

THE

Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

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of Pi Kappa Delta

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CONTENTS

The President's Page.....	1
Give Me a "For Instance".....	2
Decay From Within.....	3
The Proper Attitude.....	5
The Plus Factor.....	6
The Cover.....	7
The Secretary's Page.....	8
Chapter Notes.....	9
Alumni News.....	15
New Members.....	17
Chapter Reports.....	19
Pi Kappa Delta Directory.....	24
The Editor Signs Off.....	29

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The President's Page

No doubt all of us who are sincerely interested in preserving and furthering our Democratic way of life were emotionally disturbed by the tragic assassination of the President of the United States, John F. Kennedy.

Perhaps we are now wondering how a political climate could possibly prevail in a nation of educated peoples that would result in attempts to settle ideological differences with force.

Let us intensify our efforts to help create an atmosphere of complete respect for law and human interests in this great land of ours.

This is an important year for the Provinces of Pi Kappa Delta. Officers will be elected for the next biennium. Conventions will bring together student speakers for forensic competition. Perhaps professional meetings will also be held as a part of the convention by some of our Provinces.



ROY MURPHY

Probably it would be a good idea for each Governor to devote a part of one business meeting to the consideration of prospective Pi Kappa Delta Chapters. In all probability there are colleges and universities in each Province that are not affiliated with a national forensic organization. If they have active forensic programs, then their coaches should be invited to communicate with the Chairman of our Charter Committee regarding the possibility of obtaining a chapter of Pi Kappa Delta. No doubt each Governor can arrange for his chapter sponsors to extend such invitations.

Before too long you will hear from the Speech Association of America's National Questions Committee. The Committee will be asking for problem area suggestions for the 1964-65 national debate proposition and discussion question. Let me urge you to submit at least one well phrased debate proposition and at least one well phrased discussion question for each of the problem areas you suggest.

Last year only a very few of our chapter sponsors responded to the request for problem area suggestions. I am hoping for a much better response this year.

Our chapter sponsors were pretty active in voting for problem areas and in voting for propositions and questions within the selected problem areas, but even so, too many failed to respond in this connection. I am hoping for a better response this year.

The 1965 National Convention will be held at Pacific Lutheran University, Tacoma, Washington. It is my opinion that we can look forward to a pleasant and profitable meeting when we convene in the Great Northwest. Plan now to be among those present.

You have my very best wishes for a successful province convention and a happy 1964.

Give Me A "For Instance"

MARYA
BEDNERICK

*"Now let me see," the Golux said. "If you can touch the clocks and never start them, then you can start the clocks and never touch them. That's logic, as I know and use it."*¹

"Any resemblance between the Golux and beginning debate students seems unfortunately intentional," moans Miss Zilch to herself as she listens to another freshman generalization, a generalization obviously reasoned by Goluxean logic.

Dan Debater, unperturbed by Miss Zilch's discomfort, continues: "Purebred dogs are essentially stupid. . . Statistics show that everyone in the office is making enough money to live comfortably. . . Everybody has an urge to gamble. . . Men are better drivers than women. . ."

"Stop!" shouts Miss Zilch. "What statistics? All purebred dogs? How much money is enough to live comfortably? WHAT DO YOU MEAN?" Miss Zilch's words are lost in the departing scramble which greets the "ten of" bell. As Miss Zilch lowers her head to the desk as if to flee from the demon Generalization, her eyes light on Lionel Crocker's "Seven Techniques of Support—Explanation, Analogy, Illustration, Specific Instance, Statistics, Testimony, and Re-statement."² There is hope for Miss Zilch and more important, hope for her debaters.

Running to the library, Miss Zilch gathers speech texts. From these she begs, borrows, steals, and adapts exercises guaranteed to fight clouded thinking and teach Crocker's magic seven.

And several days later, Miss Zilch reads from the blackboard: "During the past month living costs in America have risen 3.4 per cent. This figure is based on statistics compiled by governmental bureaus through sampling prices of selected commodities, and on rents in important areas throughout the United States. It does not take any account of changes in federal or state taxes." She

asks the class to evaluate the statement keeping in mind the recent review of Dr. Crocker's supporting techniques. Her "ten o'clock scholars" rise to the bait of "3.4" and "governmental".

"Yes, yes," they chorus limply.

"Aha," counters Miss Zilch. "You have governmental and numerical stardust in your eyes. What bureaus? Is our town an important area? Do taxes make any difference?" Soon the class is arguing over misused analogies and picking out unreliable evidence—and they are on their way to an understanding of the need for specific evidence which in turn leads the discussion to the testing of authoritative sources. Miss Zilch, having anticipated this turn of events, hands out a prepared summary of suitable questions for validating supporting materials.

(1) Is the reference to authority definite? (2) Is the authority capable of giving expert testimony? (3) Has the authority had sufficient opportunity to know the facts? (4) Is the authority prejudiced? (5) Is too great reliance placed on one authority? (FOR STATISTICS) (1) precisely what is meant by the units that make up the totals? (2) To what extent is the quantity measured by the statistics and index of the thing about which we need knowledge? (3) Are the units compared really comparable? (4) Do the statistics cover a sufficient number of cases? (5) Do the statistics cover a sufficient period of time? (6) Is the kind of "average chosen a typical measure of the group?"³

Now Miss Zilch moves in for the clincher. Can the debaters apply what they have been discussing? Miss Zilch divides the girls against the boys and takes Dan Debater's statement, "Men are better drivers than women." She explains that within the group each stu-

¹James Thurber, *The Thirteen Clocks* (New York: Simon and Schuster, 1950), p. 106.

²Lionel Crocker, *Public Speaking for College Students* (New York: American Book Company, 1956) p. 186.

³Lew Sarett, William Trufant Foster and Alma Johnson Sarett, *Basic Principles of Speech* (Boston: Houghton Mifflin, 1958), p. 385.

dent is to choose a type of supporting technique and find an example to fortify the group's viewpoint. The girls, of course, will defend the female motorist. Later each group may wish to question the validity of the other's sources. Miss Zilch dismisses the class with the reminder to bring the **Modern English Handbook** (the freshman English textbook) which contains several chapters pertinent to the problem. She notes that at no extra tuition charge during the next hour the Speech Department will help out the English Department.

While student misery is finding company in group work, Miss Zilch plans her next move — an individual assignment, perhaps, to be in the form of a quiz. She prepares statements like "Fraternalities foster snobbishness" or "Comic books encourage juvenile delinquency" and challenges the students to list various types of supporting materials. She finds statistics from which generalizations can be drawn. She drafts statements that need illustration ("Proverbs are not always applicable"). For seasoning she adds a tricky analogy — "A woman preaching is like a dog walking on his hind legs. It is not done well, but you are surprised to find it done at all." Then to stimulate imagination, clear thinking, and application of previous teachings, Miss Zilch demands an analysis of the logic and testimony of this passage:

"There's more evidence to come yet, please your Majesty," said the White Rabbit, jumping up in a great hurry; "this paper has just been picked up."

"What's in it?" said the Queen.

"I haven't opened it yet," said the White Rabbit, "but it seems to be a letter, written by the prisoner to somebody." . . . He unfolded the paper as he spoke and added. "It isn't a letter after all: it's a set of verses."

"Are they in the prisoner's handwriting?" asked another of the jury-men.

"No, they're not," said the White Rabbit, "and that's the queerest thing about it." (The jury all looked puzzled.)

"He must have imitated somebody else's hand," said the King. (The jury brightened up again.)

"Please, your Majesty," said the Knave, "I didn't write it, and they can't prove I did: there's no name signed at the end."

"If you didn't sign it," said the King, "that only makes the matter worse. You must have meant some mischief, or else you'd have signed your name like an honest man. . ."

"That proves his guilt," said the Queen.

—Lewis Carroll, Alice in Wonderland

Her typing done, Miss Zilch sits back. "These exercises are going to dovetail nicely with the teaching of effective language," gloats Miss Zilch. "All coaches really ought . . . oh, now I'm doing it, too!"

Class dismissed!

Decay From Within MARVIN JENSON

(A junior at Midland College, Marvin Jensen is a special distinction member of Pi Kappa Delta, was undefeated in debate at the Golden Anniversary convention and was a finalist in last year's Interstate Oratorical contests.)

I write this as a college debater. More than this, I write it as one who is deeply interested in the field of speech as a profession. I write as one who believes that the ability to speak well and the right to speak freely serve hand in hand to preserve our national heritage. Further, I believe that competitive speech tournaments seem a key to the preservation of both principles. Because

I believe this, I am deeply troubled by a significant problem which is apparent in forensics today. This problem concerns the judging at forensic tournaments. I have witnessed this judging during three years of intercollegiate participation and I ask this opportunity to return an evaluation.

Unquestionably there are a great number of qualified, dedicated, professional people who serve as forensic judges. These persons are to be complimented and encouraged because of the great service they tirelessly perform. Unfortunately, there are also numbers

of persons serving in judging capacities who are doing irreparable harm to forensics. The latter group has four divisions: those who are unqualified to judge forensics, those who are not serious about forensics, those who are antagonistic toward forensics and those who are dishonest in their judging.

The number of unqualified people judging in forensic tournaments seems to be growing each year. In almost every tournament one can find people who know nothing about the mechanics of debate, and even less about the current proposition, serving as judges. What basis do such persons have for making a decision in a close debate, in any debate? The responsibility for such unqualified judging is two-fold. First, it rests with tournament directors who allow such unqualified judges to take part in tournaments. Tournament directors could insist that anyone judging debate be knowledgeable about the mechanics of debate and actively acquainted with both sides of the proposition. But also the responsibility for unqualified judging rests with individual debate coaches who "don't like to judge" and so pay a fee that a replacement may be hired. Such laziness on the part of coaches is an affront to the profession and is doing its share in undermining the value of competitive speech events.

In addition to unqualified judges, there are those serving in judging capacities who are not serious about debate or other forensic events. This group includes judges who sleep through debate rounds, who take no notes, who judge on voice rather than content, who write no constructive criticisms, who pass off the whole activity as a game. Debate is not a game. Good debaters are deadly serious. They spend long hours finding evidence, doing background reading, discussing the proposition, engaging in practice debates. Such debaters deserve to be judged by persons as serious as they are.

There are persons in forensic judging today who are actually antagonistic toward forensics. There are those who never have a pleasant word for anyone at a forensic tournament. There are those who regularly shorten the time

for the debate round or just simply suspend listening. There are judges who consistently cut down both teams in a debate without offering a word of constructive criticism to either side. There are those who actively dislike original oratory, discussion or extemporaneous speaking and succeed in making competition in these events unpleasant for all concerned. Such antagonistic reactions must emanate from deep person distaste for the field of speech; I suggest such people should not be in this field.

The final and most dangerous group among poor forensic judges are those who are dishonest in their judging. I have seen coaches consistently give low ratings to all teams they judge, apparently so that their own teams will tend to look better in the final comparison of quality points. There are judges who retaliate against teams who have beaten the judge's teams in the past. There are judges who show bias toward certain schools. There are judges who must modify and adjust quality points at the end of a debate when the predetermined winner seems to have fallen behind. I have seen examples of all of the above dishonesty. And I know that thoughtful forensic coaches and students are aware of these practices.

The kind of judging described above is endangering the entire value of competitive speech. I appeal for a change before the dedicated, qualified coaches and students desert the field of speech in sheer disgust. I appeal for a change before all competitive speech succumbs to this decay from within. The time has come for those who care about good speech and recognize its extreme importance to work to see that something is done. I suggest that a Code of Ethics be adopted nationally and enforced by every tournament director to bring an end to dishonest judging. I suggest that a Code of Standards be adopted nationally to re-emphasize the high importance of forensic activity and to discourage those who are unqualified to judge forensics, those who are not serious about forensics, and those who are antagonistic toward forensics.

Other possibilities exist for implementation on the local level: tournament

directors could require applications filed by each potential judge showing experience and qualifications, tests could be administered by state forensic associations to determine knowledge of the mechanics of judging, and what would prevent a gathering of judges before each tournament begins to establish

concrete standards of judging?

There are other possibilities for action, but there are not other times to act. The time is now. The principle of freedom of speech and the ability to speak well, both of which can be built by competitive speech, hang in the balance.

Let's Develop The Proper Attitude

C. WILLIAM COLBURN

An old adage reads: "A smooth sea never made a good sailor. Therefore, hail the storm; it has come to try you and develop you." Wouldn't it be wonderful if today's speech contestants would look at the speech contest in this light? Many students forget that the contest was designed with the student in mind. It was proposed to give the person skilled in the art of oral expression an opportunity to develop his ability in a trying speaking situation. But the point is, most contestants forget about the educational and personal development that takes place during a good speech contest and aim only at winning. Even more tragic is the student who does not represent his school or his own ability properly because he is unprepared to cope with mounting tension or, as we might say, an improper contest attitude.

Of course, unless one is forewarned, it is easy to understand why some students become overaggressive and unfriendly under contest tension. In the contest the student is not only confronted with the regular problems of the speech situation, but he also has that "ultra-tension" producing agent in the room—the judge. Under these circumstances the individual's personality **must** adjust to the contest! If this adjustment is not made, a student has not obtained the proper contest attitude.

One might ask, "Just what is the proper contest attitude?" Actually, the answer lies in just two words—confidence and friendliness. If the individual can remain completely poised and confident under tournament tension, he increases his chance to demonstrate his

absolute ability in any speech activity, whether it be debate or individual events. A student possessing these two qualities also represents his school as the respective speech department would want it represented. Too many times it has been the case that a student who has become overaggressive and unfriendly because of pressure verbally attacks a judge who has just rendered a decision on a fellow speech contestant with whom he has just competed.

Naturally, you are wondering how one might develop the proper contest attitude. The attitude is developed by following these simple suggestions:

1. **Prepare Well**—Preparation starts weeks before the speech contest. A student must work with his material or information until he knows it completely. As the student works, he becomes a part of the case or subject and actually wants to present this material to an audience. Preparation immediately before the contest is merely keeping in good physical condition through proper rest and diet. Also, personal appearance is very important. A student must certainly be aware of his dress and "overall" appearance in front of his contest audience.

2. **Know the Contest** — Before the contest a student must get acquainted with contest rules and proceedings. Upon arrival at the host school, the contestant **must** check the contest schedule thoroughly and then check the campus or building layout to locate speaking rooms. It has certainly been the case that a student who finds the proceedings confusing becomes more tense than a student who has checked the contest.

3. **Meet Other Contestants**—Silly as it may seem, chatting with other contestants, especially from other schools, tends to relax a person. The student realizes that he is not the only person in the contest who feels the tension. He suddenly comes to the conclusion that he is **normal**, and in a speech contest this realization is very consoling.

4. **Know Your Ability** — It is only when a person knows his ability that he can strive for this optimum performance. Also, if a person does not win a round but does his very best, he has fulfilled his obligation. It is also comforting to know that you have done your best, and you only know you have done this if you know your ability.

5. **Put Winning in Its Proper Perspective** — One of the most important attitude builders is found in this step. The student must know that winning is a by-product of the contest. If a student goes into a contest with a good contest attitude, he will be striving to demonstrate his best ability in his event and not striving to win.

Follow these steps and you will, as the saying suggests, become a good speech student. Most important, you will have the proper contest attitude!

C. William Colburn



DISCUSSING THE SITUATION — Mary Lemmond, (left) Avery junior and Wynette Johnson a Lubbock senior, are mulling over the pros and cons of their recent public debate with Cambridge.



This is a picture of the 1963 winners of Bowling Green's Second Annual Forensic Honorary Debate Tournament. The two debaters on the left are from Butler University with Dr. Cripe in the middle. Dr. Yeager and Dr. Bauer, director of forensics at Bowling Green, are on the right.

The Plus Factor

FRANK T. ALUSOW
Associate Editor

The dearth of copy on alumni news prompts a pertinent (perhaps impertinent) essay on humility and false modesty.

Currently there are 208 Pi Kappa Delta chapters active. One thousand new members earn their right to wear the Pi Kappa Delta key each year. Certainly, hundreds of excellently trained and intellectually vigorous young PKD men and women are graduated annually. They do not suddenly stop. Their momentum plunges them toward diverse goals. Most of them, in the continuing

pursuit of excellence, attained responsible positions of leadership in society. This is probably more true of the members of Pi Kappa Delta than of the average college graduates. They have that plus factor.

Yet, the dimension of this energy is not reflected sufficiently on these pages of **The Forensic**.

Why?

It cannot be laziness or ineptitude. These qualities are not compatible with thriving forensic programs.

Is it humility? Many directors of debate feel that "Truth will out", "Why blow our horns?", "It is unseemly." However, there is nothing wrong with positive, bouncing confidence. If the search for truth is made with integrity and sincerity, then victories, however

large or small, should be celebrated—and recorded. To be duly proud of achievements is not un-Christian. Rather, the reverse is true: an “I am a door-mat” concept of humility is not in keeping with the Judaeo-Christian tradition.

True modesty is becoming, but false modesty is anathema. It is a perversion based on a misunderstood sense of humility. It is spurious, readily perceived, and distasteful to all.

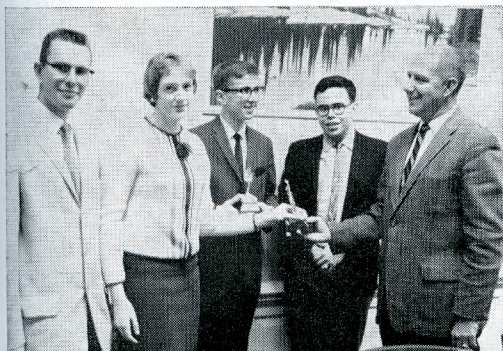
All members of Pi Kappa Delta, past, present, and future, should strive to meet any “moment of truth” with a positive sense of modest, humble pride. This is the secret of confidence which engenders further success.

So—do not hide your light under a

bushel basket. Be justly modest, humble, and rightly proud.

Each of the ten provinces should be represented in the next issue of **The Forensic** by at least one chapter in some way: alumni notes, chapter news, student contributions, etc., especially alumni news. This should be a minimum. Alumni activities are not only fascinating but also stimulating. Does debating pay off? This section should provide a constant answer. Perhaps the Governor of each Province could work out a plan by which to sting the reluctant.

This is a New Year. Resolve to accentuate the positive. What would happen if each chapter sent in only one alumnus item per year? Let the editor resolve this happy problem. Resolve now to help make **The Forensic of Pi Kappa Delta** the foremost forensic publication in the U.S. Let it reflect the best—Pi Kappa Delta. All it takes is a bit of extra effort—the plus factor.



Bloomisburg State College debaters are shown here with the two trophies won at the Edinboro Varsity Tournament. From left to right: Edward A'Zary, Grace Perkins, William Kautter, William Rowett and Dean Hoch.

THE COVER

Mississippi State College for Women delegates to the Mississippi Youth Congress held in the State Capitol Building, December 13-14 display the fourteen awards they earned for participation and part of their campaign program to elect “Leeda, The Leader” of the Senate. Awards included School Sweepstakes and Most Interesting Campaign. Left to right, back row, Carole Morrow; Shirley Wells, Clerk of the Senate; Carla Sorrells, Superior Parliamentarian. Front row, left to right, Linda Gottesman, Superior Speaker from the Floor and for a bill advocating a State Pathologist for autopsies; Betty Jan Cromwell, Individual Sweepstakes for superior nomination speech, debater, parliamentarian, and Speaker from the Floor; Leeda Pollock, defeated in run-off election for President Pro-Tem of the Senate and Superior for acceptance speech, debater, and Speaker from the Floor.



Holding trophies won as the top-rated team in the senior division at the Wayne State College tournament and as the first-ranked team in the women's division of Southwestern College are Midlanders Diane Buehler and Carol Hes-senflow.

The Secretary's Page



LARRY NORTON

Under a pile of papers on the desk of too many of our sponsors there lies a questionnaire and a request for listing of current chapter members. This is the only request for information from the local chapter during the entire year. There are many reasons for having this information on file in the national office. There are many changes of sponsors each year. Unless we know the name of the new sponsor, correspondence concerning membership applications and keys as well as the chapter's copies of the Forensic may go astray. We have heard from several new sponsors but there are yet many who have not answered the Fall letter. This letter asked each chapter to indicate the number of copies of the Forensic it needs to supply campus membership. If we don't know the number needed and send too many, an unnecessary printing expense results. If we send too few copies, students and faculty who are entitled

to a copy are left out. Sponsors who check supplies of application forms, key order blanks, etc. in the Fall and request their year's needs will not have to make a hurried request in April and be late in returning applications and receiving membership cards in time for Spring banquets. Key orders will be in early enough so that students will receive their keys before leaving the campus in June. Each chapter which has returned information will find the name of the chapter president in the Directory appearing in this issue of the Forensic. Since the Directory is printed only once a year, in January, this is the only opportunity to give recognition to the chapter president by such listing. If the name of the sponsor is incorrectly listed, it must remain an error until the following year. Each year there are several student members who transfer to another school. In order to keep their record up to date in our files, we need to know who and where these students are. Another embarrassing situation arises because each year there are a few changes in the names of colleges and universities. We would like to have our mailing lists correct in this respect.

Although too late for this year's Directory, the return of the information sheet can be of real assistance in record keeping and in effective communication. Since we hope to receive more copies of the questionnaire, the final tally on the poll concerning the National Convention will not be summarized until March.

You have been very patient in waiting for requested supplies during the months of readjustment. The transfer has been completed and the national office is now located at 1320 St. James on the Bradley campus. With the exception of the "History of Pi Kappa Delta", all that you requested should have arrived by the time you read this. We had planned to print the constitution in this issue of the Forensic but since there had been no recent changes and since we were able to obtain very reasonable rates for photoprinting, copies have been made and should have reached you by now.



UNIVERSITY OF REDLANDS

The University of Redlands is in its 53rd year in forensics. This year's squad totals 26 students. The group includes 13 freshmen and 13 veterans.

Redlands is looking forward to a long and successful season. The squad will log approximately 20,000 miles while participating in 24 tournaments. Somewhere between 450 and 500 inter-collegiate debates will be completed by the University of Redlands debaters.

Dr. Eugene R. Moulton is in his 12th year as coach. He is more than adequately assisted by Dr. Russell Windes and Mr. John Confal.

Redlands looks forward to meeting the many Pi Kappa Delta debaters during 1963-64. The season officially opened for Redlands with the annual debate barbeque held at Dr. Moulton's summer home in the mountains.

CENTRAL COLLEGE

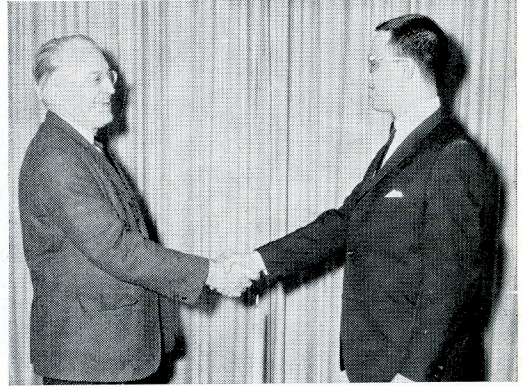
At a luncheon during Homecoming on October 26, the Iowa Beta Chapter of Pi Kappa Delta at Central College celebrated the Fiftieth Anniversary of the granting of its charter. Members gathered from as far away as Denver, Phoenix, and Chicago.

The actual date of granting the charter was March 13, 1914. At that time, seven students and one faculty member were listed as charter members. Two of these are still on the college alumni mailing list—Burton Fuller of Arlington, Virginia, and Robert C. Williams of Whitewater, Wisconsin. Dr. Williams was one of the Famous Fifty honored at the Golden Anniversary Tournament at Carbondale, Illinois, last March.

The Iowa Beta Chapter was the eighth chapter to receive a charter. During the fifty years, 340 members have been initiated.

Cunera van Emmerik has been the forensic director at Central since 1927. From 1942 to 1947 she served on the National Council. Twice she was governor of the Province of the Missouri. Fol-

lowing almost a semester's leave following surgery last year, she has made a complete recovery and is doing full-time teaching again. However, a student assistant, Leland Ryken, is making the trips with the forensic squad.



Professor Roberts (left) being welcomed as the first honorary member of the Michigan Kappa chapter by the president, Allen Pearman (right).

NORTHERN MICHIGAN UNIVERSITY

Sunday, December 15, marked two firsts in the history of Michigan Kappa, the newest chapter in the Province of the Lakes—the first initiation of new members, and the first initiation of an honorary member. The dual ceremonies, held in the faculty lounge of the Northern Michigan University Center, were conducted by chapter President, Allen Pearman, with assistance from Vice-President, Dawn Linna, and Treasurer, Rosemarie Arnested. Three initiates, Barbara Montagna, Vince Romano, and Dale Tahtinen, were inducted into the order of debate with a degree of fraternity; received similar degrees in the order of oratory. The highlight of the evening, however, came with the admission of Professor Forest Roberts as the first honorary member of the chapter in recognition of his long, devoted service to forensics in the Upper Peninsula of Michigan. Since his arrival at Northern in 1928, he has directed the Upper Pen-