

of his friend and fellow missionary, Marcus Whitman. Dr. Whitman and his wife had come from New York State to Oregon in 1836 to serve the Indian tribes. Near the present city of Walla Walla they established the first white American home on the Pacific Coast. They built the first school house and the first grist mill in the vast region between the Rockies and the Cascades. They became the parents of the first white child of American parentage born on the Pacific Coast.

In the fall of 1842, Dr. Whitman rode across the continent and laid important facts before the Government at Washington concerning the value of the Oregon Territory. On his return journey his service as guide was an important factor in the safe arrival of the great wagon train of '43, which established the practicability of the Oregon Trail, and provided an overwhelming majority of American settlers in the territory, thus preparing the way for the treaty of 1846, which finally gave the Pacific Northwest to the United States. Later in that year, the Indians to whom he had devoted his life murdered him, his wife, and twelve others. Dr. Whitman's lofty personal character, his vision, his public spirit, his martyr's death, entitle him to a high place among national heroes.

Whitman College is a monument to Dr. and Mrs. Whitman and the pioneers of the Oregon Territory; it seeks to preserve in its buildings, its professorships, and its various funds for scholarly purposes, the names of those who have played a distinctive part in the making of the Pacific Northwest.

The college is a privately endowed non-sectarian institution. It has been built upon the educational traditions of the liberal arts colleges of New England, adapted to the needs of the Pacific Northwest. This purpose of the college is to offer a distinctive intellectual and social environment to a selected group of students who are able to profit from it. It is distinctly Christian in character. Approximately eight hundred

students are enrolled. During the past few years a remarkable increase in endowment has been achieved and new buildings constructed under the leadership of President Chester C. Maxey.

Emphasis upon forensics has been strong at Whitman since shortly after its beginning. During the early years it was an activity carried on between the literary societies. Beginning with the year 1897, intercollegiate competition became a regular thing, with Washington, Oregon Agricultural College, Washington State, Idaho, and Whitman competing in oratory in the Northwest Oratorical Association. During the following ten years Washington State compiled the most wins.

Intercollegiate debate began in 1898, most of the clashes being of the home and home variety. Institutions met were Idaho, Oregon, Washington, Pacific, and Williamette. Whitman won seventeen of the twenty-seven debates over a nine year period against these schools. Between 1911 and 1921 seventy-four debates were held with Washington, Oregon, Idaho, and Washington State. Whitman received the decision in forty-four of these. During most of this early period the teams were directed by "student leaders", with assistance from various faculty members, although in the years around 1905 the Reverend Austin Rice, a former debater at Yale, was designated "coach."

In 1921 Professor L. T. Sawtell and Miss Dorothy Gardiner became coaches of the men and women, respectively. By 1926 small tournament were being held, and the following directors of forensics served during the indicated periods as the tournament style of debate and individual events increased to its present stature: W. Earl Beem, 1926-27; Mark Harris, 1929-31; Roy C. McCall, 1931-36; John W. Ackley, 1936-45; Lloyd R. Newcomer, 1946-51; John R. Shepherd, 1952-54; and Dean F. McSloy, 1954-. Whitman hopes to continue in the future the excellent record made during these last thirty years.

The Utility of Argument

by Jerry Boime, Student, Pepperdine College

. . . . Is, to Dispute well, logic's chiefest end? — Dr. Faustus

It is evident today that college debate is bearing a very painful crown of thorns. Forensics has been tottering under attacks from every quarter and is rapidly becoming the *Enfant Terrible* of modern education.

This instability has been immeasurably increased by the failure of the debater and his protagonists to draw a logically defensible rationale to justify the continuance of debate as an intercollegiate activity. What irony, *Debate* is incapable of presenting an *argument* in behalf of *itself*! The only defense thus far offered — to concretize the tragedy — is based upon three precarious assumptions. They are worded by their proponents as "invaluable rewards." These may be briefly summarized as follows:

- I. The purely therapeutic value of oral expression (e.g. poise, "presence" and self-confidence).
- II. The proneness towards "objective" thinking.
- III. The development of a *persuasive* facility with language.

Although these categories are not all inclusive, they do incorporate the essential utilities of intercollegiate debate. Debate currently justifies itself within these three value areas. Because it *must*, this paper maintains that Forensics has severely limited its potential range and rendered wholly insufficient the bases for its continuance as an extra-academic activity. Let us then weigh the value resident in the three categories.

Ego gratification offers a telling argument. Yet its therapeutic value is in no way indigenous to speech discipline. A course of dancing lessons can suffice as well (for assuredly Arthur Murray is prepared to offer comparable results in a less time-consuming and more socially acceptable manner). Furthermore, debate is, just

as often as not, deprecating to the ego on the occasion of the negative decision.

The exhaustively utilized "objectivity" argument is usually the major defense presented by student and coach alike. In actuality this "objectivity" is a milk toast transparency, painfully recognizable by the pretense that "there are necessary — desirable — practical arguments on both sides." With this inspiring conviction, the novice commences to recite by rote the stock issues contained in the convenient "Handbook."

The contemporary debator (in the conditioned generosity of Pavlov's dog, discovers truth in everything unwittingly akin to the gentlemen who allowed even the devil his virtue.

Persuasive ability is the most vital and provocative enticement to the recruit. For there is indeed something primitively heroic in the ability to bend minds by the manipulation of language and sound. Yet, the efficacy of the voice entralls not only the audience but the speaker himself. Thus, what is of consequence is not necessarily the validity of the case, but the *impression it produces on the judges*, and the failure to sway the judge is tantamount to the devaluation and disenchantment of one's whole personality. Therefore, the result of the contest determines the attitude of the contestant. The dispute becomes an end in itself. The "decision" is the measure of all things. The annual question is insignificant as such. Witness the fact that immediately at the close of the season, case material and evidence is promptly destroyed. All this tells us nothing more than we already know. The tragedy is that we have been banging our heads against a wall so long we've become numb to the pain.

The question must now be raised why these three seemingly justifiable aims are

confounded in tournament competition. Evidence indicates that here-to-fore there has been a conspicuous failure to enunciate a standard — a philosophy of Forensics if you will. For it is obvious that if theory does not check practice, practice pursues its own extremity. That extremity is evident today in the shot-gun argument, the debate "Handbook", the prefabricated rebuttals and all the maneuvers and the devices obvious at the tournament scene. Thus, it is in debate that poise and self-confidence assumes the discoloration of conceit and vain glory. "Objectivity", when it is devoid of penetrative insight, is nothing more than a chocolate-coated bluff. Persuasion without purpose only exhibits our brutishness. The shriek of a primate is more persuasive than a lecture in anthropology, but I would like to think that one has brought civilization a lot farther than the other.

Is to provide the student with a storage of quotable material, a few convenient phrases, and a stereotype organizational pattern stimulating to his creative faculties? Surely, the very elimination of these artificial supports is a pre-condition of an intelligent debate. It is imperative that we realize that the broad and sensitive analysis of vital issues is not acquired by reducing every case to a hocus-pocus of "need" and "desire" anymore than we can reconcile the tragic predicament of man by offering a two-minute plan. The value of Forensics does not obtain in the decision, the tournament, or even the debate. It has significance fundamentally as an orientation in the logic and psychology of public issues. It should demonstrate the axiom that truth (not contrived neutrality) does not take sides and it should facilitate the discovery of what Socrates called "the nucleus of reason imbedded in even the dullest minds." If this be the enlightened lesson of intercollegiate debate then we need have no anxiety in maintaining and encouraging it. Debate will then be its own best argument. Perhaps then we can answer Doctor Faustus's cynical inquiry, "No, dispute is not the end of logic — but merely the beginning."

Chapter Directory

KENTUCKY

Alpha—Georgetown College, Georgetown
Beta—Centre College, Danville
Gamma—Kentucky Wesleyan College, Owensboro

LOUISIANA

Alpha—Louisiana College, Pineville
Beta—Centenary College, Shreveport
Delta—Louisiana Polytechnic Institute, Ruston
Gamma—Southwestern Louisiana Institute, Lafayette
Epsilon—Northwestern State College, Natchitoches
Zeta—Southeastern State College, Hammond

MAINE

Beta—University of Maine, Orono

MICHIGAN

Alpha—Kalamazoo College, Kalamazoo
Gamma—Hope College, Holland
Delta—Michigan State College, East Lansing
Epsilon—Michigan State Normal College, Ypsilanti
Eta—University of Detroit, Detroit
Theta—Central Michigan College of Education, Mount Pleasant

MINNESOTA

Alpha—Macalester College, St. Paul
Beta—St. Olaf College, Northfield
Gamma—Gustavus Adolphus College, St. Peter
Delta—Hamline University, St. Paul
Epsilon—College of St. Thomas, St. Paul
Zeta—Concordia College, Moorhead
Eta—College of St. Catherine, St. Paul
Theta—St. Mary's College, Winona

MISSISSIPPI

Alpha—Millsaps College, Jackson
Beta—Mississippi State College, State College
Gamma—Mississippi State College for Women, Columbus
Delta—Mississippi Southern College, Hattiesburg

MISSOURI

Alpha—Westminster College, Fulton
Gamma—Central College, Fayette
Delta—William Jewell College, Liberty
Zeta—Culver-Stockton College, Canton
Eta—Central Missouri State College, Warrensburg
Theta—N.E. Missouri State Teachers College, Kirksville
Iota—Southeastern State College, Cape Girardeau
Lambda—Missouri Valley College, Marshall
Mu—Tarkio College, Tarkio
Nu—Drury College, Springfield
Xi—Rockhurst College, Kansas City
Omicron—St. Louis University, St. Louis

MONTANA

Beta—Montana State College, Bozeman

NEBRASKA

Alpha—Nebraska Wesleyan University, Lincoln
Gamma—Doane College, Crete
Delta—Hastings College, Hastings
Zeta—State Teachers College, Kearney
Theta—University of Omaha, Omaha
Iota—State Teachers College, Wayne
Kappa—Midland College, Fremont

NORTH CAROLINA

Beta—Wake Forest College, Wake Forest
Delta—Lenoir Rhyne College, Hickory
Epsilon—Appalachian State Teachers College, Boone

OHIO

Alpha—Baldwin-Wallace College, Berea
Beta—Heidelberg College, Tiffin
Gamma—Hiram College, Hiram
Delta—University of Akron, Akron
Epsilon—Otterbein College, Westerville

Group Discussion As A Competitive Forensic Event

A SYMPOSIUM

HERMAN COHEN
University of Oregon

Few forensic participants or directors would deny the value of group discussion. It is perhaps the most practical and most functional of all the events now included in forensic tournaments. Its application to matters outside the tournament or the classroom is immediately apparent. The ability to solve human problems through the medium of group discussion is one of the indigenous characteristics of democracy. Human beings constantly use some form of group discussion in the conduct of their affairs. It, therefore, would seem desirable that as many students as possible should be exposed to the experience of participating in and leading group discussions. And what better way is there to make training in discussion more realistic than by providing discussants with the opportunity to meet with representatives of other institutions to discuss mutual problems?

Justifying the existence of group discussion, or even advocating it as an intercollegiate forensic event, does not, however, answer the question, "Should Group Discussion Be Treated As a Competitive Forensic Event?" Before this question may be answered another question must be asked, namely, "Is Group Discussion Competitive?" This writer would maintain that group discussion is essentially a conciliatory mode of communication. There is a pervasive conception in speech literature which refers to group discussion as "The technique whereby human beings seek to find a common solution to mutual problems through oral communication." If one accepts this sort of definition, it would seem difficult to regard group discussion as being amenable to competition. As matters now stand, we are often guilty of applying competitive criteria to a mode of communication which is essentially conciliatory.

No one is so naive as to believe that competitors in forensics are not aware of devices, adaptations, strategies, and ap-

proaches which will make victory more possible in such events as debate, extempore speaking, or oratory. I am sorely tempted to think that the same thing often happens in competitive discussion at tournaments. The objective of seeking common solutions to mutual problems is often sublimated to the goal of receiving a high rating. One of the most disconcerting factors about competitive discussion is that it encourages an artful pretense of cooperation. Often the highest ranked participants may seem to be the most cooperative. They appear to be abiding by the best rules of group discussion. The question, however, is never clearly answered as to whether they are genuinely cooperative or whether this is another device by which to gain a higher rating.

I am aware that some of my colleagues may protest that there is nothing wrong with giving the highest rating to the individual who makes the most valuable contributions to the discussion. While this argument has a certain superficial merit, it must be remembered that group discussion focuses its attention on group action and not on individual proficiency. When the judgment must be directed to the attainments of individual participants, the criteria of group discussion become somewhat distorted and the concept of "group identity and unity" begins to disappear.

Some defenders of competitive discussion have maintained that since individual judgment and evaluation are made in the discussion classroom there is no reason why they cannot be made in intercollegiate competition. It merely seems sufficient to point out that the motivation for grades and the motivation for tournament victory are not analogous. For example, I would hope that in the classroom there is not the overwhelming urge to be declared *the winner*. There are in the

academic situations, strictly speaking, no winners or losers. Rather a number of persons may be rated at the same level of proficiency.

More than once, I have heard the testimony from students that their conduct at competitive discussions is quite different from that at non-competitive discussions. Moreover, they feel that the non-competitive events have been more successful as learning experiences. In the latter type the student's total attention is directed towards problem solving and the extraneous goals of victory and defeat are eliminated.

None of the foregoing should be understood to constitute an indictment of group discussion at speech tournaments. It is merely that I object to their being grouped with competitive events. As a matter of fact, a good case can be made for including non-competitive discussion tournaments. A good precedent is available in the case of the Pacific Forensic League, in which non-competitive discussion is included in the same tournament as competitive debate, extempore speaking, oratory and after-dinner speaking. Both faculty and students have been high in their praise of this sort of arrangement. The fact that discussion is not competitive does not, by any means, imply that it should be less rigorously criticized and evaluated. The Pacific Forensics League has consistently insisted that each discussion be judged not only by a speech expert but by an expert in the subject field as well.

It should be understood that these remarks are motivated not by antagonism for group discussion but by a great respect for it as a mode of communication. Its value to the student is so profound that its purpose of conciliation and compromise must not be warped by making out of it just another competitive tournament event.

CUNERA VAN EMMERIK

Central College, Iowa

Discussion continues to gather about itself more doubt concerning its value as a contest event than debate, oratory or extemporaneous speaking. At times these

too are under fire. Their strong points, however, are easy to perceive. But discussion—? A question mark — that's it.

What's good about it? What's bad about it? What can be done to improve it if we are going to preserve it as a contest event?

Surely, it teaches a technique as old as democracy, and certainly one which is essential to democracy. It should have as much or more carry over value beyond college than any of the other forensic contests. It can be used in every committee meeting, every service club, federated club, chamber of commerce, every church board, every legislative body.

It makes for objective, creative thinking — if it is taught right. It encourages open mindedness, honest research, fair play, a knowledge of current affairs, a use of problem-solving techniques for the common good.

Or does It? Sometimes it encourages sitting in on a discussion with little knowledge of the subject; qualifying for Pi Kappa Delta, or rising in the order with little effort; or partaking in a discussion merely because of having been entered in another event at the same tournament. It may mean playing to the grand stand—the judge — at the expense of less glib members of the group.

There may be a degree or even considerable show of knowledge. Yet it may be parroting of the same steps in the outline that have been used in every tournament during the year. Worst of all, it may end in a parliamentary session that spoils the impression of good work done up to that time — a parliamentary session in which Robert's Rules are used to confound and confuse instead of to facilitate and expedite. The steps of analyzing the question, exploring the problem, examining the proposed solutions, and even of framing resolutions may be sincerely and honestly attempted. Then "clever" use of Robert's Rules may stop group thinking and may see to it that "nothing" is accomplished — in a grand manner.

What are we going to do about it? And who are "we"? We are the coaches. We are responsible for the situation. We can

do a lot about it if we will.

We can go on teaching the techniques of discussion, hold discussions on our campuses and off, insist that students do enter contests prepared, continue to train for an openminded approach and for objective thinking. We can insist on thorough research, on good leadership, on an honest attempt at problem solving for the good of the group. We can even change the topic for discussion more often than we do.

We can, if we will, maintain the same high standards right through a parliamentary session. I've seen it done. But it takes wise, strong guidance with a faculty member right in the arena. It may take a strong hand with the fellow who would eagerly upset the principles of democracy by the manipulation of the very tools of democracy. It may take direction and instruction right on the floor to help find and pass what is truly the consensus.

"Oh, but a real parliamentary session isn't like that?" Maybe not. But are we in this teaching game to perpetuate the worst in the present system or the best? Why not recognize discussion as a teaching technique as well as a contest event — as an opportunity to prepare better citizens?

After all, we have usually dropped the rating score by the time discussion goes into the parliamentary session. So instead of making the withdrawal of judges an excuse for every crack pot to run wild, let's make it the opportunity to go back to the teaching, guiding job which is ours.

Students shouldn't continue to leave discussion contests with the feeling of having accomplished nothing and with an antagonism against further participation in "such a farce." Instead they should feel the discussion has been valuable right through the parliamentary session and that they have learned a great deal from it.

The responsibility rests with the coaches. Will we make discussion a valuable, educational experience? Of will we side with the less mature among our students and let discussion be a confounding of issues and a rejection of creative thinking?

I hold discussion in the highest esteem, yet I have no enthusiasm for it as a contest event. It is a fine idea on the part of our National President to sound out chapter sponsors and their students on this activity as a Pi Kap event. Here is my thinking on the subject.

Group investigation into mutual problems is a mighty important process. Certainly sound discussion is essential to effective decision making. Pi Kap coaches and students who read this do no need to have the definitions of discussion and debate spelled out here. American democratic activity begins with investigation (discussion) and proceeds into decision (debate). There should be no surprise when we note the presence of discussion with debate in so many speech tournaments. We need training and practice in both.

When at a tournament I always hope that I am not selected to judge or evaluate the discussion event. Forcing the group investigation process into a contest has weakening effect on the purposes of discussion it seems to me. The group of students participating together for an hour should work as a group and if observations and evaluations are made at all, they should center on the productivity of the individuals working together. I have yet to judge or evaluate a college discussion event, however, where the productivity of the group was the chief focus of attention.

Discussion as a contest event affords plenty of practice. This can be of value and so serves perhaps as the main justification for it. However, sadly to say, it is not designed to affect individual insight and improvement. We launch our students into rounds of discussion, intent upon finding the best among them, de-emphasizing purposes and values. We for-ensic coaches are assuming a lot when we assert that discussion as a contest event is good training for our students. Instead of searching for evidence of improvement, we are busy setting up a seating chart of participants in the competitive section. We are judging and rating each person against

a yardstick or against fellow competitors. We must do this because our immediate goal is to award the best discussants. Our thinking is wrong when we try to force discussion into a contest in order to include it among other speech forms which logically can be conducted that way.

Further, I would like to suggest that discussion as a contest event can encourage malpractice. It affords plenty of practice to be sure, but we should look carefully into the quality of such practice. Remember that since we set up discussion as a contest with final awards, our own students are out to win those awards. Am I the only coach to overhear his discussion winners say, "I sure fixed the chairman in the last round. I beat him to the summary just before we closed." Or, "The rest of us decided to jump on so-and-so in the next round and did he take a beating." Or, "In the last tournament my judges said I didn't talk enough, so this time I talked all the time and made a superior." These are not exaggerations, I am sorry to say. These are actual quotes which stick like nettles in the memory.

This writer had the distinct pleasure of serving as chairman of the discussion event at the Redlands Convention. Sitting in a remote office, it was routine to tabulate the rounds of discussion ratings. It was a matter of simple arithmetic to come out with percentages of superior discussants, excellent discussants, and good discussants. But to me the matter was far from clear as to why we made a contest out of a sharing process, and why we elevated certain individuals for special acclaim. I believe so even though one of my students received superior and another an excellent certificate there. Also puzzling to me was the wide range of judging for that event. It seemed to me as the widely divergent ratings were tabulated that the issue was doubtful as to who was superior, excellent, or good discussant. The brief judging card supplied each faculty observer seemed constant enough; the human factor of observer seemed an uncontrolled variable, however. Nevertheless, your discussion committee dutifully tabulated each judgment made

and then followed through with certificate awards.

Presiding at the final parliamentary session in the Greek theatre was anything but routine. Here was a chance to feel and study the attitudes and convictions of our fine Pi Kap participants. You will recall that discussion at Redlands did not take the form of a congress. There were rounds of discussion followed by an abridged parliamentary session. Adopting the rules employed at the Kalamazoo parliamentary session, your discussion committee drastically limited freedom of discussion and debate; only faculty could serve as presiding officer, secretary, and parliamentarian and Roberts Rules of Order were superseded by special committee rules, as in the denial of certain amendments. Naturally, our student participants rebelled at these restraints. In fact, a tense moment occurred at the opening of the final session when a motion to adjourn was made. This motion was defeated and our students played the game to the end of the allotted time. Your discussion committee asked the participants in the event for criticisms and suggestions. One was made — that in the final parliamentary session Roberts Rules of Order be followed. This meant that they did not wish the faculty committee to draw up special abridgments of Roberts Rules of Order. To me, looking back at that interesting experience, I suspect that our Pi Kap students would relish a congress event with generous time set aside for it and with Roberts Rules of Order functionally employed. Our students should be polled across the country on this. Do they favor a congress? What do they think of discussion as a contest event?

To round up and wind up, I believe our thinking is right when we cannot quite bring ourselves to throw discussion bodily out of our tournaments and conventions. Rather, there is a firm and widespread desire to retain discussion in some form. Frankly, I am critical of discussion as a contest event and so have no enthusiasm for it in that form. But I do hold discussion training and practice in the highest esteem.

The President's Page

Few satisfactions exceed those that come from personal achievement and growth. Directors of Forensics often find their most valuable rewards in noting that their debaters and speakers are developing in powers of analysis and critical thinking, in reflective and mature attitudes, and in abilities to speak convincingly. Forensic students themselves get a new glow in their eyes when they realize they are learning to think more clearly and to express themselves more forcefully on the debate platform. With this experience comes an exhilarating sense of confidence and security. Nothing that happens in forensics is so important as this growth of students' personal powers of perception and intellectual effectiveness.



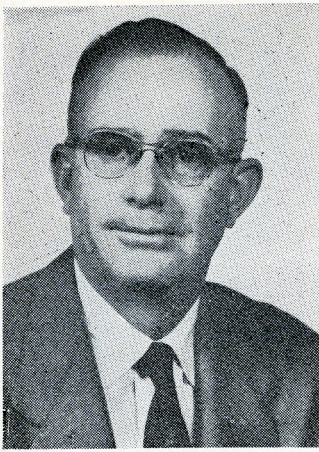
Our forensic fraternities were established, and continue to exist, in order to provide motivation to students to develop these powers and abilities. They were founded also to honor those who were progressing toward this sort of self-realization. Those who sit on the side-lines and take critical pot-shots at competitive speech activities must feel some stirrings of their educational consciences when they note how forensic students in the extra-classroom efforts often achieve more quickly and more thoroughly most of the common objectives of college courses.

Sponsors of our chapters need to keep in mind these things that can and do happen to members of their forensic squads. Only a strong desire to develop in their students the abilities to reason carefully, to use evidence validly, to recognize fallacies in arguments, to express themselves cogently, and to face controversy objectively will make directors of forensics enthusiastic about their work.

It always is disheartening to hear of a chapter in our fraternity that is on the downgrade. This sometimes means that a sponsor has lost sight of the values of the program. He has forgotten what can take place in the development of persons through forensic activities. At other times it may mean that administrators too have overlooked the educational values of a vigorous forensic program. Occasionally, also, the speech activities may have been swallowed up by the hundreds of other campus activities that clamor for the students' energies. Whatever the reason, a weak chapter is a sign that somehow the educational sights have been misdirected.

The constitution of Pi Kappa Delta provides that lethargic chapters cannot remain in good standing with the fraternity. Now, before the provincial tournaments get under way, is a good time to remind ourselves of what the rules are. Article V, Division B, Section 3 states: *"Each chapter must be represented at each regular biennial convention unless excused by the Provincial Governor with the approval of the National President."* The same article, Division A, Section 13, has this to say about attendance at the national conventions: *"Any chapter failing to have a delegate at two consecutive national conventions shall be placed on probation."*

The assumption here, of course, is that attendance at provincial and national conventions is a good sign of a chapter's health. Obviously this may not always reflect the activity going on within the local unit, but normally a lively chapter will feel that participating in speech activities with other chapters is a necessary part of the total program of the fraternity. Let us therefore strive for 100% attendance at the province meetings this year. If all chapters have done their work well, the students participating in these fraternity meetings will have an educational experience of real significance. Their achievements in the competitive events will be a measure of how far they have come in realizing their potentials.



From The Secretary's Desk

In Pi Kappa Delta, springtime is initiation time. An impressive initiation service is a fitting climax to the forensic season. Membership applications will be processed in this office as rapidly as possible and every effort made to get membership cards to you in time for formal presentation. Members who have qualified for advanced degrees should keep their record up to date by sending in a report on form B. Every year alumni of twenty years and more request the privilege of ordering keys. After this much time has elapsed it is difficult to verify your eligibility for jewels for advanced degrees if your record has not been kept up to date before graduation.

An appropriate membership certificate, 8½ by 11 inches, suitable for framing is also available from this office for a fee of 50 cents. The limited number of orders for membership certificates indicates that many members are not aware that these are available.

Key orders are received every month with a steady increase towards the end of the school year. Keys are not kept on hand at this office but are engraved with the members name, school, and number of acquisition at the Balfour factory. Orders placed early in the year are often completed within two weeks, while those placed in April, May and June may require six to eight weeks for completion. Indications are that the present price list will prevail through the present school year with an increase in prices to be anticipated by September. Husbands, wives, and friends of Pi Kappa Delta members often find that Pi Kappa Delta keys make appropriate gifts for special occasions such as birthdays, Christmas and anniversaries. An increasing number of schools use them as forensic awards, provided through the school budget. We still receive an order now and then in which four copies of the order is sent. This is no longer necessary as all orders are remade in this office before it is sent to the factory.

Requests for information from prospective chapters continue to arrive. More than fifty such requests have been received in the last four years. Some of these schools, unable to meet Pi Kappa Delta requirements, are working to improve their forensic program, looking forward to establishing a chapter in the future. Final approval has been given to Morris Harvey College, Charleston, West Virginia. Several other petitions are being processed by the Charter Committee and one or two others may be approved by the end of the year.

Recently, someone doing research in the Library of Congress, was unable to find the Forensic on file there. Back issues have been sent to the Library of Congress and the file will be kept up to date in the future. However, several issues have been completely exhausted. Do you have extra copies of early issues of the Forensic that could be used to bring the Library of Congress file up to date?

Latest Membership issued: No. 29228 Charles Keith Evans, Ft. Hays State College, Kansas.

Latest key issued: No. 17095 Miles Schulze, North Texas State College, Denton, Texas.

Chapter Notes

California Institute of Technology

Four Tech debaters put on a demonstration debate on last year's topic Resolved: That the United States should extend diplomatic recognition to Communist China, before the Pasadena chapter of the Committee for the United Nations. The four debaters, Andrew Perga, Gene Cordes, Rube Moulton, and Mike Bliecher, placed first at the Western Speech Association tournament last year and received a superior rating at the Pi Kappa National tournament held at Redlands on the same topic. Since the debate was a demonstration the constructive speeches were 8 minutes in length, while only one rebuttal of 4 minutes duration was allowed each team.

The debate was held at a luncheon meet-

ing of the Committee at which some 175 members were in attendance. The president of the local chapter commented that the demonstration was the most stimulating and effective program ever put on before his chapter. The teams are under the direction of Dwight Thomas who has replaced Lester R. McCrery at the California Institute of Technology this year.

In the near future, the Gamma chapter of Pi Kappa Delta at Cal Tech will arrange for a spring dinner and party and will vote in approximately 10 new members to the organization. Plans are also in progress to organize an extensive series of both intra and inter school practice debates in preparation for the Pepperdine tournament.

Dubuque University

The Iowa Lambda Chapter at the University of Dubuque has an active program outlined for the year. Eight people have been participating in various forensic activities.

The first intercollegiate activity attended was the Grinnell Discussion Conference in November. The five students who attended were: Anne Bartholomew, Don Laube, Richard Stricker, Nels Turnquist, and David Zollars. Ratings of superior and excellent were received in discussion,



Back Row: Nels Turnquist, Richard Stricker, Ed Sheppley, Anne Bartholomew, David Zollars, Don Laube, and Richard Van Iten.
Front: Forensic Director Tom Olbricht

and two excellent ratings in argumentative speaking.

Also in November the squad attended the Bradley University tournament at Peoria. The same personnel made the trip except Nels Turnquist who was replaced by Richard Van Iten. The five participated in six individual events and received six certificates of excellence. Laube and Zollars represented the University in debate on the affirmative and Stricker and Van Iten on the negative.

On December 2, two debate teams traveled to Cornell College at Mt. Vernon, Iowa, for a tri-meet. Coe College in Cedar Rapids was the other school represented. The two teams from each school debated two rounds. The first round was regulation debate and the second round was cross examination. All involved thought this was a profitable and inexpensive experience.

Future meets included the Normal Illinois Tournament in January, a tri-meet at Upper Iowa University in February, the Iowa Forensic Association conference in March, and the Pi Kappa Provincial which will be at Eau Claire State in April.

The Chapter is also sponsoring for the second year a high school speech festival for the tri-state area.

Hardin-Simmons University

The slogan of Hardin-Simmons University, "Great Today-Greater Tomorrow", has proved true in forensic activities on the campus of H-SU.

Last May the Theta chapter of Pi Kappa Delta at H-SU played the role of initiator to one of the newest chapters of PKD. This newly formed chapter was the Xi of Abilene Christian College, another great school of Abilene, Texas. The new chapter was initiated at a formal banquet at the Windsor Hotel. Dr. Reiff, President of H-SU and former PKD member gave a speech of welcome to the new chapter and Rex P. Kyler, head of the Speech Department of ACC gave a speech of response. This new chapter has proved active in PKD. Early this year the Xi Chapter played host to the Theta Chapter of

H-SU at a reception on the campus of ACC.

Debaters of H-SU have set an enviable record for themselves at the three tournaments they have attended this year. At the Texas Tech Tournament, a girls team composed of Wretha Whittle and Maridell Fisher went through the tournament undefeated and received the highest team ratings of any girls teams in the tournament. Later at the all girl's tournament of Texas University, another girls team composed of Clara Ann Bennett and Dorothy Stone placed third in the entire tournament. At this tournament, Wretha Whittle got to the finals in poetry reading. The last meet, that of Texas A&M proved as rewarding as the other two. A boys team of Bill Ballinger and Jimmy Horn won five out of six debates and again Wretha Whittle and Maridell Fisher had the highest team ratings of any girls team entered in the mixed tournament.

A freshman Reading contest with scholarship awards is currently arousing interest at H-SU.

Officers of the Theta Chapter are: President, Maridell Fisher; Vice-President, Eugene Claburn; Secretary-Treasurer, Wretha Whittle; and Reporter, Vangie Reiff.

Los Angeles State College

Los Angeles State College's California Lambda Chapter of Pi Kappa Delta has enjoyed a splendid semester of forensics. Armed with a \$1700 budget and courage, the fall, 1955 semester opened up with a beach party at Huntington Beach, California, which many members and their wives and friends attended. After this successful launching of the new semester, the team hosted a College Speech Clinic on October 8. The first tournament of the season was an individual events meet at San Diego State College on October 21 and 22. This was a real work-out for "our boys". Perhaps this is a misnomer, for included in the group were three young ladies: Joy Hunt, in upper division; Ruth Cartwright; and Cary Bedakas, lower, lower division. The rest of the team of seventeen included in upper division men; Alan Dinehart, Phillip Kelly, Frank Kent,