March Issues
Reflect Cover Changes
In The FORENSIC Through The Years
(See Legend on page 23)
The FORENSIC of Pi Kappa Delta

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Forensic — March, 1971
There are certain speech problems of the blind which have been commonly observed and are often referred to in literature regarding speech of the blind. D. M. Brieland notes some of these in “A Comparative Study of the Speech of Blind and Sighted Children”:

1. The blind show less vocal variety.
2. Lack of modulation is more critical among the blind.
3. The blind tend to talk louder than the sighted.
4. The blind speak at a lower rate.
5. Less effective use of gestures and bodily action is typical of the blind.
6. The blind use less lip movement in the articulation of sounds.”

These observations do not indicate that the blind student cannot overcome some of these problems. Some studies, e.g. that of E. D. Rowe published by the American Foundation for the Blind, report finding superior speech among the blind.²

D. S. Kirk writes: “While it is true that the blind do not have the visual imitative cues available which are sometimes utilized by seeing children in developing articulation, this is not perhaps a crucial lack. It is apparently compensated for by the greater role that oral and aural communication necessarily plays in the life of the blind.”³

Since the control of one’s environment is a serious consideration in the life of the blind student, the teaching of social competence is a responsibility of the student’s family, teachers, and friends.⁴ Social competencies may also be taught incidentally to the student participating in forensics. The blind student needs all the help that he can get.

Many a blind child thrills to being a part of a forensic group for the social aspects involved. Feelings of adding to school spirit and of contributing something of value are important. In the Wisconsin School for the Visually Handicapped casual observations of students who have participated in one, two, or three years show marked changes in behavior. To cite one example, a quiet girl considered for the ungraded class found in memorized declamation an outlet to express emotions which few people knew she felt. With the encouragement of a few small successes, she developed enough confidence to enter cheerleading, dramatics, and the choral group, and to keep up with her regular grade level. In her second year of declamation, she went to the State Speech Contest and received an A rating. Certainly other factors were involved, but the work in forensics seemed to provide the catalyst.

The social values are difficult to assess. The opportunities to meet other students at the various contests are incidental and not too numerous, but the friendly compliments sincerely given and received promote a worthwhile feeling in the blind student.

The transferable values of forensic work are also communicative and aesthetic. For a bright blind student in a public high school, the communicative values may not seem unique, although the visual cues so important to interacting are lacking. To a student sheltered in a residential school, forensic activities open up a new world. Here is the opportunity to form ideas. Here is the opportunity to meet new people in either festival or competitive situations.

Berthold Lowenfeld, noted educator of the blind, stated a specific goal for the education of blind children: “Education must aim at giving the blind child a knowledge of the realities around him, the confidence to cope with these realities, and the feeling that he is recognized and accepted as an individual in his own right.” The nature of the forensic program aims toward realization of these goals.

The forensic setting gives any student the opportunity to write his thoughts or find the thoughts of others that have meaning for him. Then by a study of a subject or a piece of literature, he can interpret, thereby communicating thought and meaning to others. For many blind students this is a new type of experience.

Having the determination to overcome handicaps has made some poor speakers become great speakers with training and practice. Overcoming handicaps is not new to the blind student; therefore, the challenge to overcome stage fright, so great a problem for many adolescents, is just another hurdle to be cleared.

In helping the visually handicapped student to prepare for forensic activities, the teacher must give extra help in finding a variety of materials for original speeches and literature from which to make interpretive selections. There are talking book and braille magazines of the weekly news type available in print. For interpretive selections, the teacher’s reading materials is often feasible. The highly intelligent student is capable of finding his selection in a wealth of good literature available in talking books and in braille forms.

Talking about the selection is an important part of the preparation. Perhaps more communication is necessary here to be certain that the blind student has a real understanding of his selection — so that he is not just verbalizing, however impressively.

Working with the student to get his understanding of his speech or selection is paramount. Then emphasis on sincerity of feeling precedes sincerity of delivery.

Some blind students find memorizing a selection with the freedom of restriction from the braille page a pleasurable activity. Others may experience even more work because of the lack of visual memory of the selection.

The most difficult work in coaching the visually handicapped is in teaching the student to use his facial muscles in showing emotions. The desired smile, however sincerely felt, may turn out to be a grimace or a mechanical mask.

Certain etiological causes of blindness present problems. The child with a strabismus, oscillating eyes, occasional radium burns, or congenital malformation has cosmetic problems which are not easily overcome. Even the student wearing dark glasses must be trained to project expression. Some other physical conditions, often congenital, may not be interpreted as handicaps over which the student has no control, but rather as a poor stance, awkward posture, or nervous tension.

Unlike acting, many forensic activities do not require much movement. This is an advantage to the blind student, but use of natural gestures or of placing characters presents real problems. The blind person must learn gestures. Something as simple as waving good-bye — and making this appear natural — has to be taught. A gesture as uncomplicated as looking at a watch (not a braille watch) or pointing to an object needs real work to develop a natural graceful movement. In the desire to “use gestures” a blind student can devise some bizarre movements meaningless to the spectator and traumatic to the coach.

In interpretive reading the skilled braille reader has an advantage in the freedom of his head movements while he is reading. The reader, however, needs a reader’s stand or a table of proper height for comfortable reading.

Some people have observed that the blind student is freed from concern over posture and attitude of a tired audience. While the blind person does not see a bored expression, he senses restlessness or apathy. He may misinterpret a respectful silence or exaggerate the inference brought
about by laughter or whispered comments. The uncertainty concerning the feelings of the audience may create emotional tension for the blind student.

Among the specific problems encountered in training blind students for forensic competition are a) establishing audience contact; b) projecting the voice; and c) bodily expression.

For each of these the help of others is needed at first. The significant handicap in blindness is the difficulty in controlling one's environment. The knowledge of the setting of the room, the exits, the windows, the little tables, the bric-a-brac, these are perceived instantly by the seeing. The approving smiles and gestures - these, like the furniture of a room - are not immediately perceived by the blind. The blind youth must learn by his own cues and relate from his own experience to find, understand, and interpret these things. When he does so, he can find his place in this setting; then he realizes his own identity. He discovers his role, his social acceptance, or lack of it; and depending on his success or failure in the past, he can interact with others.

Wherever a student performs, he needs some orientation. The approximate size of the room - "This is about the size of our classroom," - "This room is about half the size of our library reading room" - is the first information the blind student needs. Knowledge of the seating arrangement, the estimate of the number of people and their location is helpful.

It is advisable to arrive early enough to look at the room and to orient the student to where he will sit and move to the speaker's area. Blind students appreciate the opportunity to do this independently if circumstances permit. Practice in moving to the speaker's place may be rehearsed in the home school. A sympathetic coach must imagine many possibilities. Among these, preparation for the times when the speeches may be given in a room without the accustomed accoutrements of the classroom where it is difficult to guess where the judge and audience will sit. Although this point may seem overdrawn, this kind of planning eliminates embarrassing trips, even falling from the edge of a platform, or what a blind child dreads most, misplacing the audience in his own mind.

Tone variation and voice projection present special problems. The students who must begin at the most elementary level in tone variation may not receive high ratings, but they personally benefit from the training in ways which are not immediately apparent.

Exercises to relax the face, to open the throat, and to promote lip movement are important, but these necessary preliminaries are not always understood by the student.

The students of the Wisconsin School for the Visually Handicapped have had much musical training and have performed in many choral and concert programs. They are accustomed to working toward perfection as a group. Many of these students have a sense of voice projection and stage presence from this type of work. Many hours of practice in speech projection are necessary for students who have not had this musical training. The coach sits in various parts of the room so that the student can "send" his voice to the various parts of the room.

Too much practice creates problems of mechanical delivery and overlearning. These are offset if the coach can motivate enthusiasm and stimulate the desire to do well in each work session. A firmly felt conviction, that this is an activity in which a visually handicapped student can compete equally, one that is held by adults and transferred to students, helps in this type of motivation.

At the same time, a realistic recognition of activities in which equal competition cannot exist because of the visual lack must be made and accepted. Individual events which are good for students who are blind are extemporaneous speaking, four-minute speech, original oratory, significant speech, memorized declamation, and the interpretive reading. Play acting, while not impossible, is the most difficult to be done in contest competition.

A minimum of adaptation or adjustment (Continued on page 9)
The President's Message

The time for the 27th Biennial Convention is here! As you read this, if you do, many of our members will be making last minute plans for their departure to Houston. The anticipation of things that will happen and those that should happen is overwhelming.

It is my sincere hope that this convention will be a worthwhile experience for all those who attend, not only in the winning of debates, superior rankings, etc., but the association with others from all over the nation and the exchange of ideas in meetings and in the more informal conversations.

My hope also is that the student meetings take on added importance. From these meetings can come many worthwhile suggestions for the future of Pi Kappa Delta. It is your organization so you should become active in determining its future, the past is secure. Your student leaders, Karen Marshall and John Cliff, have represented you effectively on the national level. Through these young leaders your ideas can get to the National Council, where action can be taken. Communicate with them.

Pi Kappa Delta can have meaning only if you are involved. This involvement should be both on the local level as well as on the national level. To those who are fortunate enough to attend this convention take your experiences back to those who did not make the trip. Inform them of the decisions made so that they too might discuss the welfare of this great forensic organization.

Be sure that this is not just another tournament. Winning is important for this is a part of the lesson of life but having said this I would hasten to point out that there must be other values to contests. Be a gracious winner and a good loser but always make a friend. In the not too distant future you will forget whether you won or lost but the friends you make can last a life time.

Good luck to all! Have a safe journey to Houston.

The Art of Persuasion
Beautiful and Just
RESPONSIBLE CHOICE
Harvey Cromwell

A speech delivered by Dr. Harvey Cromwell to the joint session of the 21st Annual Mississippi Youth Congress, Jackson, Mississippi.

The Mississippi Youth Congress was organized and held its first session prior to my coming to Mississippi. As Head of the Speech Department at MSCW, I participated in the Congress as Director, Advisor, etc., for some eighteen years. My students have also been active. The House Chamber is made up of high school students and the Senate of college and university students. The Sessions begin on Thursday evening and extend through Saturday (mid afternoon). Five hundred people attended the joint sessions (delegates, teachers and visitors).

Delegates and visitors to the 21st Annual Mississippi Youth Congress, I am very happy to be with you today. Although I have participated as Director of past legislative sessions and in various other capacities for eighteen of the 21 sessions, this is the first time I have been invited to address the joint session of a legislature. This role on past occasions has been filled by Governors, Lt. Governors, Secretary of the State of Mississippi, Attorney Generals, members of the Mississippi Supreme Court and other high officials of our State. I am thus deeply honored to be here this morning, even though the only title I can offer is that of Dean of the Graduate School and Professor of Speech at Mississippi State College for Women.

I can truthfully say, however, that no former speaker has had more enthusiasm than I possess for the value you will receive from your participation in this Congress. In my opinion, of all the academic experiences available to you and your fellow students, none will provide a greater opportunity for studying and understanding American Democracy in action. The values received are major reasons this student congress has not only survived but has grown larger with more schools and students participating each year. Many of the past delegates now occupy influential positions in business, the professions, government, and religion. Our present Lt. Governor, Charles L. Sullivan, for example, was President Pro-Tem of the First Session.

I congratulate you for being here this morning. Your presence is indicative of an interest in the many problems that confront our present day society as well as your occupying positions of leadership in your respective high schools, colleges, and universities.

But, as I congratulate you, I would remind you that many of the laws that have been enacted by our State Legislature during past years were first adopted by student delegates attending a Mississippi Youth Congress. In fact, I've been told that the first eleven bills introduced in a recent session of the State Legislature were bills that had previously been adopted by the Mississippi Youth Congress. You are in a responsible position, and I charge you with the obligation of making Responsible Choices.

I propose the challenge of Responsible Choice, for today and tomorrow you will be experiencing the very processes that underlie the basic structure of our democratic society. You will be participating in the free discussion of issues either as a member of a majority or a minority group; and as you express your opinions and arguments, observe that the procedures under which you discuss protect the right of the minority to debate and to oppose while at the same time providing for the final decision to represent the will of the majority. Parliamentary procedure protects the minority by requiring that any motion that stops, limits, or prevents the discussion of a bill requires the approval of at least two-thirds of the members or of the votes cast.

Parliamentary procedure, in itself, however, will not produce decisions that represent the majority unless the majority participates. If most of you are complacent and

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Dr. Cromwell is a Past National President of Pi Kappa Delta, a former Editor of The FORENSIC, and is Dean of the Graduate School and Professor of Speech at Mississippi State College for Women.
refuse to debate or vote, the final decision may well represent the opinions of minority groups. Thus, if you are to be true to your responsibilities as a member of this student congress and later as an adult citizen, you must participate in the formation of decisions — make Responsible Choices. I emphasize this, because involvement in decision making is imperative if we are not to be overwhelmed by the technological, political, and social changes of our era. Without responsible choice, public involvement in basic decisions which must be met will be ignored; inherent possibilities, both present and future, will be lost and inherent dangers will be increased.

I don’t need to tell you this morning that all of us are faced with many serious problems. The war in Vietnam, poverty, civil and social unrest, an increase in crime by individuals and groups, student uprisings, inflation, Federal vs. State’s Rights, tense international relations, law vs. power-stituted mob action — all are examples of the many problems that demand Responsible Choice if our nation is to survive as a government of the people, by the people, and for the people.

I’m fully aware that there have been many major student demonstrations on college and university campuses and that this morning a large college on the West Coast and a larger university in the East are experiencing student unrest of a very grave nature. I am also fully aware of the threats of militants who have and openly shout they will burn and destroy our nation if we don’t meet their demands. But I would remind you that according to the American Council of Education that less than 3% of the students enrolled in the colleges and universities that have experienced serious demonstrations participated in those demonstrations. The militant groups who want all for nothing and who refuse to assume the responsibility that accompanies the objectives they seek represent only a small percent of our people. I submit that too many of us have been complacent and have sat back and permitted minority factions to supplant the voice of the majority with their gestapo tactics of fear and destruction.

We are a people with a tradition for overcoming adversities; but, if we are to meet successfully the myriad problems before all of us; we must make Responsible Choices and not leave our future to a militant destructive minority.

If you would make Responsible Choices, you must remember that in a free society such as ours, the welfare of all citizens depends ultimately upon public opinion — the opinions of all and not just a few. We must recognize that complacency and indifference in performing our duty as a citizen of a government based on law can lead only to anarchy, destruction, and loss of freedom.

Today, if our democracy is to reflect the will of the majority and not of just the few, each of us must make our opinions articulate. We must talk and listen and act for the mutual benefit of all. The concept of freedom of speech as a right of our democratic society does not give the privilege of defaming the character of others, of endangering the lives of people by inciting groups to impassioned acts of personal and material destruction, nor of encroaching on the guaranteed rights and freedoms of others to satisfy personal wants and ambitions. If freedom of speech is to live as a vibrant force for a freer man and a better society, each of us must acquire a knowledge of local, state, national, and even international problems. Each of us 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. Each of us must recognize the rights of each man and woman to enjoy the privileges for self development and achievement that we demand for ourselves. Each of us must also be willing to assume the responsibilities that accompany the freedoms and goals we demand. We must never forget that democracy without people who speak and act for the welfare of all is an empty term. These are the bases of Responsible Choice and why I say that Responsible Choice is imperative for a free tomorrow.

Before I close, I want to say that I am proud to be an American, a citizen of the
United States of America — a country that affords us the highest standard of living, that gives more to help the underprivileged peoples of the world and at home, and that provides the greatest individual freedom and opportunity for self development that any people has known during the history of man. Yes, it’s good to live in a country that changes its leaders by ballots instead of bullets.

I realize that my generation has made some serious mistakes and it may be too late for us to do more than wish our choices had been different. But we have lived in a world of tremendous technological change for which we lacked sufficient training and experience in human relations. It may be that history will record that my generation’s greatest contribution to mankind was not the scientific advances we made; but, instead, that we gave you to the world. I say this not in jest but in all seriousness. I’ve worked with you and many of the others of your generation, and I admire you for what you know and do and want. I believe in your ultimate greatness and have no fear for the survival of our democracy as long as we have young men and women like you who are willing to learn and to exercise Responsible Choices for the mutual benefit of all. I salute you and your generation for your endeavor and foresight and strength, and I rest easy knowing that the future of your and my America will be safe with you and the like members of your generation.

May the experiences you have here in this Youth Congress be enjoyable and informative preparation for Responsible Choices in the life ahead of you.

THE BLIND STUDENT AND FORENSICS
(Continued from page 5)

is required. The use of noisy braille writers, of the slate and stylus, of braille paper for note cards, and of talking book machines for preparation of extemporaneous speech is an example. Simply saying the word “Time” in lieu of holding up a card is another.

Visually handicapped students need to recognize their own abilities and weaknesses and evaluate their own performances. They need to understand the mechanisms of judging and the principles of good sportsmanship in accepting the judges’ decisions.

Coaches and teachers who are convinced that there is value in forensic training, performance, and competition for the visually handicapped student in spite of long hours of painstaking work with students who are also so convinced make a program of forensics a vital, exciting, and fruitful activity.

GREETINGS FROM TEXAS OMICRON

Welcome to our city and University. We are excited that PKD has chosen us to host the 1971 National Convention and Tournament and pledge our efforts to assure the success of this activity.

The Texas Omicron Chapter of Pi Kappa Delta is well aware of our responsibility in this Convention. We think you will find our students and staff anxious and eager to make this Convention a success, and an enjoyable and educational experience for all delegates.

Fraternally,

William B. English
Faculty Advisor
Texas Omicron Chapter

Martha Haun
Faculty Advisor
Texas Omicron Chapter
The Secretary's Message

Two years ago at this time and place I welcomed the new chapters which were to receive charters at Tempe. I outlined some of the steps in the development of a local chapter and predicted some of the responsibilities which it must assume in order to become strong and permanent.

This year, in addition to expressing a most sincere welcome to an impressive number of new chapters, I shall review a small segment of history. The question has been asked, "Why are we given number . . . . (well over 300)? There aren't that many chapters of Pi Kappa Delta." No, there aren't that many. We now have exactly two hundred and fifty-eight. After the Houston Convention, at which time a few charters will be revoked and several new ones presented, we'll reach a new high of over two hundred and seventy.

What happened to about eighty other numbers on the fifty-eight year old roster? Five chapters were reactivated with a new number and thus used up two numbers each; twelve are now listed as active in DSR-TKA; twelve or more were located at colleges which no longer exist — three of these were in Illinois; the other schools where charters were revoked remain without membership in a national forensic organization. Several of these will be reactivated within the next few years. Eighteen of the charters revoked over the years have been reissued — ten of them in the last ten years. The procedure for reactivation is the same as for the initial chartering. We may assume that many of the former chapters "are not dead, they are only resting."

In affiliating with Pi Kappa Delta, you are joining a young and rapidly growing honorary organization. Yours is among the eighty-three installations in the past ten years. Since its founding in 1913, no decade has seen so much growth in the number of new chapters and new members. Thirty per cent of the chapters are less than ten years old. Twenty-six per cent of the 44,500 individual members have joined Pi Kappa Delta in the last decade.

You are affiliating with an organization which supports the principle that membership should be extended to those students, early in their collegiate career, who have demonstrated interest and ability in inter-collegiate speech activities and who give promise of ever greater achievement. Thus the schedule of advanced degrees and additional orders becomes an integral part of Pi Kappa Delta.

Your fraternity also subscribes to the belief that the local chapter should be an active, constructive force on the campus. It is difficult to be such a force if the membership declines. Therefore, the minimum of five student members is considered important for the maintenance of an effective local program.

Pi Kappa Delta also believes that an alternating plan of Provincial and National Conventions serves as a challenge and an inspiration for the local chapter and its individual members. That's why we hope to see you in Houston.
KNOW YOUR CANDIDATES

To assist the voting delegate from your chapter in the election of National President and Vice-President in the business meeting on Wednesday, March 24, and the election of National Council in the business meeting on Thursday, March 25, we have compiled this information about the eligible members of the present National Council. Information about other candidates for the National Council, listed by the Nominating Committee, will be publicized in an issue of the KEY during the convention.

FRED B. GOODWIN

Fred B. Goodwin has been a member of Pi Kappa Delta for 22 years. As a student, he earned the degree of special distinction in debate at Southeast Missouri State College. He also holds the degree of special distinction instruction earned from work at Southeast State where he is completing his sixteenth year as Director of Forensics. Dr. Goodwin’s M.A. is from the State University of Iowa. His Ph.D. is from the University of Illinois at Champaign.

Fred Goodwin has held a variety of elected and appointed offices in Pi Kappa Delta. He has served two terms as Governor of the Province of Missouri. A member of the National Council since 1967, he is currently serving the Council as Chairman of the Charter and Standards Committee. In this office, he has assisted in the record growth of our organization over the past four years.

For the 1971-72 school year Dr. Goodwin has been named Chairman of the SCA Committee on Intercollegiate Discussion and Debate. That Committee is charged with the responsibility of administering procedures used to select discussion on debate questions for all American colleges and universities for next year.

Attending every National Convention since 1956, Fred Goodwin has served as chairman or member of contest committees in extempore and oratory, and has served on the Convention Evaluation Committee and the Committee on Judges.

Over the years students under Dr. Goodwin’s direction consistently have done well in many forensic events. Past Pi Kappa Delta nationals have seen them win superiors in debate, oratory, extempore, and sweepstakes events.

JAMES GRISSINGER

Jim Grissinger has served as Chairman of the Department of Speech and Theatre at Otterbein College, Westerville, Ohio...
for the past twenty years. During this period he was Director of Forensics for fifteen years — a period in which Otterbein College won more state-sponsored speech events than any other college. He coached the team that won the 1970 Province-of-the-Lakes Sweepstakes at Akron University.

Dr. Grissinger has served Pi Kappa Delta in many ways.

1. A member of Pi Kappa Delta for 20 years.
2. Held all Province offices including Governor.
3. Awarded Province Distinguished Service Award in 1968.
4. Served on National Discussion and Extemporaneous Contest Committees.
7. Served as Chairman of the Constitution Revision Committee.

A full professor with the Ph.D. from Ohio State University, "Dr. Griss" has lived in Mexico studying speech education, has published articles in Speech Monographs, The Quarterly Journal of Speech, and The Ohio Speech Journal, and served as a speech consultant for the Air Force, Firestone, Standard Oil, and the Christian Science Church. He is an Elder in the Presbyterian Church and teaches the Senior High Class, is a Lt. Colonel in the Air Force Reserve, Past President of the Ohio Speech Association, and served twelve years on Westerville City Council, the last two years as its Chairman.

LESLEY A. LAWRENCE

Les Lawrence, member of the National Council and Province Coordinator, was born in Bozeman, Montana and received his early education in Montana schools. After serving 4½ years with the Army Air Corps in W.W. II, he returned to his home state to further his education. He received the B.A. degree from the University of Montana in 1952 and, after two years of teaching high school, returned to earn the M.A. in 1956. He taught at Western Montana College for two years and has been at Montana State University for fourteen years, where he is Associate Professor of Speech and Director of Forensics.

Mr. Lawrence has had a deep and abiding interest in Pi Kappa Delta and has served as Governor of the Province of the Northwest, Associate Editor of The Forensic, Editor of The Forensic, and is presently serving a second term as a member of the National Council and as Province Coordinator.

EDNA C. SORBER

Edna C. Sorber, newest member of the National Council, has been a member of the speech communication faculty at Wisconsin State University-Whitewater since 1959. She holds the rank of full professor.

Dr. Sorber’s degree of highest distinction in instruction has particular meaning for her because it signifies the successes of her students. Many of the young people who have been in her classes or participated in forensics under her direction have gone on to become successful speech teachers and forensics coaches at both high school and college level. A number of them are enrolled in graduate schools or have earned advanced degrees. A senior-graduate level class in directing forensics which she is presently teaching attracted 27 students.

Dr. Sorber, who served as Governor of the Province of Illinois 1968-70 and during the 1950’s as secretary and then vice-governor of the Province of the Plains, has conducted many successful debate and forensic tournaments for which she credits the students who worked under her direction. It was with her leadership that the Whitewater Pi Kappa Delta chapter hosted the biennial convention in 1967.

(Continued on page 22)
members who were present for picture, from left to right: Dr. Thomas E. Poag, Honor; Troy L. Jones, President; Shirley Snyder, Active; Sandrell Rivers, Professor; Daniel Thomas, Instruction; Wilma Blanche, Active; Dr. Jayme Williams, Instruction.

**Reporter:** Daniel R. Thomas

Tennessee Kappa Chapter of Pi Kappa Delta was installed on the Tennessee State University campus Tuesday night, December 2, 1970.

Officiating the ceremony was Dr. Caroll Ellis, Tennessee Theta Chapter, David Lipscomb College, Nashville, Tennessee.

Dr. A. P. Torrence, President of Tennessee State University, and Dr. Thomas E. Poag, Dean of Arts and Sciences and Chairman of the Speech and Drama Department, were made honorary members.

Mr. Troy L. Jones is serving as President of the Local Chapter.

Others initiated were, Wilma Jean Blanche, Charles Faulkerson, Harvey Shaw, Sandrell Rivers, Michael Edwards, Shirley Hall Snyder, Daniel Richard Thomas and Dr. Jamye Coleman Williams, Professor of Speech.

The ceremony was preceded by a Dinner with after-dinner speeches by Miss Linda Love, and Miss Barbara Mason, both of whom are Freshmen.

Tennessee Kappa Chapter is not only proud to join Pi Kappa Delta, but shall seek to further its aims by becoming one of its best chapters.

**AUGUSTANA COLLEGE**

**Reporter:** Steve Binger

The Augustana College Eta Chapter of Pi Kappa Delta has compiled an impressive record after eleven tournaments this year. The team of Dennis Hansen and Darron Knutson swept varsity debate honors at the Mankato River Bend Tourney and the Wayne State Invitational.

The novice team of Jon Reckner and Morgan Simpson has established a thirty-two win, three loss debate record after seven tournaments.

Orator Sheila Barton, last year’s national winner in peace oratory, has a second and two first place finishes to her credit. Dennis Hansen has won one tournament and finished fourth in two others in oral interpretation.

Augustana’s junior varsity teams of record are presently tied for first in the yearlong series of tournaments sponsored by...
the South Dakota Intercollegiate Forensics Association.

In January forensics Director Jerry Winsor and a six member team will travel to the West Coast where the team will enter four week-end tournaments as a part of a January Interim Forensic-Study Tour.

The members of the Chapter are looking forward to the Pi Kappa Delta tournament at the University of Houston as well.

CENTRAL MICHIGAN UNIVERSITY
Reporter: Susan Sienko
Our chapter has undertaken money raising projects to help underwrite expenses for the Houston Convention trip. The chapter is active in other ways in assisting our Director of Debate and Forensics, Prof. Kenneth Newton, in promoting forensic activity on the campus.

John Johnson, one of our former outstanding debaters, has recently returned from two years of Peace Corps service in Brazil. He brought back with him his lovely Brazilian bride, Neire. John is now at the University of Wisconsin working on a master's degree in economics.

Another former debater, John (Butts) Landon, visited the campus recently. He received his M.A. and Ph.D. degrees from Cornell University and is now teaching economics at Case Western Reserve University in Cleveland, Ohio. John is distinguished for developing three affirmative cases for a Provincial debate tournament and with his partner won all three rounds.

New Members of Pi Kappa Delta

MCNEESE STATE UNIVERSITY
44441 Keith Barousse
44442 Sarah T. Casey
44443 Lois Schmitt

NORWICH UNIVERSITY
44444 Douglas R. Bourdon
44445 Richard Goldberg

SOUTHEAST MISSOURI STATE COLLEGE
44446 Jayne Lynn Joos

SAN FERNANDO VALLEY STATE COLLEGE
44447 Donna Miller

CALIFORNIA STATE COLLEGE (P.A.)
44448 Debbie Argenti
44449 Diane Budavich
44450 Anne Flaherty
44451 Ricky Perrotta
44452 Kathy Seibel

CENTRAL MISSOURI STATE COLLEGE
44453 Thomas Richard Cheatham

UNIVERSITY OF CALIFORNIA (BERKELEY)
44454 Joan Penny Alexander

DAKOTA WESLEYAN UNIVERSITY
44455 William Dixon
44456 Gregg Rochester

KEARNEY STATE COLLEGE
44457 Michael Cronin
44458 Terry L. Hallowell
44459 Harry H. Hoffman
44460 David Reitz
44461 Linda Diane Smith
44462 Douglas L. Steinkruger
44463 W. C. Witthoff, Jr.

CENTRAL CONNECTICUT STATE COLLEGE
44464 Vatche T. DerAssadourian

EASTERN WASHINGTON STATE COLLEGE
44465 Gary L. Casperson
44466 David M. Daugherty
44467 Rodney R. Peer

ANGELO STATE UNIVERSITY
44468 Rebekah Gray
44469 Helen Schafer
44470 Marvin Schultz
44471 Mark Tansil
44472 Patricia Turner
44473 Rachel Wells

ADRIAN COLLEGE
44474 Ronald L. Batory
44475 Dennis M. Bird
44476 Shirley E. Bowers
44477 Franklin C. Clements
44478 David A. Cornell
44479 L. Craig Davis
44480 Allison Feeley
44481 Brian Macomber
44482 Candace Melissa Myers
44483 George John Poulos
44484 Garry A. Schwartz
44485 Patricia Kay Skinner
44486 Richard C. Sweebe

FROSTBURG STATE COLLEGE
44487 Jay John Fignar
44488 Irvin S. Johnson
44489 Janet Kogut
44490 Jannet Marie Lanham
44491 James A. Thompson
44492 Jack W. Vrieze

MISSISSIPPI STATE UNIVERSITY
44493 Robert F. Campbell
44494 Robert E. Cooley II
44495 John H. Hightower
44496 Billy Manning Huddleston, Jr.
44497 Betsy Reeves

WHITMAN COLLEGE
44498 Michael Farris

BRIDGEWATER STATE COLLEGE
44499 Nancy Briggs
44500 Gail Holbrook
44501 Rosemary J. Lally
44502 Sandra Leonard
44503 Jane Masi
44504 Karen Jean Mather
44505 Linda Rautenberg
44506 Ellen C. Searle

ANGELO STATE UNIVERSITY
44507 Dale Freeman
44508 Mike Hail
44509 Charles Kirkpatrick

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What is Pi Kappa Delta?

Pi Kappa Delta is an honorary fraternal organization for intercollegiate debaters, competitive individual speakers, non-classroom audience speakers and instructors teaching courses in oral communication. Its purpose is to promote scholarship, especially in the field of forensic speaking in senior American colleges and universities.

How is this purpose accomplished?

The purpose is accomplished in several ways: (a) By giving a key and scholarship honors thereby implying a student is rewarded for his accomplishment and other students are encouraged to strive for like honors; (b) By promoting a spirit of harmony and co-operation for the welfare of forensics in the college, and in an intercollegiate way, the organization can do much for the betterment of public speaking in colleges all over the country; (c) The organization makes forensics more important by calling attention to them, thus advancing the cause; (d) The honor of membership in a national organization of this kind and the wearing of the honorary key is a compensation to the student who is obliged to sacrifice other things to promote forensics in his college.

When and how was Pi Kappa Delta founded?

Pi Kappa Delta was organized in 1912-13 by John A. Shields of Ottawa University, Edgar A. Vaughn of Kansas State Agricultural College, and E. R. Nichols of Ripon College. Associated with them when the organization was launched were seven other charter members taken from seven other institutions in the Middle West. They were J. H. Krenmyre of Iowa Wesleyan; C. J. Boddy of Kansas Wesleyan; Frank P. Johnson of Morningside College; A. L. Crookham of Southwestern College; P. C. Sommerville of Illinois Wesleyan; H. O. Pritchard, then of Cotner College; and Dan C. Lockwood of the College of Emporia.

The constitution was written and discussed by correspondence and the final draft signed by the ten members.

How does Pi Kappa Delta operate?

Pi Kappa Delta is an independent forensic honorary organization that operates on democratic principles. Supreme power is vested in the local chapter and the majority voice of the delegates attending the province and national conventions.

a. National officers are elected at biennial national conventions. These officers form the National Council who direct the affairs of the organization in the interim between conventions.

b. Province officers are elected at each of the eleven province meetings. Province meetings are held offnational years.

c. Pi Kappa Delta is governed by a National Constitution that may be amended by delegates to the national convention. Each local chapter has one vote in the convention.

d. Pi Kappa Delta is not a secret organization. Any person may secure a copy of its constitution by writing an officer of the organization.

What is the Pi Kappa Delta insignia?

It is a gold key of three sizes — watch fob size, lavaliere size, and a miniature pin. The key is pear shaped, has the letters Pi Kappa Delta in Greek capitals across the round part of the key with the design of an eye immediately above. The eye is jewelled, and there is a second jewel at the top of the key surrounded by scroll work. A third jewel, a black onyx, is set in the lower part of the highest distinction key. The significance of parts of the key are explained in the ritual or initiation ceremony.

Why is the key jewelled?

It is jewelled first, to make it more attractive; second, to make it distinct from
the insignia of any other honorary society; third, to indicate whether the wearer is an orator, debater, or instructor, and whether he belongs to the first, second, third, fourth or fifth degree of distinction. The eye jewel indicates the degree in terms of contests entered and won, and the top stone indicates order or whether the wearer is an orator, debater, etc. The ruby is the oratory jewel or order stone; the pearl, the debate; the emerald, the instructor; and the sapphire, the honorary member. A ruby eye indicates the degree of fraternity; the amethyst eye indicates the degree of proficiency; the emerald eye indicates the degree of honor; and the diamond eye indicates the degree of special distinction and highest distinction. The onyx on the lower part of the key of highest distinction distinguishes it from the special distinction key. There is a scheme of advancement for instructors also.

Are members required to purchase keys or Pi Kappa Delta stationery?

No. Keys and stationery are optional. They may be purchased through the National Treasurer. The cost of the key varies with the jewellery and the size desired.

Are chapters required to meet specific responsibilities?

Yes, as outlined below:

a. Verify the membership eligibility of each person initiated into the local chapter.

b. Hold annual initiations and elections of officers. Retention of charter requires an active membership of five or more persons.

c. Submit names and fees of all new members to the National Secretary Treasurer, also answer all correspondence promptly, and supply requested information to the editor of the Forensic.

d. Attend each Province meeting, and at least every other National Convention.

The membership of Pi Kappa Delta is composed of men and women united in the ideal of free speech — the art of persuasion, beautiful and just. For half a century, Pi Kappa Delta members through research, leadership, and service have nurtured, encouraged, and promoted higher ethics and increased proficiency in the use of the spoken word as the means of clarifying, guiding, and protecting the democratic processes of our American heritage.

For further information of Pi Kappa Delta, inquire of local members or National officers.

Letters to the Editor

I am writing to you as president of your college’s Pi Kappa Delta chapter, to tell you how exciting I think this year’s national Pi Kap convention-tournament in Houston is going to be. As your student representatives, John Cliff, of the University of Houston, and I helped plan the tournament. We think you will not only find good competition, but that you’ll especially like competing against schools from all over the U.S.

John and I are really looking forward to your chapter’s participation in the student meetings. The purpose of these meetings is to reflect student desires and suggestions for Pi Kappa Delta policy. We hope that your Pi Kap members will meet sometime previous to the March tournament, and formulate suggestions or recommendations for the entire student membership to act upon. John and I will be available before the tournament begins to discuss your recommendations with you. We’ll also be available all during the tournament, so please let us know your feelings on any of the issues. The National Council is extremely anxious for Pi Kappa Delta to be an organization truly expressive of student views.

Sincerely,

Karen Marshall
Student Representative
Pi Kappa Delta National Council
The History of Pi Kappa Delta

Introduction

It was over fifty years ago that two college students, John A. Shields and Edgar A. Vaughn, met for a weekend to make the final draft of a document that had been discussed by mail for several months. After the final touches had been made late one night, the boys flipped a coin to see which would have the privilege of signing it. Thus, the Constitution of Pi Kappa Delta became a reality. One of the young authors ventured a prediction that someday as many as three hundred members might be added to the organization—perhaps even three hundred fifty.

That the young organization was destined to serve a definite need has been proven as almost fifty years later it has granted 260 charters and added more than 32,000 members.

For a number of years the FORENSIC included accounts of the formative years of Pi Kappa Delta. However, little has been done to bring the history up to date for almost twenty-five years. Realizing a need for a more complete history, the Public Relations Committee was authorized to prepare a history for general distribution. This version is based on a study of the historical accounts given in the early FORENSICS, an examination of records, and correspondence with the past presidents and other officials.

It would take an entire volume to record the history of Pi Kappa Delta. A complete history should contain the winners of national contests, results of business meetings, members who have served on the National Council, the record of admission of chapters and achievements of outstanding alumni. In this brief edition, no attempt has been made to include all such details; however, that is a project that the next Public Relations Committee might consider. The information assembled by the committee was submitted to the National Secretary for editing.

The Establishment of the Fraternity

The concept which resulted in the creation of Pi Kappa Delta was the realization of the need for a means of proving recognition for orators and debaters in the smaller colleges. The idea came to two of the founders of the fraternity, John A. Shields and Egbert R. Nichols, almost simultaneously.

In the autumn of 1911, Shields was a junior at Ottawa University, Ottawa, Kansas, and Nichols, who has been a professor of English for two years (1909-1911) at Ottawa, began his work at Ripon College, Wisconsin, as head of the Department of Composition and Public Speaking. The two were friends and kept in touch with each other by occasional letters.

Nichols related how his debaters on a trip to Lawrence College, Appleton, Wisconsin, discovered the debaters were wearing a forensic key. Lawrence College had just been admitted to an organization, which at the time established only one chapter in a state. This suggested to the Ripon debaters the need of establishing a new organization.

In Kansas, Shields had likewise discovered the need for such a society. When the debaters to the Kansas State Prohibition Oratorical Association assembled in Manhattan, Kansas, Shields found another person, Edgar A. Vaughn, who was also interested in a means of giving recognition to orators and debaters.

The Ripon group adopted a constitution and sent it to Shields at Ottawa and it was adopted by the Kansas group with some changes. Suggestions for the design of the key were also made. After some modification, a pear-shaped key with two jewels was accepted, and the first key was ordered by Vaughn in January 1913.

The name for the organization was supplied by Miss Grace Goodrich, a student in Greek at Ripon College. Pi Kappa Delta was chosen because it was composed of the
initial letters of the phrase Peitho Kale Dikaia, “the art of persuasion, beautiful and just.”

The Kansas group proposed the idea of including degrees as well as orders in the new society, which showed the Masonic influence — both Shields and Vaughn were Masons. Vaughn had the imagination to see the essential purpose of the organization, which was to bestow an honorary key on orators, debaters, and coaches; he wished to show by jewelery the key the distinction of each individual.

Shields received credit for taking the action that officially launched the organization. He selected the officers from the founders and as secretary, cast the ballot which put them into office. According to Shields’ selection, Nichols became the first president, Vaughn, vice-president and chairman of the charter committee; Shields himself acted as secretary-treasurer; and J. H. Krenmyre, Iowa Wesleyan, the historian. A. L. Crookham, Southwestern College, Winfield, Kansas, and P. C. Sommerville, Illinois Wesleyan, were appointed on the charter committee.

The National Conventions, 1916-22

The first national convention of Pi Kappa Delta was held in the spring of 1916, with Washburn University, Topeka, Kansas, serving as the host chapter. The constitution was put in more complete form, the insignia and the ritual were designed, and the plans for inter-fraternity relations were developed.

The first contest was held at the second national convention at Ottawa University, 1918, and was a debate between Redlands and Ottawa. Later the contests became the chief feature of the national conventions. It was announced that plans were being made to establish an arrangement with Delta Sigma Rho for co-operative forensic endeavors.

The third national convention was held at Morningside College, Sioux City, Iowa, in 1920. An oratorical contest was included in the program. No debate tournament was held but teams arranged debates to be held en route to and from the convention, and during free periods of the convention. To facilitate debate plans, Secretary Marsh suggested that the colleges adopt the same debate question, which was the first step toward the policy of selecting an official question.

The Development of Policy, 1922-26

The Fourth Biennial Convention was held at Simpson College, Iowa, in 1922. To facilitate scheduling debates, an official question had been adopted by chapter vote for the first time in 1922. The question was: “Resolved that the principles of closed shop are justifiable.” This was a period of rapid growth for Pi Kappa Delta as the society added forty-one chapters during two years.

Provincial Organizations. In 1923, the chapters in some of the provinces initiated provincial conventions. These regional meetings were of historical importance since from them developed the debate tournament, the first being held at Southwestern College, Winfield, Kansas. At the close of the first tournament a prediction was made that it was not beyond reason to expect that within the next biennium other provinces would hold like meets, resulting ultimately in intra-provincial contests.

Exttempore Speaking. Experiments were made in exttempore debate in which the question was not revealed until twenty-four hours before the debate. Also the exttempore speaking contest was developed and was added to the program of the 1924 national convention at Bradley University, Peoria, Illinois.

International debating brought the British system of debating before the American colleges. This tended to free debating in the United States from its rigid system of memorized speeches and increased the popularity of the audience decision. But the development of the tournament plan with its crowded program of many simultaneous debates and contest after contest on the same question forced the American schools more and more to the single expert judge, usually a debate coach, a method of judging which was gradually adopted for general use.
During Marsh’s term of office, a number of Pi Kappa Delta members were interested in formulating a code of ethics. The National Council suggested that such a code covering “every phase of debate” should be undertaken.

During the early years of the 1920’s there was a great deal of interest in the problem of judging. As debates multiplied in number it became difficult to provide disinterested judges. In an effort to improve the judging, H. B. Summers, Kansas State College, compiled and published a directory of judges, listing men in all parts of the country who had served as judges and giving a summary of the estimates of their ability made by the institutions they had judged.

The fifth national convention of Pi Kappa Delta was held at the Bradley Polytechnic Institute in Illinois, April 1-3, 1924. The addition to the program of the extemporaneous speaking contests and the scheduling of separate contests for men and women in both extemporaneous speaking attracted more delegates. Plans were made at this meeting for the inauguration of a national debate tournament at the next convention.

The Period of National Tournaments, 1926-42

The sixth national convention was held in 1926 at Fort Collins and Greeley, Colorado. For the first time national debate tournaments for men and women were undertaken and the double elimination plan was used. At this convention the plan was adopted of holding provincial meetings in the years in which the national conventions were not held. The official debate question for 1925-26 was the proposal to control child labor by an amendment to the constitution. “The Crime Situation in America” was the topic selected for the men’s extemporaneous speaking contest and the women’s topic was “Marriage and Divorce.” Pi Kappa Delta planned a certificate for proficiency in debate coaching to be awarded upon graduation to students who had been active in forensics. It was voted to publish the winning speeches of the national conventions; Volume One of Winning Inter-collegiate Debates and Orations appeared in 1926.

Chapter Activities. The year 1929 marked the use of the airplane for debate travel. G. R. McCarty, South Dakota State College, and his debaters travelled by air from Oklahoma City to Chickasha to maintain their schedule. The College of St. Thomas debaters flew from St. Paul to Chicago for one of their forensic engagements.

Wichita, Kansas was selected for the location of the eighth national convention which was held March 31 to April 4, 1930. The tournaments had developed gradually with no definite plan; however, in 1930, an organization was planned for their administration, with carefully selected officers and committees in charge of each contest. At previous conventions, a chapter could enter more than one team. At Wichita, for the first time, each chapter was limited to a single team.

Changes in Contest Procedure. The addition of contests in debate, oratory, and extemporaneous speaking resulted in a great increase of interest in the Pi Kappa Delta national conventions. Business sessions, side trips, banquets, and other special features were included in the convention programs; however, the contests were the outstanding features of the conventions. During the early years of the national contests, the National Council did most of the work of planning and conducting the events. In time, special committees were appointed to take charge of the contests with a different committee being responsible for each event. In the first contests in oratory and extemporaneous speaking, the contestants were divided into several divisions for a preliminary round with the best two or three in each division competing in a final round.

In the early tournaments the double elimination plan was used with a team being dropped after its second loss. The number of preliminary rounds in debate was increased to five at the 1932 convention held at Tulsa, Oklahoma, with an elimination bracket set up for those teams that were undefeated at the end of five rounds. This plan was used in the national conventions of 1934 and 1936.
The next major change in contest procedure was made in 1938 at the Topeka, Kansas, convention. In debate, the preliminary rounds were dropped and each team was scheduled to debate eight rounds with the teams given a rating based on the number of debates won. The committee in charge of debate asked tournament directors to recommend outstanding teams that were to be “ceded” teams. These teams were placed on the bracket at regular intervals in an attempt to provide equalized competition for all teams. In the individual events, four preliminary rounds were held and the six best speakers selected for a final round in which they were ranked from first to sixth.

Another new feature of the 1938 convention was the addition of a student congress. State and regional congresses had been held for several years resulting in a demand for such activities at the national level. The Pi Kappa Delta Congress was held in the Kansas Capitol as a two-house legislature. Each chapter was invited to send one delegate to the lower house, and each province elected two senators to comprise the upper house. Interest in the Congress resulted in a new attendance record for Pi Kappa Delta conventions with more than 800 delegates and visitors being registered.

At the Knoxville Convention in 1940, the plan used in debate was a combination of that used at Topeka and the earlier tournaments. Each team was scheduled to debate eight rounds and was given a rating based on the number of debates won. Teams winning seven or eight debates were rated superior; those winning six were rated excellent; and those winning five were rated good. At the end of eight rounds eight teams were selected for a quarter bracket with first and second place winners being selected after three additional rounds of debate.

Because of the popularity of the Student Congress at the Topeka convention, another Congress was held at Knoxville. Several changes in the rules were made as a result of the previous Congress; however, without the atmosphere of the State Capi-

tol, the Congress received less attention than the one held at Topeka.

In 1942, in the convention at Minneapolis, dissatisfaction with the combination plan resulted in a return to the 1938 pattern in which teams debated eight rounds and were rated on the number of wins and losses. The plans for the convention had already been made before the start of the war and an attempt was made to conduct the convention with as little deviation as possible. The Student Congress was retained as one of the features of the convention but was modified to an unicameral house.

The Contemporary Organization, 1947-59

Post-War Conventions. Following a five-year interim of war years, Pi Kappa Delta resumed its national tournaments in 1947. In the individual events four preliminary rounds were held and eighteen speakers selected for the fifth round. In oratory and extemporaneous speaking, the 10 per cent of the speakers ranking highest were given the rating of “superior”; the next highest 20 per cent were rated “excellent”; and the next highest 20 per cent were rated “good.” The major change at the 1947 convention was the substitution of Discussion for the Student Congress. An interesting experiment in the Discussion was the use of ratings by opponents. Ratings were given in Discussion on the same basis as in extemporaneous speaking and oratory, with the rating based entirely on scores given by the opponents from round to round.

The 1949 convention was held at Bradley University, Peoria, Illinois. Discussion was continued with a combination plan of coach judging and judging by opponents, with final ratings based on the combination scores of the two groups.

In 1951 the Pi Kappa Delta national convention was held at Oklahoma A. and M. College, Stillwater, Oklahoma; this proved to be a popular place for a convention site as delegates from 135 chapters assembled for a four-day convention. The plan for the contests had become standardized from the previous conventions. The major change at Stillwater was that of doing away with
add the contest in extemporaneous speaking to its national program. It was first in making an effective provincial system to sponsor activities on the regional level. Out of one of its chapters came the first debate tournament and it was the first to add the debate tournament to its national program.

Conclusion

Pi Kappa Delta is proud of its significant contributions to intercollegiate forensics. It helped to fill the period between the decline of the literary society and the development of the speech department as a major phase of higher education. The organization on a national basis was established to co-ordinate the work of the local clubs, and to give recognition to orators and debaters according to uniform criteria. Experiments were carried on with new types of speech activities, and policies were developed to guide forensics on the local, regional, and national levels.

High ethical standards have been maintained and requirements for membership increased from time to time to make affiliation of greater value. Pi Kappa Delta has provided a service magazine, The FORENSIC, to members as a means of unifying the work of the local chapters and providing other information on speech and forensics.

At the regional and national level, conventions, tournaments, and congresses have been provided that have brought students together from all parts of the country. Many of these young people, otherwise, would never have had the opportunity to attend a national meeting with the many personal benefits to be gained from participation in forensic activities on such an extensive basis.

Although Pi Kappa Delta was the third fraternity of its kind to be organized, it became the largest in terms of the number of chapters and total membership. This may be attributed to its more liberal policy of granting charters to smaller institutions, and its more vigorous policy of sponsoring regional and national conventions and tournaments. With strict attendance requirements, as many as 145 chapters have
sent more than 800 members to participate in some of its national assemblies.

Pi Kappa Delta is the only forensic society that has provided several orders in which membership may be earned and a series of degrees through which the member may progress from year to year. After three years of forensic activity one may qualify for the highest degree and the distinction of wearing a diamond in his key.

Requirements for Admission

Pi Kappa Delta has endeavored always to keep its standards of admission, those which would be in harmony with the principles of an honor society. In order to do this, certain procedures have been developed which must be allowed by all applying institutions.

Any group wishing to petition for a chapter of Pi Kappa Delta should make application to the National Secretary-Treasurer. One of the basic factors is that of a local forensic organization upon which the chapter may be built. The chapter committee, headed by a member of the National Council and composed of selected members, will be guided by the governor of the particular province in which the school is located and by the opinion of the schools in the province.

An institution considering application should have had forensic contact with all of the schools in its area, demonstrated interest in and a desire to maintain a sound extracurricular speech program. In keeping with this, the school should have a budget sufficient to assure the continuance of the program as well as qualified faculty leadership for the same reason. Since Pi Kappa Delta is an honorary, applying institutions are expected to be fully accredited. The application should have the unqualified endorsement of the administrative officers. For further indication of strength within the school, a well-defined program of academic speech courses is desirable. No institution which has a chapter of one of the other national forensic honoraries will be considered for membership in Pi Kappa Delta until such association has been clearly terminated with the full understanding of the national officers of both organizations.

Each applicant should be familiar with the requirements as specified in Article 9, New Chapters, of the constitution of Pi Kappa Delta. Upon approval of the charter, a sufficiently large group of initiates should be available to give the new chapter the impetus and continuance which it will need.

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KNOW YOUR CANDIDATES

(Continued from page 12)

A native of Pennsylvania, Dr. Sorber was graduated from Beaver College, Glenside, with a B.A. degree. She received the M.S. in education from the University of Pennsylvania and earned her Ph.D. at the University of Wisconsin, Madison, where her dissertation was an analysis of the persuasion used in Radio Moscow’s North American Service. She has had articles published in Speech Teacher, Rostrum, The Forensic, and Springboards.

After teaching high school in Pennsylvania and Colorado, Dr. Sorber became a speech instructor at Southwestern College, Winfield, Kansas, and then at Stephen F. Austin State College, Nacogdoches, Texas. She taught part time and supervised practice teachers in speech at the University of Wisconsin.

In addition to Pi Kappa Delta, she holds memberships in Zeta Phi Eta, Speech Communication Association, Central States Speech Association, Wisconsin Speech Association, American Association of University Professors.
### NATIONAL CONVENTIONS, 1916-1971

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<thead>
<tr>
<th>Year</th>
<th>Location</th>
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<tbody>
<tr>
<td>1916</td>
<td>Topeka, Kansas</td>
<td>Washburn College</td>
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<td>1918</td>
<td>Ottawa, Kansas</td>
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<td>Indianola, Iowa</td>
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<td>Greeley, Fort Collins</td>
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<td>Heidelberg, Baldwin-Wallace,</td>
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<td></td>
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<td>and Otterbein Colleges</td>
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<td>University of Wichita</td>
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<td>Tulsa, Oklahoma</td>
<td>University of Tulsa</td>
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<td>1934</td>
<td>Lexington, Kentucky</td>
<td>Transylvania College</td>
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<td>Houston, Texas</td>
<td>Sam Houston State Teachers College</td>
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<td>1938</td>
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<td>Minneapolis, Minnesota</td>
<td>College of St. Thomas, Macalester College</td>
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<td>Peoria, Illinois</td>
<td>Bradley University</td>
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<td>Kalamazoo, Michigan</td>
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<td>Redlands, California</td>
<td>University of Redlands</td>
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<td>Brookings, South Dakota</td>
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<td>Oklahoma State Univ.</td>
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<tr>
<td>1965</td>
<td>Tacoma, Washington</td>
<td>Pacific Lutheran Univ.</td>
</tr>
<tr>
<td>1967</td>
<td>Whitewater, Wisconsin</td>
<td>University of Wisconsin at Whitewater</td>
</tr>
<tr>
<td>1969</td>
<td>Tempe, Arizona</td>
<td>Arizona State University</td>
</tr>
<tr>
<td>1971</td>
<td>Houston, Texas</td>
<td>University of Houston</td>
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### NATIONAL PRESIDENTS, 1913-1971

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>1913-18</td>
<td>E. R. Nichols</td>
<td>Ripon and Redlands</td>
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<tr>
<td>1918-22</td>
<td>J. R. MacArthur</td>
<td>Kansas State College</td>
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<tr>
<td>1922-24</td>
<td>Charles A. Marsh</td>
<td>Morningside College</td>
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<tr>
<td>1924-28</td>
<td>Alfred Westfall</td>
<td>Colorado A. and M. College</td>
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<td>1928-30</td>
<td>Alfred Veatch</td>
<td>Washington State College</td>
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<tr>
<td>1930-32</td>
<td>George R. R. Pfauhm</td>
<td>Kansas State Teachers College, Emporia</td>
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<tr>
<td>1932-34</td>
<td>H. Dana Hopkins</td>
<td>Heidelberg College</td>
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<tr>
<td>1934-36</td>
<td>George McCarty</td>
<td>South Dakota State College</td>
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<tr>
<td>1936-38</td>
<td>S. R. Toussaint</td>
<td>Monmouth College</td>
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<tr>
<td>1938-40</td>
<td>Forrest H. Rose</td>
<td>Southeast Missouri State College</td>
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<tr>
<td>1940-42</td>
<td>W. V. O'Connell</td>
<td>Northern Illinois State Teachers College</td>
</tr>
<tr>
<td>1942</td>
<td>* Glenn Capp</td>
<td>Baylor University</td>
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<tr>
<td>1942-47</td>
<td>Martin J. Holcomb</td>
<td>Augustana College, Ill.</td>
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<tr>
<td>1947-49</td>
<td>Edward S. Betz</td>
<td>College of the Pacific</td>
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<tr>
<td>1949-51</td>
<td>Sherod J. Collins</td>
<td>State Teachers College, Missouri</td>
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<tr>
<td>1951-53</td>
<td>Roy D. Mahaffey</td>
<td>Linfield College, Oregon</td>
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<tr>
<td>1953-55</td>
<td>John Randolph</td>
<td>Westminster Coli, Missouri</td>
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<tr>
<td>1955-57</td>
<td>Theodore F. Nelson</td>
<td>St. Olaf College</td>
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<tr>
<td>1957-59</td>
<td>Larry E. Norton</td>
<td>Bradley University</td>
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<tr>
<td>1959-61</td>
<td>Harvey C. Cromwell</td>
<td>Mississippi College for Women</td>
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<tr>
<td>1961-63</td>
<td>Raymond C. Yeager</td>
<td>Bowling Green State University</td>
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<tr>
<td>1963-65</td>
<td>Roy D. Murphy</td>
<td>Univ. of Southwestern La.</td>
</tr>
<tr>
<td>1965-67</td>
<td>Georgia Bowman</td>
<td>William Jewell College</td>
</tr>
<tr>
<td>1969-71</td>
<td>H. Francis Short</td>
<td>Kansas State Col., Pittsburg</td>
</tr>
</tbody>
</table>

* Resigned to enter military service.

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**LEGEND:**

The black and white cover design containing the table of contents in the center was a familiar format to readers for forty-two years. Then, in 1958, under the editorship of Emmett T. Long, a new format appeared containing a two-color cover with photograph. Minor changes, in the arrangement of the front cover, still maintaining the cover photo, occurred in 1960 under the editorship of John Randolph, and again in 1968 under the editorship of Gil Rau. Your reactions and suggestions are solicited.