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10. Province of the Northwest
"College Oratory, As I See It," prepared by Dr. William Schrier, Chairman of the Department of Speech, Hope College, is another response to your editor's question, What of Intercollegiate Oratory? Based on over three decades of experience as student of oratory, author, and coach of students who have established a phenomenal record in oratory, Dr. Schrier writes with a straightforwardness that should be of interest to students and coaches. Dr. Schrier received his A.B., M.A. and Ph.D. degrees from the University of Michigan. He has been active in the Province of the Lakes and National PKD Conventions and in the speech organizations of the states in which he has taught.

College Oratory, As I See It

William Schrier, Hope College

Periodically, intercollegiate oratorical contests are criticized. Last spring I heard two orations, one at the Interstate at Evanston and another at our national convention at Kalamazoo which peculiarly enough, through the very medium of oratory itself, criticized certain aspects of our contest procedures. I have often heard speech colleagues condemn college oratory as artificial and archaic. Therefore, it appears both timely and relevant to analyze and answer criticisms leveled against the oratorical contest, and in general to give an accounting of "the faith that is in me" in favor of this speech activity. It is frankly the thesis of this article that there is nothing inherently wrong with college oratory today, that it remains what through all the years it has always been, viz., an excellent educational device to teach young people to get across a message and thus to train them in public speaking, that it therefore merits our continued support as speech teachers.

Perhaps what is really meant when oratory is charged with being outmoded is that it is a form of memorized speaking and for that reason, old-fashioned and out-of-date. In 1951, a questionnaire revealed that "the chief objection, with respect to the type of speaking taught for the oratory contest, concerned the requirement of memorization." Is that necessarily bad?


No doubt most speech teachers prefer extemporaneous over memorized speaking; I do myself, and strongly.2 Surely in memorized speaking one must guard constantly against the fear of forgetting, against thinking ahead of wherever one is in the actual delivery, with its resulting lack of spontaneity. For the orator to fall into these pitfalls is an ever-present danger. In fact, it is an open secret among oratory coaches that the thing to strive for in delivery is to have the oration, although memorized, appear to be extemporaneous. In my considered judgment, while I am keenly aware that this is largely a matter of opinion, these dangers can be overcome because in my experience with contests, they have been overcome.

True enough, occasionally a contestant forgets, noticeably hesitates, even stops. But within my experience, such cases are rare. Perhaps the reason is that the orator knows his speech so thoroughly. He has lived with it a long time, has revised, rewritten it so that often he doesn't even have to sit down consciously to memorize it. Thorough preparation in composition, coupled with youth and a facile memory, have done that for him. In cases of forgetting, I assess a penalty when acting as a judge, not so much for the memory lapse per se as for what it tells me, viz., that the person is not really imbued with his message. If he were, it would not be too diffi-

2. Although a good case could be made out for the worth of memorized speaking. See John A. McClure, S. J., The Making of a Pulpit Orator, pp. 137-144.
cult to extemporize briefly, to keep on talking about his subject until he got back on the memory track again.

The Diem report on oratory reported that some coaches object to the necessity of following a rigid script because it “precludes any opportunity to adapt to a speaking situation.” Of this Mr. Diem said: “This prompts an editorial question. Do the rules forbid extemporization, ad-libbing? If the rules do not forbid it, why should the judge penalize it, so long as it is effective and keeps within the time limit?” This comment makes sense. The rule requiring that the oration as delivered should conform to the manuscript can be and is being liberally interpreted. For example, if a relevant news release came out on the day an oration was delivered, no judge of my acquaintance would be likely to penalize an allusion to that fact. Such a reference might violate the letter, but certainly not the spirit, of the rule.

A most unusual suggestion to my mind is that we should substitute a contest in persuasive speaking for the oratorical contest. This proposal strikes me as odd simply because in my book oratory is persuasive speaking. As I see it, the aim of most college orations is to persuade. Roughly, I classify college orations today into three categories, and in all but one of them, persuasion is the aim. Probably 90 per cent of college orations today are of the problem—solution variety, and year after year I marvel at the fine way in which our students deal with contemporaneous problems in terse and convincing fashion. A second type, for lack of a better term, I call the “philosophical.” Here the speaker presents a philosophical concept such as “The heterodoxy of one generation is the orthodoxy of the next.” In this instance the intent is to urge that we keep open minds to new truths at all times, that we be loathe to condemn new ideas and their exponents. Both of these two types, probably embracing 95 per cent of all college orations, seek to persuade. That leaves only the third type, the eulogy, whose general end, while technically called to “impress” or “stimulate,” could also be thought of as persuasion in a broad sense, i.e., urging auditors to think well of the subject of the eulogy.

Personally, I'm not overly fond of the word “oratory,” and I would have no objection if throughout the country overnight all our oratorical contests were to change their names to “persuasive speaking” contests. Still, I see no urgent need to change our terminology so long as the substance of what we’d have would still remain the same. In this semantic age, we as adults ought not to suffer from “word-fright.”

It could perhaps be that for some people the word “oratory” is permeated with an aura of bad connotations from the past. The word may conjure up visions of “purple patches,” a periphrastic style in composition, coupled with a grandiloquent, exhibitionistic manner in delivery, quite the vogue a generation or two ago. Oratory today doesn’t bring that image to my mind because I believe that this form of intercollegiate speech activity has kept pace with the changing trend in style and taste in public speaking. Today, both in composition and delivery, there is evidence of more informality than in an earlier day, more spontaneity and directness so that, for example, personal references, colloquy, apt bits of humor, probably all of which would be considered anathema in an oration a generation ago, are now quite commonplace. I believe a fair perusal of representative college orations today —say those in the last ten years of Winning Orations, the publication of the state winners of the Interstate Oratorical Association—would show not only that stylistic changes have occurred but also that orations are still presented in “vivid words, beautiful phrases and moving sentences.”

I’ve heard it said that college oratory is outmoded and archaic because “in real life situations no one delivers orations any more.” I can’t go along with that. Outside of contest situations, we may not refer to persuasive speeches as “orations.” But the essence of oratory, persuasive speaking, getting over a message, is there. Thus oratory, a specialized form of persuasive speaking, is being practiced all around us every day in the year, before luncheon clubs, literary clubs, study groups, conventions. Take for example, the


4. Indeed, this trend toward informality has sometimes been overdone, so much so that present-day oratory has been attacked on that score, viz., that it no longer is “speech in the grand manner.” (“Why Teachers of Speech?” Charles T. Battin, College of Puget Sound, The Forensic, October 1942, pp. 15–16.) Thus, oratory gets attacked from both sides, by some because it’s “too oratorical” and by others because it’s “not oratorical enough.” I, too, know of isolated instances where the subject matter and treatment has been too light and frivolous. But in general I count the trend toward informality an asset.

5. Battin, Ibid.
speeches which Secretary of State Dulles gave before the conventions of the American Bar Association and the American Legion in the late summer of 1953. Surely the essence, the genius, of oratory was there; he sought to persuade, to gain support for the foreign policies of this administration. Such speeches could as well as not be called "orations"; indeed, it is even possible that some political reporters used that term in reporting them. The fact that they are longer in time and on that account make possible a greater coverage of material than does a college oration, doesn’t go to the heart of the matter. After all, time or word limitations are merely administrative devices in contest work to provide uniform conditions for all contestants and to provide opportunities to accommodate more speakers. In a contest oration, there is time for the development of only one main idea—one slice of bread rather than a whole loaf—and this need for compression in turn leads to short-cut stylistic devices such as vivid imagery, gripping examples, attention-catching beginnings and climaxes.

Now I’ve contended that in real life situations, speakers other than college orators do engage in a kind of speaking which, if not identical with college oratory in essence, bears at least a remarkable resemblance to it. But even if it could be established that "in real life situations no one delivers orations any more," I don’t quite know what that would prove. Certainly not that we should abolish college oratory. That would remain worthwhile for its own sake.

As a matter of fact, college orations are in demand and frequently delivered before audiences in other than contest situations, and are thus from that point of view a long way from being outmoded. If college oratory is, as I believe, a specialized form of persuasive speaking, then obviously any worth-while oration is suitable for delivery before public audiences before, during, and after the contest season. Such public appearances are made by our contest orators at Hope College, and I know that this practice prevails also at many other institutions. Some subjects are naturally more suited to one audience than to another. Orators worthy of the name have a message of worth to deliver and thus they are anxious to get it circulated as widely as their time and the industry of the coach in providing dates, permits.

Allow me two personal examples from the past year: One of our young men had gone to Bonn, Germany, the previous summer as a community ambassador from the city of Holland under the Experiment in International Living. To sponsoring groups, he delivered altogether from 50 to 75 speeches throughout and even beyond the state, reporting upon his experiences. At about the midway point during the period of these speeches, we did some severe cutting and prepared a compressed version of the speech called "Bonn Report," used it as the oration which won the State Peace Oratorical contest, and then later delivered this speech to audiences. Our old-line State winner, with an oration, "God and Joe College," dealing with the problem of religion among college students, delivered his speech some twenty or more times before various religious groups, climaxing his appearance the Sunday before the Interstate contest by delivering it as the Sunday evening service at the local Methodist church.

These outside appearances are in no way thought of by the coach, contestant or audiences as "exhibitions"; they are genuine, real speech appearances seeking the central effort of all good oratory, to persuade the peo-
ple present. We here at Hope consider these outside appearances as of equal importance with the contests themselves; in fact, it's a bit of an open question which is primary and which secondary, whether we look upon the outside appearances as preparation for the contest or the contest as preparation for the outside appearances. I suspect if we analyzed it deeply enough, there is a reciprocal relation and it partakes a little of both.

In connection especially with these outside appearances, I feel we as speech teachers, minimize the effect which our student speakers produce upon public opinion. I have always felt that, in our haste to acknowledge that there is undeniably present a game, sport, contest element, we often lose sight of the obvious fact that our speakers are also influencing the people who hear them. Take the debates this year upon free trade. Surely the many debates throughout the country will make some impact—I won't attempt to appraise the degree—upon the knowledge and beliefs of the audiences which hear them. Similarly, the winning Interstate oration of last year, from one of our own Pi Kappa Delta institutions, pointing out that the strength of the free and Communist nations is about equally balanced, that the peace of the world hinges upon which side woos and wins the non-white peoples of the world, undoubtedly influenced people wherever it was heard and now in written form will continue to spread its influence wherever it may be read. Thus, while our orators are accused of engaging in an outmoded practice, upon the contrary, their efforts are extremely timely and relevant to today's problems, and in some small measure at least, they do contribute to the aggregate from which the sum-total of public opinion upon these problems is formed.

Of course, at a state contest, a provincial or national convention, the audiences are rather sparse, and the conspicuous presence of the judges who sometimes constitute the

6. This article was prepared months before I saw the one on "Contest Orations," by Mr. J. R. Pelsma in The Forensic October 1953. I did not exactly like his choice of the word "exhibition" when he wrote: "A contest oration is one manufactured and presented for exhibition purposes . . ." (p. 3). "Everyone knows they [contest orations] are for exhibition purposes . . . They are merely playing at the game of oratory . . . Contestants do not attempt to persuade the audience to their way of thinking" (p. 5). Statements such as these clearly indicate that we represent different schools of thought on college oratory. Hence portions at least of this article can be construed as "returning the ball" which he had hoped would result from his article.


9. Perhaps it's a mistake to say "of late years" for we've had such orations a long time, although they are more prevalent than ever today. I remember participating in the oratorical contest at the 3rd national convention at Indiana, Iowa, in 1922. The winner of that contest was Habeeb J. Skeirik. The gist of his plea was: Treat the foreigner right—don't call him 'dago'; 'hunkey'; 'wop'; 'greaser.' Almost 32 years have elapsed but I still remember what a powerful speech it was. Another orator deservedly getting high honors upon that occasion was Enrique C. Sobrepena, a Filipino student from Macalester College, pleading for Philippine independence. An interesting sidelight on this orator is that he returned to his native islands and became the head of the United Christian Church. Following World War II, he was accused and tried for collaboration with the Japanese, but was acquitted.
ized speech, I am, nevertheless, enthusiastically in favor of this kind of oration.

And yet every now and then I hear criticisms based upon the frequent use of the personalized oration. Some say such orations often represent exploitation of the individual for contest purposes. That may be true in isolated instances. I rather thought we were on the verge of that when in a state contest, I heard a stutterer plead in halting fashion for more public support for speech clinics. But in my judgment, the very nature and sincerity of the personalized speech makes exploitation unlikely.

Some say these personalized speeches cause unequal competition so that a native-born American has little chance to win. Admittedly judges should not bend over backwards in favor of a foreign student. But since when do we give up in contest work because of admittedly tough competition? These orations should spur us on to greater efforts; they are not unbeatable. Match them with a timely gripping subject, excellent composition and earnestness in delivery, and whatever advantage they possess can be overcome.

The criticism of the personalized speech sometimes involves the charge that bad effects flow from efforts of other orators to compete against such “naturals.” For, partly as a result of the need to do this, and perhaps partly due also to the need for compression in any oration, there has grown up a tendency to use novel, startling, attention-capturing devices at the beginning and at the close. In the process of doing that, according to an oration at our national in Kalamazoo: “Simply for dramatic effect, orators have been known to shift, disguise, and omit facts when it will aid the impression.”

A case in point was cited of someone speaking on the problem of the hit-and-run driver. “...he made the problem intimate and dramatic by telling the story of a boy, whom he said was his brother, who had been killed by a hit-and-run driver. In reality he had no such brother.” Such instances are not within the range of my experience. Nothing I could say

10. In my own coaching, when all our training in composition and delivery is over and we begin to taper off, my usual closing last words to the contestant are: “Now remember some of these little points we’ve worked on if you can, but above all things, remember to feel your speech and to get it over at the moment of utterance. Compared to that earnestness, all these other little points about posture, pause, pause don’t amount to much.”


in defense of novel approaches and endings to a speech should be construed as condoning such practices. The case cited cannot even be dignified by calling it a “prevarication of the truth”; it is plain lying, and unethical in the extreme. But if such practice, of manufacturing evidence for the sake of heightening an immediate impression, is becoming quite general throughout the country, and I have my doubts, certainly it is not an inherent evil justifying the abolition of the oratorical contest. We’d better combat such a trend in every way we can. An obvious approach would be to get to work on the problem of improper motivation, to seek constantly for a diminution of the stress laid upon winning.

So many minor criticisms of contest oratory today spring from this other major criticism, a perennial charge made against contest work of all kinds, viz., there is an excessive emphasis upon winning. I agree heartily; but just how much is too much? There seems to be agreement that contest work, per se, short of this excessive stress upon winning, serves as an incentive and is a good educational device. It then becomes a matter of degree, of seeking a diminution of emphasis upon winning, and the success of such efforts will depend largely upon, and vary with, the individual coach. That this undue stress upon winning in oratory exists, I’d be the first to admit; that it is inevitable and widespread, I’d be the first to challenge. It is all a matter of motivation; if that is wrong, let’s continue our educational efforts to change it, to make emphasis upon winning more incidental than primary.

That that can be done is evidenced by the fact that it is being done. Whatever may be other reasons, I count withholding immediate announcement of results at conventions, the use of ratings (Superior, Excellent, Good) rather than rankings (1, 2, 3) in announcing final results, as evidences in this direction. Certainly in the specific field of oratory over a span of years, I see a tremendous improvement in this matter of taking results less seriously. In my student days, I well remember how at contests, a coach and his contestant would purposely isolate themselves from other coach-contestant combinations, eat by themselves because, like Garbo, they “wanted to be alone,” and then how the coach would deliver last minute instructions to “Do or die for dear old Siwash” which usually had the
effect, judging by its effect upon myself as a student orator, of getting orators all tense rather than relaxed.

Perhaps I may be pardoned for a personal reference to my own method of motivation in contest work. The matter of winning is always kept in the background, subsidiary to the main idea of getting over a message to the specific audience addressed, whatever or wherever that audience may be. When a local winner is declared, and we start preparation for a state contest, the orator and I have a little chat. In effect I say, "In some circles there's considerable stress upon winning. Let's you and me just forget about that; let's do the very best job we can to prepare something worth-while, and my experience is that winning or losing will take care of itself. One never knows about competition; it's unpredictable. This year you may be up against some extremely good orations in this tough league. That's neither here nor there; your job is to get over the message, not to win. If you go at this job with that attitude, I'll be happy and satisfied and you should be. From this point on, don't expect me to say another word about the competition you'll meet, the winning aspect. And don't look for me to give you a last-minute pep talk. I just don't do that; I think it does more harm than good, and it would be evidence that my mind is on what yours shouldn't be, viz., winning the contest." It would be a gross exaggeration to imply that in every case I succeed fully in communicating this attitude to all my contestants. But the degree to which they do or don't absorb this philosophy is often the measure of their success or failure in winning contests. If one has this motivation, if the major stress is to get over the message, if we forget about the contest element, the results will take care of themselves. That is, given a fair amount of material in your school, you'll win your share of contests; we have. You'll sometimes lose when you expect to win, and sometimes may even win where you expect to lose.

Oratory has been criticized for its lack of standards as to what constitutes good oratory, and for the consequent lack of uniformity in judging. It was the perfectly understandable desire for standards which prompted the Interstate Oratorical Association to appoint the Diem Committee to look into the matter. The argument in favor of uniform standards sounds so very plausible. There are standards in dog shows, horse shows, flower shows, bathing beauty contests,—why can't we get more uniformity in oratorical contests? It all sounds very good, but it just doesn't take into account human nature as we find it. I recognize the need for getting such agreement as we can on standards, and will always cooperate in any endeavor to bring this about. At the same time I have a very definite feeling that the results of such efforts at achieving uniformity will be feeble. Tastes in oratory differ and they always will. Furthermore, if ever it were possible to agree upon uniform standards, we would still be faced with the problem of the interpretation of those standards. In any oration, the human element in judging would still result in considerable disparity in judgments. In the case of Supreme Court decisions, surely there one has the same set of facts, the same stimuli are presented to the judges. And yet even this august and learned tribunal often comes up with opposing responses—witness 5-4 decisions!

Any experienced oratory coach could cite scores of cases substantiating these conclusions. Let me cite just two. A state contest winner received widely diverse judgments. She had the kind of oration which you either liked very much or not at all. It was what I call a "mood-piece," quite different from the conventional problem-solution approach. The young lady orator graphically told of the excitement caused by the coming of World War II to her high school, of her later schooling "... in Mississippi, on the Gulf—in among the great air fields, under the roar of the planes. I lived for two years close to the men who fly; I danced with them and played with them." She told of her own later enlistment in the service, of the glamour and glory of her experiences, the adulation accorded her on furlough home as she "preened my navy blue feathers... I hated the whole business. Yet, I caught myself being afraid for the war to end." Most of the oration consisted of superb narration and description. The wallop of the message itself was packed in a few punch lines at the close: "You know, it's almost easy to love war. To hate it takes honest think-
One other example. In a state oratorical contest, our man in the final contest won a unanimous decision of five judges under the coach-judge system. In the preliminaries also he had received all first except one, a third place vote. The third place voter volunteered to me that the only reason he gave the orator third was that he had heard it rumored that this speech had been delivered elsewhere before community audiences, and he felt that the speech should have been prepared specifically for this contest. What a difference in his philosophy of oratory and mine! Verily, verily, one can't please everybody, and my present point is that there is just no use crying. We ought not to be upset by these things, but learn "to cooperate with the inevitable."

The Diem report probably says more succinctly what I have been trying to say here: "May I say in conclusion that I do not think we need be confused because there has been so much difference of opinion among the men and women who contributed to this study. Obviously it merely proves that there is no one effective type of oratory. As in all art forms, tastes with respect to oratory will differ with different people, and, may I suggest, with different moods in the same people."

The desire to obtain uniform standards and judging is natural and legitimate. Hence I intend no blanket disapproval of all those who seek these ends. I do think, however, that some at least of the clamor for standards and the complaints of poor judging come from critics who attach too much significance to winning, and thus can be traced back to improper motivation. In so far as this may be true, may I say a word or two in behalf of the much-maligned judges?

Their job is a hard one. In a state contest, all orators are already local winners. Thus they are all likely to be quite good, and this gets to be even more true as one goes to the top in regional and national eliminations. Of course, all this is elemental, but we do tend to forget it. Thus there isn't likely to be a big gap between even the first and last place speaker. The situation is comparable to the finish of a 100-yard dash, with all runners well-bunched. In a contest of eight, the fact that a person places last doesn't at all necessarily mean it hasn't done well. In the honest judgment of any judge, the speaker he places last may have been only a mental step or two behind the first man. In a national contest in which an orator of mine competed (and in which he did not place first), in my judgment any one of five out of six could have been declared the winner and no one could or should have complained.

But unlike the 100-yard dash, in an oratorical contest there is no photo-finish device to declare the winner in an objective way; each judge must make a subjective judgment based upon his past experience as to what constitutes good oratory. That will vary with the individual judge. Suppose some personality traits of an orator just somehow rub Judge A the wrong way. He has every right to take into consideration this total impression as well as specific details as to delivery and composition. And yet those unfavorable impressions may not have been noticed at all by Judge B!

Not only do judges have a hard job; at times their task is an all but impossible one. Judges, of course, should do everything possible to divest themselves of prejudice, and I'm sure most do try. Yet I am equally sure that human nature being what it is, this ideal situation is more a fiction than fact. For it is humanly impossible for a judge completely to shed his background and prior views on an oration subject. For example, if I'm of the


The late Alfred Westfall, while editor of our magazine, said some wise things on this matter of judging, worthy of going back to the files to reread. He concluded an editorial comment with these words: "Until all men respond alike to the appeal of the orator, there will be differences of opinion among men and judges." The Forensic, May '36, pp. 178-9.

15. In fact, I don't believe in complaining even if one thinks he has won for as I said to my orator while waiting for the announcement of the decision in the Hearst Tournament of Orators finals the past spring: "Now if the judges don't vote for you, remember to be a good loser. I think you won, and I know you think so, but we're both prejudiced in your favor, and one can never tell about these things. Remember, you're not being a good loser, if you take a defeat graciously if you really think you've lost; you're that only in cases where you really think you won and still take your defeat in stride, like a man."
strong conviction that McCarthyism is a menace to this country,—as incidentally I am!—I'm likely to consider more favorably the oration against McCarthyism which I heard at the last national convention than the one I heard for McCarthyism. Thus the answer at least of this apologist for college oratory to the charge of some prejudice in judging is not to deny but frankly to admit it. After we have agreed that we should be as honest and upright in our judgments as we possibly can, there will always remain a residuum of prejudice which can't be overcome so long as we are finite human beings.

So what? Shall we on that account abolish the oratorical contest? In these contest situations, I believe the best course to follow as coaches and contestants is to refuse to take decisions too seriously, to take the bitter along with the sweet, to join the human race and be reconciled to its failings and foibles, to take both defeats and victories in stride, in short,—to be mature.

In this article in defense of college oratory, I have not sought to list its many positive virtues. Rather, acting upon the solicitation of the editor for articles about oratory, and using the criticisms against college oratory as a spring-board, I have sought, out of an experience of three decades as a coach, to air my views concerning this speech activity. The "As I See It" of the title is humbly intended to convey that I recognize many others may disagree, and that I make no pretense of having said the last word. In closing, may I, like a balloon-vendor at a circus, draw the strings together and summarize my credos on college oratory as I see it?

I believe that:
1. The memorized speaking characteristic of oratory need not be a bar to effective communicative speaking.
2. The rule requiring the oration as delivered to conform to the manuscript should be liberally interpreted.
3. Changing our present oratorical contests to "persuasive speaking" contests would solve no problems, since oratory is persuasive speaking.
4. College oratory today has kept pace with the changing trend and taste in public speaking, i.e., no longer possesses the evils of "purple patches" in composition and grandiloquence in delivery, common in the orations of a generation ago.
5. The essence of oratory, persuasive speaking, is being practiced daily by persons in real-life situations, and in this sense, oratory is not outmoded.
6. College oratory is being and should be presented before audiences outside of contest situations, and in that sense is not outmoded.
7. Such outside appearances are not to be thought of as "exhibitions."
8. College oratory influences public opinion more than we commonly realize.
9. Personalized orations contain no inherent evils but upon the contrary, represent the very best in college oratory today.
10. The primary motivation in college oratory should be getting over a message rather than winning a contest.
11. There are indications of an active trend toward diminution of emphasis upon winning.
12. While we should secure such agreement as we can upon standards as to what constitutes good oratory, nevertheless, such efforts at standardization are likely to be feeble since tastes in oratory differ and always will.
13. Even if standards could be agreed upon, there will inevitably be variation in the interpretation of those standards, as reflected in the judging.
14. We ought to recognize the difficult nature of a judge's task, and become mature in our attitude toward decisions of the judges.

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It is with sincere regrets the Forensic announces the death of Mrs. Dora S. Finley on November 29. Pi Kappa Delta is heavily indebted to Mrs. Finley for serving as Assistant National Secretary during the twenty-four years her husband, Dr. George W. Finley, served as National Secretary.

[42]
To What Statement of General Objectives of Education Should Speech People Subscribe

H. L. Ahrendts, Nebraska State College, Kearney

A specific statement of any educational objective must be in harmony with a philosophy of education as a whole. In discussing the proposition "to what statement of general objectives of education should speech people subscribe" let us first examine the purposes of education. The Committee on Educational Policies of the National Education Association listed them as follows: to help each person to (1) make the best use of his abilities, (2) adjust to and co-operate with others, (3) earn a living, (4) be a good citizen.\(^1\) Such a statement emphasizes the point of view that the aim of education is the acquisition of knowledge and the utilization of that knowledge for solving fundamental problems of human existence.\(^2\)

General Education in Action, by B. Lamar Johnson, (Washington, D. C. American Council on Education, 1952) contains much valuable information for teachers of speech. This report is the result of a 14 month study in 57 California Junior Colleges. In substance the report states the following philosophy regarding the field of speech training.

"The most critical problems facing contemporary education are social, rather than physical, in character. They are deeply rooted

\(^1\)The Purposes of Education in American Democracy, (The National Education Association, 1938.) 156 pages.


in the relations existing among men and societies. Of transcendent importance is the problem of achieving lasting peace in a world torn between conflicting ideologies so that the U. S. can fulfill its moral and material responsibilities as leader of the free world."

Solving our current and future problems calls for citizens equipped to make enlightened decisions on vital issues of the day. To train such a citizenry is the primary task of our schools and colleges, and in those institutions the major share of this tremendous responsibility has come to rest, logically, upon the shoulders of teachers and administrators in the field of general education.

All men have certain needs in common. In a democratic society, all citizens have the responsibility for solving a common problem. Hence, general objectives of education to which speech people should subscribe, must be concerned with the problems all men have in common. Our general educational objectives should aim at developing whole minds, not partial minds.

Speech people differ widely in accepting a statement of the general objectives to which they should subscribe, and I doubt if any universally satisfying definition has yet been devised. However, we should be agreed that objectives should be included which will enable a student to live as an informed, responsible citizen.
Therefore, the development of the skills of expression and communication must be accepted as one of our important major aims. Speech is our greatest and most useful invention, for it distinguishes us from other animals. Speech is the great medium through which human cooperation is brought about.  

The importance of effective speech to success in any live endeavor can be demonstrated. It can be demonstrated especially well in relation to job success where the need for effective communication is recognized by employers, employees, personnel directors, and educators alike. Studies repeatedly demonstrate how the awareness of such needs may contribute to individual advancement and leadership, not only on the job, but also in personal relations, in civic affairs, and in all areas of human living.

In contemporary society every individual is dependent on others in a multitude of ways, and his true success or failure as a productive citizen depends on his ability to analyze what he reads or hears, and to state his thoughts logically. One of the present roadblocks to proper functioning of our democratic society is the relatively low popular level of proficiency in personal speech power.

Many schools and colleges have long established required courses in speech, which include a knowledge of facts, principles, and techniques in speech. Courses are taught which aim directly toward increasing personal speech power with emphasis on group discussion and individual responsibility. The social problems of our time demand clear, unemotional thinking and comprehensive discussion. General education in the communication skills is a constructive step toward satisfying the real life needs of American citizens.

Speech people should be concerned with objectives which are concerned with the fostering of wisdom, and the development of the individual's capacity for critical thinking. We should be concerned not only with what students learn, but with how they learn. The greatest single achievement a young citizen can attain is to learn how to learn, and this involves learning how to select knowledge relevant to an issue, learning to think clearly about alternative solutions, and learning how to measure decisions against a yardstick of moral and spiritual values.

Another general objective of education to which speech people should subscribe deals in this world of conflict between social and political ideologies. Every student should gain from his total educational experience an abiding commitment to the democratic way of life. A commitment based upon genuine knowledge and understanding so firm that each student will become an effective, participating citizen in all of the communities to which he belongs: local, state, national, and international. From the beginning of education in the U.S., Citizenship has been its primary aim. A basic general education yardstick is: how well is the institution developing citizens of and for a free society? Whatever its shortcomings may be, democracy is the best social system ever devised by man, the only one founded on a supreme belief in the dignity of the individual. Education for making a good life must go hand in hand with education for making a good living, and both are closely related to the making of a good home and a happy family life.

Much work remains to be done in recognition of over-all objectives within our fold. Emphasis on the development of a general education program for each student's background, talents, and vocational objective will appeal to all who believe that the future of our land lies in the opportunity society offers for each human being to find happiness and self-realization through his personal contribution to the welfare of all.

Let us as speech people subscribe to the general objectives of education which are concerned with the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen.

Let us as speech people subscribe to the general objectives of education which will develop:

1. A set of sound moral and spiritual values.
2. Expression of thoughts clearly in speaking, writing, reading, listening, and with understanding.
3. Good mental and physical health.
4. A satisfactory vocational adjustment.
5. The use of methods of critical thinking for the solution of problems and for discrimination among values.
6. The use of basic mathematical and mechanical skills necessary in everyday life.
7. Understanding of environment for better personal adjustment.
8. Taking part in some form of satisfying creative activity, and appreciating the creative activities of others.

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Toynbee’s thesis provides profound justification for emphasis upon speech training in a democracy for unless the educational process can equip constructive leaders, upon whom progress depends, with the skill to persuade their followers, civilization will go down.

The world has learned that the pen is mightier than the sword and that the tongue is mightier than either. Let us guarantee that the tongues of our leaders are trained to charm the multitudes into constructive programs through which society will find salvation.

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**COLLEGE TOURNAMENT DATES**

**Kansas State Teachers College**, Pittsburg, Kansas, Feb. 5-6, Mary M. Roberts, Director.

**Concordia College**, Moorhead, Minnesota, Feb. 5-6, Allwin D. Monsoon, Director.

**Mississippi Southern College**, Feb. 5-6, Gulf States Speech Festival, Mary L. Gehring, Director.

**Baylor Forensic**, Waco, Texas, Feb. 5-6, Glenn R. Capp, Director.

**Abilene Christian College**, Feb. 12-13, Fred J. Barton, Director.

**Buckeye Tournament**, Feb. 13, Kent State University, Kent, Ohio, James N. Holm, Director.

**Savage Forensic**, Durant, Oklahoma, Feb. 18-20, Ruth Hatchett, Director.

**Annual Eau Claire Speech Meet**, Eau Claire, Wisconsin, Feb. 18-19, Grace Walsh, Director.


**University of California at Los Angeles**, Individual Events Tournament, Dr. Wesley Lewis, Director.

**Tournament of Champions**, March 4-6, Linfield College, McMinnville, Oregon, Roy D. Mahaffey, Director.

**Missouri State Speech Tournament**, March 4-6, Central Missouri State College, Warrensburg, Mo, Gilbert Rau, Director.

**South Atlantic Forensic Tournament**, March 4-6, Lenoir Rhyne College, Hickory, N. C. Albert Keiser, Director.

**Magnolia Speech Tournament**, March 5-6, Mississippi State College for Women, Columbus, Miss. Harvey Cromwell, Director.

**Louisiana Forensic**, Natchitoches, La., March 6, Donald L. Graham, Director.

**Orange Speech Tournament**, April 2-3, Redlands University, Redlands, California, Eugene R. Moulton, Director.

**Central Michigan Invitational Debate Meet**, April 10, Mt. Pleasant, Michigan, Herbert L. Curry, Director.

**Varsity and Novice Tournament**, May 1, Hiram College, Hiram, Ohio, John Mendolia, Director.

**Southern Speech Association Tournament**, March 29-April 3, Hotel Adolphus, Dallas, Larson, Texas Tech, Lubbock, Director.
The
President’s Page

What would you say if someone asked you to give a full statement of the philosophy and educational emphasis of Pi Kappa Delta? That’s what happened to me a few days ago when a letter arrived from Ted Smith, Missouri Gamma, 1953. Ted wrote that he is preparing an article comparing the programs of the various forensic fraternities and criticizing their educational value.

Naturally I had to tell Ted that it was impossible for me to speak officially for Pi Kappa Delta, that the only real official statement of the fraternity’s aims is its declaration of purpose as found in Article II of its Constitution. And yet I could hardly resist the effort of formulating my own personal statement, based on my contacts with the fraternity over the past twenty-two years. In comparison with the length of association which many others have had with Pi Kappa Delta, twenty-two years is not, of course, a very long period of time; and there are many who could speak with more authority than I. Nevertheless, for better or worse, here is the substance of what I wrote Ted.

In my opinion, the basic philosophy of Pi Kappa Delta is that of the well-rounded speech program. The fraternity seeks to get its members into as many different kinds of public speaking as possible. The two basic student orders of debate and oratory have been steadily enlarged in scope until today they take in just about every kind of public speaking. The various degrees and corresponding jewels for each degree and each order which are set into the key are an incentive to each member to both wide and intensive participation. The ideal member would be possessed of attributes drawn from many types of speaking: keenness from formal debate, cooperativeness from discussion, readiness from extempore, polish from oratory, etc.

In regards to its educational emphasis, the fraternity differs from others in that it takes the student into membership early in his college career and tries to assist him in his forensic development. With some fraternities membership comes to a selected few and then usually in their senior year as a kind of recognition or award. Pi Kappa Delta wants its membership to be earned, naturally; but it sets its admission standards reasonably low in order to take in those interested in forensics early enough to give them real help throughout the major part of their academic careers.

Well, what do you think? Is my statement of my philosophy anything like yours? In any case, an exact agreement is not too important. But it is vital that those of us who are coaches and directors formulate a basis from which to direct our operations. Perhaps my personal ideas will serve to set you to thinking.
From the Secretary’s Desk

“The local chapter is the heart of Pi Kappa Delta. Initiate those eligible for membership, elect good leaders, keep in touch with national officers, and spread to all students the benefits of forensic training.” These words, taken from the certificate in commemoration of George W. Finley, who served as National Secretary from 1924 to 1948, may well be called the keynote of Pi Kappa Delta. Organized along the general lines of a federation, Pi Kappa Delta operates on the local, regional, and national levels. As in other federations, the heart of Pi Kappa Delta beats stronger on the level of the local chapter for there is where the real forensic activity is carried on. The provincial and national levels were designed to expedite the work of the local chapter. As goes the work of the local chapter, so goes the national organization.

With 180 active chapters in state universities, technological schools, liberal arts colleges, teachers colleges, and church-related schools, variation of the programs in the local chapters is to be expected. Many chapters have developed a program that meets the needs of their own campus yet conforms to the requirements established in the national constitution.

Each year there are a number of sponsors new to Pi Kappa Delta. Often they are interested and enthusiastic but in need of ideas and suggestions from others in the field. Inter-chapter meetings and joint initiatives may be used to reactivate the program in weaker chapters. Lend a helping hand to the new sponsor in your area.

If your membership roll is small why not hold an initiation service at the end of the first semester? We have used a mid-year initiation at East Central with very good results. Are you confronted with the problem of an inadequate budget? This problem is being dealt with in some chapters by expanding their speakers bureau activities. Appearances may be made before off campus audiences at a minimum of expense, or at the expense of the organization sponsoring the meeting. The constitution provides for the qualification of members through speaking of this type when it is sponsored by a chapter of Pi Kappa Delta.

Membership applications and orders for keys are arriving at the office of secretary almost daily. Many of the key orders are to replace keys that have been lost that were earned twenty to thirty years ago. To many alumni the key is a cherished possession that increases in value from year to year. At the present, we are receiving three weeks service from the jewelers on key orders. Later in the year six to eight weeks will be required. If you want keys for presentation before the end of school, orders should be placed not later than April 1.

South Dakota State recently ordered keys for three boys that have earned the degree of Special Distinction, Kenneth Erickson, George Platt, and Lyle Koerper. Lyle will be remembered by those attending the Kalamazoo Convention for his excellent work as student representative on the National Council. It is interesting to note that a number of schools are using Pi Kappa Delta keys and memberships as awards similar to those used for athletics and other academic fields.
• Professor Marion E. Hawkins, Director of Forensics at Wisconsin State College at River Falls for the past eight years, is Governor of the Province of the Upper Mississippi. Miss Hawkins received her undergraduate training at Wisconsin State College at River Falls and her M.A. degree in English from the University of Wisconsin. She is continuing graduate work at the University of Minnesota. She holds the degree of Special Distinction in Debate and served as chairman of Women's Debate at the Kalamazoo National Convention. Her students have won numerous honors in speech. Additional interests include chairman of the college alumni activities and member of the Board of Directors of the College Foundation. Chief diversions from school for Governor Hawkins are travel and bridge. Each year Wisconsin State at River Falls sponsors a unique invitational debate tournament. Less experienced debaters compete and are judged by the more experienced debaters and coaches. After dinner speaking for beginners is also included in the tournament.
Governors

- Professor Paul F. Rosser, Chairman of the Department of Speech and Director of Forensics, Seattle Pacific College since 1948, was elected Governor of the Province of the Northwest at the National Convention held at Kalamazoo College last spring. Born at Tahlequah, Oklahoma, Governor Rosser was educated in the Seattle Public Schools. He received the B.S. degree from Seattle Pacific, 1940, and the M.A. from the University of Washington, 1950. From 1941-45, he served as a member of the U.S. Army Signal Corps Intelligence in Alaska. While at Seattle Pacific, he has assisted in the installation of PKD chapters at Seattle Pacific, Pacific Lutheran, Western College of Education, and St. Martin's. Professor Rosser holds the degree of Special Distinction in the orders of Debate and Oratory. He was the first president of Washington Beta. Each year, Seattle Pacific sponsors the Pacific Northwest Invitational Speech Tourney, one of the largest held in the Northwest.
Let's Clamp Down on Forensic Shysters

James Robinson, The University of Oklahoma

It has been my observation that most of the severe criticisms of "shyster" practices in high school or college debate has come from enemies of the activity. It is hoped, therefore, that some criticism from an intense friend of the activity will not be discarded with the abandon that most of the criticisms deserve.

As a graduate lawyer with eight years of high school and college debating and with a better-than-average coaching record, no one can conscientiously push these objections aside as the hydrochloric mouthings of a frustrated forensic malcontent. My high school teams at Sulphur and Bristow were consistent winners and my college teams have won forty-five trophies here in 15 years, including a superior rating in both the men's and women's divisions of the 1951 national Pi Kappa Delta tournament. I love debate. I want to fight for its continuance and expansion. I know of no other speech activity that can be of as much value in developing effective speakers. But, on the other hand, I know of no other speech activity that is abused more often by unethical coaches and unethical speakers.

It is my hope that the speech people themselves will clean house; that they will set up a code of ethics—which, incidentally, will be followed more rigidly than the legal professions follows its code of ethics; and that they simply will refuse to tolerate the unethical practices which have provided the ammunition for opponents of the activity.

What is debate? What is its purpose? Is it a game like a game of chess in which one player tries to outmaneuver the other and catch him without regard for the merits of the cause? The writer has seldom seen a year pass during which he does not judge some team or more with a "screwy" interpretation of a word or an interpretation of the question which cannot be justified in the light of the purpose to be achieved in debating. Say something about it and the "indignant" team or coach will reply, "Well, that's strategy!" Strategy! Is it strategy to define terms "out of existence?" Is it strategy to prepare a definition that defeats the purpose of the question and the intention of debate as an educational experience—just for the sake of winning a decision by surprise! To surprise a person by advancing a valid argument or bringing out a valid issue is fine; the opponent should have been better prepared on the question. But to surprise him by "inventing" an absurd definition or an absurd analysis is rank "shysterism."

The primary purpose of debate as an educational activity is, it seems to me, to give students training in analysis and straight thinking; to learn how to find and present VALID evidence to the masses of people who do not have the training or time necessary for research; ethical advocacy, in other words, after having engaged in extensive research and discussion with others.

There are those who would throw out debate and replace it with discussion. The writer would join that group if it were at all practicable. But we live in a democracy. Democracy at its best is slow and cumbersome; that is the price we pay for it and we are willing to pay any price that is necessary.
But that same democracy ceases to have any value unless it can do some moving. There is no point in shackling democracy so completely that it can’t move at all.

The masses of people have neither the training nor the time necessary for research and “fruitful” discussion of the many problems with which we are confronted. Yet, the masses are privileged to determine—either directly or indirectly—what those policies shall be. Hence, it is imperative that some learn how to present their research and analysis in such a way that the masses can follow and have some basis upon which to direct intelligent action.

As I see it, the purpose of high school and college debate is to teach students how to present this data and research to the masses after leaving school; and not how to confuse and befuddle the masses after leaving school. For that reason the author has included the following paragraph or warning in his rules and regulations governing his annual high school speech tournament.

It is hoped that debate teams will make an attempt to meet each other on basic issues rather than try to sidestep each other or invent some unrealistic interpretation of the problem in the hope of winning a debate by surprise. Local judges will be advised to mark down teams relying upon trickery or unethical tactics. We need to develop logical and ethical leaders, not shysters and quacks. We have too many of those already.

Another type of shysterism is that of selecting phraseology with two possible interpretations so that if the opponents refute one “meaning” successfully the speakers can say, “We didn’t mean that at all.” I know some coaches who boast of their ability to confuse and confound opponents by preparing such “strategy” for their speakers.

Still another type of shysterism is that of juggling the same set of figures. One high school coach in our state once had her students prepare an affirmative and a negative chart on opposite sides of a cardboard (on which the juggling was done). When an astute opponent saw what was happening he simply picked up the chart, turned it over and said to the judge, “I don’t know exactly what’s wrong with the figures. They don’t sound like the ones I have been studying, but I’ll turn this chart over and let our opponents explain what’s wrong with the figures.” To cap the climax, the offending team’s coach protested their loss on the grounds of unethical conduct on the part of the victorious team. Great day in the morning!

Some of the “shysterism” is due to ignorance rather than premeditated plan. Being a lawyer I know that a man is innocent until proven guilty, in the American philosophy of jurisprudence, and that there must be an intent before one can be held guilty of a crime. Perhaps, then, one should be hesitant about calling a person a shyster who commits trickery as a result of having such little knowledge of the question that he really thinks he is telling the “truth.” However, there is such a thing in law as constructive intent, i.e., acting with such a reckless disregard for the rights of others that an intent is construed by law. I have a feeling that a debater on the college level or a coach on either high school or college level should be charged with “constructive intent” to commit shysterism when speakers delude and mislead as a result of not knowing enough about the subject to know the difference. The word “education” carries with it the connotation of responsibility to society rather than opportunity to exploit. This is particularly true of the person who is a product of the public supported schools and colleges.

A person who draws a check on a bank in which he has made no deposits is guilty of the crime of “hot checking.” A person who draws a check for more money than he has on deposit is notified of an overdraft and is given a reasonable period of time in which to cover the excess amount. If after a reasonable time he does not make the additional deposit, he, too, is guilty of “hot checking.” It seems to me that the person who has attended school sixteen or more years at public expense has drawn a lot of checks and it is time for him to cover the overdrafts. One deposit he is obliged to make in return for his years of schooling is that of honest, ethical, forthright leadership. Proper debate training is one way in which he may acquire the skill essential for that leadership. And to my way of thinking there is no substitute for proper debate training. But improper debate training is worse than no debate training at all. The “shysters” seem to sprout like Johnston Grass with no cultivation and no encouragement. But there is an intense need for the cultivation of someone to counteract the “shyster.”

Let’s clean house. Let’s make debate so ethical and worthwhile that neither speech teachers within the profession nor teachers and administrators outside the profession can point to practices which we cannot defend. Any activity has shortcomings that are inherent in the activity, but there is no point in allowing non-inherent shortcomings to persist and pervade the activity.
Members of California Alpha: Left to right, Fred Francis, Bill Heyler, Ron Tabor, Jim Erickson (secretary-treasurer), Dr. Eugene R. Moulton (sponsor), Rod Skager (president) Jim King (keeper of key), Monte Brice, Sue Erickson, George Armstrong.

MSCW Suffragettes: Left to right, Marion Whitley, Virginia Paeo, Roxie Young, Mary Lib Barrett, Barbara Kuykendall, Liz Smith, Glenda Pevey, Tiz Hildebrand.

VOTE QUALIFICATIONS NOT SEX!
BEST QUALIFIED? BARBARA KUYKENDALL PRESIDENT PRO-TEM SENATE
THE UNIVERSITY OF REDLANDS

The California Alpha chapter is very active again this year. The debate teams and speakers have a fine record so far and seem well on the way toward upholding the forensic tradition on this campus. California Alpha will be host to 400 high school speakers at the National Orange Speech Tournament, March 26-27. Of great significance to the chapter is the coming National Convention of Pi Kappa Delta on the campus of the University of Redlands in 1955. Plans are under way to make the 1955 National Convention the biggest and best in the history of PKD. The University of Redlands feels it is a rare privilege to be host to all PKD’s and will try to repay the confidence placed in us by giving you an outstanding convention. We are looking forward to seeing all of you in California in 1955.

MISSISSIPPI STATE COLLEGE FOR WOMEN

Break the Chains of Prejudice and Activate the Rights of Women were the campaign slogans of the delegates of Mississippi Gamma to the Mississippi Youth Congress held in the State Capitol, December 4-5. The suffragettes, wearing 19th century dresses, were unsuccessful in electing a woman President Pro-Tem of the Senate but were awarded first place for their campaign. This is the third time in four years the MSCW delegates have received this award. The MSCW senators also received the most Superior awards for individual participation in the Congress. Barbara Kuykendall, candidate for President Pro-Tem, served as temporary chairman of the first joint session of the Congress and received Superior ratings for her bill to grant the women of Mississippi the right to serve on juries, her acceptance speech, and as a debater and parliamentarian; Virginia Pace as a debater, speaker from the floor, parliamentarian, and for her bill favoring an investigation of funeral expenses; Marion Whitley, for her nomination speech and as a parliamentarian; Roxie McClure Young for her bill advocating a higher salary scale for public school teachers; and Elizabeth Hildebrand for her bill requiring the removal of doors from discarded ice boxes. One hundred and thirty-three students from Mississippi junior and senior colleges participated in the Senate chamber of the Congress.

Gwendolyn Posey and Marianne Shaw have participated in the Millsaps College Debate tournament and the Deep South Debate Conference tournament at Mississippi College. They placed second in the senior division at the Deep South Debate Conference; Posey also placed second in oral reading. Six students attended the Alabama Discussion tournament. Seven students have qualified for membership in PKD.

ALABAMA DISCUSSION TOURNAMENT

Six of the twenty colleges and universities attending the University of Alabama Discussion tournament, November 5-7, were members of PKD. They were Alabama College, Carson-Newman, Mississippi State, Mississippi State College for Women, Spring Hill College, and Tennessee Tech. One hundred and thirty-eight students participated in five rounds of progressive discussion on the question of free trade. PKD’s receiving ratings were: Superior (upper 5 per cent), Barbara Kuykendall, Mississippi State College for Women; Excellent (next 10 per cent), Charles Marion, Spring Hill; Helen Nash, Tennessee Tech; and Gwendolyn Posey, Mississippi State College for Women. Dr. Donald H. Cerroyd (Iowa Epsilon) of the University of Alabama was director of the conference.

COLORADO A & M

Colorado Alpha through the Speechmaker’s organization is planning an active forensic season under the direction of Professors Roy
Nelson, Don Nelson, and Randall Ruechelle. For the first major event, they were host to the annual convention and tournament of the Rocky Mountain Forensic League, November 6-7, in which nine schools participated. Colorado State College of Education at Greeley was admitted this year to a membership composed of Brigham Young University, the University of Utah, Utah State College, Montana State College, the University of Wyoming, Denver University, the University of Colorado, and Colorado A & M. One unique feature of the meet was a Court of Ideas in which “McCarthyism—as a menace to individual liberties” was put on trial and acquitted. Next year’s meet will be held at the University of Colorado.

ALABAMA COLLEGE

Professor Donald Springen is filling the place of Leonard Davis as director of forensics. Davis is on leave to complete requirements for the Ph.D. degree at Northwestern University.

Forensic activities were begun with wide interest in the intramural discussion tournament sponsored annually by the Alabama Beta chapter of PKD. Students have participated in the University of Alabama Discussion Tournament and the Millsaps College Debate Tournament. Future plans include attending the Magnolia Speech Tournament, the Provincial at Georgetown, the Southern Speech Association Tournament (tentative) and individual debates with other colleges and universities. Springen completed his undergraduate work at the University of California and the M.A. at Northwestern University.

HAMLINE UNIVERSITY

The Minnesota Delta chapter initiated two new members last spring: Cleone Hillesland and Vivian Harju. Officers elected for this year were Russ Prickett, president; Harju, secretary; Jerry Jackson, historian. Jim See- don was awarded the degree of Special Distinction; Prickett, the degree of honor; Jackson, the degree of Proficiency. This is Hamline’s thirtieth year in PKD. In honor of the special occasion, the local chapter sponsored an invitational high school debate tournament, October 31. Eleven schools from the Twin Cities’ area entered the tournament. The Randall Oratory Contest, an annual Hamline event, found ten orators competing for the Randall Prize, December 16. The winners will enter the Minnesota State Oratorical contest in March and the PKD provincial tournament in April.

BOWLING GREEN STATE UNIVERSITY

Ohio Eta is again undertaking an active program of forensics in all its phases: debate, individual events, and discussion. The year got off to a good start with two PKD members, Roger Kasten and Bud Weckesser, winning three of four debates at the Bradley University tournament in November. Weckesser also won a Superior in folk tale reading and Kasten an Excellent in original oratory. The B. G. squad also plans to participate in five tournaments during December and January at Otterbein, Wayne, Akron, Ohio Wesleyan, and Ohio State. Debates before service clubs will begin February 8. These club programs constitute an important part of the forensic program. Last year the debaters spoke before 18 such groups.

SEATTLE PACIFIC COLLEGE

The Pacific Northwest Invitational Speech Tourney sponsored by the Forensic Department and Washington Beta was held Janu-
ary 8-9. Vera Lockhart is president of the local chapter of PKD. Patrycia Booker is Student Director of the Forensic Department. Committee chairmen for the tournament were John Silva, rooms; Elaine Jenson, scheduling and statistics; Robb Riggs, awards, purchasing and awarding; Sognia Mogisos, banquet; Booker, judging roster and assignments; Lockhart, registration.

COE COLLEGE

Eleven prospective debaters at Iowa Theta are planning to attend tournaments at Grinnel College, Bradley University, Iowa State, University of Illinois, and the University of Nebraska. This year’s debating team consists of Bruce Platner, Monte Helme, Ann Peterson, Dean Overholser, Dave Marner, Gloria Gard, Valerie Palmer, Lee Forres, Janice Rathbun, Stuart Shaw, and Jim Tharrington. Miss Glo Rose Mitchell, formerly of Nebraska State, is director of forensics.

WISCONSIN STATE COLLEGE

Wisconsin State at Eau Claire has scheduled three forensic events on its campus for this year. On October 24, 220 high school students and 35 coaches from Wisconsin and Minnesota attended the Seventh Annual High School Discussion Clinic. On January 9, Eau Claire was host to their Tenth Debate Tournament for high schools. On February 18-20, the Eau Claire Speech Meet will be held. Events will include debate, discussion, extemporaneous speaking, oratory, after-dinner speaking, and folk tale telling.

NORTHEAST MISSOURI STATE TEACHERS

Only three of the 15 colleges entered in men’s and junior debate in the 14th Annual Midwest Speech Tournament, December 4-5, held on the campus of Missouri Theta, came through the competition with perfect records. Undefeated were teams from the University of Illinois at Chicago and Iowa Central in the men’s division and William Jewell in the junior division. In other events, Jan Thomas of Northeast Missouri Teachers and Dick Byrne of William Jewell tied for first in poetry reading; Bette Brunsting, Iowa Central, was third. Chuck Guswelle, Westminster, placed first in original poetry. The top after-dinner speaker was John Isalata of U.I.C. Sherod Collins, Past-President of PKD, is director of the tournament.

TENNESSEE TECH

The Tennessee Delta chapter opened its debate season by attending the South Carolina Forensic at Columbia, November 20-21. The affirmative team of Alex Nichols and James Luton won five out of six debates to be chosen the top affirmative team in the tournament. Jane Dye and Helen Nash represented Tech on the negative. Jane Dye is president of Tennessee Delta. Assisting her are Nichols and Roger Crowe. Nash is president of the Speech Activities Club, which prepares students for PKD membership. Future plans include attending the Tennessee State tournament, the South Atlantic, the Sewanee Debate tournament, PKD Provincial, the West Point Regional. Herman Pinkerton, Director of Forensics, has been appointed to serve on the Regional West Point Committee.

OKLAHOMA EAST CENTRAL COLLEGE

More than 300 students from 30 colleges and universities from seven states participated in 48 different contests during the 17th
Mississippi Southern: Laura Ann Wilber (president) paints schedule of forensic events while Frank Barber (PKD and president of MSC student body) persuades freshman Lila Caffrey that forensics is an outstanding college activity. The sign when completed will be displayed on the Southern campus.

Annual Forensic Meet held at Oklahoma Eta, December 3-5. Sweepstakes winners were: Senior Men—Superior, Southwest Missouri, University of Houston, Phillips University; Excellent, Louisiana Tech, Oklahoma Central, North Texas State. Senior Women—Superior, Southwest Missouri, Phillips University, Northwestern Louisiana; Excellent, Austin College, Southwest Kansas, Emporia (Kansas) Teachers. Junior Men—Austin College, University of Houston, North Texas State. Excellent, University of New Mexico, Southwest Missouri, Louisiana Tech. Junior Women—Superior, Southwest Missouri, Austin College, Phillips University; Excellent, Louisiana Tech, Oklahoma Central, Texas Tech.

MISSISSIPPI SOUTHERN COLLEGE

Forensic activities for Mississippi Delta this year include the First Annual Forensic Tournament, Louisiana Tech; the Deep South Debate Tournament, Mississippi College; the Millsaps College Debate Tournament; the Gulf States Speech Festival sponsored by Mississippi Southern; the Mississippi Youth Congress, Jackson; the L.S.U. Invitational Tournament; the Florida State University Invitational; the MSCW Magnolia Speech Tournament; the Southern Speech Association Tournament, Dallas; and the PKD provincial at Georgetown College.

M.S.C. students are also debating the high school question in three workshops. They went to Baton Rouge in November to debate L.S.U. before high school students and teachers of Louisiana and in December sponsored a high school institute on the M.S.C. campus and another in Jackson. Dr. Mary L. Gehring, PKD sponsor, will go to the University of Georgia in January to assist in their second Annual High School Forensic. At present Southern is holding its annual intrasquad debate tournament. Teams participating are Laura Ann Wilber and Dale Lindsey, Frank Barber and Sarah McMullan, Forest Blount
and James Fortinberry, David Miller and Howard Stroud, Peggy Whitman and Nancy Swetman, Kenneth McFarland and Jim Sherman, Jim Dukes and Jim Buck, French Brown and Mel Jones, Lila Caffrey and Bill Simmons. The winning team will have its name engraved on a gold plaque as the M.S.C. Honor Debate Team for 1953.

Although Barber and Wilber are the only two actives in PKD at present, the large number interested in the current debate program indicates a large number of new members. Barber and Wilber were recently elected to Who’s Who Among Students at American Colleges and Universities thus giving Mississippi Delta the peculiar distinction of having its membership elected 100 per cent to Who’s Who.

IOWA CENTRAL COLLEGE

Alvin Poppen and Larry Wendell defeated teams from William Jewell, Northeast Mis-

souri Teachers, and two teams from Washington University to tie for first place in the men’s division of debate at the Midwest Speech Contest held at Northeast Missouri Teachers, December 4-5. Mary Alice Buwald and Beulah Roorda won two of four debates in the women’s division. Bette Brunsting placed third in poetry reading.

WASHINGTON STATE COLLEGE

Members of Washington Gamma placed first in Women’s Debate at the Inland Empire Tournament held at Pullman, November 20; first in the Inland Empire Men’s Debate Tournament held at Missoula, Montana, December 4-5; and first and second in the championship and practice flights of the Men’s Division and in the Women’s Division of the Columbia Valley Debate Tournament held at Pullman, November 20-21. Seventeen colleges entered 90 debating teams in the Columbia Valley Tournament.

Members of the Southwestern Louisiana Institute debate squad who won top honors in the Louisiana Tech tournament, November 13-14. They won first place in two of the three divisions of debate and excelled in interpretative reading, extemporaneous speaking, and radio speaking. Members of the squad: Left to right, front row, Beth Roberts, Jeanette Stark, Beatrice Yezbeck; back row, James Dugal, Nathan Stansbury, Dorothy Fay Perry, Karl Cavanaugh, Rolland Morvant. Miss Stark holds the certificates won at the tournament.
Dear PKD's:

Another Christmas has come and gone and we are facing a New Year. One, I hope, that will bring happiness and good health to all of you. Ours was a very happy Christmas, our son, who has been overseas for two years, is now at home. I appreciate the large response to my request for news and articles.

**Here and There**

I enjoyed having breakfast, December 4, in Jackson, with National Council Member ROY D. MURPHY and lunch at the Alabama Discussion tournament with FRANKLIN SHIRLEY, Past-Governor of the Province of the Southeast and Chairman of the Wake Forest Speech Department. Franklin is on leave working on his doctorate at Florida University. Dr. MARY L. GEHRING, one of GLENN CAPP'S former debaters, now Director of Forensics at Mississippi Southern, did a superior job of directing the Mississippi Youth Congress. Enjoyed talking with Dr. FRANK L. WRIGHT at the inauguration of the new president at Alabama College. Dr. Wright became a member of PKD while he was at Greeley (1915-23). For the past 29 years he served as Chairman of the Department of Education, Washington University, in St. Louis. ROY D. MAHAFFEY, Immediate Past-President of PKD, asked for it when he participated in a debate with speakers from Oxford University. It must be either an example of "... where angels fear to tread" or that "some who teach can." I don't know the results but knowing "Hap," I'm sure PKD lost no prestige. PKD's who are national committee members of the American Forensic Association include ANNABEL HAGOOD and GRACE WALSH, constitution revision; WOFFARD G. GARDNER, WALDO BRANDEN, nominating; MARY L. GEHRING, membership; LESTER L. McCRARY, national council. GRACE WALSH, faculty sponsor of Wisconsin Zeta, is the author of the official analysis and interpretation of the high school discussion and debate questions published annually by the National University Extension Division and credited by Dr. Bower Aly of the University of Missouri.

**I Hear From the Alumni**

Dr. ARTHUR W. SEEBArt, professor of forensics at Polytechnic-Intermountain College, Billings, Montana, 1929-43, has been pastor of the Holbrook Congregational Church, Livingston, Montana, since November, 1943. The Polytechnic-Intermountain College conferred an honorary D.D. on Dr. Seebart at the commencement exercises of 1944. He has served, since 1947, as Executive Secretary of the Montana Council of Churches and is listed in Who's Who in the West and the Directory of American Scholars. In 1951, he was the representative of the churches cooperating denominations in Montana to the National Council of Churches of Christ in America held in Cleveland. Four of the 1953-54 Rotary Fellows are members of PKD. EUGENIA HORNE (Miami) is attending the University of London; DALTON BURCH (Mississippi Delta), the University of Glasgow; PHILLIP PHIBBS (Washington Gamma), the University of Cambridge; and JOHN WARD (Kansas Delta), the University of Edinburgh. JIM KNAPP (Nebraska Zeta) had the lead in their fall production of The Male Animal, November 12-13. CHONG MO PAK, Korean orator and member of South Dakota Beta, is attending graduate school at the University of Wisconsin. PAUL CASHMAN, former faculty sponsor of Minnesota Delta, is completing his doctorate at the University of Minnesota. JEROME FINN (Wisconsin Delta) is attending Law School at Marquette University after a summer of travel in Europe. From Oregon Alpha—JOE-CILLE FULHAM, who was an outstanding speaker and president of the Student Body, is now doing television shows in New York City. She will open some time in the spring in a Broadway show. Dr. JOHN ADAMS, who attended the Knoxville Convention, is now director of research at Temple University. SARA ANN McBRIE has spent the last two years in Europe on the entertainment program of the U. S. Army. PAUL LITTLE, who won top honors at the Kala-
mazoo Convention, is doing a television show in the San Francisco area. MARY ELLEN JENKS (Wisconsin Zeta) has been named “Alice in Dairyland” by the Wisconsin Department of Agriculture. During the year, Mary Ellen will represent Wisconsin at fairs, conventions, centennials, and benefits over the U. S. She is majoring in speech and Social Studies at Eau Claire and writes that her training in speech has been of estimable value in winning the award and performing her duties. Four members of PKD have been elected officials of Rotary International for the 1953–54 fiscal year. ALTON B. CHAPMAN (Texas Theta) of Floydada, Texas, Judge of the 110th Judicial District of Texas, is a member of the Constitution and By-Laws Committee. He has served as President of the District and Appellate Judges Association of Texas, Secretary of the Texas Milking Shorthorn Breeders Association, District Chairman of the Boy Scouts of America, and District Governor of Rotary. CHARLES L. BIGLER (Kansas Eta), District Governor, is an investment broker in Goodland, Kansas. He is a former publisher of the Daily News in that city, and is a Past-President of the Sixth District Editorial Association. HARRY L. DILLION (Oregon Alpha), District Governor and Past-President of the McMinnville Rotary Club, is President of Linfield College, Chairman of the Board of Directors of the Oregon Colleges Foundation, and President of the Independent College Association of Oregon and the Oregon Baptist Convention. KARL C. LEEBRICK (Ohio Iota), District Governor of Hawaii, is Liaison Officer and Historian of the Trust Territory of the Pacific Islands of the U. S. He is a former Vice-President of the University of Hawaii, Past-President of Kent State University and of the Rotary Club of Waikiki.

In Memoriam

Pi Kappa Delta regrets the news of the death of Mrs. NAN COON NORD. Mrs. Nord was a member of South Dakota Epsilon and participated in the Topeka National Convention in 1938. She won many speech honors before her graduation from Sioux Falls College in 1940. After graduation, she taught in the high schools of Watertown and Sioux Falls and with her father, J. D. COON, a past National Council Member of Pi Kappa Delta, taught in the Dale Carnegie courses at Nettleton Commercial College in Sioux Falls.

The vast amount of material you sent me has made the composition of this issue more difficult than usual. I hope I have not omitted the major portions of any article. I appreciate your very fine response and please don’t forget the March issue.

Your Editor

PROVINCIAL TOURNAMENTS

Province of Missouri and Province of Illinois

Province of the Pacific—College of the Pacific, Stockton, California, April 8-10. Events will include debate, oratory, exteme and impromptu speaking, and discussion. Held with the College of Pacific Invitational. Ed Betz, director.

Province of the Sioux—Yankton College, Yankton, South Dakota. Date to be announced. Events will include men and women divisions in debate, oratory, after-dinner speaking, and exteme. Awards will be given in the form of trophies in both sections of debate and medals for the first three places in other events.


Province of the Upper Mississippi—Wisconsin State College, River Falls, Wisconsin, April 13-15. Tentative committee arrangements include, Grace Walsh, women’s debate; Allwin D. Monson, men’s debate; Pauline Krueger, women’s exteme; Theodore Nelson, men’s exteme; Joseph Robbie, women’s oratory; Kenneth L. Berger, men’s oratory; Kenneth Wilken, Brother J. Phillip, David W. Shepard, all-tournament; Dick Granum, Margaret Helmer, student chairman; Marion E. Hawkins, director.

Province of the Southeast—Georgetown College, Georgetown, Kentucky, March 25-27. Events, men and women divisions in debate, oratory, and exteme speaking. Discussion and after-dinner speaking will be included if chapters desire. Write the director. Free housing for women and the first fifty men who register. Mrs. John H. Melzer, director.
PI KAPPA DELTA DIRECTORY

This directory is as accurate as the information we have permits it to be. If the chapter line is blank, the secretary had received no reply to his request for this data by the time the material was sent to the editor.

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ALABAMA                                Phyllis Jones            Ellen-Haven Gould, Montevallo
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  Arizona State College                
ARKANSAS                               John Antignas           Arkadelphia
  Ouachita College                     O. F. White, Jonesboro
  Arkansas State College                
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  University of Redlands               Lester R. McCreary, Pasadena
  California Institute of Technology   Ed Betz, Stockton        Wesley Lewis, Los Angeles
  College of the Pacific               Emmitt T. Long, Los Angeles
  University of California             John W. Ackley, San Diego
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  Colorado State College of Education  Mary Waldorf                Martin Hatcher, Gunnison
  Western State College                 
FLORIDA                                John B. Stetson University
  De Land                               
GEORGIA                                Preston Lee Holland       David B. Strother, Athens
  University of Georgia, Athens        H. E. Smith, Atlanta
  University of Georgia, Atlanta       
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  College of Idaho                      Wayne E. Hoogestraint, Pocatello
  Idaho State College                   
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  Monmouth College                      Glen Reddick, Napierville
  Illinois State Normal                Fredric Fadner, Alton
  North Central College                 C. L. Nystron, Wheaton
  Shurtleff College                     Macomb                    Martin H. Holcomb, Rock Island
  Wheaton College                       Chicago                   Paul Crawford, DeKalb
  Western State College                  
  Augustana College                      
  De Paul University                    Loyd P. Dudley, Jacksonville
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  Coe College                            Alice Kruse, Le Mars
  Westmar College                       Edward Thorne & Lewis W. Furda, Dubuque
  Dubuque University                    Ray Berrier, Des Moines
  Drake University                      Oskaolosa
  William Penn College                   Kenneth Berger, Decorah
  Luther College                        Gladys Kuehl, Storm Lake
  Buena Vista College                    

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<td>Marion E. Hawkins, River Falls</td>
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<td>Eau Claire State College</td>
<td>Richard A. Whalen</td>
<td>Grace Walsh, Eau Claire</td>
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PRICE LIST

PI KAPPA DELTA KEYS

Large or Fob size, including pearls or amethysts ............ $ 4.25
Small or Lavaliere size, with pearls or amethysts .......... 3.50
Miniature (key-pin), with pearls or amethysts ............. 3.00

Add to the above prices the following charges for other jewels and attachments

Rubies, each ........................................... .75
Sapphires, each ...................................... .50
Turquoise, each ....................................... .50
Emeralds, each ......................................... 1.00
Diamonds, each

large ..................................................... 10.00
small ..................................................... 8.00

for miniature key-pin ................................. 3.50

White Gold (worn by Social Distinction members only) .... 1.00
Pin Attachment with clasp for large or small keys ........ 1.00
Guard chain for pin attachment ....................... .50
Guard chain with gold initial pin (chapter Greek letter) 1.50

Add to all prices above

Handling charge, per key ................................ .50
Charge for changing jewels in old keys .................... .50
Federal and state taxes on all items except handling charge
and jewel changing charge ................................ 22%

ALLOWANCES

Gold in yellow gold keys exchanged for white gold

Large and small size keys ................................ 1.50
Miniature ................................................. 1.00

Full value on rubies, sapphires, turquoise, and emeralds
exchanged for new jewels or white gold key

Jeweling of various degrees and orders

Degrees

Fraternity ................................................. ruby eye
Proficiency .............................................. amethyst eye
Honor ...................................................... emerald eye
Special Distinction .................................... diamond eye

Orders

Oratory ..................................................... ruby circle
Debate ...................................................... pearl circle
Instruction .............................................. emerald circle
Honorary membership ................................ sapphire circle
Any two orders ........................................ turquoise circle
Three orders ............................................. diamond circle

Address all key orders to the National Secretary, D. J. Nabors,
East Central College, Ada, Oklahoma.
CHAIRMEN OF THE MAJOR COMMITTEES OF PKD

Dr. Ethel Kaump—Committee on Constitutional Revision
Dr. Roy D. Murphy—Committee on Charters and Standards
Dr. Theodore F. Nelson—Committee on Coordination of Province Activities
Dr. Larry E. Norton—Representative on the National Questions Committee
Professor Roy D. Mahaffey—Administrative Assistant to All Committees.

Members of Pi Kappa Delta are urged to correspond with these chairmen on matters of appropriate business.