the last quarter of the Nineteenth Century, the first intercollegiate extemporaneous speaking contest of national interest was that sponsored by Pi Kappa Delta at its National Convention in 1824.⁹ Before this first national contest in extemporaneous speaking local contests were being held as well as an occasional contest between schools with an arrangement similar to that used in debates between schools.

W. F. Brewer, debate coach at Montana State College for many years, after an attempt to trace the history of intercollegiate extemporaneous speaking, gave credit to Grinnell College, Grinnell, Iowa, for holding the first formal contest in extempor-

(Continued on page 14)

¹. Alan Nichols, op. cit. p. 405.
³. Ibid. p. 25.
⁴. David Potter, op. cit. p. 73.
⁵. Karl R. Wallace, op. cit. p. 244.
⁶. Ibid. p. 245.
⁹. The Forensic, (1924) Vol. 10, p. 36
Oratory was second only to debate as an activity with the college student of 1870-1914. Not as popular as during the first half of the nineteenth century when the growing pains of the republic were evidenced by the great oratory of Webster, Clay, Calhoun, and the more simple, but effective style of Lincoln; oratory was destined during the latter half of the century to give way in part to the art of elocution which was reaching the height of its popularity. Oratory shared the curriculum in private schools that included the teaching of oratory, elocution, and the training of teachers. The National School of Elocution and Oratory in Philadelphia in 1885 had about two hundred and fifty students with ten to twelve faculty members. In 1880 the Emerson College of Oratory opened in Boston with about a dozen students and by 1891 had over 500 enrolled. The numbers include those enrolled for all purposes, such as physical expression, development of the voice, and vocal expression and in a number of cases borrowed freely from the principles developed by Delsarte. In time, elocution and expression were to give way to more popular terminology still in use, oral interpretation.

The period following the Civil War did not offer the incentives to students to engage in the development of original orations as did the period of the Revolution and that preceding the Civil War. A trend towards the use of the oratorical declamation, “standard oratory,” that is, the non-original oration was seen. In this type of exercise the emphasis was placed on the development of the powers of physical and vocal delivery. The books of the period on oratory and elocution consist mainly of two or three preliminary chapters of suggestions on delivery while the major portion of the book consisted largely of exercises for practice taken from the masterpieces of oratory from the ancient orators as well as those of the early periods of American history.

Programs of the literary societies reveal that original selections were read or given from memory as well as selections from the orators of history. Contests in oratory were sponsored by the literary societies in some schools. Successful alumni sometimes made grants to be used as awards for winners in oratorical contests sponsored on the campus. The development of intercollegiate oratorical contests parallel the development of the debate leagues. In some cases the oratorical leagues were formed before the debate leagues, and in other instances, the same leagues sponsored both debate and oratory. To the Adelphi Society, of Knox College, Galesburg, Illinois, goes the credit for planning the first intercollegiate oratorical contest. Referring to the contest of physical power and endurance such as boating and ball games, it remained for them to “crown all former efforts in conceiving another outlet for this restless and impetuous spirit of rivalry, by testing intellectual merit through the eloquence of oratory.” Invitations were sent to six other colleges and universities on November 4, 1873. All but one accepted the invitation. As plans for the event were made the idea of a permanent association was developed for the purpose of continuing the contests from year to year. Other invitations were issued to the same institutions, requesting that each send a representative to a planning session to be held on the afternoon preceding the first contest. The meeting was held in Galesburg, Illinois, at two o’clock the afternoon of the 27th of February while the first contest in oratory was held on the evening of the same day, February 27, 1874, in the Galesburg City Opera House. Another meeting was held in Chicago June 9, 1874, to complete plans for the permanent organization. Thus, the Inter-State Oratorical Association came into existence.

The following description of the first contest is of interest as it gives a list of

(Continued on page 20)
I. EXTEMPORANEOUS SPEAKING
(Continued from page 12)

aneous speaking in June, 1891. Brewer was a student at Grinnell at the time, and was one of six young men selected by the faculty to compete for prizes provided by two brothers who were graduates of the class of 1871. The brothers were Dr. Ger-shom Hill, an alienist of Des Moines, and Rev. James L. Hill, Congregational Pastor of Lynn, Massachusetts. The Hill brothers originated the contest which became known as the Hill Prize Contest for the purpose of the "promotion of excellence in extem- poraneous speaking." The contest was endowed with the sum of $700 which was increased from time to time until in 1919, it had reached $5,000. In the first contests, subjects were assigned three to five hours in advance and speeches were to be from twelve to fifteen minutes in length.11 The first contest was limited to men, although later a section was added for women.

Brewer admits that there is a dearth of actual evidence on the history of intercollegiate extemporaneous speaking but asserted that interest in the contest was spread from Grinnell as a parent institution by graduates of Grinnell. He introduced it at Montana State College for high schools in 1911, using a variation of the Grinnell plan.

Perhaps the best known disciple of extemporaneous speaking to graduate from Grinnell was Glenn Clark of the Class of 1905. Clark later became Professor of Speech at Macalester and used the extemporaneous speaking contest there.12 Prof. Clark also gives credit to the Hill Contest of Grinnell as the earliest extemporaneous speaking contest on record. His enthusiasm for the extempore contest is indicated in his comparison of extemporaneous speaking with the oratorical contests held at Grinnell; "These contests originally came in Commencement Week the day before the Hude Prize Contest in old line oratory. Never was there a more striking proof of the superiority of extemporaneous speaking over the old line than these two contests furnished. A handful of people attended the memorized speech contest; a full auditorium turned out to hear the vigorous, peppy contest in extempore other."13 Indeed, the entries in the Hill speaking. Few men cared to enter one; half the college wanted to try out for the Extempore contest were so large that preliminaries and semi-finals were necessary to select those to appear in the final contest during Commencement.

Under Prof. Clark's direction, Macalester inaugurated annual intercollegiate extemporaneous speaking contests with Hamline and the University of North Dakota, and it was his belief that this series was the first intercollegiate extemporaneous speaking contests to be held.14 In describing the events, Prof. Clark does not give the actual date of the first contest. It might be assumed to have taken place between the years 1910-1920. With intercollegiate oratory being used as contest since 1874, it might be left to conjecture why extemporaneous speaking was not developed as an inter-collegiate activity several years earlier. Nichols suggests that the first extempore speaking contest was held in South Dakota about 1916,15 however, the contest was on the high school rather than the college level. The "South Dakota" movement in extemporaneous speaking seems to have developed later under Prof. George McCarty of South Dakota State College. McCarty later served as National President of Pi Kappa Delta and editor of its publication, the Forensic. The "South Dakota" experiments in extemporaneous parallel those of Macalester under Glen Clark and together provided the background of experience which Pi Kappa Delta drew on to establish the first National Contest in Extemporaneous Speaking at its Convention at Bradley University, Peoria, Illinois, in 1924.16

11. Ibid.
13. Ibid.
14. Ibid.
The Secretary's Message

Perhaps your Chapter has already set the date for its annual initiation-banquet. Possibly you have made most of the other arrangements which I am about to suggest. More likely you have planned or will be making plans for many variations from these suggestions and hopefully all will be just what your particular situation requires.

Let's suppose the date is Saturday, May 2, 1970. Of course there will be conflicts but we have picked a Saturday early in May because the forensic season is over, the social season may not be in full swing, and Saturday night is the best time for graduate members of Pi Kappa Delta to return to campus.

The place and date have been chosen months ago to insure the best choice. The guest speaker has been booked. There are reasons for having an outstanding alumnus as speaker. The highlight of the banquet can be the presentation of an alumnus award. Also, alumni members are more interested in returning, if one of their number is featured. An evening devoted exclusively to local chapter “talent” as the entertainment is likely to have too much inside humor for those who didn't make the trips. This can be an occasion, not only for the active chapter members but also for the alums and others who have assisted with the program during the year. We'll send the invitations out, with all details included, at least two months in advance of the initiation-banquet so the date can get on the calendars.

Are the season's records complete? An abbreviated report should be ready for the banquet. It takes about fifteen minutes on a Monday to record the past weekends results in detail. If left to the end of the season, when they are cold, it takes much longer and may never be done. The incomplete Form A's and B's in the National Office attest to the latter. There are many attractive ways to present a senior's college forensic record to him at the banquet.

With the records complete, vote on new and present members so the Forms can arrive in the National Office in time for membership cards to be returned for presentation that important evening. Be sure all who are eligible for membership are given the pledge test and are ready for initiation. Take in eligible Speech faculty as Active members. Take in at least one Honorary member each year.

Let's not neglect the awards. Perhaps something a little different than the usual hardware collected on the circuit would be appreciated by that outstanding debater, orator, interpreter, by those making most improvement, by that outstanding alumnus. Get the programs to the printer early. An attractive printed program is a most essential part of the occasion.

The initiation of new members is open to all. It is best to hold it one half hour prior to the banquet, in an adjoining room. An effective ceremony is not held without preparation. The three officers conducting the initiation must practice prior to that day. Those conducting the ceremony should wear robes as a symbol of dignity and they should have adequate assistance for escorting the initiates.

Installation of officers, elected at the last regular meeting of the Chapter, will occur at the conclusion of the banquet program. Each of the ladies may be given a red carnation from the bouquets on the tables. Remember, the red carnation is the Pi Kappa Delta flower and the colors are cherry red and white. These colors will be used for the streamers on the tables and for the cloth covers on the small tables used at each corner of the triangle which has been formed for the initiation.

Of course you will have a picture taken and send it to the Forensic.
STERLING COLLEGE, KANSAS

*Reporter:* Clayton C. Campbell

The Kansas Lambda chapter sponsored a regional high school debate tournament at Sterling College in January. Winners of first and second go on to state competition. This month our chapter sponsored a district high school forensic festival for Two-I high schools. Winners go on to state competition two weeks later.

WILLIAM JEWELL COLLEGE, MISSOURI

*Reporter:* Ben Morse

William Jewell’s Delta chapter is feeling the full impact of forensic activity. Tournaments attended included the Kearney Nebraska Tournament and the Nebraska Wesleyan Tournament. A week after we loaded up the bright red mini-bus and headed for the Bradley Tournament. Our latest venture was to the annual Northwest Missouri State College Tournament. Numerous awards in both debate and individual events were won on these trips.

Coming events include hosting our annual Blizzard Debate Tournament, and trips to the Missouri State Tournament at Cape Girardeau and the Provincial Tournament Convention in Spearfish, South Dakota.

SOUTHERN CONNECTICUT STATE COLLEGE

*Reporter:* Seth Hawkins

SCSC’s forensic program has changed markedly in character, with a strong interest in individual events. SCSC has placed seventeen students in final rounds or among award winners in five tournaments this fall. Mary Galvin, Robert Francesconi, Janice Dombrowski, Ron Vigneault, Susan O’Connor, Nanci Chelstowski, and Kathleen Mortimer have all won awards for SCSC. Six of the awards have been in oratory, five in interpretation, three in after-dinner speaking, and three in extemp.

We have attended tournaments at Elizabethtown and the Collegiate Forensic Association tournament at East Stroudsburg State College. We hosted our own Southern Hospitality Tournament with three hundred contestants competing. SCSC hosted the Third Owl Invitational in March, while Governor Hawkins welcomes the Province of the Northeast on April 9-11.

HOPE COLLEGE, MICHIGAN

*Reporter:* Harold Mikle

The Speech Department has changed to a Department of Communication. Most of the Speech courses will be kept intact but to be developed will be the areas of Interpersonal and mass communication. A former Pi Kappa Deltan from Marietta, Jack Hopkins, will develop this area.

We have an enthusiastic debate squad at work — enthusiastic but inexperienced. We have been on the road almost every weekend with tournaments that included the Gavel Tourney at Ball State and the Cross Question at Bowling Green. Plans are underway to send a full complement to the Province at Akron University. The host will be John Mendiola, chapter sponsor. Competition will be in debate, discussion, extemp speaking, interp reading, and after-dinner speaking. Officers for the local chapter are: President, Charles VanEngen; Vice President, Joan Granzow; Sec-Treas., Barbara Rizenga.

AUGUSTANA COLLEGE, SOUTH DAKOTA

*Reporter:* Jerry L. Winsor

Enclosed is a picture of the Augustana debate team. Not pictured yet quite active are student body President, Les Miller, and nine other members.

Two varsity teams will be going to Colorado State College for the Pikes Peak Invitational — it was coming home from this tournament a year ago that the plane crash killed our debaters and two faculty members.

P.S. We are flying!
SACRAMENTO STATE COLLEGE

Reporter: Jerry L. Howeter

Just a note to let you know that we still exist as an active member of Pi Kappa Delta. Newly elected officers of California Phi Chapter of PKD include: President, Duane Miller; Vice-President, Jerry Howeter; Secretary-Treasurer, Loren Bell. We wish to announce that Sacramento State College has a new forensics coach — Michael T. Dues, formerly of University of Indiana. He is known on the California circuit as "the Colonel" because he has received from the Governor of the State of Kentucky a certificate naming him as an official Kentucky Colonel. Colonel Dues is the first permanent coach this school has hired in its forensics history. With Colonel Dues directing this squad, it has reached final rounds in eight straight tournaments. Please join us in welcoming him to Pi Kappa Delta and to the West Coast.

TEXAS CHRISTIAN UNIVERSITY

Reporter: Ben A. Chappell

Texas Zeta of Pi Kappa Delta has had an active fall semester. Sixteen debaters — not all members of Pi Kappa Delta — have entered 15 tournaments with a 63% win-loss in their 277 debates. They have won 19 trophies and 15 certificates for their competition in Kansas, Tennessee, Oklahoma, Colorado and Texas.

Dr. Jerome Moore, one of the charter members of Pi Kappa Delta, was recently appointed Dean of the University and will be involved in writing a history of its first hundred years in addition to his administrative duties.

The Department of Speech is in the administrative structure of the School of Fine Arts. In honor of his support, Pi Kappa Delta has awarded the Dean of Fine Arts, Dr. Frank Hughes, with membership.

In addition to the college tournament it hosted in October, the chapter is also sponsoring a high school tournament which has a pre-registration total of some 200 teams from Texas, Oklahoma and Louisiana.

HOUSTON BAPTIST COLLEGE

Reporter: Brenda Cherry

Chapter organized March 18, 1969 by William English of the Univ. of Houston. Eleven members were installed with Professor Rex R. Fleming as our sponsor. Officers are: Phillip Butler, President — Brenda
Cherry, Sec., Treas. and Jesse Gonzales, Chaplain.

Beginning with the 1969-70 school year, we have added seven Freshmen to our Debate Squad which brings our total number of debaters to 18. These Freshmen will soon make application for membership to our PKD Chapter.

The Texas Alpha Delta Chapter has enjoyed a most successful Tournament year thus far. Four First Places in Senior Debate with several teams making elims in Senior and Junior Divisions. We have many First Places in Extemp. and Oratory (all of the above won in six tourneys during the current Fall Semester).

Texas Alpha Delta is truly making a name for itself with a short history. Houston Baptist College is in its seventh year — with it's Forensic program only three years old. Our sponsor and squad is dedicated to building one of the strongest PKD Chapters in the nation.

ILLINOIS WESLEYAN UNIVERSITY

Reporter: Carl F. Dixon

On November 15 the Illinois Alpha Chapter (Illinois Wesleyan, Bloomington), in conjunction with the I.W.A. Speech Department, hosted the First Annual Everett McKinley Dirksen High School Forensic Tournament. This competition was limited to only fifteen Central Illinois high schools for the first year, but will be greatly expanded in coming years. Events included in the initial tournament were after dinner speaking, debate, extemporaneous speaking, oratory, humorous and serious reading, and reading theatre. President Robert S. Eckley of Illinois Wesleyan University spoke at the Tournament Luncheon. Pat Cox, Chapter president, coordinated the tournament, along with Dr. Marie J. Robinson, Chapter advisor. Carl Dixon was in charge of the individual events competition, and Elizabeth Sauter organized the Readers Theatre. Members of Pi Kappa Delta and other students in the speech department served as judges for the events. The Chapter is particularly pleased that Senator Dirksen knew of this contest and gave permission to use his name in connection with the tournament last July.

MORRIS HARVEY COLLEGE,
WEST VIRGINIA

Reporter: Roselyn L. Freedman

I have two items for inclusion in The Forensic:
“Out of the light, through the darkness, and into the Light” seemed to be the underlying theme of the Morris Harvey College – Pi Kappa Delta Novice Debate Tournament, which was held in November. Fourteen teams assembled on what began as a typical winter’s day, only to learn that they had stepped into the Twilight Zone. Due to a power failure at the College, there was a noticeable absence of heat and lights. In a true spirit of sportsmanship, the tournament proceeded in quasi-eighteenth-century fashion. It was a most unusual day, especially for the onlookers who found debaters clad in boots, coats, and gloves as they worked by candlelight. Miraculously, the tournament results were ready for distribution within half an hour of receipt of the final ballot. A special award was granted to each participant in the day’s struggle.

Recently we initiated four pledges into active membership.

![Louisiana Chapter and Some of Their Trophies](image)

LOUISIANA POLYTECHNIC INSTITUTE

Reporter: E. R. Minchew

Greetings from Louisiana Delta Chapter, and best wishes for a Merry Christmas and a Happy and Prosperous New Year.

Our Chapter of eight members has been very busy during the first part of the 1969-1970 session. We have attended four tournaments, and have hosted a Forensic College Tournament with 25 entries from six states. We have a 14 member debate squad. I am enclosing a picture of four of our debaters with trophies won during this season. They are: (left to right) Keith Jones, freshman from Shreveport, Louisiana; Dick Thompson, sophomore from Shreveport, a Pi Kappa Deltan; Terry Kirkpatrick, junior from Lake Charles, La; and Jim Boren, junior from Alexandria, La, a Pi Kappa Deltan.

We also hosted a high school debate tournament in January. The local chapter hosts both the college and high school tournaments. The Dean of the College of Arts and Sciences, Dr. Paul J. Pennington is a Pi Kappa Deltan; so is the college business manager, Weldon Walker, and the Director of Admissions, Mrs. Patsy Lewis.
the speakers with their subjects, descriptive statements about the subjects, and other highlights of the program:

The programme was opened with an overture by the Grand Orchestra. F. L. Mouton, president of the Adelphi Society, then introduced Mr. H. C. Adams, of Iowa College, Grinnell, Iowa, subject: "The Student and the Mysterious," which the speaker rendered with true grace and eloquence. Mr. A. G. McCoy, of Monmouth College, Monmouth, Ill., followed Mr. Adams. His subject, "Conservatism," was of a political nature, and the speaker's style was energetic.

Mrs. Charles G. Hurd rendered the "Cavatina from Lucia di Lammermoor," an operatic solo that was highly appreciated, after which Mr. T. Edward Egbert, of Chicago University, Chicago, Ill., appeared. His theme, "The Heart, the Source of Power," won for him the first prize. Mr. Frank E. Brush, of Iowa State University, Iowa City, Iowa, next addressed the audience on the subject of "Ideas: their Power and Permanence." It was an erudite production, and Mr. Brush a natural orator.

The "Blue Danube Waltzes," by the Grand Orchestra, was given next place on the programme, at the conclusion of which Mr. Geo. T. Foster, of Beloit College, Beloit, Wis., discussed "The British Rule in India," which was pronounced the second best oration. The last orator, Mr. W. W. Wharry, of the Illinois State Industrial University, Champaign, Ill., came forward with the subject of "Labor and Liberty; or, the Mission of America," which he delivered in an easy manner, and retired amid applause.

While the judges who had been appointed, according to agreement, by the Governors of the three States represented in the contest, withdrew for decision, Mrs. Hurd sang the favorite ballad, "Five O'clock in the Morning." The judges appointed were: Dr. A. Burns, president of Simpson Centenary College, Indiana, Iowa; Prof. A. Stetson, of Normal University, Bloomington, Ill.; and Judge A. A. Smith, of Galesburg, Ill. The prizes were awarded to Messrs. T. Edward Egbert and Geo. T. Foster.

Thus closed one of the greatest events in college history, the result of which is today an honor to our educational institutions.

Within a few years other oratorical Associations had been formed. Thomas C. Trueblood, for many years, head of the speech department at the University of Michigan, "was influential in founding the Northern Oratorical League in 1890; his students proceeded to win seven of the first eight contests." The Northern was composed of larger institutions than the Interstate or "Old Line." Being composed of a smaller number of institutions, it did not hold preliminary state contests. As the interstate grew it was divided into an Eastern section of six states and a Western section of six.

Other interstate contests were; the Hamilton Club Contest, sponsored by the Hamilton Club of Chicago; the Civic League Contest, consisting of several colleges and universities in Ohio, New York, and Pennsylvania; the Peace Interstate Contests, with five regional contests and the Peace National, in which the regional winners competed; and the Prohibition Interstate, with an Eastern, Central, Southern, and Western division followed by a National.

The Peace Contests and the Prohibition Contests are typical of the oratorical contests that have been sponsored by special interest groups that offered substantial cash awards to the winners to encourage college students to study the subject area on which the orations were based.

Leonard D. Fackler, writing in the Intercollegiate Statesman, mentioned some interest facts about the Prohibition contests. He said that the first contest recorded was held at North Harvey, Illinois, in 1893, with thirteen contestants. Centre College, DePauw, and Drake took the first three places. Minnie Troop England, from Nebraska Wesleyan, competing in 1902, was the first woman to compete in the Prohibition National Oratorical. Eleven of the first seventeen contests were representative of a theological seminary. He estimated that during two decades at least ten thousand orations were delivered before three million listeners. (For. 6:19 1919)

One of the best known oratorical contests was sponsored by the Intercollegiate Peace Association and was known as the Peace Oratorical Contests. The Peace Association was founded in 1906 at Earlham College by a group of representatives from Goshen, Bluffton, and Earlham Colleges, three of the historic church-related colleges. The purpose of the contest is, "That of hastening in the era of international
peace, and so the ultimate elimination of war in settling international differences of opinion and judgment.” The Association was revived after both World Wars. In 1947, it resumed its work among college students with the hope of “Arousing in them an interest in the importance and significance of international peace, a consciousness of the evils and barbarism of war, and to engender the highest ethical ideals of practical statesmanship in all international dealings.” The Peace Oratorical has continued more consistently than any other intercollegiate oratorical endeavor with the exception of the Interstate. Twenty-seven states were holding the Peace Contests when they were interrupted by World War II.

Oratory, as well as debate, has had its critics from the beginning of its introduction as a college activity. Referring to these critics one of its staunch defenders said, “It is quite the fashion in some quarters to belittle the work of inter-collegiate contests in oratory and debating and to conclude that they serve no good purpose in the process of education. On such occasions it is not unusual to decide that winners of oratorical contests are generally simply smooth speakers without great depth of thought or personality, that sooner or later they are found out and become one-horse speakers in one-horse towns.” Henry L. Ewbank decided to see what the evidence available actually indicated. Using the records of the Interstate Oratorical Association he investigated the winners of first and second places in the final contests from 1874 to 1902 inclusive. He found that twenty of the fifty-eight speakers, or slightly more than one-third, are listed in “Who’s Who in America.” They are:

1. Olin Alfred Curtis, deceased; one-time professor in Drew Theological Seminary; second place in 1876 representing Lawrence College.
2. Frank Prouty, Congressman; address, Des Moines, Iowa; second place in 1877 representing Central University of Iowa.
3. E. A. Bancroft, lawyer, general counsel International Harvester Company; first place in 1878 representing Knox College.
4. Robert M. La Follette, senator; United States Senator from Wisconsin; first place in 1879 representing the University of Wisconsin.
6. Charles F. Coffin, lawyer and life insurance official; address, Indianapolis, Indiana; first place in 1881 representing DePauw University.
7. George L. Macintosh, educator; President of Wabash College, Crawfordsville, Indiana; second place in 1884 representing Wabash College.
8. Albert J. Beveridge, senator, author; United States Senator from Indiana; first place in 1885 representing DePauw University.
9. H. H. Russell, clergyman and reformer; address Westerville, Ohio; second place in 1886 representing Oberlin College.
10. John H. Finley, educator, editor; President, College City of New York; 1903-1913; President U. State of New York 1913-21; Associate Editor New York Times; first place in 1887 representing Knox College.
12. Edwin Holt Hughes, bishop; Bishop in Methodist Episcopal Church; first place in 1889 representing Ohio Wesleyan University.
13. J. A. Blassedell, educator; President Pomona College, Claremont, California; second place in 1889 representing Beloit College.
14. S. W. Naylor, educator; Dean, Lawrence College; first place in 1890 representing Washington College.
15. F. A. Fetter, educator; Professor of Economics, Cornell University; first place in 1891 representing Indiana University.
17. Mrs. E. Jean Nelson Penfield, Lawyer and parliamentarian; address 34 Pine Street, New York City; first place in 1892 representing DePauw University.
18. C. F. Wishart, educator; President Wooster College; first place in 1894 representing Monmouth College.
19. Perl D. Decker, Congressman, U. S. Congressman from 15th Missouri district; first place in 1897 representing Park College.
20. Oscar Edward Maurer, clergyman; Pastor Central Church, New Haven, Conn.; first place in 1902 representing Beloit College.

The study did not include those that won third place and the many winners in the state contests. Also, it did not include the winners of other oratorical contests such as the Peace Oratoricals and the Prohibition Oratoricals. John A. Shields, one of the founders of Pi Kappa Delta, and its first national secretary was successful as an
orator in the Prohibition Contests in Kansas during his undergraduate days at Ottawa University (Kansas). After graduation he was associated with the National Prohibition Association, the United States Chamber of Commerce, and the National Association of Manufacturers.

The Oracle, student publication of Monmouth College, mentions such notables as William Jennings Bryan, Jane Addams, Charles Wisehart, and John F. Findley as among those that took part in the Illinois Intercollegiate Oratorical. The Oracle, made special mention of the fact that in his only appearance in the contest William Jennings Bryan won second place, losing first to a Monmouth College speaker.

CARTHAGE COLLEGE, WISCONSIN
The Editor wishes to correct an error he made in the January issue. Under CHAPTER NOTES he listed Carthage College as being in Illinois. This PKD school actually is located in Kenosha, Wisconsin.

Carthage College was founded 124 years ago and was indeed formerly located in Carthage. III. The Editor years ago taught and coached in Missouri at which time he knew of the old location. But he hastens to apologize and catch up on the present. Professor Ross Gearhart is chapter Sponsor, John Choyce is President of the local chapter, and Valerie Jean Olsen is Reporter.

New Members of Pi Kappa Delta

HOPE COLLEGE
43299 Charles Van Engen

EAST CENTRAL STATE COLLEGE
43300 Barbara Campbell
43301 Karen Massey

WISCONSIN STATE UNIV.
43302 Adrienne C. Hamparian
43303 Betty A. Turner

MONMOUTH COLLEGE
43304 Uttam Prasad Manandhar

STOUT STATE UNIVERSITY
43305 Lynn Kay Carlson
43306 Nancy Jo Strommen

ADAMS STATE COLLEGE
43307 George F. Lewis

S U N Y COLLEGE – GENESSEE
43308 Craig M. Burgess
43309 Kathleen Eckert
43310 Faye Lynn Tischler

GENERAL CHAPTER
43311 John Kenneth Whitecomb

DRURY COLLEGE
43312 Peggy M. Dill

UNIVERSITY OF HOUSTON
43313 Steven Bruce Hunt
43314 Marty Jones
43315 Shari King Lacy
43316 Michael Wayne Melton
43317 Robert Cornelius Southwick, Jr.
43318 Bruce Thompson
43319 Artie Thrash
43320 Marvin Walker

MISSISSIPPI COLLEGE
43321 Clark Colvin
43322 Ralph H. Hester
43323 Mrs. Ralph H. Hester
43324 Lewis Nobles

BALDWIN-WALLACE COLLEGE
43325 Kathy Bahan
43326 Hiram McDade
43327 Linda Reed
43328 Craig Smith

CENTRAL COLLEGE
43329 Susan Dickinson
43330 Patricia Hand

TECHNICAL COLLEGE
43331 Wilma Jean Blanch
43332 Charles Faulkerson
43333 Troy L. Jones
43334 Thomas E. Poag
43335 Harvey Shaw
43336 A. P. Torrence
43337 Jamye Coleman Williams

LAMAR TECH.
43338 Susan Albritton
43339 Debbie Howell
43340 Linda De La Vergne

APPALACHIAN STATE UNIVERSITY
43341 Keith Clark
43342 Ava Carol Creech
43343 Grady Franklin, Jr.
43344 Linda White

TECHNICAL COLLEGE
43345 Daniel R. Thomas
43346 Sandrell Rivers

STETSON UNIVERSITY
43347 Ronald Lee Baugh

PHILLIPS UNIVERSITY
43348 Keith L. Spaulding

WHITMAN COLLEGE
43349 Robert Anderson

MANSFIELD STATE COLLEGE
43350 Kenneth Evans
43351 William R. Jones
43352 Lynn Karaffa
43353 Pamela Morgan
43354 Bonnie Mowers
43355 Donald Orris II
43356 Arlie M. Parks
43357 Marianna Potter
43358 Bruce Romanish
43359 Robert Schubnehl
43360 Gloria Tansits
43361 Andrew Tomkavage

BOISE STATE COLLEGE
43362 Janet Beatrout
43363 Eugene Brown, Jr.
43364 Charles R. Davis
43365 Lois A. Joslyn
43366 Patrick J. McDermott

STOUT STATE UNIVERSITY
43367 Cynthia Ballard
43368 Mark Larson
43369 Judith Marciniak
43370 Susan Morgan

BUENA VISTA COLLEGE
43371 Linda J. Coldfine
43372 Mary Jo Harrison
43373 Lonn M. Kaduce
43374 Linda L. Lanza
43375 Vicki R. Satern

EAST STRoudSBURG STATE COLLEGE
43376 Jo Ann Dougherty
43377 Marie Hektowski
43378 Barbara Ann Schmick

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Letter to the Editor

Dear Professor Short:

My personal association with Pi Kappa Delta is of such a lengthy duration and my many memories of its conventions and other activities are such favorable ones that I write this letter of invitation and welcome with a great deal of personal satisfaction. I have been a member of Pi Kappa Delta since 1933, I attended two national conventions as a student, I brought about the installation of a new chapter at the University of Illinois in Chicago when I was Forensic Director there, and I have continued to attend conventions after retiring from active coaching. Pi Kappa Delta is the only organization to which I belonged as an undergraduate that I have continued to treasure throughout the years.

It is out of the context of the preceding statement of facts that I assure you and the other officers that I will personally contribute in every possible way to the convention when it is held on our campus. I can say with almost equal assurance that we have a sizeable staff of faculty and graduate students who will be available for whatever services may be needed in carrying out local arrangements and in supplementing the panel of visiting judges.

Please let me hear from you, both directly and through Bill English, whenever any needs arise.

Yours fractrally,
Wayne N. Thompson
Chairman,
Department of Speech