

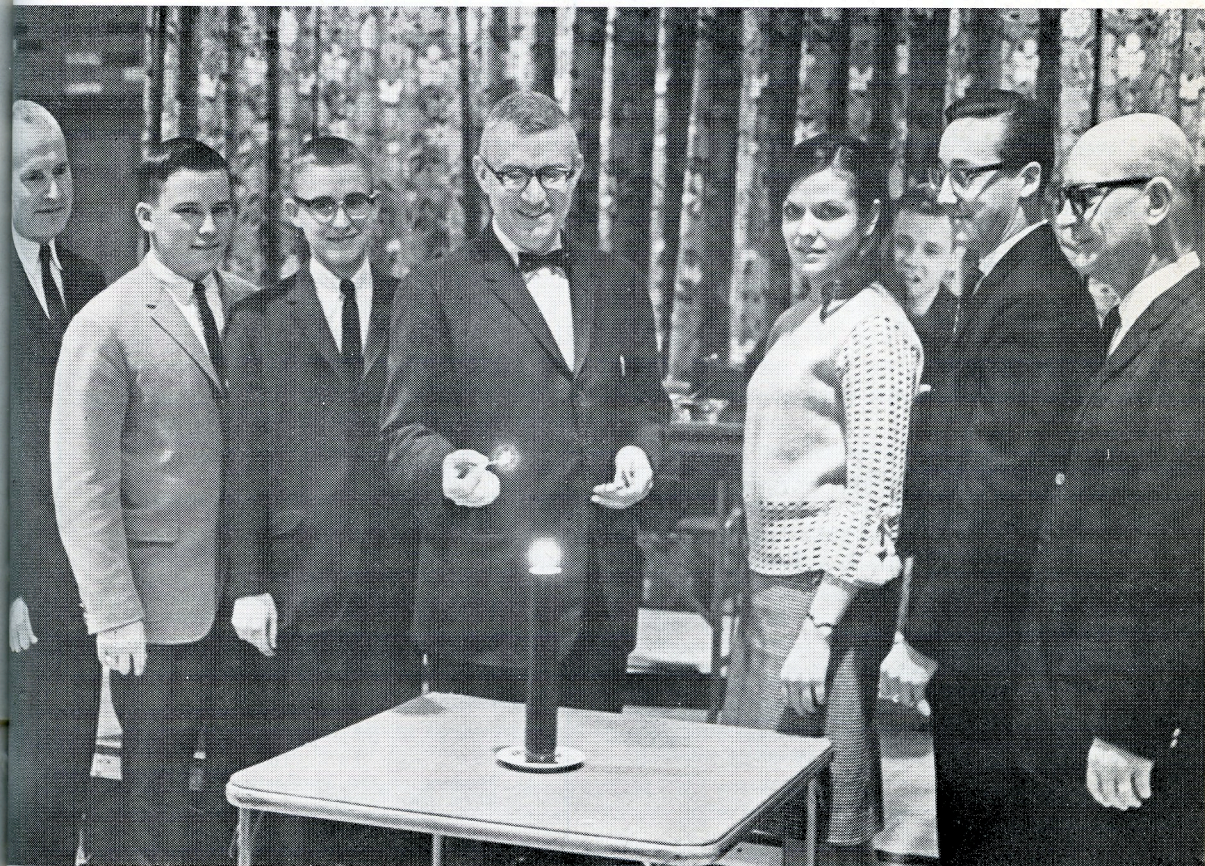
THE

Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

MAY, 1966

Debate Marathon Record Claimed



FORENSIC

of Pi Kappa Delta

Series 51

May, 1966

No. 4

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The President's Page



GEORGIA BOWMAN

Through the courtesy of Governor Mark Lee and the Province of the Northwest, I had the pleasure of attending their tournament at Gearhart, Oregon, in April. As is often the case, I gained more benefit than I was able to provide to the Province, and I want to pass on to you some of the ideas derived from this and other tournaments.

The Province of the Northwest has found that meeting at a resort (some years it's a dude ranch) has merit in terms of unifying the various delegations, promoting friendships, and providing new experiences for the contestants outside the usual routine of dormitory rooms and college cafeteria food which they encounter at most tournaments. Perhaps your Province would like to think about the possibilities of trying your next tournament at a non-college location which would offer a different and stimulating environment.

Have you tried a model initiation at your tournament? Several Provinces are now using this as a highlight of one evening's activities. All incoming members are initiated in one large group. Province officers administering the ceremony, properly garbed in academic robes, can make an impressive event for the initiates and renew enthusiasm in the onlookers.

Talking to many directors, I find a recurrent desire to be able to compare budgets. A recent study has been made of forensic budgets in the middle west, but information from all areas of the country would be both interesting and useful. Hence, in this issue you will find a questionnaire to be torn out by the chapter advisor and returned to the national president who will compile the results during the summer and make them available in the October issue of *The Forensic*. Neither your name nor the name of your school will be used in the final results, so you need not fear any embarrassment. Answering will take little time, and your cooperation may help provide information that will give small-budget schools a talking point in working for larger forensics appropriations.

Now for a report on the preliminary work of the national debate questions committee, which met during the Central States Speech Association Convention. Your replies to the first call for suggested propositions were abundant and excellent. In accordance with many specific requests, the committee has made international propositions preponderant among the tentative ones now under consideration. We have attempted to phrase ideas so they will not be obsolete by next spring, and so there will be a depth of investigation. The rough drafts undergo research and refinement in wording and come to you for balloting late in May and again in June. Please be looking for the ballots and send in your votes before the deadline so you can feel that you have done your share to get a workable proposition for next year.

In closing, let me extend congratulations on behalf of the entire National Council to the new Province officers. We are available to assist you at any time, and we wish you success in your leadership.

"Judge Not...?"

DR. GORDON R. OWEN

As another debate season nears a climax and the judging of tournament debate becomes an ever more important task, we are reminded that man long ago accepted the inevitability of disagreement between himself and his fellows and traditionally has tended to select individuals from his own ranks to arbitrate and pass judgment thereon.

Nearly twenty-five centuries ago, Socrates noted the importance to man of these designated dispute-settlers by observing that, "Four things belong to a judge: to hear courteously, to answer wisely, to consider soberly, and to decide impartially."³

Not only has mankind historically set high standards for its judges, but the lot of judges has not always been pleasant. In fact, the King James version of the Bible warns, "Judge not, that ye be not judged."³ We recall, too, that Protagoras, Greek originator of educational debate and often called the "father of debate," was forced to flee Athens as his books were burned, only to perish in the wreck of his fleeing ship.⁷ More recently, Oliver Wendell Holmes may have foreshadowed thousands of twentieth century debaters when he commented, "Judges are apt to be naive, simple-minded men."³

All of us Pi Kap members, whether we be debaters, their coaches, or their judges, need to understand the nature of the judging task and its role in educational debate. One road to better understanding is a brief glance backward to review the history of debate judging in our country.

Ewbank and Auer² suggest that the method of deciding debates in the Liter-

ary period of 1800 to 1880 was by audience vote. From 1880 to around 1915, the trend was to invite from three to five distinguished statesmen, ministers, or doctors to vote for a winner, often on the merits of the question rather than of the debating.

Around 1915, a single critic judge began to be depended upon. Originated by midwestern debate leagues at the high school level, the practice became common of asking an expert on debate, usually a debate or speech teacher from a neutral school, to render a decision and deliver an oral critique.¹

This development led to a full-fledged battle of words over debate judging in the early years of the *Quarterly Journal of Speech*. The climax came in 1917-1918 with an extended written debate between Professor H. N. Wells of University of Southern California and Professor James M. O'Neill of University of Wisconsin.⁵

Wells argued for a panel of lay "jurymen" who would judge solely on "weight of evidence," while O'Neill called for the critic judge who "is chosen because he knows what constitutes good debating . . . usually teachers." O'Neill reminded his opponent that as coaches, we are dealing with a "contest in debating, not with a matter of settling a question for all time."

Lew Sarett, another pioneer of our profession, was asked to judge this debate and he gave the decision to O'Neill, explaining, "If debate is a game, an intellectual combat, a contest in forensic skill, then the judge should be a critic who knows the game, who understands the arts of debate, and the standard by which he shall judge should be skill in debate, skill as such."⁵

Despite some effort at non-decision debates and shift-of-opinion ballots, the critic-judge remains our primary method of rendering decisions today. However, we always have set a high standard for our judges, a standard which suggests that the judge should be a trained skilled individual.

For instance, Andrew Weaver, still another S.A.A. pioneer, insisted that we strive always to secure the *ideal* debate judge, "one who understands the techniques of debating."⁵ McDonald and Roberts⁴ insisted that all judges and participants must thoroughly understand such fundamentals as burden of proof, presumption, status quo, casual relationships, analysis, prima facie cases, issues, burden of rebuttal, and the distinctions between refutation and rebuttal. The University of Kansas recently queried the professional judges (college coaches) who judge its "Heart of America" tournament. They found that judgment is based 21% on case, 18% on analysis, 17% on refutation, 16% on evidence, 10% on delivery, 9% on organization, 4% on language, and 5% on other criteria⁶, further indicating how demanding the task of judging a debate should be.

Yet, to whom do we turn for the judging of our festiavls and tournaments? New initiates to Toastmaster or Toastmistress groups, experienced senior debaters, lawyers, ministers, high school teachers, wives of faculty members, and occasionally college professors — professors of anthropology, animal husbandry, or mechanical engineering. In short, we use almost anyone who has the temerity to try it.

Why? Why are these people doing our judging? Primarily because we coaches disdain to do the job ourselves. The coaches, who are beyond doubt the best qualified, and probably the *only* qualified group of judges available, will diligently and persistently search for a way out of the task.

We need to ask ourselves two questions, and each member of the debate

coaching and tournament administration ranks is directly concerned. First, why do we prefer not to judge? Partiality? Coaches almost certainly will be more objective than the lay person who suddenly remembers that her maiden aunt Tillie once attended Dogpatch College, so that school's debaters *must* be talented, or the faculty wife who recalls her under-grad days and which schools were the hated rivals of her own alma mater. Overworked? Yes, but perhaps this is important enough to warrant even harder work. Needed by your students? Probably not by tourney time.

A second question: What does our unwillingness to judge say to our debaters? That although only a trained, skilled professional can coach debate, any interested layman can judge the finished product? That preparation is worth many hours of research and practice, but that deciding the ultimate outcome of this effort can be left to just anyone? That decisions and their explanation are not of sufficient educational value to warrant providing the most expert available judges?

Whatever the reasons for past shortcomings, let's stop short-changing our students and our activity. Let us do all within our power to assure our debaters judging of at least as high quality as their debating achieves.

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2. Ewbank, Henry L. and J. Jeffery Auer, *Discussion and Debate: Tools of a Democracy* New York: Appleton-Century-Crofts, Inc., 1951.
3. Henry, Lewis C., *Best Quotations for All Occasions*, Garden City, N. Y.: Parmabooks, 1951, p. 122.
4. McDonald, John and Richard Roberts, "Judge Not . . ." *The Speaker*, (Jan. 1958), p. 4.
5. O'Neill, James M. and H. N. Wells, "Juryman or Critic," *Quarterly Journal of Speech*, (October, 1917, and January and October, 1918), III-IV.
6. Roever, James and Kim Giffin, "A Study of the Use of Judging Criteria in Tournament Debate," *A.F.A. Register*, (Winter, 1960), pp. 12-14.
7. Smith, Bromley, "The Father of Debate — Protagoras of Abdera," *Quarterly Journal of Speech*, (March, 1918), IV.

Analysis Of "A House Divided"

SUSAN COUNTRYMAN—Monmouth College

If we could first know **where** we are, and **whither** we are tending, we could better judge **what** to do, and **how** to do it.

We are now far into the **fifth** year, since a policy was initiated, with the **avowed** object, and **confident** promise of, putting an end to slavery.

Under the operation of that policy, that agitation has not only, **not ceased**, but has **constantly augmented**.

In my opinion, it **will** not cease, until a **crisis** shall have been reached and passed—

With these words, on June 16, 1858, Abraham Lincoln accepted the Republican senatorial nomination in Springfield, Illinois. With these words, Abraham Lincoln set in motion a series of events whose impact is still felt.

The purpose of this paper is to analyze "A House Divided" by discussing the issues with which it dealt, its general content and organization, its style, Lincoln's manner of delivery, and the reaction to the speech.

The Missouri Compromise of 1820 was heralded by many as the ultimate solution to the question of slavery in newly formed territories. In 1854, however, the Kansas-Nebraska Bill set aside this Compromise, forcing territories to make individual decisions concerning the practice of slavery within their boundaries.² In 1857, the slavery question was further complicated by the Dred Scot decision, which stated that the prohibition of slavery was unconstitutional.³ By June of 1858, the debate around these controversial actions had reached a fervent pitch. The question every political candidate had to answer, was how he stood on this vital issue. When Abraham Lincoln accepted his party's nomination in 1858, he chose to denounce the tenets of the Kansas-Nebraska Bill and the Dred Scott decision.

Lincoln's preparation of this speech was extensive. For months he had been shaping his thought about the slavery issues. Gertrude Berry reports that Lincoln wrote phrases and sentences on scraps of paper as they came into his mind. The speech itself was written out on full sheets only a short while before its delivery. This extensive preparation was unique at this point in Lincoln's speaking career, for it was the first speech he wrote in complete manuscript form.⁴

The content of the speech deals pointedly with the slavery question. Throughout the speech Lincoln endeavored to show the historical and contemporary aspects of the problem and to suggest the possible solution.

He opened his discussion of the issues with the famous quotation: "A house divided against itself cannot stand." The remainder of the speech is devoted to an organized account of why he felt the quotation pertained to the immediate situation.

Lincoln then examined in three carefully organized main points the steps the supporters of the Kansas-Nebraska Bill and slavery took to establish their goals of spreading slavery to all territories and states. He specifically charged the Kansas-Nebraska Bill and the Dred Scott decision with primary responsibility.

Lincoln could not pass up the opportunity to call attention to his opponent's failure to take a stand on these acts. His *ad hominen* attack on Senator Douglas was carefully calculated to put Douglas in a most unfavorable light.

Lincoln closed his speech with pathos, rather than logos. He presented a positive image of the Republican party with these words: "Of *strange, discordant*, and even, *hostile* elements, we gathered from the four winds, and *formed* and fought the battle through, under the constant hot fire of a dis-

ciplined, proud, and pampered enemy.”

The style and language of the speech reflect Lincoln’s education and experiences. Clarity is the first characteristic of Lincoln’s style, for as a boy he hated not being able to understand or to be understood.⁵ He was fond of figurative language and the rhetorical question, and he used both to advantage. For example, he referred to Douglas as a “caged and toothless lion.” In another he compared Buchanan’s reaction to the decision to “the cautious patting and petting of a spirited horse, preparatory to mounting him, when it is dreaded that he may give the rider a fall.” Carl Sandburg was especially impressed with the clarity of the first portion of the speech. He compliments its style and expresses pleasure with its clearness. He describes this passage as being “so plain that any two farmers fixing fences on a rainy morning could talk it over in all its in and outs.”⁶

Before presenting the speech to the convention, Lincoln read it to a group of close associates.⁷ The initial reaction was very unfavorable. One of his friends classified it as “a damn fool utterance.”⁸ Another termed it “ahead of its time.”⁹ Almost all listeners regarded it as too radical and too sectional.¹⁰ However, Herndon, Lincoln’s law partner, took a different view of the speech. His advice to Lincoln was “. . . deliver that speech as read and it will make you president.”¹¹ Lincoln did deliver it as originally prepared.

Although the speech was written in manuscript form, Lincoln was so familiar with it that he probably had excellent eye contact and audience rapport. By the conclusion of the speech, however, it was apparent that the listeners’ attitude toward the speech had changed. They no longer thought of it as the rallying call of the Republican party. The delegates were shocked at the blunt statements, and many of Lincoln’s admirers were angry.¹²

The speech, therefore, touched off a campaign that was watched by the

entire nation.¹³ It influenced the campaign by clearly establishing the issues.¹⁴ The outcome of the campaign would indicate that Lincoln was unsuccessful. He was defeated and could trace the loss of votes to his acceptance speech. But he emerged from the campaign a national figure.¹⁵ Moreover, he never once regretted having presented the speech. Years later, reflecting about the speech, Lincoln said:

If I had to draw a pen across my record, and erase my whole life from sight, and I had one poor gift left as to what I should save from the wreck, I should choose that speech and leave it to the world unerased.¹⁶

1. All quotations from “A House Divided” have been taken from **Abraham Lincoln: His Speeches and Writings**, edited by Roy P. Basler (New York: Grosset & Dunlap, 1962), pp. 372-381. The italics represent those found in the manuscript.
2. Noah Brooks, **Abraham Lincoln and the Downfall of American Slavery** (New York: G. P. Putnam’s Sons, 1913), p. 133.
3. Charles Godfrey Leland, **Abraham Lincoln and the Abolition of Slavery in the United States** (New York: G. P. Putnam’s Sons, 1881), pp. 73-74.
4. Mildred Freburg Berry, “Lincoln — the Speaker,” Part I, **The Quarterly Journal of Speech**, XVII (February, 1931), p. 34, quoting Ward Lamont, **Life of Abraham Lincoln** (Boston: James R. Osgood Co., 1872), p. 396.
5. Stefan Lorant, **The Life of Abraham Lincoln** (New York: The New American Library, 1954), p. 16.
6. Carl Sandburg, **Abraham Lincoln: The Prairie Years**, Vol. II (New York: Charles Scribner’s Sons, 1942), p. 103.
7. Benjamin P. Thomas, **Abraham Lincoln** (New York: Alfred A. Knopf, 1952), p. 180.
8. Lorant, p. 75.
9. *Ibid.*
10. Ida M. Tarbell, **The Life of Abraham Lincoln**, Vol. II (New York: The Lincoln History Society, 1924), p. 133.
11. James Morgan, **Abraham Lincoln: The Boy and the Man** (New York: Grosset & Dunlap, 1908), p. 119.
12. Leland, p. 76.
13. John G. Nicolay, **A Short Life of Abraham Lincoln** (1904), p. 120.
14. Tarbell, pp. 133-134.
15. Paul M. Angle, **Lincoln: 1854-1861** (Springfield: The Abraham Lincoln Association, 1933), p. xxv.
16. Lorant, p. 75.

Hunting The Past With Debaters

By BILLY G. SKILLMAN

The Western Illinois University tournament was just a little beyond our usual geographical range, but there did not seem to be any others scheduled at that particular time any closer to home and our debaters needed some good, solid experience. We decided to place it on our forensic calendar. Not only did the length of the trip make it somewhat special to us but it was also the first time we had participated in a forensic event on that campus. In addition, it provided us with some enlightening travel opportunities that we had not had before.

The budget, as well as time limitations, necessitated our making the entire trip in one day. This meant starting out early in the day as soon as students could be served breakfast in their dormitories and everyone assembled together. "Everyone" in this case consisted of two carloads of student debaters, a graduate assistant in the speech department, who would serve as a debate judge, and the writer, who would also judge. We decided to drive in a caravan, and thanks to the ability of the driver of the car that followed we managed to stay together for the whole trip. Of course, one of the factors which helped was that the driver of the lead car had all the money that had been advanced for meals, gasoline and other expenses.

By lunch time we were almost out of, but still within, our home state. We still had so far to go that we did not seem to have accomplished much in our first half day of travel. Although we

actually had covered little territory, it did not seem like the going was slow. The high spirits of debaters at the beginning of a trip are unequalled for diverting one from reality. It is after they have been up all night preparing for debates and debated about five rounds in succession that things begin to drag a bit.

After lunch we crossed a brief stretch of Indiana and entered Illinois, the state of our objective. As we went on into the afternoon, we got deep into the midstate section and it was here that we were to seek out our first significant connection with the past. We turned off four lane divided US highway 66 into the cornfields along Illinois state highway 116. By the time we reached Metamora, it was past time for guides at historical shrines to go home for the day, but there the old courthouse stood in the quiet of the late afternoon, as if Lincoln had just adjourned a session of court. The building was locked but as we stood before it on the walk, we felt that the great speaker's words were still dying away in the echoing corners of the downtown street. It was as if Lincoln, the circuit court judge, had gone nearby to an inn for the night and would return the next morning to reconvene the court with a voice that had enough warmth in it to make it still seem to live for us today. Our debaters gawked at the interior through the windows and touched the rough columns in front as if it gave them a personal touch with the past that was real.

Nightfall found us in Peoria and hungry. What a wonderful opportunity to hunt for something from the past associated with the great orator, Robert Green Ingersoll, who had resided there while rising to prominence as a lawyer. The students were familiar with the text of some of his speeches and some basic elements of his philosophy of life, so anything that had persisted from the time of Ingersoll would have given them a meaningful experience. But hunger is a stronger drive than history and Peoria had to keep from us whatever it may have had to offer from the rhetorical past until a more opportune circumstance presents itself. Anyway, we take a busload of students to the Bradley University there every year, so there will be other chances for other debaters in other years.

Sometime during the early evening we approached Lewistown, Illinois, scene of some of Edgar Lee Masters' literary creativity. This called for a halt of the caravan. An interpretative reading student was in the other car, and he needed a brief roadside lecture in the dark because several of Masters' works were featured in our textbook. He was especially advised to be awake when we crossed over the Spoon River bridge a few miles out in the country after we had passed through the town. Even though we whizzed over the bridge in an instant and saw only its skeletal guard rails arching at our sides in the dark, the selections in our text from the Spoon River Anthology were much more vivid to us the rest of that semester.

The tournament proved to be quite satisfactory and after the results were announced, we started the return trip via a different route in order to avail ourselves of two more historical bonuses for speech students. Both of them were in Galesburg, Illinois. This time it was the eating that had to wait because we wanted to get there while we still had some daylight time left. Carl Sandburg's birthplace may be easy for others to find, but after much circling around and three stops to ask directions, we drew up to the little frame house - in the darkness. It was hidden

on a narrow side street with no illumination, so the headlights of our own cars were used to show us the way around the yard that Sandburg had walked through. There was the water pump from which he had drunk and there was the fence over which he, no doubt, had jumped. The house looked sturdy but confining because of its modest size. It made one feel that he, too, would try to struggle forth from this small shadowed recess to strike the world with the impact of his poetry.

In another section of town was the neat campus of Knox college, which had been the site of one of the great Lincoln-Douglas debates. Through inquiry, the precise spot of the speaker's platform was determined. It was an outdoor location at the side of Old Main, one of the college buildings which has changed very little since 1858, the time of the debate. The temporary raised platform on which they spoke and its supporting scaffolding are, of course, now gone, but this did not deter the debaters from standing on the lawn at the spot and reciting lines from debates they had delivered that day. They could then say in truth that they and Lincoln and Douglas had debated at the same place.

Our evening meal did not get eaten till ten o'clock that night, so the food tasted extra good by then. The best part of it all was that among the whole two carloads of speech students, there was not registered one complaint. They sensed that their little taste of history somehow should take precedence over the eating of an ordinary meal, and they appreciated it.

This article was designed to show how the forensic program can take on educational dimensions that transcend those of the speech experiences alone. It is not intended to diminish the value of our regular activities, because they in themselves are sufficiently worthwhile. This only illustrates that with a little advance research and perhaps slight modification of plans, we can give our students significant educational experiences that they might not otherwise have in a whole lifetime.

The Secretary's Page



LARRY NORTON

One of the recommendations of the 1965 Resolutions committee was "that the *Forensics* publish requisites of hosting a National Convention." Geographical location has been one of the primary considerations in choosing a convention site. Following the successful meeting at Redlands in 1955, it was suggested that we might meet on the West Coast once every ten years. So in 1965 we went to Tacoma and the large attendance proved conclusively that Pi Kappa Delta can hold a large and financially successful convention far from the center of chapter population. Thus it was quite timely for the Resolutions committee to recommend that the site of future meetings "be determined on a regional basis, the National Council to establish the geographical boundaries." The geographical location of a chapter has ceased to be a major consideration in selecting a convention site. It is quite possible that Pi Kappa Delta may decide to go both East and South in a few years.

The physical facilities which are needed to host a large convention are now to be found at many colleges and universities. The college which can take care of the ever expanding student population probably can accommodate us, if we come during a Spring vacation. The major requirements of one-hundred twenty contest rooms, dormitory housing for eight hundred persons and cafeteria facilities to feed that many are to be found on the campus of many of our chapters. Of course, the price must be right.

A relatively large school or one situated in a densely populated area from which capable judges can be drawn has been and continues to be a consideration. However, as the colleges grow so does the potential for local judges and thus this requirement becomes easier to meet by more schools.

Of greater concern to the selection committee than distance, physical facilities, and available judges are: local administrative support of the forensics program, a strong local chapter of Pi Kappa Delta, and a chapter sponsor who will be on the premises at that future date and capable of organizing all the local forces. These are things which are not always so easy to recognize in advance. It is impossible to itemize all the things which can be opened up, speeded up, and in general made so much easier for those running the convention when the administrative personnel of the host school are dedicated to cooperation. We have had some wonderful examples of administrative backing at host schools and the national officers and tournament committees depend very much on these friendly relationships. The local chapter does not need to be a large one but it does need to have at least half a dozen mature and responsible student members who will assume key positions in housing, contest rooms, transportation, meals, social activities, etc. A faculty member working with a student in all major areas seems to produce good results. A chapter which has been in existence for some time, has established itself with the faculty and administration, and whose active and energetic sponsor is dedicated to forensic activities, this is the chapter which can be a strong candidate.

An application form, stating specific convention needs, may be obtained after September 1, 1966 by writing to the National Secretary.

A NEW PROVINCE IS BORN:

The Province Of The Northeast

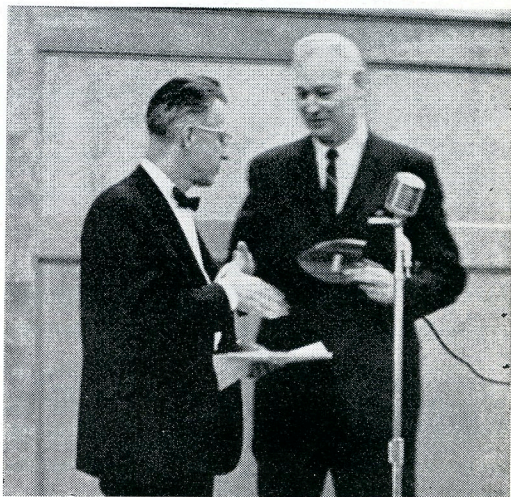
It was an historic occasion as one hundred and thirty-three Pi Kappa Del-tans from twenty-five schools in a ten state area met on the hospitable campus of Norwich University, Vermont, last month. Not only was it the occasion for the 1966 Provincial meet of the Province of the Lakes, but by formal action the Province of the Lakes was split to form the new Province of the Northeast. This course of action was recommended by the National Council and was under consideration by the old Province of the Lakes for several years. This action is expected to strengthen the association of member schools and to encourage the addition of new chapters in the northeast area.

The proud first officers of the new Province are: Governor: Dr. William Teufel, Grove City College; Lt. Gov.: Prof. Robert Cowles, California College; and Secretary-Treasurer: Prof. Hugh Gordon Blount, Geneva College.

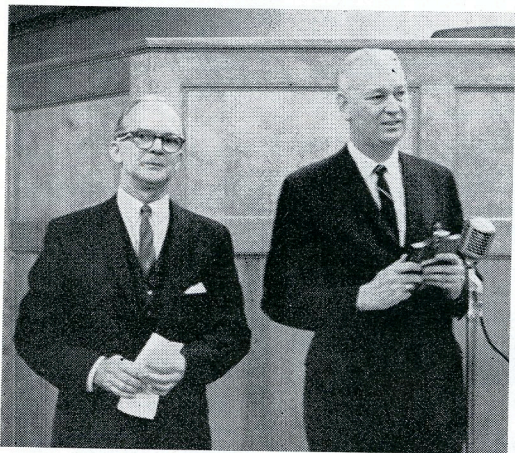
The newly elected officers of the Province of the Lakes are: Governor: Dr. Gilbert Rau, Central Michigan University; Lt. Gov.: Prof. Harold Mikle,

Hope College; Secretary-Treasurer: Dr. Jerald Banninga, Mt. Union College.

The two Provinces will meet together in 1968. Invitations have been received from Morris Harvey College and East Stroudsburg College to host that event.



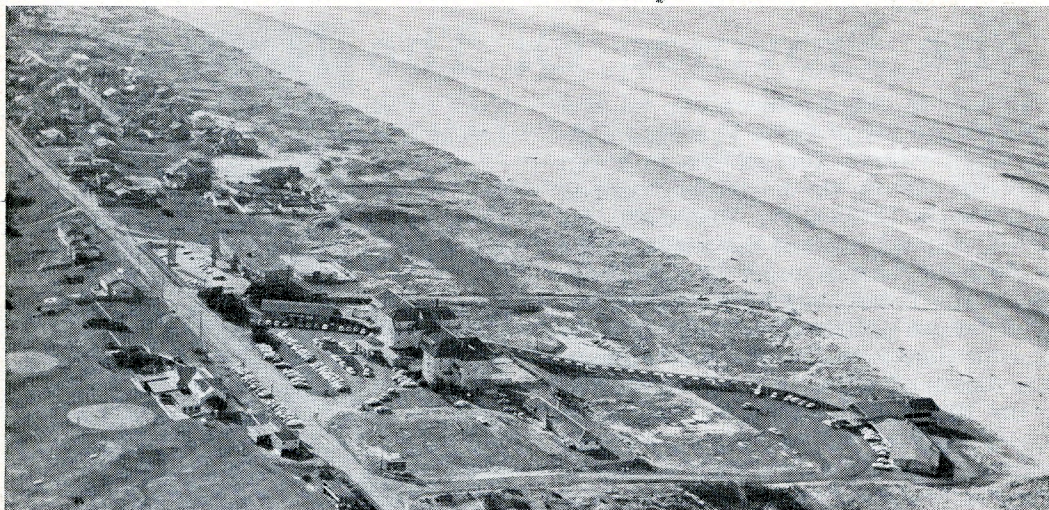
Dr. William Bos, Malone College, completing his service as our industrious, efficient, and dedicated top officer, receives the Governor's ring from Dr. Raymond Yeager, Bowling Green University.



Prof. Harold Mikle, Hope College, presents the distinguished Service Award to Raymond Yeager, Bowling Green University. Dr. Yeager is Past President of National PKD and a valued leader in the Province.



Prof. K. Wayne Wall, from host school Norwich University, presents the Golden Listerine Oil Can Award to Dr. Gilbert Rau, Central Michigan University. Wall explained, "As you can see, it has a big spout; it is golden in color; and it contains Listerine for the tonsils."



PROVINCE OF THE NORTHWEST TOURNAMENT AND CONVENTION

April 7-9 — Gearhart, Oregon

NEW OFFICERS

Governor — R. D. "Hap" Mahaffey, Linfield College.

Secretary — Jean M. Ward, Lewis and Clark College.

TOURNAMENT RESULTS DEBATE

Superior: 1st place, University of Portland (Rothwell and DeCew); 2nd place, Lewis and Clark College (Farland and Mount); North Dakota State (Minot) (Skorheim and Olson); Whitman College (DeMeules and Wyckoff).

Excellent: Montana State University (Eck and Temple), Idaho State College (McDonald and Perkins), Whitman College (McCormack and Shelton), Western Washington College (Marques and Jacobson), Whitman College (Higgins and Silko).

EXTEMPORANEOUS

Men's Division

Superior: 1st place, Mike Andrew, Seattle Pacific College; 2nd place, Dave Coleman, Whitworth College; 3rd place, Jerry Allen, Whitworth College.

Excellent: Laury Eck, Montana State University; George Temple, Montana State University; Michael Palmer, Lewis and Clark College; Rex Crumrine, Northwest Nazarene College; John Webb, Whitworth College; John Sullivan, Carroll College; Dan Rothwell, University of Portland; Garth DeCew, University of Portland.

Women's Division

Superior: 1st place, Liahna Klennan, Whitman College; 2nd place tie, Marlene

Young, Portland State College; 2nd place tie, Diane Greiner, Portland State College.

Excellent: Joan Walton, Portland State College; Linda Jacobson, Western Washington College; Pat Williams, Western Washington College.

ORATORY

Men's Division

Superior: 1st place, Garth DeCew, University of Portland; 2nd place, Joseph Alex, University of Portland.

Excellent: 3rd place, Jack Hanson, North Dakota State (Minot).

Women's Division

Superior: 1st place, Melodie Monicken, North Dakota State (Minot); 2nd place, Marilyn Goldberg, Portland State College.

Excellent: 3rd place tie, Diane Greiner, Portland State College; 3rd place tie, Fran Page, Linfield College.

INTERPRETATION

Men's Division

Superior: 1st place, Don Adams, Idaho State University.

Excellent: 2nd place, Joseph Alex, University of Portland; 3rd place, Garth DeCew, University of Portland.

Women's Division

Superior: 1st place, Linda Landoni, Seattle Pacific College; 2nd place, Ruth Jacobson, Eastern Montana College; 3rd place, Mary Westmoreland, Seattle Pacific College; Esther Hartglass, Whitman College.

Excellent: Lynn Stith, Pacific Lutheran University; Melodie Monicken, North Dakota State (Minot); Mary Widdifield, Western Washington College; Nancy McCormack, Whitman College.