

# THE FORENSIC

OF PI KAPPA DELTA

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Issued four times a year, in October, January, March and May. Entered as second class matter January, 1952, at the post office at Birmingham, Alabama, under act of August 24, 1912.

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SERIES 37

JANUARY, 1952

NO. 2

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## Provincial Tournaments

### PROVINCE OF THE PLAINS

March 27, 28, and 29 at the Nebraska State Teachers College, Wayne, Nebraska. Miss Lenore Ramsey, Chairman of the Department of Speech, is director of the tournament.

### PROVINCE OF MISSOURI and PROVINCE OF ILLINOIS

The Province of Missouri and the Province of Illinois will hold a joint convention at Southeast Missouri State Teachers College, Cape Girardeau, Missouri, April 10, 11, and 12. Tournament committee members are Georgia Bowman, William Jewell College; Dr. Forrest Rose, Southeast Missouri State College; Dr. L. E. Norton, Bradley University; Harold Svane, Missouri Central College; and Clayton Ford, The Principia. Activities include debate, discussion, oratory, extemporaneous speaking, and poetry reading.

### PROVINCE OF THE PACIFIC

College of the Pacific, Stockton, California, middle of April.

### PROVINCE OF THE SIOUX

No report.

### PROVINCE OF THE LOWER MISSISSIPPI

Tournament is scheduled to be held at Phillips University, Enid, Oklahoma, the third week-end in March. Ira G. Morrison, Department of Speech, is the director.

### PROVINCE OF THE LAKES

April 14-16 at Kalamazoo College, Kalamazoo, Michigan. Dr. Ethel Kaump, Chairman of the Department of Speech, is the director.

### PROVINCE OF THE UPPER MISSISSIPPI

No report.

### PROVINCE OF THE SOUTHEAST

March 27, 28, and 29 at Mississippi State College for Women, Columbus, Mississippi. Dr. Harvey Cromwell, Chairman of the Department of Speech, is the director.

### PROVINCE OF THE NORTHWEST

April 4 and 5 at Washington State College, Pullman, Washington. W. H. Veatch, Department of Speech, is the director.



# The Province Of The Northwest

ERWIN H. SCHWIEBERT, The College of Idaho

The Province of the Northwest includes the chapters located in the states of Oregon, Washington, Idaho, and Montana—states comprising a total area of approximately 400,000 square miles. The distance from Montana State College to Linfield College in Oregon is almost 900 miles.

Idaho has two chapters: Alpha, College of Idaho, Caldwell; and Gamma, Idaho State College, Pocatello. Beta, Montana State College, Bozeman, is the only PKD chapter in Montana. In Oregon are located Alpha, Linfield College, McMinnville, the stomping ground of Roy D. Mahaffey, President of Pi Kappa Delta; and Beta, Louis and Clark College, Portland. There are six chapters in Washington: Alpha, College of Puget Sound, Tacoma; Beta, Seattle Pacific College, Seattle; Gamma, State College of Washington, Pullman; Delta, Whitworth College, Spokane; Epsilon, Pacific Lutheran, Portland; and Zeta, Western Washington College of Education, Bellingham.

Vast distances have not prevented

chapters from participating in an extensive forensic program. Washington State College debaters, for example, under the aggressive leadership of Professor W. H. Veatch, engaged in 212 decision debates last year. During the past five years, his teams have debated 1,113 times with teams from colleges and universities all over the country. Veteran Charles Battin and his College of Puget Sound forensic teams rarely miss a tournament or convention. Idaho State College, one of the most recent chapters to receive its charter, is carrying on an unusually active forensic program. They placed first in the Western Speech Association Tournament held at Fresno State College, November 19-21. All active chapters in the Northwest Province are really active!

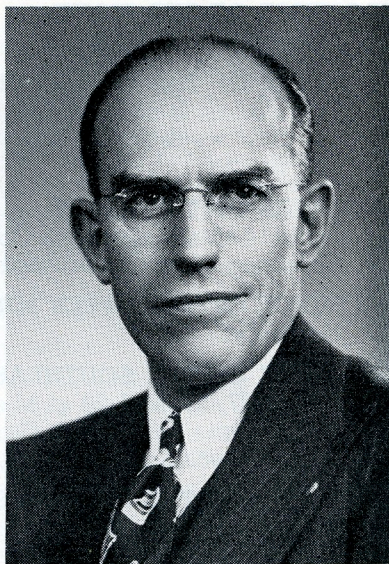
Several years ago, the Province of the Northwest and the Province of the Pacific were combined; but at the convention held at the College of the Pacific in 1949, it was decided that the Northwest chapters would

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Erwin H. Schwiebert, Governor of the Northwest Province, is debate coach and Assistant to the President of The College of Idaho at Caldwell.

In his undergraduate years at The College of Idaho, he participated in extemporaneous speaking and debate, attaining the degree of Special Distinction. He attended the University of California for graduate study in economics.

Mr. Schwiebert coached athletic and debate teams in high school for seven years, placed first in the 1939 NFL coaches' after dinner speaking contest, received the Junior Chamber of Commerce Distinguished Service Award in 1942, is President of the Idaho Tuberculosis Association, served as State Representative from 1942-50, and was elected to the State Senate in 1950.





# The Affirmative Case

D. J. NABORS, Oklahoma East Central State College

In developing an affirmative case on the question of a permanent program of wage and price control, I would follow the same principles that I would use on any other debate question, with an attempt to emphasize some of the things that apply especially to the current question. Here are my suggestions:

1. Make a thorough analysis of the terms of the question. To avoid quibbling over the meaning of the terms, be prepared to substantiate your definitions from reliable sources. What do we mean by wages? prices? permanent program? Does a permanent program of wage and price control mean permanent wage and price control? Is there a difference? In the debates that I have heard on the question, the term "program" in the question frequently has been neglected or misinterpreted.

2. Find the basic issues involved in the question. The time for the usual debate is too short to be wasted on minor issues or secondary material. Remember that you are dealing with a vital question that affects everyone in the United States. If debate is to continue to justify its existence in the educational program,

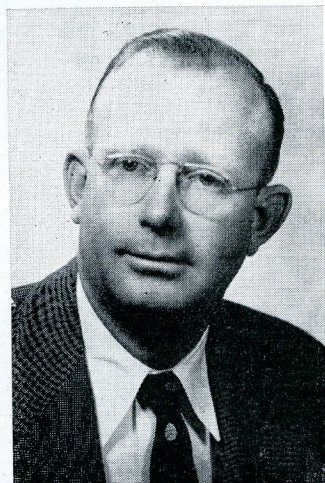
debaters should deal with the vital issues of the day that grow out of the question. The affirmative is offering the proposition of a permanent program of wage and price control as a solution for an existing problem or weakness in the status quo. What problem or problems do you consider vital? national defense? inflation? depression? leveling out of business cycles? foreign trade? combating communism in the United States? discrimination between organized and unorganized labor? Avoid the mistake of offering the affirmative proposition as a solution for all of our economic and political ills. Do not use existing problems that wage and price control would not affect. The affirmative should make a definite application of its proposition to the problems that it considers vital.

3. Develop a good background of information on the question. What are the existing laws and agencies that deal with prices and wages? To what extent are they functioning successfully or unsuccessfully? The affirmative may decide to defend certain existing agencies and propose that they be made permanent. On

D. J. Nabors, now serving his third term as a National Council Member of PKD, is Head of the Department of Speech, East Central College, Ada, Oklahoma.

Mr. Nabors has been active in PKD since his undergraduate days when he worked to secure a chapter of PKD at East Central. He served on the men's debate committee at the National Convention held at Bowling Green, was Convention Chairman at the National Convention held at Oklahoma A. & M. College last spring, and is the current chairman of the charter committee.

He received the B. A. degree from East Central College in 1930, Master of Philosophy degree from the University of Wisconsin in 1931, and is continuing graduate work in speech and education at the University of Oklahoma. Prior to assuming his present position in 1937, he served as Head of the Department of Speech, Peru State Teachers College, Peru, Nebraska, 1931-37.





the other hand, the affirmative may discover a fundamental weakness in the status quo and propose the adoption of a new agency. In order to do this, it is necessary to know something of the work of the governmental agencies that have something to do with wages and prices. On the affirmative, are you offering a part of the status quo as your plan or are you actually presenting something new? Avoid the mistake of depending on handbooks for material. Remember that the other fellow can turn to the negative section of the handbook and find an answer for any argument listed in the affirmative section. Look for material in out-of-the-way places. Spend some time in the library, at the news stands, talking to businessmen who have had some experience with controls. Discuss the question with your economics professor, the clerks in the grocery store, and an occasional housewife while she is doing the family shopping.

4. Develop an alternate case for occasional use. Sometimes in the semi-finals or finals of a tournament, two teams meet on the same sides of the question that have met earlier in the tournament and the debate is a repetition of the previous debate. For such occasions it would be to the advantage of the affirmative to have a second case to present. You have already heard many variations on the question of a permanent program of wage and price control, and a good team should not have any trouble developing a second case. I have known of instances where some teams have had as many as six cases by the end of the season. Developing a new case helps to keep the question alive and interesting as the season progresses.

5. Keep your argument up to date. From week to week the debate question will be affected by events on the national and international scene. The variation in the costs of living index, strikes in existing industries, allocations of raw materials, subsidizing farm prices, the effects of the escalator clause are

some of the items that the debator should follow as the season progresses. Debates are often won by the team that gets up a few minutes earlier on Saturday morning to check the morning paper and new magazines, thus being able to bring the question up to date while the opponents may still be using the same material that they were using three months previously.

6. Avoid the "freak case." The "freak case" is of such limited value that it is hardly worth the time needed to develop it. Such cases depend on the surprise element and may have some value for the earlier rounds of a tournament but the discussion that generates in the halls among the debators and judges causes the "freak case" to lose its value as a surprise attack very quickly.

7. Make your case practical. It is to the advantage of the affirmative to deal with general principles and to avoid technicalities as much as possible. However, the affirmative case should be shown to be practical in operation if it were adopted, as well as sound in theory. The negative may attempt to damage the affirmative case by attacking its practicality. The affirmative may present a plan in detail, or, it may present the general outlines of a plan, or, the affirmative may list several possible plans without defending any one of those offered. I have heard several interesting plans presented, one proposing that we establish a Department of Economy; another, that the United States be divided into three huge co-operatives, one for the consumer, one for the worker, and one for the producer. A favorite plan has been to make the Office of Price Stabilization permanent. The affirmative will weaken its case by ignoring entirely the issues of practicality.

8. Adapt it to the audience. A debate speech, like any good speech, should be adapted to the audience. Even though that audience may consist of a judge, a time-keeper, and a room of empty chairs. Is your judge

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# The Strategy Of The Negative

THEODORE F. NELSON, St. Olaf College

At the outset of every standard debate, the presumption lies with the negative. This means that conditions are assumed to be satisfactory until the affirmative has demonstrated otherwise. Like a defendant at court, the status quo is considered innocent, or acceptable, until its guilt, or undesirability, has been proven. This is true regardless of the fact that prospective listeners and judges may hold suspicions to the contrary. The first responsibility, therefore, of the affirmative is to show that this presumption is untenable. If that cannot be done, no valid reason exists for proposing to change the present state of affairs. Obviously, any question of probability deals with a status quo that is neither all "bad" nor all "good." A need argument based on such a two-valued analysis is unrealistic. The negative is not obligated to view present conditions in that light either. The presumption held by the negative speakers assumes conditions whose desirabilities out-

weigh the undesirabilities. Too often debaters talk as though a few evils establish the utter ineffectiveness of the system in operation.

The arguments that inflation is rampant; that fixed income groups, holders of insurance policies and annuities are being hurt; and that economic fluctuations are damaging to the economic system and the welfare of the country are not the complete picture. All these charges might be valid, and yet the negative could retain its presumption by counterbalancing them with many demonstrable benefits or advantages of the system, such as high productivity, rising standards of living, personal freedom and initiative.

I call your attention to this need to balance the evils against the advantages of the prevailing economic philosophy and methodology because it affects the over-all position of the negative. Imperative it is that the speakers of the negative should adopt for each affirmative case a defi-

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Dr. Nelson taught in Illinois high schools for fourteen years; Assistant Professor of Speech, Allegheny College, 1944-46; co-author of "Personality Through Speech;" listed in Who's Who, 1950-51; director of debate and forensics for twenty years.

His educational background includes the B. A. degree from Gustavus Adolphus College, St. Peter, Minnesota; M. A. degree in education and English from the University of Minnesota; Ph.D. degree in speech from the State University of Iowa.





nite, clear-cut line of argument. It is not true, as some opposition debaters seem to feel, that the negative does not need a case. The negative case consists of the positions it takes toward each of the issues advanced by the proponents of permanent wage and price controls. When these positions are put together and viewed as a whole the negative case has been formulated. Whether these stands are taken during constructive argument or during refutation and rebuttal does not change matters. The main point is that the negative must have a comprehensive, consistent philosophy and plan of attack and defense. The existence of such a pattern of analysis and argument is evidenced by the consistency of the negative's adaptation to the affirmative case, as well as by the congruity of its own constructive arguments.

What negative positions, then, are plausible for this year's discussion of permanent wage and price controls? As indicated earlier, no plan of attack and defense should be selected until the team has decided whether the strengths or weaknesses of the status quo can be shown to prevail. If it decides that the merits of status quo outweigh its shortcomings, the negative team may minimize the affirmative evils by means of available evidence. It need not deny the flaws completely. Rather it should strive for a fair and objective evaluation of them. Inflation, it may be argued, has been retarded or slowed down; standards of living have risen in spite of inflation; and injustices to fixed income individuals are not as grave as alleged. After minimizing affirmative charges, the negative speakers may extol the merits of the prevailing system. The self-corrective nature of the principle of supply and demand in a "free economy" can be exemplified by a review of past inflations and depressions. The adaptability of a "free system" can be shown by citing the current expansion in the steel industry. Evidence of how mounting supplies in certain industries, such as textiles, is exceeding demand and thus reducing prices

can be presented to show how this system benefits consumers. By means of this analysis the negative shows a concern for the problems stressed by the affirmative, but spares itself the burden of recommending modifications of the status quo to correct the admitted faults. The negative position is that the present system, by its self-corrective nature, overcomes its own weaknesses.

The stand of the negative relative to the status quo is complicated this year by the fact that the proposal of the affirmative, on a temporary basis, is a part of the present system. This means, unfortunately, that it is difficult to determine whether present conditions are due largely to the traditional "free economy" or to temporary controls. What would have happened to the "free system" had no government wage and price controls been instituted during the World War II period is uncertain. Furthermore, authorities disagree on the affect that present controls are having on the present inflationary pressures.

By accepting wage and price controls on a temporary basis the negative makes it easier to defend the status quo, but more difficult to prove that the basic cause of present relatively healthy economic conditions is the "free system" of supply and demand rather than the imposition of government wage and price controls. The stronger angle would seem to be to reject all wage and price controls, temporary or permanent, and to maintain that in the long run the economic system would have adjusted itself satisfactorily through the sole influence of supply and demand and the fiscal policies which are inherent to that system.

Let us see now what the position of the negative will be should it decide that certain real evils threaten the present system. Two general possibilities suggest themselves: (1) accept the evils advanced by the affirmative and propose a counter proposal or (2) accept irrefutable evils and advocate certain modifications which conform to the essential principle of

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# Rebuttal Techniques

JOHN RANDOLPH, Westminster College

As formal debate was practiced in the previous century, there was a sharp division between the prepared or "constructive" speeches, and the extemporized or "rebuttal" speeches. Except for convenience of reference, this division is seldom observed in today's debating. Rebuttal in the sense of extemporized refutation of an opponent's arguments is likely to occupy up to one half of all the so-called "constructive" speeches that follow the first affirmative speech. And it is in this sense of the give-and-take of more or less extemporized refutation that runs through modern debating that the term "rebuttal" is used in this discussion.

The term "technique" is, however, a much more elusive term. It is certainly not the same as "strategy," which involves a pre-arranged plan of attack for the debate as a whole, and yet strategy could hardly be made effective without technique. As I understand the term, technique involves all those skills which make for the successful answering of an opponent's arguments and for the counter proposal of your own arguments. And these skills, it seems to me, can be conveniently discussed

under three headings: (1) preparing the rebuttal, (2) organizing the rebuttal, and (3) placing arguments effectively.

A certain midwestern debater, well known in our area a few years ago, was fond of concluding his speeches by saying that he had proved his case "with a vast fund of statistical information backed by a wide array of eminent authority." While his claim was rather fatuously phrased, his success in snaring decisions indicated that he was really not too boastful. Good debating begins with extensive research into the facts of the question. No debater ever lost because he had more evidence than his opponents. An argument is more impressive if it is supported by three pieces of evidence than if it is supported by one. And how much more impressive in rebuttal it is to say: "Let me add to the evidence I have already presented, the following—"; instead of, "Let me remind my opponents that I have told them—." In brief, three more pieces of evidence, added to the original three, are more impressive than the original three repeated. Whether true or not, a repetition bears the implication that the



John Randolph, past member of the National Council, now Vice-President of PKD, is Chairman of the Department of Speech, Westminster College, Fulton, Missouri.

His educational background includes the A. B. degree from Central College and the M. A. and Ph.D. degrees from Vanderbilt University.



speaker has exhausted his evidence.

How "this vast fund of statistical information" shall be stored so as to be best utilized is a problem best left to the individual debater. Personally, I prefer the familiar 4x6 card, marked as to subject and source, and carried in a file box. But I have known cracking good debaters who carried their statistics in notebooks and even in their heads.

In any case, a final problem remains: how shall the debater master his evidence so that he can present it, fluently, forcefully, and logically? The best debater I ever coached had this solution: every week day, for thirty minutes, he practiced refutation against a list he had drawn up of all the conceivable arguments on both sides of the question. Well, his procedure was Spartan, and perhaps unnecessary. I can imagine that mastery of evidence can be acquired by extensive enough debating. But if you attend a college like mine, rather conservative academically, where tournament participation is limited by a rule that permits debaters and athletes alike exactly five cuts per semester per class, I see no path to fluency of rebuttal except in individual practice. Squad debates, of course, are a major help.

A second major problem is that of organizing the rebuttal. On the affirmative, the problem is not too complicated. Simply prepare outlines of your own case and write in the arguments of your opponents opposite the points which they refute. I like the device of putting the affirmative case on one side of the paper and leaving the opposite half of the sheet clear to write in the opposition's points. The negative, of course, has the double task of outlining the affirmative's case and of preparing at the same time its counter arguments. However this outline is prepared, it must emerge clear and sharp. If the opposition's arguments are fumbling and disorganized, they must be reorganized logically before they can be rebutted. It is too difficult to give a clear refutation of confused arguments.

Generally speaking, the organization of the debate comes from the affirmative. Consequently, the affirmative speaker should set up his own case, answering the arguments raised against it. Likewise, the negative should restate the affirmative case. Two exceptions should be mentioned. When the affirmative ignores a vital issue, the negative may establish it as vital and then debate upon it. And when the first affirmative, as sometimes happens, deliberately says as little as possible in order to confuse his opponents, the negative has no choice but to anticipate arguments which it thinks the affirmative must bring up later. It is usually good psychology to point out how thin has been the affirmative's case before refuting these anticipated arguments.

Finally, there remains the difficulty of the effective placement of arguments. A major point in an opponent's case may be answered in three ways: by setting up another argument generally contradictory to it, by contradiction of the evidence upon which it is based, and by finding a logical flaw in its structure. All of these methods have their uses, but the first is the least effective as refutation. It is usually much better rebuttal technique to discredit the authority used by the opposition, to quote the same authority to an opposite effect, or to introduce facts or authority contrary to that already presented. Most useful of all is the attack on logical structure. It is surprising how often the analyzing of an opponent's logic will reveal a lack of cause and effect relationship, or the fact that evidence could just as easily prove a generalization other than that advanced.

Some points in an opponent's case need not be answered at all. Some arguments can be conceded; and if this is done, it is usually best to concede them openly rather than by default. Occasionally, it will be possible to take over an opponent's argument as a part of your own case. Our question this year, it seems to me, is particularly suitable to this technique.

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# Illinois Chi

W. BROCK BRENTLINGER, Greenville College

"In the midst of rolling prairies," stands Greenville College, founded by the Free Methodist Church of North America in 1891. The college is located in Greenville, Illinois, a typical small midwestern town of 4000 on Route 40, 50 miles east of St. Louis, Missouri. In establishing the college, the Free Methodist Church took over a large four-story building that had served as Almira College, a Baptist school for women, since 1855. This same building serves as the college administration building today.

In the early years of the college, the primary forensic activity was oratory. A great deal of enthusiasm was generated in the student body because of the success of Greenville orators in tournaments in the surrounding area. The first intercollegiate debate was held on the campus

in 1908, when a team from Wheaton College visited the campus to debate the question, "Resolved, that the passage of the fifteenth amendment to the constitution of the United States has been justified." Greenville's first venture in the field of intercollegiate debate was not successful, as far as the decision was concerned, as the Wheaton team carried away the honors that evening.

In the ensuing years, the intercollegiate debate program struggled for a place in the college forensic activity, but it was not until 1925 that it began to receive a major amount of attention. Dr. C. L. Nystrom, present head of the speech department at Wheaton College, came to the campus at this time and inaugurated an active intercollegiate debate program, which consisted primarily of individual debates with many of the



Installation and charter members of Illinois Chi Chapter—Front row: Extreme left, Dr. L. E. Norton, Bradley University, Governor of the Province of Illinois; second from left, Dr. Clayton D. Ford, The Principia College, Installing Officer; fourth from left, Dr. H. J. Long, President, Greenville College; fifth from left, Mr. George T. Tade, Head, Department of Speech, Greenville College.



leading schools in the state. This enthusiastic program continued on through the thirties and into the early years of the last decade.

After a lull in speech activities on the campus during the middle forties, the present era of forensics was originated when George T. Tade came to the campus in 1946 after completing the requirements for the M. S. degree at Indiana State Teachers College, Terre Haute, Indiana. Adopting bolshevik philosophy, perhaps, Mr. Tade began what amounted to a five-year plan in forensics, among the first fruits of which was the establishment of a department that now offers 37 hours in speech. The culmination of the five-year plan came about last spring when one of Mr. Tade's fondest dreams was realized, Greenville membership in Pi Kappa Delta.

At the present time, Mr. Tade is on leave of absence from the college to complete the requirements for his doctorate at the University of Illinois. His place is being taken this year by W. Brock Brentlinger, a graduate in

speech under Mr. Tade, and who also received his Master's degree from Indiana State Teachers College.

The new Illinois Chi chapter of Pi Kappa Delta made plans immediately following the opening of school to sponsor the Second Annual Greenville College Debate Tournament which was held early in December. The tournament is to be an annual event on the Greenville campus under the auspices of the Illinois Chi chapter.

The debate squad is looking forward to the six tournaments on its schedule this year and to the annual 2000 mile tour which will take place in the spring. This will be the fifth year for such a tour. After traveling through the southland during the last three years, the plains of Iowa and Nebraska are beckoning.

The Greenville debaters, however, have more than their schedule to which to look forward, for this year, they are proud to be representatives of Pi Kappa Delta.

## THE PROVINCE OF THE NORTHWEST

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petition to carry forward "on their own again."

The Northwest Province Convention is scheduled for April 4-5, Washington State College in Pullman.

The Province of the Northwest has joined with the State College of Washington in extending an invitation to hold the 1953 National Pi Kap-

pa Delta Convention in Pullman. Washington State College has excellent facilities for the tournament and affords an opportunity for Eastern, Midwestern, and Southern debaters to visit the Inland Empire and the Great Northwest where a national PKD tournament has never been held.

Professor  
W. H. Veatch  
and some of  
his Washing-  
ton State  
College  
debaters.





## PI KAPPA DELTA DIRECTORY

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Northwestern State College		William S. Smith, Natchitoches
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Millsaps College	Eddie Collins	R. L. McIvenna, Jackson
Mississippi State College		Charles E. Lawrence, State College
Mississippi St. Col. for Women	Valerie Threlkeld	Harvey Cromwell, Columbus
Mississippi Southern College		Chase Winfrey, Hattiesburg
<b>MISSOURI</b>		
Westminster College	Dan Craig	John Randolph, Fulton
Central College	Donald Hutson	Harold C. Svanoe, Fayette
William Jewell College	George Dooley	Miss Georgia Bowman, Liberty
Culver-Stockton College	Don Morrell	L. L. Leftwich, Canton
Central Mo. State College	Joe Ream	Gilbert Rau, Warrensburg
Northeast Mo. State Teachers	Burleigh Arnold	Sherod J. Collins, Kirksville
Southeast Mo. State College		Forrest H. Rose, Cape Girardeau
Missouri Valley College		Gratton Kemp, Marshall
Tarkio College	Rosemarie Otte	Robert L. Richey, Tarkio
Drury College	Hal Smith	Robert L. Wilhoit, Springfield
Rockhurst College		J. X. Schmitt, Kansas City
St. Louis University	Joseph Callahan	Earl Cain, St. Louis
<b>MONTANA</b>		
Montana State College	Gerald Dull	John F. Parker, Bozeman
<b>NEBRASKA</b>		
Nebraska Wesleyan University	Rex Sample	Walter H. Murrish, Lincoln
Doane College	Dawson Jelinck	Norman J. Hansen, Crete
Hastings College		Frank T. Alusow, Hastings
Kearney State Teachers	William Allan	H. L. Ahrendts, Kearney
University of Omaha	Duane Post	J. D. Tyson, Omaha
Wayne State Teachers		Lenore P. Ramsey, Wayne
Midland College	Ralph Nolte	Mrs. Sara A. Hawkinson, Fremont
<b>NORTH CAROLINA</b>		
North Carolina State		E. H. Paget, Raleigh
Wake Forest College	Virgil Moorefield	Franklin R. Shirley, Wake Forest
Lenoir Rhyne College	Jeff Norris	Albert Keiser, Hickory
Appalachian State Teachers		D. J. Whitener, Boone
<b>OHIO</b>		
Baldwin-Wallace College	Walter Sanders	Scheffel Pierce, Berea
Heidelberg	Jerome Alphiner	Archie Thomas, Tiffin
Hiram College	Maurice Klein	Robert I. Pearce, Hiram
University of Akron	Hubert Kirkland	R. H. Sandefur, Akron
Otterbein College		James A. Grissinger, Westerville
Marietta College		Miss Ruth A. Wilcox, Marietta
Bowling Green St. Univ.	Adele Kihlken	M. Harold Mickle, Bowling Green
University of Toledo		Toledo
Kent State University		James N. Holm, Kent

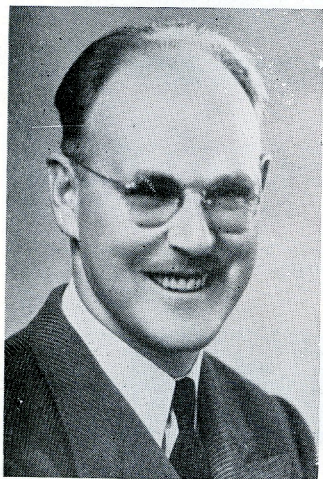


State and College	Chapter President	Sponsor and Address
<b>OKLAHOMA</b> Oklahoma A & M University of Tulsa Oklahoma Baptist University Oklahoma City University East Central State College Southeastern State College Central State College Phillips University Northeastern State College Southwestern State College	Kenneth Dunn      Royce Hanson  Paul Ferguson Terry Nowka	Harry H. Anderson, Stillwater H. R. Jones, Tulsa Lee B. Spencer, Shawnee J. D. Hoover, Oklahoma City D. J. Nabors, Ada T. A. Houston, Durant Joe C. Jackson, Edmond Ira G. Morrison, Enid James Robinson, Tahlequah Cedric L. Crink, Weatherford
<b>OREGON</b> Linfield College Lewis and Clark College	Allen Parker Bill Turney	R. D. Mahaffey, McMinnville Neil Sabin, Portland
<b>PENNSYLVANIA</b> Grove City College St. Vincent College Seton Hill College	C. Vincent Wilson  Alice Healy	Hillier M. Burrowes, Grove City Edmund R. Cuneo, Latrobe Sister Theophane Geary, Greensburg
<b>SOUTH CAROLINA</b> The Citadel University of So. Carolina	Furman McEachern	Howard P. Whitney, Charleston Columbia
<b>SOUTH DAKOTA</b> Dakota Wesleyan University Huron College Yankton College South Dakota State College Sioux Falls College Northern Teachers College Augustana College	Jerry Tippens Myron Burger John Christensen George Platt Mary Lou Watson William Castle Robert Wagner	George S. McGovern, Mitchell Harold C. Larson, Huron John J. Miller, Yankton A. R. Christensen, Brookings Leslie E. Davis, Sioux Falls P. J. Harkness, Aberdeen Hugo Carlson, Sioux Falls
<b>TENNESSEE</b> Maryville College Johnson City Teachers Tennessee Polytechnic Inst. Carson-Newman College	Jo Ann Link Virginia Whitehead	A. F. Pieper, Maryville Johnson City Herman Pinkerton, Cookeville Susan Estes, Jefferson City
<b>TEXAS</b> Trinity University East Texas Teachers Howard-Payne College Mary Hardin-Baylor College Texas Christian University North Texas Teachers Hardin-Simmons University Baylor University Sam Houston State College Southwest Texas Teachers Stephen F. Austin College Texas A & I	Chuck Seamans  Stewart Allison   Bill Hill William Dorrell Barbara Boyd Karen Carley	Frances C. Richter, San Antonio C. L. Pope, Commerce Henry A. Adams, Brownwood Belton E. L. Pross, Ft. Worth Olive M. Johnson, Denton W. A. Stephenson, Abilene Glenn R. Capp, Waco Earl Huffor, Huntsville Elton Abernathy, San Marcos Robert A. Capel, Nacogdoches Ted Skinner, Kingsville
<b>WASHINGTON</b> College of Puget Sound Seattle Pacific College State Col. of Washington Whitworth College Pacific Lutheran College Western Wash. Col. of Ed.	Thomson Stanfield  Phil Phibbs  Jon Ericson	Charles T. Battin, Tacoma Paul F. Rosser, Seattle W. H. Veatch, Pullman L. O. Waltz, Spokane Theodore O. H. Karl, Parkland S. R. Carlile, Bellingham
<b>WEST VIRGINIA</b> West Virginia Wesleyan Marshall College	Barbara Land	John D. Shaver, Buckhannon B. W. Hope, Huntington
<b>WISCONSIN</b> Ripon College Carroll College River Falls Teachers College Whitewater Teachers College Eau Claire Teachers College	Paul Pretzel Annette Avers Heather Dopkins David Vignali Ronald Allen	Charles White, Ripon Eugene R. Moulton, Waukesha Marion E. Hawkins, River Falls J. T. von Trebra, Whitewater Grace Walsh, Eau Claire



## The President's Page

"You still inflict on me that terrible face." I am sure that Robert Browning didn't have me in mind when he wrote this line, but, here I am again. Since this issue of **The Forensic** will be the first of the New Year, perhaps it could have some resolutions. I will propose the resolutions and hope that you will second them and carry them out. First: I resolve to review, very carefully, my forensic objectives. Second: I resolve to keep before me the principles set forth in Article II of the Constitution of Pi Kappa Delta. Third: I resolve to review the oath which I took upon becoming a member of Pi Kappa Delta. Fourth: I resolve to seek ways to improve the standards which are set up to measure our success in speech activity. Fifth: I resolve to direct more of my time and energy to the dissemination of the values of free speech. Sixth: I resolve to encourage others to join in the expression of worthwhile ideas for the purpose of clarifying our American beliefs.



I sincerely hope that you will be able to second some of the above resolutions. If Pi Kappa Delta is nothing more than an organization which

gives recognition for the superior student who wins prizes; if Pi Kappa Delta is nothing more than a sponsoring organization for forensic programs; if Pi Kappa Delta is nothing more than a formality for granting memberships and keys; then, Pi Kappa Delta is worth no more on the college campus than a platform with a public address system used for publicity purposes. Pi Kappa Delta should be the goad that pricks the lethargic portions of those who should be thinking and acting in the promotion of excellence in thought and leadership.

Perhaps I should advertise for a stump—all offers will be considered—I wonder if anyone ever reads this page. Plans should be in the advanced stages of completion for our spring Province Conventions. The Province Governors have this responsibility and should check with National Councilman Larry Norton. He wants a complete list of all plans for all of the Province meetings. Send them to him, please, at once. If you haven't heard from your Province Governor or if the mineral content of his physique is too great, you take the initiative and start things going. Don't let any time slip by until you know what is going to happen in your Province.

The charter committee is at work, Councilman D. J. Nabors is the chairman. If you know of good schools who should be stimulated give them some help. True it is, that a charter of Pi Kappa Delta is more difficult to obtain than that for any other Speech honorary, but point out the advantages and encourage them to work to attain the standards which we have and then get them to apply when they are ready. Since we lost several chapters at our last National Convention we could welcome good replacements. Size is not a blessing—this I know, personally—but strong membership is a real asset in carrying out our plans.

In the Province Convention years we tend to drop in individual memberships. This is a matter for the local chapters. If you have eligible people see that they are brought into your chapter. Our National Organization depends upon the support from our member groups. Our fees are low and without a steady support of incoming applications we cannot continue. This is another of your responsibilities.