

The Case of the Missing Evidence

Roger Hufford

A long time ago, there was a song that went

*Last night I saw upon the stair
A little man who wasn't there
He wasn't there again today
Oh, how I wish he'd go away.*

If we were to debate this challenging situation instead of just singing about it, we would find ourselves face to face with the perplexing problem of the missing evidence. How is the affirmative going to quantify the little man whose chief characteristic is that he is unmeasurable?

The question is not just a whimsical one. Debate is supposed to teach people to base conclusions on adequate supporting evidence. In general, it is a good thing to reject conclusions when there is no good, substantial, statistical documentation to verify them. As a former professor of mathematics, I am sure I have as much respect for the importance of statistics as anyone. However, some of the important questions society has to answer are closely related to the little man who wasn't there, by virtue of being unmeasurable. If such questions do exist, then the debater or coach or citizen who ignores them because they have not been quantified does not act rationally, but irrationally, and the standards that were supposed to help use solve problems have actually posed a barrier between the problem and its solution.

Let us consider three sample problems:

1. At least two affirmative teams last season sought to prove that law enforcement agencies should be given greater freedom in the investigation and prosecution of crime because defendants in trials could come up with last-minute alibis or perjured witnesses and thus escape conviction. This problem is unmeasurable because persons who escape conviction by successful lies, or by bribing

witnesses, can't be counted. We can never count them, because every one we can count is caught: we know that he lied. We just can't count those who trick us and get away with it.

2. One of the most frequently quoted authorities on the same topic was Professor Herman Schwartz. In a pamphlet prepared for the American Civil Liberties Union, Professor Schwartz sets forth the argument that wiretapping is unnecessary because no demonstration has been made of its absolute necessity:

No evidence has been submitted of a single case where the FBI's illegal wiretapping was indispensable, or where the lack of wiretapping authority significantly hampered operations. ¹

In this instance the evidence is inherently unavailable for legal reasons. Section 605 of the Federal Communications Act makes it a crime for federal officials to "intercept and divulge" the contents of a telephonic communication. Therefore the fact that such examples have not been divulged say nothing about the usefulness of wiretapping. Since the F. B. I. may presumably *intercept* telephonic communications legally, but would violate the law by *divulging* the content, Professor Schwartz's request that they submit evidence of the value of "illegal wiretapping" could not legally be answered.

3. A third and somewhat different case is presented by the use some debaters made last season of a quotation from Supreme Court Justice Robert Jackson. Debaters have claimed that the exclusionary rule (barring illegally obtained evidence from trials) has not protected citizens from illegal searches, and cited Jackson's statement as proof:

Empirical statistics are not available to show that the inhabitants of states which follow the exclusionary rule suffer less from lawless searches and seizures than do those states which admit evidence unlawfully obtained. ²

A thorough reading of Jackson's statement shows that the conclusion drawn from the paragraph cited was by no means the conclusion Jackson drew. He favored the exclusionary rule as a useful (if unmeasurable) safeguard. Jackson specifically noted that quantification was not likely to be available:

Since as a practical matter it is never easy to prove a negative, it is hardly likely that conclusive factual data could ever be assembled. ³

For the purpose of this article we are not concerned with the fact that Jackson's remarks were used out of context, and to support an conclusion that was not his own. The relevant point here is that the absence of a study to quantify an effect certainly does not lead to the conclusion that no such effect takes place. It simply means that we don't have a study to base our conclusions on. For a negative debater to ask that a case be rejected on lack of quantification alone, or a judge to award a decision on that basis alone, makes as much sense as a doctor refusing to treat a case of measles because the patient couldn't say how many spots he had.

I cannot agree with the debater or judge who concludes that the absence of quantification on one side of an issue should always and necessarily result in the loss of the point. I can agree that evidence to disprove an assertion should always carry the point. Observable and measurable fact should always be preferred to conjecture. But where neither side is able to measure the dimensions of a problem because the problem is unmeasurable or because it has not been measured, it is irrational to conclude that no problem exists.

A sounder approach is to rely on probabilities in those instances where quantification is not available. Argument from probability has a long it not always distinguished history. When the Greek orator Lysias spoke against Eratosthenes (one of the Thirty tyrants ruling Athens when Lysias' brother was

put to death), he could not directly refute Eratosthenes' claim (because the Thirty had kept no written record of their proceedings) that he had spoken in the assembly in an attempt to save Lysias' brother. Lysias, knowing Eratosthenes had personally arrested his brother, used probabilities to bridge the gaps in evidence:

So, then, most abandoned of mankind, you spoke in opposition to save us, but you helped in our arrest to put us to death! And when our salvation depended on the majority of your body, you assert that you spoke in opposition to those who sought our destruction; but when it rested with you alone to save Polemarchus or not, you arrested him and put him in prison. So then, because you failed to help him, as you say, by your speech in opposition, you claim to be accounted a good citizen, while for having apprehended him and put him to death you are not to give satisfaction to me and to this court!

And further, supposing he is truthful in asserting that he spoke in opposition, observe that there is no reason to credit his plea that he acted under orders . . . who was less likely to be given such orders than the man who was found to have spoken in opposition to the object that they had at heart? ⁴

Students of classical rhetoric will know that the Greeks became so fond of probabilities that they sometimes preferred them to fact, and a rather disreputable rhetoric resulted. It should be remembered, though, that facts were much less available in ancient times than they are in the age of printing presses and mass communications. With the facts so often available, and with debate judges placing the heavy emphasis they do on evidence and documentation, modern debate seems unlikely to fall into the error of preferring the probable to the true. We therefore should be in good position to refuse to reject the probable because it is unmeasurable.

When a negative team demands quantification that is inherently unavailable, an affirmative team should reply by showing first that the problem by its very nature cannot be quantified, and secondly that the relevant evidence

from authorities and from logical reasoning suggests that the problem is real and substantial. If the reasoning and the evidence on which it is based are sound, a judge should accept this answer as a satisfactory one. The proper course of action for a negative to take from this point would be to clash with the affirmative's defense by arguing either that the affirmative is wrong about the problem being unquantifiable, because if the problem did in fact exist it would be easily measured, or else to challenge the reasoning and evidence through which affirmative did attempt to establish their conclusion, preferably by presenting better reasoning or more reliable evidence to show that the problem does not exist. If the negative refuses to clash this way, and continues to ask the judge to reject the affirmative's proposal because it has not been quantified, then they are asking for an unlikely thing: that a debate judge would give an unreasonable decision. Such a decision would be unreasonable because, as

I have attempted to establish in this paper, an unmeasurable point is not an undebatable point.

Perhaps this paper can best be concluded (as all good papers should be) by indicating that Aristotle had the whole thing worked out long ago when he wrote

It is the mark of an educated man to look for precision in each class of things just so far as the nature of the subject admits . . . ⁵

FOOTNOTES

¹ Herman Schwartz, *The Wiretapping Problem Today* (New York: American Civil Liberties Union, 1965), 19.

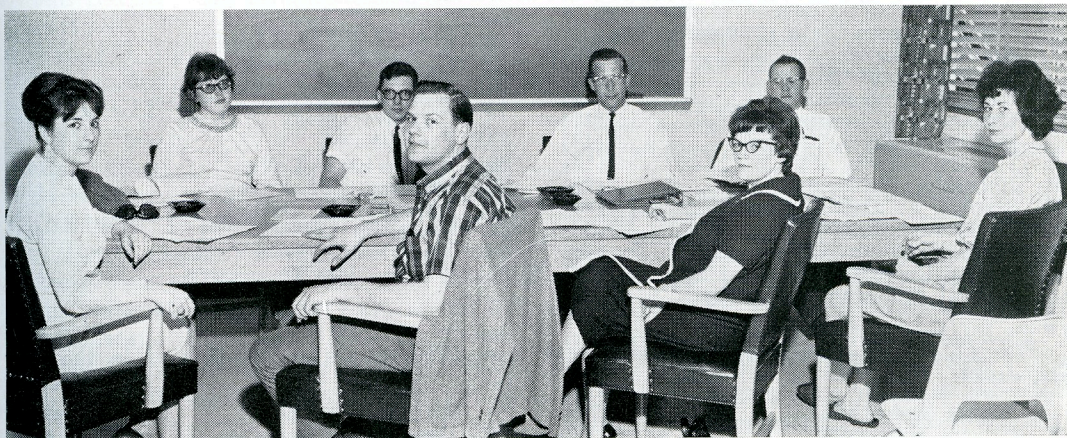
² *Elkins v. United States*, 364 U.S. 206 (1960), 1678.

³ *Ibid.*

⁴ Lysias, *Against Eratosthenes*, Trans. by W. R. M. Lamb (The Loeb Classical Library, Cambridge, Massachusetts: Harvard University Press, 1960), 239.

⁵ Aristotle, *Metaphysics*, Trans. by W. D. Ross (Britannica Great Books, Vol. 8; Chicago: Encyclopaedia Britannica, Inc., 1952), 512.

First Pi Kappa Delta Alumni Chapter



Gathered 'round a conference table in the Whitewater State University student union May 5 were some of the organizers of the first alumni chapter of Pi Kappa Delta. (Front, left to right) Bridget Gregory, '63, Milwaukee; Paul Dicklin, '65, Bradley University graduate school; Mrs. Stanley S. (Jacqueline) Judd, '63, Janesville; Mrs. John Madsen (Sandra George), '65, Palmyra; (back, left to right) Judy Runkle, River Falls '63, WSU speech department; Dan Bozik, '66, Bradley University grad school; John Cease, '59, WSU speech department, and John Madsen, '65, Palmyra, helped set up the proposed Robert C. Williams alumni group.



LARRY NORTON

The Secretary's Page

As of July 31, 1966 Pi Kappa Delta had a total of 234 active chapter and a membership of 39,904. Ten hundred and ninety-one new members were added during the year.

The financial report shows that 26 chapters sent in more than \$125.00 for all purposes, and ten chapters submitted key orders amounting to more than fifty dollars. The top twenty-six schools are listed below.

| | | | |
|--|----------|-------------------------------------|--------|
| 1. Bradley University..... | \$241.05 | 14. California State — Hayward..... | 145.25 |
| 2. Bowling Green State University..... | 226.48 | 15. Monmouth College..... | 143.40 |
| 3. David Lipscomb College..... | 225.40 | 16. Ottawa University..... | 143.30 |
| 4. Portland State College..... | 219.15 | 17. Wayne State College..... | 139.45 |
| 5. Adams State College..... | 207.60 | 18. Mississippi College..... | 138.35 |
| 6. Dickinson State College..... | 185.00 | 19. Wisconsin State — Superior..... | 133.50 |
| 7. Univ. of Southwestern La..... | 179.65 | 20. Northern Arizona Univ..... | 133.25 |
| 8. Carthage College..... | 176.25 | 21. Baylor University..... | 130.00 |
| 9. Nebraska Wesleyan University..... | 165.25 | 22. Eastern Montana College..... | 130.00 |
| 10. Texas Lutheran College..... | 165.00 | 23. Illinois Wesleyan Univ..... | 127.00 |
| 11. Central Michigan University..... | 158.75 | 24. Stephen F. Austin College..... | 126.75 |
| 12. Texas Christian University..... | 154.01 | 25. Pacific Lutheran Univ..... | 126.05 |
| 13. Eastern Illinois Univ..... | 150.00 | 26. University of Arizona..... | 125.25 |

Twenty-five chapters added eleven or more active members during the past year:

| | | | |
|--|------|--------------------------------------|------|
| 1. Bowling Green State University..... | (20) | 14. Eastern Montana College..... | (13) |
| 2. Bradley University..... | (18) | 15. Monmouth College..... | (13) |
| 3. Portland State College..... | (18) | 16. Northern Arizona Univ..... | (13) |
| 4. Carthage College..... | (17) | 17. Wisconsin State U.—Superior..... | (13) |
| 5. Univ. of Southwestern La..... | (17) | 18. California State — Hayward..... | (12) |
| 6. Dickinson State College..... | (16) | 19. Coe College..... | (12) |
| 7. Eastern Illinois Univ..... | (15) | 20. Fresno State College..... | (12) |
| 8. Nebraska Wesleyan Univ..... | (15) | 21. University of Arizona..... | (12) |
| 9. Stephen F. Austin College..... | (15) | 22. Adams State College..... | (11) |
| 10. David Lipscomb College..... | (14) | 23. Concordia College..... | (11) |
| 11. Texas Lutheran College..... | (14) | 24. East Central State College..... | (11) |
| 12. Baylor University..... | (13) | 25. Illinois State University..... | (11) |
| 13. Central Michigan University..... | (13) | | |

The following ten chapters purchased more than fifty dollars worth of keys in the year just ended:

| | | | |
|------------------------------------|---------|--------------------------------|---------|
| 1. Adams State College..... | \$97.60 | 6. Mississippi College..... | \$58.35 |
| 2. Ottawa University..... | 83.30 | 7. Illinois Wesleyan Univ..... | 57.00 |
| 3. Texas Christian University..... | 64.01 | 8. Luther College..... | 53.76 |
| 4. Bradley University..... | 61.05 | 9. Pacific Lutheran Univ..... | 50.55 |
| 5. Wayne State College..... | 59.45 | 10. Youngstown University..... | 50.40 |

Please discard all old key order forms. Key prices change each year. The yellow key order form is effective from September 1966 through August 1967. Have you returned your 1966-67 Chapter Report Form?

The Importance of Primary Research

Jean Reuther

Eight years old and already shamed. Society had not blessed her, nor would this be a happy Christmas. Just outside Hazard, Kentucky, the U.S.A. poverty "hot-spot," was an abandoned billboard which had been crudely whitewashed with "Don't blame me, brother." Who then was she to blame?

During the festive Christmas holidays in the winter of 1964-65, ten Eastern Illinois University co-eds plodded through a world unknown and strange—so different from their own. For the first time poverty had become a reality—financial, spiritual, intellectual—Appalachian poverty.

The co-eds, accompanied by Professor Al Rundle, Eastern's discussion coach, were not on vacation, nor a joy-ride. All the secondary research they had done had not mentally, physically or emotionally prepared them adequately. Strain, tension and just plain hard work crammed into one short week became very concentrated.

The purpose for touring three of the poverty-stricken Appalachian states was to do primary research for the 1964-65 national discussion topic: "What can be done to help resolve the problem of poverty in the United States?" From early August collegiate discussion squads across the face of the United States began to prepare, spending countless hours interviewing, reading, and touring nearby poverty-infested areas. After exhausting secondary resources in Charleston, Illinois, the Eastern squad decided to go right to the poverty "hot-spot" to learn about poverty first hand.

One week before Christmas and 1537 miles later, the ten discussants and coach returned exhausted and frustrated but definitely prepared for competition and for public discussions.

Two years later the picture of the

tiny girl hiding her dirty semi-nude form from our prying, intruding eyes has not left my mind—nor the pitiful third generation welfare children who passively realized that "Santa Claus" wasn't stopping at their tar-papered home—nor the tears in the eyes of the miserable mother who wanted to get her seven children away—nor the sociology instructor at the University of Kentucky whose solution to the problem was to plow them all under . . .

One week of first-hand experiences was probably more educational and beneficial than the bulk of our secondary research. Poverty became not only a discussion topic but a reality in which all of us became personally involved. Not only was primary research, such as going to Appalachia, a tremendous aid in discussion meets, but it was invaluable a year later in my student teaching experiences at Mattoon High School.

Two of my speech assignments included discussion units. Thinking back over some of the experiences I had as a discussant it was important for the benefit of my students to find a topic which would (1) interest them, (2) involve them, (3) teach them how to do research, and (4) bring the abstract theories of discussion into reality for them.

By consensus of the students, the selected topic involved juvenile delinquency. Naturally this subject would interest any high school teenager and with varying degrees demand self-involvement. Showing these students where and how to research this problem wasn't quite as easy. But soon the students began to realize the value and importance of factual information and busied themselves with reading everything from encyclopedias to Dr. Spock. But I kept wondering, "How long will they be satisfied with taking notes?" The answer came immediately.

To stimulate and maintain interest, we began to compile a list of people whom we could interview and places where we could obtain first-hand information. At this point, Max, who had been labeled delinquent by the court and who certainly was "delinquent" in the classroom, took interest in our project. More than all of our combined efforts, Max produced the most aid in setting up contacts with juvenile delinquent authorities and first-hand experience made Max perhaps the most interesting discussant.

We had no textbook for discussion: an alternation of Keltner's six steps served as our guide. The classroom presented

a challenge; the students were interested, involved and through their own experiences learned the value of primary research. Discussion became a reality.

This fall I will be teaching speech in a small Illinois farming community high school. No speech text has been adopted by this school—so the situation becomes very much like student teaching. Debate and discussion topics won't be the same, but the goals will.

Through personal experience I have discovered the benefits of primary research. Student involvement supplements the purely academic approach—the approach that often breeds scholarly indifference and apathy. Primary research elicits emotional involvement by combining personal experience with firsthand information. The result is often a higher level of performance.

A REMINDER — H. Francis Short

Many local chapter sponsors and leaders are unaware of the constitutional provisions for membership in Pi Kappa Delta. As each chapter makes its plan to attend the 25th National Convention and Tournament at Whitewater we should review some of these rules and regulations:

1. Each chapter should have a membership of at least five. A chapter with less than five members for two consecutive years may be placed on probation. Keep your chapter active — you cannot do this without members.

2. The initiation fee for all members shall be ten dollars. Each chapter is permitted one free honorary membership each year.

3. Any chapter failing to have a delegate at the first national convention after the granting of its charter, or any chapter failing to have a delegate at two consecutive national conventions shall be placed on probation.

4. New chapters are to be installed only when dues of members and charter fees are in the hands of the National Secretary. Some of our new chapters have paid their charter fees but have not paid the dues of at least five members. If you are one of these chapters please send the names of the members and their initiation fee.

The local chapter is the heart of Pi Kappa Delta. Keep this heart beating. If you need more information concerning the status of your chapter, do not hesitate to contact the National Secretary. The governors are encouraged to check the status of each chapter within their province.

All roads will lead to Whitewater the last week in March. See you there!



Whitewater State University debaters excel not only in argumentation, but also in scholarship. Here WSU President Walker D. Wyman (right), a former River Falls debate coach, proudly presents John Schedel (left), Stoughton, and Lynn Oliver, Westchester, Ill., with William T. Evjue scholarships. Publisher Evjue of the Madison (Wis.) Capital Times established the awards "for upperclass students having demonstrated superior academic achievement and an interest in current affairs." Both will be seniors this fall, and Lynn will be a candidate for graduation in January. Both were named to the dean's list of honor students for second semester 1965-'66. Lynn, in partnership with Peter Hamilton, South Milwaukee, who was graduated in June, won the WSU intramural debate tourney held in May.

Toward Honest Definitions and Limitations

Jerry L. Winsor

Reflecting on the 1965-66 debate season and previous years, this writer is moved to confess a "pet peeve." As an instructor, forensic director, and often as a judge of academic debating, this writer is irked by the use of a very narrow definition of the terms of the resolution. Examine the immediate past resolution — Resolved: that law enforcement agents in the United States should be given greater freedom in investigation and prosecution of crime. "Crime" regularly was defined very narrowly. (Black's Law Dictionary defines *crime* as a positive or negative act in violation of penal law; an offense against the State.) One team, for example, limited their affirmative approach by defining *crime* as "organized white-collar bankruptcy." Recognizing that the definition of terms is a normal function of the first affirmative speaker and that he has a right to limit his approach or analysis to some degree, it is this writer's opinion that most knowledgeable judges should consider seriously the negative rejoinder to this definition. Such was not the case this past season. One particular team was highly successful debating the affirmative side using the above limited definition. Despite the objections of the negative teams to this definition and narrow analysis, this was a pragmatically successful approach.

A second example of this point comes from the 1964-65 resolution. Resolved: that the federal government should establish a program of public work for the unemployed. One team limited its definition of "unemployed" to "those persons who were seriously handicapped and could not find permanent employment." Again, by the pragmatic test, this was a very successful case.

Theoretically, one could say that the affirmative has done the negative a

great service by defining terms narrowly. They have limited their need area and it would seem they have literally 'defined themselves right out of the debate'. However, this is apparently and unfortunately not the status quo. Judges are not weighing the negative objections to these narrow limitations highly enough to reflect in the decision. These affirmative teams have learned that by being very narrow and obscure in their definition and analysis they can catch the negative without specific counter evidence. This, in turn, leads us to a related problem. Judges seem to look for evidence, often quotes of testimony, to the point of supplanting logical reasoning. The result is that the negative team can quarrel all they want with the definition; however, unless they are able to supply quoted evidence to the contrary concerning this slender need area, it's all over but the sealing of the ballot

Some may maintain here that debaters must do such extensive research that they would have evidence on any possible argument concerning the resolution. This writer believes this is next to impossible and is not within the spirit of academic debate. Agreed, there is no excuse for shallow research. There is also no legitimate need for "trick" definitions if the resolutions are fairly worded.

Coaches should not allow the pragmatic test of winning to invade so deeply their guidance in case construction. Judges should fully consider the narrowness of the affirmative approach in light of the negative refutation. If judges continue to accept these very narrow limitations through definition, debaters in increasing numbers are going to pick up the trend. Coaches must keep an eye to the fact that they are teachers of ethics as well as pragmatic guides.

★★★★★★★★★ CHAPTER NOTES ★★★★★★★★★★

MONTANA STATE UNIVERSITY

With ten experienced varsity debaters back from last year and over 20 new debaters ready to go, the Montana State University debate squad looks forward to a busy year in forensics. At the present time the squad is busy preparing for the first tournament—the Yellowstone Valley Invitational, October 20 at Eastern Montana College, Billings, Montana. We have scheduled a total of 12 tournaments for the year.

Plans are already under way for the Eighth Annual Treasure State Invitational here at MSU January 19-21, 1967. MSU Debate Coach L. A. Lawrence expects this to be the biggest and best Treasure State ever.

We look forward to renewing old acquaintances in the tournaments ahead and expect to see all of our Pi Kap friends at Whitewater next spring.

New officers of the Montana Beta Chapter are Dick Gibson, president; Barbara Ericson, vice president, and Jud Temple, secretary-treasurer.

CENTRAL MICHIGAN UNIVERSITY

The officers elected for this school year, 1966-1967, are as follows: President, Dave Joslyn; Vice President, Linda Saari; Secretary, Gloria Albrecht; Treasurer, Judy Gandee; Parliamentarian, Nancy Jemison. There will be an initiation ceremony for new officers on October 28, 1966.

The chapter again plans a very active forensic program. Several evenings of enjoyment are being planned, one of which will include moving pictures taken this past year at Bradley and at the Pi Kappa Delta Province in Vermont by Daryles Richardson.

On October 8, 1966, the chapter again sponsored a fall debate conference for high schools and their coaches from all over the area. This conference was run entirely by the students.

Dr. Melvin Donaho, new director for debate, comes to us from a Tau Kappa Alpha-Delta Sigma Rho school. We are looking forward to the experience and learning which lies ahead. Dr. Donaho will be initiated into our chapter in the near future or at our coming Christmas party.

IDAHO STATE UNIVERSITY

Strong in junior division, Idaho State University will be seeking revenge this coming year. We will be hitting the usual trail of tournaments and adding more and better ones all the time. Information and ideas are becoming more and more available with things looking better all the time.

We will be tying and drawing strings to marionet the Gem State Jamboree in November. We will be accepting the role again in sponsoring the annual Blacksnake high school forensic tournament in January. These two tournaments and other activities and trips will be keeping the Pi Kappa Delta chapter busier and more successful than ever before.

TEXAS A & M UNIVERSITY

The Texas Alpha Chapter from Texas A&M University, under the direction of Mr. Carl Kell completed a successful year of competition. The 1965-66 season began with the Texas Tech Tournament in October and ended with the Province of the Lower Mississippi Regional Convention and Tournament in March. During the year the squad toured four states competing in nine tournaments while compiling a .500 squad record. The season's best effort by a team was at the Regional Pi Kappa Delta Tournament. David Gay and David Maddox tied for first place in the Men's Division with Baylor University.

In addition to tournament competition, the Alpha Alpha Chapter hosted the

first annual Texas A&M University "Computer-Match" Tournament, December 3-4, 1965. In this six round preliminary contest, the second through the sixth round were power-matched, round by round by a computer program. The attendance was encouraging as it covered twenty-seven schools from three states. Baylor University won the Senior Division while Odessa Junior College won the Junior Division.

During the year the chapter gained five members. An awards banquet and initiation ceremony was held on May 27, 1965. The chapter elected David Gay as President, Wayne Prescott as Treasurer, and David Maddox as Public Relations Director.

During May the squad video-taped a fifty minute round on the 1965-66 National Topic for use as an instructional device in the Argumentation and Debate class. Future video-tapes on various phases of debate will be made to increase retention of argumentation theory in the Debate course.

With six returning lettermen and an encouraging crop of freshman and transfer students the Chapter looks forward to the 1966-67 season. The Second Annual "Computer-Match" Tournament is scheduled for December 2-3, 1966. A special feature this year will be a two day visit and audience debate with the 1966 touring team from Oxford University, Oxford, England.

MIDDLE TENNESSEE STATE UNIV.

A total of seventeen students participated in the debate program at Middle Tennessee State University during the 1965-66 season. The squad attended tournaments at Mercer University, Western Kentucky State College, Carson-Newman College, Harding College, Memphis State University, Bellarmine College, Mississippi State College for Women. In January, MTSU hosted the tenth annual MTSU Novice Debate and Judging Tournament. During the campaign, our debaters won seven trophies and twenty-five certificates.

One debater, Bob Freeman, began his coaching career by guiding a local high school team to a 5-1 record in the District IV Tennessee High School Speech and Drama League tournament.

Officer for the past season were: Bob Freeman, President; Paul Womack, Vice President; Peter LaPaglia, Secretary; Jacque McBride, Treasurer, and Larry Barker, Student Government representative. At the conclusion of the debate season, new officers were elected for the 1966-67 season. They are: Gary Bickford, President; Paul Womack, Vice President; Janet Brown, Secretary; Gail Colebrooke, Treasurer; and Carol Poole, Student Government Representative.

Seven new members were inducted into Pi Kappa Delta: Gary Bickford, Janet Brown, Gail Colebrooke, Carrol Poole, Charles Lamb, Donna Galbreath, and Jack Whitson. Dr. Lary Lowe of the Speech department was elected an honorary member.

At the April convention tournament of the Province of the Southeast of PKD, David Walker, the MTSU debate director, was elected Governor. MTSU plans to expand its debate program during the 1966-67 season. The annual Junior Debate tournament will become a two-day contest and will be conducted on January 6 and 7. All schools interested in competing are invited to write for tournament information.

On February 9-11, MTSU will host the Tennessee Intercollegiate Forensic Association tournament, a contest open to all T.I.F.A. members.

BOWLING GREEN STATE UNIV.

Ohio Eta of Bowling Green is anticipating great things this year. with a new debate coach, returning veteran debaters, and an outstanding crop of new freshmen out for the squad, the future looks bright.

Mr. Dan Millar is director of forensics. He has coached debate at Port Huron (Mich.) Junior College and at Michigan State University. Assisting him are Don Splittorf (B.G.) and Mary Jo Rudd

(Eastern Kentucky). Dr. Lois Cheney is director of oral interpretation, with Sonny Bahs (B.G.) assisting. Dr. Raymond Yeager is chapter sponsor, and Dr. Otto Bauer will direct the Forensic Honorary Debate Tourney and the Mid-West Experimental Debate Tourney.

Chapter officers are: President, Greg Gardner; Vice President, Dave Klumpp; Secretary, Holly Herwick. With over 30 Pi Kappa Delta members (including faculty), the chapter is planning a program of events culminating with the national at Whitewater.

Impressions of a Student Council Member

Stephen Dickman



When the members of Pi Kappa Delta's National Council met for their summer meeting at the Sterlingworth Inn at Elkhorn, Wisconsin there was a significant difference over previous summer meetings of the Council. For the first time the two student representatives on the Council attended the summer meeting.

Being elected the student representative from Wisconsin State University, Whitewater, site of the 1967 Pi Kappa Delta Convention, and being informed that I would attend this meeting I was at a loss as to what to expect. Looking

at the covers of several old *Forensics* I saw a picture of the Council during the summer meeting socializing in a picturesque setting, looking very relaxed, and not doing very much. When I read the article describing how hard the council worked at this meeting I began to wonder what to expect.

I quickly found out the answer to this puzzle! The National Council is one of the hardest working groups I have ever been associated with. In our two and a half days of meetings, we spent over ten hours a day in meetings preparing for the 1967 Convention, deciding Pi Kappa Delta policy and making other decisions necessary for the continued smooth operation of Pi Kap. Not only were these meetings long, but they were held amongst the greatest temptations, such as heat, a beautiful lake nearby and a swimming pool which we never entered.

My impression of this meeting is that the National Council is an extremely hard working and industrious body that has the knowledge, experience and dedication to run an organization such as Pi Kappa Delta properly. We should be thankful we have the people who are willing to spend their time for the good of Pi Kappa Delta.

Knowing that we have these people working should give us confidence in our organization and knowing the preparations going on at Whitewater, we should have the best Convention yet in 1967—SEE YOU THERE!!

New Members of Pi Kappa Delta

NORTHWEST MISSOURI STATE COLLEGE

39152 Wayne Brinton
39153 Milton H. Brod
39154 Mary Suzanne Potts

SIOUX FALLS COLLEGE

39155 Phyllis Bartels
39156 Dennis Eggiman
39157 Ray Novak
39158 Mary Alice Crabill Patterson
39159 Dan Raehl
39160 Paul Sorenson
39161 Chuch Tufty

SAINT MARY'S COLLEGE

39162 Stanley John Graiewski, Jr.

STEPHEN F. AUSTIN STATE COLLEGE

39163 Harrison Lee Hurst
39164 Jan Porter McCathern
39165 Dana Jane Muntean
39166 Diane Smith
39167 Stephen Joseph Spear
39168 Donna Jo Stephens

DAKOTA WESLEYAN UNIVERSITY

39169 Sharron Bailey
39170 John Bittner
39171 Peggy Bittner
39172 Don Durfee
39193 Richard Thayer
39174 Peary Wilson

MISSISSIPPI STATE UNIVERSITY

39177 Nancy Louise Carver

OKLAHOMA CITY UNIVERSITY

39178 DeWayne W. Basham

MORNINGSIDE COLLEGE

39179 John M. Lane

DRAKE UNIVERSITY

39180 Paul Brooks

SOUTHEAST MISSOURI STATE COLLEGE

39181 Angela Banister
39182 James Irvin Walling

WILLIAM JEWELL COLLEGE

39183 Chris Herring
39184 Harrison Holm
39185 Martha Powers
39186 Catherine Winfrey

NORTH TEXAS STATE UNIVERSITY

39187 Larry Cunningham
39188 Susan Jean Duquesnay
39189 Harry Edwin McCoy III
39190 Ellen Stricklin
39191 Carla Whitworth
39192 Elaine Yarbrough

NORTHERN STATE COLLEGE

39193 Patricia Borgheiinck
39194 Donna Marie Brown
39195 Calvin L. Cooper

39196 David Hilgemann
39197 Gregory Lee LaFollette
39198 James Redfield
39199 James Sanden, Jr.

MORRIS HARVEY COLLEGE

39200 Jane Rose Berkeley
39201 Greta Yvonne Hereford
39202 Frances M. Howard
39203 Deborah Sue Jarrell
39204 Nancy Beth Lovell

CENTRAL STATE COLLEGE

39205 Danney G. Goble
39206 Harold L. Hammitt
39207 Deborah Jeane McWhirter
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39214 Katheryn J. Shields
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39239 William F. Hoffmeier
39240 George Walter Maguire
39241 George Henry Stege
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 39246 Mary Lou Phillips
 39247 James Louis Robert
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 39251 John Mark Kline
 39252 Dawn C. Schroeder
 39253 Byron Eugene Stefferud
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 39256 William McDonough
 39257 William Michaels
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 39260 Annie Laurie Jones
 39261 Fred Jones
 39262 Janis Carol McCallum

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 39266 R. William Hancock
 39267 Jerald Dale Maynard

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 39270 Ray Cherry
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 39273 Cynthia Davis
 39274 Genaro Alberto Garcia
 39275 Dana E. Love
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 39278 Dixie Kelly
 39279 Ronnie Miller

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 39287 Laura Louise Edler
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 39298 Janet Sue Lindgren
 39299 Brian Richard Martens
 39300 William DeWitt Miller
 39301 Jackie Schwabke
 39302 Marcy Secretan
 39303 Karen Swenson

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 39306 James G. Curtis
 39307 Judith K. Gandee

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 39309 William R. Mickey

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 39311 Richard Wayne McClannahan
 39312 Frances Stewart

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 39314 Marvin H. Wiebe

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 39316 Cathy Hafner

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 39319 Mark Bryant
 39320 Mark Alan Englestad
 39321 Douglas A. Engen
 39322 Victoria Suzanne Huff
 39323 Mark Grant Ohnstad
 39324 William Austin Stahl
 39325 Dennis Westgard
 39326 Elizabeth Renee Winch
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 39333 George Tetmple

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 39340 Helen H. Hocker
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39343 Kenneth Wayne Kramer
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39399 Ken Clawson
39400 John Webb

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39423 Maurice Erickson
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39426 Marvin A. Gardner
39427 Alvin Jaeger
39428 Candice Brucker Kautzman
39429 Larry Kokkeler
39430 Mary Koller
39431 Leslie G. Nemnick