National Council with Edna Sorber — Whitewater, August, 1966
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5. Province of the Sioux—Hazel Heiman, Morningside College

6. Province of the Lower Mississippi — Evan Ulrey, Harding College

7. Province of the Lakes—Gilbert Rau, Central Michigan University

8. Province of the Upper Mississippi—William Roberts, Gustavus Adolphus

9. Province of the Southeast—

10. Province of the Northwest—Roy D. Mahaffey, Linfield College

11. Province of the Northeast—William Teufel, Grove City College
National Council Meets in Wisconsin

The members of the National Council of Pi Kappa Delta met for the biennial summer business meeting August 22-25, 1966 at Sterlingworth Motel, Elkhorn, Wisconsin. All members including students Marlys Prigge of Wheaton College and Stephen Dickman of Whitewater were present for all seven sessions beginning Monday evening August 22nd. A total of 24 hours were devoted to planning for the 1967 Convention and to policies pertaining to the general welfare of Pi Kappa Delta. In addition to the consideration of many routine matters of business, the sessions were organized around a study of suggestions which came to the Council by way of the 1965 Convention Evaluation Committee, recommendations made by the Governors and ideas growing out of some of the Provincial Conventions last spring.

It is difficult to present a brief abstract of the proceedings during those seven sessions and make them sound very exciting. The reason is that most of the long hours of work were just that—work, designed to develop the best possible convention in 1967, and to foster the growth of the local chapters and the Provinces.

Some diversion was provided on Tuesday afternoon when the Council visited the campus of Wisconsin State University, Whitewater, and met with University personnel relative to details of housing, meals, contest facilities, registration, etc. Dr. Edna Sorber was most helpful in arranging for these conferences and guiding us through many of the buildings which should completely take care of our convention and contest needs.

The first session was devoted to the presentation and discussion of the annual reports of Council members. Copies of the annual reports are kept on file in the national office. The financial items in the report of the Secretary-Treasurer are to be found elsewhere in this issue in the Financial Report of Chapters and in the Secretary’s Page. The total membership at the end of the year was 39,904. The number of new members for the past year was 1,091. It was most encouraging that only 40 colleges failed to send in any membership applications for the year and many of these 40 did get applications in early in August but after the books were closed for 1965-66. Only 16 chapters admitted an Honorary member. Sixty-eight chapters ordered 239 keys, a slight increase over the previous year. The Council continues to give strong emphasis to the importance of purchasing a key at the time of acceptance to membership. The change in key prices for the year 1966-67 affects only those keys with diamonds. There has been a substantial increase in the cost of diamonds. A new yellow key order form became effective on September 1, 1966. A copy will be included in the annual Fall letter to chapters. Chapter evaluation letters were written to Presidents of colleges during the early
part of summer. Some chapters are still sending in only seven dollars instead of ten for membership fees which causes delay in issuing membership cards.

Province Coordinator, Harold Larson reported on the suggestions made by Governors for strengthening the Provinces. Convention Chairman, Roy Murphy presented a brief report on proposed features of the coming convention. Les Lawrence, reporting on the activities of the Editor of the Forensic, directed discussion to ways and means of obtaining articles from sponsors and students. Also, the need exists for Chapter Notes and Alumni News from a greater number of chapters. President Georgia Bowman reported on the work of the National Questions Committee and announced the meeting for all Pi Kappa Delta members to be held at the Speech Association of America Convention in Chicago on Wednesday, December 28, 1966 from 5:15 to 7:00 p.m.. H. Francis Short, chairman of the Charter Committee, announced that eleven charter applications had been approved in the past year with others pending. Attention was directed to chapters on probation and chapters which should be reminded of the convention attendance requirement and the minimum chapter membership requirement of five active members as of May 15th.

All suggestions made by the 1965 evaluation committee were introduced for discussion by James Grissinger, Marlys Piggie and Stephen Dickman. Appointments of Convention Contest Committees were made and the complete committee personnel will appear in the January Forensic following acceptance of the appointments.

Since the 1965 Convention requested a revision of the Constitution, the Council allocated a considerable amount of time to the proposed changes submitted by Ted Karl, Chairman of the Constitution Revision Committee. Most of the proposed changes were suggested to the Committee by Province officers as a result of discussions at spring conventions. Most of the suggestions were made in the interest of up-dating rather than the making of any extensive revision. All proposed amendments will be printed in the January Forensic parallel with the current copy of the constitution.

The suggested extempore speaking topics will be submitted to the chapters in the annual Fall letter from the Secretary for a preferential vote. The winning topic will be announced on a postcard sent to chapter sponsors about December 1st. The card will also serve to remind sponsors of the December 28th meeting in Chicago.

Three decisions made by the Council should be of more than a little interest to members. First, sweepstakes points will be awarded in the Open Cross-examination division of debate but no championship will be declared. This division is open to men, women or mixed teams. This is the only division open to mixed teams. Points won by men's team in this division will be credited to men's sweepstakes. Points won by a women's team will be credited to women's sweepstakes. Points won by a mixed team will be credited equally to men's and women's sweepstakes. Second, the package price for convention fees is $33.00. This includes registration fee, lodging and meals including the banquet. The meal and lodging fees have been calculated on the basis that all delegates will be staying on campus. There will be the usual $1.00 deposit for a room key. There are no hotels or motels available in Whitewater and facilities for eating are likewise limited to the campus. Campus housing and meals should prove to be excellent and will provide limited contact with March weather in Wisconsin. Third, the Council was unanimous in supporting the formation of Graduate Chapters provided for in the Constitution. It is anticipated that charters will be presented to some Graduate Chapters at the 1967 Convention. Graduate Chapters wishing to apply for a charter may submit a petition form, which may be obtained from the Secretary-Treasurer,
to the Chairman of the National Charter Committee. Each graduate Chapter is urged, but not required, to send a delegate to the National Convention. This delegate will have the right to speak on the convention floor but not to vote. Graduate Chapters will not pay a charter fee and members will not be issued new membership cards since they already hold membership in an undergraduate Chapter. Further suggestions for forming a Graduate Chapter may be obtained from the Secretary-Treasurer or any other member of the National Council.

A final decision is one which is repeated from year to year with ever increasing emphasis. It is this: we cannot offer more than sympathy—and little of that—for chapters getting their entries in late. Entries must arrive in the National office no later than Monday, February 27th. The same holds true for late registration in Whitewater on Monday, March 27th. Registration closes at 6:30 p.m. on Monday so the contest committees can meet their deadline for the first rounds. Everyone who runs a tournament knows that late entries and late registrations are almost unfor-giveable. Use the phone when memory fails or the unexpected occurs.

Members of Pi Kappa Delta at the College of Idaho pose in the Kau Kau Room at the Saratoga Hotel with their hosts, A. I. Myers, seated center, former debater at the University of Nebraska, and their coach, Dr. Lester McCreary, right, head of the C. of I Speech Department. Richard Laver is seated at left. Standing, from left, are Steven Anthony, Marie Corlett (PKD secretary-treasurer for 1966-'67), Mike Montgomery (winner of the A. I. Myers scholarship for most outstanding forensics student, 1965-'66), Judy MacInnes, Martin Meiggs, Judy Smith (PKD President for 1966-'67), Don Young (PKD Vice-President, 1966-'67), Louise Wolfe, Keith Hatcher, and Tom Throop. Mr. Myers sponsors the annual dinner for the speech students. (PKD members not pictured are Penny Malafront and Greg Washington.)
PI KAPPA DELTA
CONVENTION PROGRAM
March 27-31, 1967
Wisconsin State University, Whitewater

MONDAY
8:30 a.m.-6:30 p.m. Registration
7:00 p.m. Business meeting;
    Charter presentation
    Announcements

TUESDAY
8:15 a.m. Oratory I
9:45 a.m. Debate I; Discussion I
11:30 a.m. Convention Picture
12:00 noon Past Presidents and National
    Council Luncheon (informal)
    Extemp Drawing I
1:00 p.m. Extemp I; Oratory II
2:30 p.m. Debate II, Discussion II
4:00 p.m. Business Meeting; Elect
    President, Vice-President
7:30 p.m. Province Meetings
9:00 p.m. Student Meeting and
    Committee Meetings

WEDNESDAY
8:15 a.m. Extemp Drawing II
9:15 a.m. Extemp II; Oratory III
10:45 a.m. Debate III; Discussion III
12:00 noon Province Governors' Luncheon
12:30 p.m. Extemp Drawing III
1:30 p.m. Extemp III
3:00 p.m. Debate IV
4:30 p.m. Business Meeting; Elect National
    Council; Constitution Revision
7:00 p.m. Student Meeting and Committee
    Meetings

THURSDAY
8:15 p.m. Extemp Drawing IV
9:15 a.m. Extemp IV; Oratory IV
10:45 a.m. Debate V
12:00 noon Lunch, Old and New Council and
    Province Governors
1:30 p.m. Debate VI
2:30 p.m. Business Meeting; Convention
    Speaker; Constitution
7:30 p.m. Talent Night

FRIDAY
8:15 a.m. Debate VII; Discussion IV
9:45 a.m. Student Meeting
10:45 a.m. Additional Business Meeting, if
    Necessary
12:00 noon Lunch, Special Distinction mem-
    bers, and Old and New Council
1:00 p.m. Debate VIII
2:30 p.m. Business Meeting; Reports;
    Constitution
7:00 p.m. Banquet — Distinguished Alum-
    nu Award; Announcement of Re-
    sults; Pictures.
The President's Page

It's a temptation to begin by writing in capital letters, PLEASE READ THIS, for the opening of school brings much business that needs our attention.

First, let every chapter make plans to attend the National Convention and Tournament next spring. Wisconsin State University at Whitewater has dormitory space for 3000; contest rooms far beyond the required number; a spacious new gymnasium where 1000 can banquet together; a Union with snack bar, bookstore, and recreation; and best of all, a hospitable and gracious spirit among the speech staff and university administration who are already goin all out to make us welcome.

The dates are March 27 through 31 (registration all day Monday and the opening Charter Service Monday night.) The costs are so modest that a coach and team—three persons—can pay for all registration fees, five nights’ lodging, and fourteen meals, including the banquet, for less than $100. The National Council met at Sterlingworth Motor Inn, a few miles from Whitewater, in late August to draw up detailed plans. Almost all of the recommendations of the Evaluation Committee have been put into effect. More time has been allotted for student meetings, and the business sessions have been arranged to permit adequate consideration of the revised constitution, which the Council studied in rough draft form.

Full details and contest rules will appear in the January Forensic, but one new contest item may be of considerable interest. This year, results in the open cross-examination division of debate will be counted on sweepstakes: points for men’s teams will go to men’s sweepstakes; for women’s teams to women’s sweepstakes; points of mixed teams will be equally divided.

Now for some specific requests. The fall letter from the national Secretary-Treasurer demands your attention and must be answered. It contains a ballot on the proposed extemp topic; please vote preferentially. The results will be announced in January. Particularly important is the request for your college zip code. Postal regulations require zip codes on bulk mailings after January 1, so if yours is not reported, you can receive no more Forensics. Our national office has a zip code book, but this does not suffice for cities where there is more than one zone and we do not know the exact location of your institution within the city.

All former Province Governors take note here and come to the rescue. We are in the process of preparing a Governor’s Manual which should be ready by convention time. Will all past governors take a few minutes and write down suggestions that you think might be useful for other governors, and then send them to the president? All contributions will be credited and will be helpful in enabling future Pi Kappa Delta governors to do a better job.

Let me thank those of you who have been so cooperative in answering previous questionnaires and returning ballots. A total of 172 chapters voted

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GEORGIA BOWMAN
either one or both ballots on the debate propositions—a good record in view of the fact the first ballot came out just at the close of school and the second one during the summer. The vote this year was decisive, and your responses helped make it so. Your answers on the budget questionnaire enabled us to put together a summary appearing in this issue which should be of interest to every forensics director.

Best wishes to each chapter for a successful season—not counting success only in number of trophies and certificates brought home from tournaments, but rather in terms of the enrichment of your own minds and spirits by honest investigation, clear thinking, and friendly association with others of sincere purpose.

REPORT ON BUDGET STUDY

Georgia Bowman

How far does your forensics dollar go? Because the universal plaint of debate directors seems to be that there is never quite enough money in the budget, it appeared that a survey of Pi Kappa Delta budgets and a compilation of results might be useful for directors who wish to compare their funds and practices with those of other schools.

The following figures were obtained from the questionnaire in the May Forensic, together with data gathered at the tournament of the Provinces of Illinois and the Upper Mississippi last spring. That study was compiled by Roger Mosvick and provided by Province Coordinator Harold Larson. While the Forensic questionnaire returns were not numerous enough to provide statistically significant information, good cooperation by coaches did bring in enough answers to make the study interesting. Every conclusion, however, must be tempered by the realization that a tremendous difference in the size of schools makes it difficult to claim valid comparisons on the adequacy of budgets.

Returns were grouped geographically: East—east of Ohio; South—south of the Ohio River and the southern borders of Missouri and Kansas; West—west of the Rocky Mountains; Middle West—all other states.

In the over-all study, the largest school reporting enrolls 18,000; the smallest 750, both of them in the middle west. The two largest budgets are $7500—one of these from the largest school. The smallest is $400, where it is probably safe to say the director must be doing a superhuman job in getting 19 students to 10 tournaments. One school involves 105 students in the program; another utilizes only 9, marking the smallest squad. In spite of this wide range, the average squad size is quite consistent from area to area and comes to 21 students on a nationwide basis.

Tables show some interesting comparisons.

<table>
<thead>
<tr>
<th>Region</th>
<th>Budget</th>
<th>Range</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>$3800</td>
<td>$1600</td>
<td>$2620</td>
</tr>
<tr>
<td>Middle West</td>
<td>7500</td>
<td>400</td>
<td>3046</td>
</tr>
<tr>
<td>South</td>
<td>5000</td>
<td>1300</td>
<td>2800</td>
</tr>
<tr>
<td>West</td>
<td>4900</td>
<td>1600</td>
<td>3250</td>
</tr>
</tbody>
</table>

A high average in the west is to be expected, since most schools travel long distances for competition. Conversely, in some sections of the middle west a school can maintain a busy program yet travel only a few hundred miles.

Budget allocations can be calculated in several ways: the amount per student enrolled which is allotted for forensics; the investment per participating student; per tournament cost; expenditure per round of competition. The questionnaire was not sufficiently detailed to permit tabulation on the latter basis, but figures on the other three methods are given.

Variations in enrollment are so extreme that adequacy of budget cannot be judged by the per capita allotment. Thus a large school may devote a com-
paratively small amount per student to the forensics program, yet provide handsome financing for the squad. The highest ratio per student enrolled was $2.65; this was in a college of 1000 students with a debate budget of $2650. In an institution of 16,000, the ratio dropped to 19 cents. On the average, for each student enrolled in the college, 93.5 cents is allotted to the forensics program.

Consider cost - per - tournament and cost-per-participant.

<table>
<thead>
<tr>
<th>Cost Per Tournament</th>
<th>Cost Per Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EAST</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>$173</td>
</tr>
<tr>
<td>Low</td>
<td>$121</td>
</tr>
<tr>
<td>Average</td>
<td>$148</td>
</tr>
<tr>
<td><strong>MIDDLE WEST</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>$277</td>
</tr>
<tr>
<td>Low</td>
<td>$40</td>
</tr>
<tr>
<td>Average</td>
<td>$171</td>
</tr>
<tr>
<td><strong>SOUTH</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>$300</td>
</tr>
<tr>
<td>Low</td>
<td>$113</td>
</tr>
<tr>
<td>Average</td>
<td>$206</td>
</tr>
<tr>
<td><strong>WEST</strong></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>$544</td>
</tr>
<tr>
<td>Low</td>
<td>$200</td>
</tr>
<tr>
<td>Average</td>
<td>$291</td>
</tr>
</tbody>
</table>

The foregoing figures are meaningful only in context. A school in an area where nearby one-day tournaments are readily available may have a broader but cheaper program than one which must travel 600 miles to the nearest tournament. A squad which flies to several tournaments may seem to have a high per-participant cost but may save on expenditure of student time away from class. Nor is a flat per participant expenditure a reliable indicator of program spread, for one debater may attend but one tournament, while another goes to 10, yet the average per debater expenditure will appear to be the same.

The ideal distribution of expenditures must be left to the forensic director, for it will depend on his philosophy and that of his institution. This may stress wide participation by many students or intensive competition by a small squad only; emphasis on colorful, distant tournaments, or preference for small “neighborhood” meets; a budget devoted largely to tournament competition, or one allocated heavily toward intramural pro-

grams and high school service tournaments.

The important question is, what does your forensic budget buy? Are you getting the most for your money? After reading this you may want to take stock. If in the middle west where most schools are averaging under $200 per tournament and you are spending $300, perhaps you’ll want to cut out some of those steaks! But if you’re trying to train 30 debaters on a $1000 budget, maybe you should show this article to the dean and the bursar—and better luck next year.

Who Should Be An Officer of Pi Kappa Delta

William H. Bos

At the conclusion of our recent province convention, the just-retired governor, the newly-elected governor, and some students were enlivening the return home by a discussion of the election of new province officers. This, in turn, led to the raising of the philosophical, and very important, question: Who should be an officer in Pi Kappa Delta in chapter, province or national organization? We concluded that, at whatever level he might serve, there were four important characteristics that any officer should have.

I. *He should have a genuine, keen interest in Pi Kappa Delta.*

Pi Kap is a unique organization in its philosophy. In a time when increasing stress is being put upon the competitive aspects of forensic activity, and the “win at all costs” or “winning is all that counts” approach seems to be all but overwhelming, Pi Kap stands strongly for the proposition that forensics must first and foremost be a means of enriching the education of participants, rather than a means of increasing the school’s collection of “hardware.” In a society in which everyone want to be a “first place” winner, Pi Kap recognizes cate-
categories of superior, excellent and good performance, believing that the pursuit of excellence is much more realistic and rewarding than the greedy, frustrating and educationally indefensible effort to add to the charm bracelet or fill the trophy case.

This interest must go beyond acceptance of a philosophy, to an active support of the program of Pi Kappa Delta. This means willingness to assume responsibility, doing the menial but all-important tasks that must be done if the wheels of progress are to continue turning. This means the demonstration of loyalty to the organization and what it stands for, despite occasional personal inconvenience or sacrifice. And it means a willingness to take responsibility for, and the consequences of, a sometimes unpopular but necessary decision or course of action.

This interest must be demonstrated in the form of an appreciation of the personnel of Pi Kappa Delta. One does not willingly follow the lead of an officer whom he does not appreciate; a leader cannot lead unless he has willing followers.

II. He should have administrative competence.

That seems ambiguous, but certainly includes at least three traits. First, he must be an organizer, capable of planning and preparing in advance, with foresight enough to anticipate needs and problems and to provide for their ready satisfaction or solution. In turn, this requires a kind of adaptability to circumstances, and a willingness to compromise when the need arises; though never at the cost of abandoning his ideals or moral principles. And all of this demands an uncommon degree of emotional stability, sometimes called self-control.

III. He should be sociable.

A misanthrope or a “loner” seldom finds happiness in the company of others, nor does his company impart happiness to others. But Pi Kap’s sole function is to be enjoyed by all members, including officers. It would seem, then, that an officer should be one who enjoys being with, and working with, others. This does not mean that an officer must like all members equally well, but it does mean that he must be one who makes friends easily, and keeps them.

IV. He should be a leader.

This seems to belabor the obvious, but it is the sine qua non of a good officer. He must be a sort of visionary, a perceptive observer, a clear thinker, an initiator of new ideas. One does not really lead simply by being first in line; he leads by blazing a trail over new territory—though he must, at the same time, beware of getting so far ahead of the group that he out-distances them, and in effect relegates the true leadership to the next in line.

He must be energetic, a persistent worker. All natural bodies are characterized by inertia before they are activated by an outside force. The same is true of human organizations. Only the initiating energy and the dogged persistence of a leader can produce a group that is “going places.”

Finally, a true leader is a person of faith. He has faith in his own goals as desirable, not only for himself, but for the group as well. He has faith in his own abilities as a leader, self-confidence, but never arrogance. And he has faith in his colleagues, fellow officers and members alike; faith in their capacity to do all that may be required of them, faith in their loyalty to the society and what it stands for, faith in their loyalty to him as their leader.

Who should be an officer in Pi Kappa Delta? Not just anyone who is willing to take the job. Not the most popular personality in the group. Surely not the currently inactive member, in the hope that new responsibilities thrust upon him will revive his interest; they won’t! Every officer should be carefully chosen for his qualifications, especially those mentioned here. Both the present and the future of Pi Kappa Delta rest in the hands—and hearts—of those whom we choose as our officers. May we always choose wisely. Long live Pi Kap!

I accepted this invitation for one reason only, to be helpful. I’ll dispense with all preliminary persiflage, cover as much as possible in the time allotted, and save five minutes for fielding any and all questions. Oratory as a forensic activity has been under attack within recent years. Eleven years ago, in an article entitled “College Oratory As I See It,” in the January, 1954 issue of The Forensic, I wrote myself free in answer to the criticisms. I call it my Oratory Bible. We were asked to prepare hand-outs and since that magazine isn’t readily accessible to high school coaches, I brought 40 mimeographed copies. Not all of the article is germane to the assigned topic; most of it is.

Getting people to come out for oratory is as much a chore for me as it must be for some of you. Personal conferences with likely prospects I uncover in Fundamentals of Speech classes is one way. A well-publicized public fall meeting with interested persons is another. In addition, since 1947 I’ve had a class in Oratory each fall which carries two hours of credit, not repeatable, and which requires at its close participation in either the local “Old-line” or Peace Oratorical Contests. We use Winning Orations for the preceding year as a text, require a notebook in which students record the gist and outstanding qualities of a selected reading list of excellent past college orations. Numerous subjects are explored in some depth, just before mid-semester each narrows some three choices down to one, and from that point on, proceed to writing. Obviously, a coach tries to have each person get a subject suited to the orator’s personality, one he’s absorbingly interested in to the point of wanting to communicate it to an audience. If I were pinned down to select some one single thing to which I would attribute our above-average success in oratory, it would be my filing system. But that’s another and a long story. In the closing week of the first semester, each person submits a final file copy of his speech. The local contests are then held, usually before either a school or outside organization audience. I accept the verdict of a board of five or more judges who decide the winners.

So now we have selected our orators for the year and are ready to coach. By this time the speeches are good enough to deserve a hearing by a public audience. But we’re never satisfied; we start from scratch, assume they need changes, that they can be improved, and proceed to work together on the composition. At times this may involve further reading in depth in an expanded bibliography because surely every one knows that what appears in an oration is like an iceberg — only about one-seventh appearing above the surface but having a broad six-sevenths base beneath the surface. It may involve limiting the scope of the speech, considering a specific slice of bread rather than an entire loaf.

In an “Old-line” oration with an 1800-word limit, I suggest the orators write themselves free and go as high perhaps as 2300 words, put arabic numbers at the beginning of each paragraph, dou-
ble-space and by all means count the words—that's their job, not mine—so that I know how many words we need to cut.

I'm attempting, in the process of saying "multum in parvo" to follow chronological order and therefore at about this stage, I quote myself from my Oratory Bible, the Jan. '54 Forensic article.

When a local winner is declared, and we start preparation for a state contest, the orator and I have a little chat. In effect I say, "In some circles there's considerable stress upon winning. Let's just forget about that; let's do the very best job we can to prepare something worthwhile, and my experience is that winning or losing will take care of itself. One never knows about competition; it's unpredictable. This year you may be up against some extremely good orations in this tough league. That's neither here nor there; your job is to get over the message, not to win. If you go at this job with that attitude, I'll be happy and satisfied and you should be. From this point on, don't expect me to say another word about the competition you'll meet, the winning aspect. And don't look for me to give you a last-minute pep talk. I just don't do that. I think it does more harm than good, and it would be evidence that my mind is on what yours shouldn't be, viz., winning the contest." It would be a gross exaggeration to imply that in every case I succeed fully in communicating this attitude to all my contestants. But the degree to which they do or don't absorb this philosophy is often the measure of their success or failure in winning contests. If one has this motivation, if the major stress is to get over the message, if we forget about the contest element, the results will take care of themselves. That is, given a fair amount of material in your school, you'll win your share of contests; we have. You'll sometimes lose when you expect to win, and sometimes may even win where you expect to lose.

Coming back now to where I interrupted me, we return to consider COMPOSITION. Anyone who thinks an orator just dashes off a speech in the spare time of a rainy afternoon is all wet. On composition, I certainly have no secrets not known to all of you. An intriguing curiosity-arousing title, an attention-catching opening illustration epitomizing the entire speech, perhaps a back reference to it in the conclusion, good organization so the oration is easy for the audience to follow, remembering that one test of any good speech is "the discernibility of the framework," figures of speech, balanced sentences, concrete vivid image-producing language—all these are considered as we work together.

I do attempt to be on the lookout for an effective climax, the kind I call a "goose-pimple" conclusion, one which if effectively and earnestly delivered makes the audience—and in a contest situation that includes the judges—so absorbed and enraptured by the message that they forget their surroundings, in other words, the kind of experience a single critic judge sometimes has when in reporting results he says: "This person won because I just was too absorbed and thrilled to take notes," and then proceeds off the cuff to cite its excellencies.

Time forbids examples of these many compositional factors. Here's a one-sentence example from an oration "The Age of Paradox" which I heard at a Pi Kappa Delta national convention. Speaking on the theme of the need to relieve the world's hunger, Miss Carole Lowery said: "While an American farmer watches the sleek rat devour the surplus grain, in India a farmer watches his gaunt son greedily devour the rat!" To my mind, that's "delicious" rhetoric!

One procedure in our compositional work together my be of interest. Since "instant intelligibility"—Charles Henry Woolbert's expression, I believe—is the sine qua non of all good oral discourse, this sometimes happens. I say: "This sentence, Jim, just doesn't register with me. I don't know exactly what you mean. Now tell me, just what are you trying to say?" Thereupon he tells me and I immediately say: "Quickly now, grab a pen or pencil and write that down just as you said it and we'll use those exact words in the script."

There are times in composition where the original copy gets so interlaced with
arrows, brackets, deletions, becoming so undecipherable that we sometimes have as many as six retyped copies. We never destroy any of them, though, for one never knows when we'll go back to recapture a phrase or expression we had in the first draft.

Now some highlights on DELIVERY. Usually we try to reserve about three weeks for that. I have a standing rule that I refuse to rehearse until the orator has thoroughly memorized his piece. To do so wastes his time and mine. The first step is to hear the piece in its entirety while I'm taking notes. Then the orator sits at my side, and we discuss those notes in detail—they include both favorable and unfavorable comment. Sometimes I hop up to demonstrate a point—on posture, movement, gesture or whatever is needed. We take up little matters as well as big ones—the tilt of the head, the lift of an eyebrow and such elemental matters as sloppy enunciation such as "becuz", "gonna", "git" and "probly." There is no substitute for drill, drill, drill. We work sometimes on what may appear to be trifles but I'm a firm believer in the statement attributed to Michelangelo: "Trifles make for perfection and perfection is no trifle."

After that first rehearsal, we go over the speech again by blocks, sometimes stopping in the middle of the speech and resuming where we left off, the next day or the day thereafter. About at the end of the first week, to avoid repetitive rehearsals, we put the speech on tape, and may spend an entire hour in a play-back and discussion. Of course what we discuss depends upon the needs of the individual. With Jacob Ngwa, who as you know won the "Old-line" MISL last year and went on to win the Interstate Contest and this year won the MISL Peace Contest and won 11 first places and one second in four rounds of oratory at the recent Pi Kappa Delta Convention, it was a matter of cutting down on his speed and prolonging his vowel sounds. Sometimes we work daily, sometimes every other day, rarely no more than an hour at any one time, depending upon the progress being made.

One thing I've sensed a lack of in many orations is pause. I think it's almost a neglected art. Pause is more than the cessation of utterance—you're still talking when you're pausing, allowing the audience time to have your ideas sink in, especially at transition spots and changes of ideas. In that connection, sometimes in the dramatic climactic close, if you have the right person who can do it without being "arty" or over-dramatic, one can be effective. For example, in an oration "The Clock" dealing with the problem of the atomic bomb, the orator's closing words were: "Tick tock! Tick tock! ______! ______!" About 25 years ago, an orator, speaking on "The Lamp of Freedom," had the timing just right in asking at the close "Will you help keep that lamp burning? Will you? ______ ______?" We thought we'd try something like that with this year's man orator who pleaded for the abolition of the House Un-American Activities Committee. But it just didn't fit his personality so we settled for having him blurt out: "Think it over!"

We wind up delivery practice with a dress rehearsal, literally that, at least two days before a contest. I never rehearse the day before. Anything I might say of an adverse nature couldn't be mastered in a day; hence, it could only depress the orator, not impress him. At this stage, in a final talk, I remind him that earnestness covers a multitude of sins, that getting over the message is the most important thing. I ask him to remember "teeny weeny" things like enunciation, if he can, but tell him in the same breath to forget them, remembering that after all these are little things compared to communicating the ideas.

Upon the assumption that every orator has something to say which deserves a public hearing, we seek out opportunities to have him speak before audiences both before and after a contest. Sometimes I attach more signifi-
cance to those appearances than I do to the contest itself. For example, last year Jacob Ngwa had just won the "Old-line" MISL contest and the following week the Provincial Tournament was scheduled for Grove City, Pennsylvania. I thought it was far more important for him to keep his prior commitment at the Grand Haven Rotary Club on their International Affairs Day than to use him in the Provincial to give his speech three times before mostly empty class-rooms and three critic judge.

Now, chronologically, I've brought you up to the contest. How to act at it, how to accept decisions without complaint—it's all here in my Bible, i. e., in my Forensic article. We use the coach-judge system in the MISL. You can roam all over the United States and nowhere find a better spirit than among us in the MISL. In a speech to the Holland Rotary Club back in 1958 entitled "Behind the Scenes in Oratory," I've born public testimony to this when I said: "While to the average person it might seem that this system lends itself to abuse, in that one coach could rank very low a person he thought was giving his own entrant a close run, I really don't know of a single incident where the traditional cry of the defeated boxer was ever heard: 'We wuz robbed!' We all respect each other; we recognize that it's entirely possible in a close contest for one judge to give a man first and for another rate him last."

Now to conclude. You remember the story of the gran'pa hearing his grandson preacher preach his first sermon. Asked by the young man for his appraisal, gran'pa said: "Well, first you read it; second, you didn't read it well, and third, 'twarn't worth readin'.' Perhaps all three apply here. But I'm breaking a vow today in talking with you at all—at St. Mary's fall conference in 1963, I resolved never again to tackle such huge subjects in so short a space of time. But here scarcely one and a half years later I find myself trying to compress into 15 minutes two years of participation as a high school orator, four years of participation in college and university, and 41 years of coaching. But as I said at the outset, my only intent is to be helpful. If what I've said has been, I have 40 copies mimeographed of what I've said. Maybe this will be my swan-song and hereafter I'll graduate to become one of those characters known as a "resource person"! If I haven't covered what was in the mind of those who extended the invitation, I've reserved five minutes for questioning and am ready to entertain them.

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**CONVENTION FEES**

<table>
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<tr>
<th>Package Price</th>
<th>Description</th>
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<tbody>
<tr>
<td>$8.00</td>
<td>Registration fee.</td>
</tr>
<tr>
<td>$14.00</td>
<td>Meals. Monday evening through Saturday breakfast, including the banquet.</td>
</tr>
<tr>
<td>$11.00</td>
<td>Lodging for 5 nights. (Single rooms, if available, will cost $2.00 a night more.)</td>
</tr>
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</table>

$33.00

**Note:** A $1.00 dormitory key deposit will be collected from each delegate at the time of registration.

The registration fee is paid by one coach and all students representing each chapter.

All delegates pay the $14.00 for meals and $11.00 for lodging.
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._

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._

— 15 —
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.

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?

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 undefeatable 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 . . .

**FOOTNOTES**


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**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.
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.

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<tr>
<th>School</th>
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<tr>
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<tr>
<td>Northern Arizona Univ.</td>
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<tr>
<td>Baylor University</td>
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<td>126.05</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>125.25</td>
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Twenty-five chapters added eleven or more active members during the past year:

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</thead>
<tbody>
<tr>
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<tr>
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<td>California State — Hayward</td>
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<td>Coe College</td>
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<td>Fresno State College</td>
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<td>University of Arizona</td>
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<tr>
<td>Adams State College</td>
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<tr>
<td>Concordia College</td>
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<td>East Central State College</td>
<td>11</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>11</td>
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The following ten chapters purchased more than fifty dollars worth of keys in the year just ended:

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<td>Wayne State College</td>
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<td>Mississippi College</td>
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<td>Luther College</td>
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<td>Pacific Lutheran Univ.</td>
<td>50.55</td>
</tr>
<tr>
<td>Youngstown University</td>
<td>50.40</td>
</tr>
</tbody>
</table>

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.

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**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!

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Whitewater State University debaters excell 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.
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 knowledgable 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 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.
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
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 McCather
- 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
- 39173 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 Borgheinck
- 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
- 39208 Sherry McWilliams
- 39209 Marilyn J. Payne
- 39210 Robert Powers
- 39211 Irene Schultz

## UNIV. OF MISSOURI AT KANSAS CITY
- 39212 David H. Bolin
- 39213 Donald C. Shields
- 39214 Katheryn J. Shields
- 39215 David J. Smith
- 39216 Russell Einer Usnick

## CENTENARY COLLEGE
- 39217 Patricia Bissonnet
- 39218 Alton McKnight
- 39219 Wendall Robison
- 39220 Allen Williams

## UNIVERSITY OF AKRON
- 39221 Martin A. Alpert
- 39222 Edward Mark Lichten
- 39223 Paul Mark Scott

## KALAMAZOO COLLEGE
- 39224 James Edward Christenson
- 39225 Daryl J. Fisher
- 39226 Thomas B. Silver
- 39227 Regina A. Wheat

## CALIFORNIA STATE COLLEGE
- 39228 Michael A. Gwaley
- 39229 Louis Ilmar
- 39230 Mary Ann Kopach
- 39231 William G. Lemonovich
- 39232 Anthony Russell Masartis
- 39233 Barbara J. McLuckie
- 39234 Richard Donald McMonagle
- 39235 Pamela Swearingen
- 39236 Patricia R. Tierno

## WESTERN ILLINOIS UNIVERSITY
- 39237 Dan R. Erwin
- 39238 Robert Gaubas
- 39239 William F. Hoffmeier
- 39240 George Walter Maguire
- 39241 George Henry Stege
- 39242 Frederick Voigt

## WISCONSIN STATE—RIVER FALLS
- 39243 Michael L. Tillmann
WHITMAN COLLEGE
39244 James Head DeMeules
39245 Janice Gordon
39246 Mary Lou Phillips
39247 James Louis Robart
39248 Kay Hideko Tai

AUGUSTANA COLLEGE — S. D.
39249 Lois Marie Benda
39250 Joyce E. Estwick
39251 John Mark Kline
39252 Dawn C. Schroeder
39253 Byron Eugene Stefferud
39254 Orvin B. Tobiason

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39255 James LaLumia
39256 William McDonough
39257 William Michaels
39258 Lawrence John Winslow

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39259 Neil Goepinger
39260 Annie Laurie Jones
39261 Fred Jones
39262 Janis Carol McCallum

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39263 Michael Francis Monaghan

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39264 Daniel McCravy

CENTRAL MISSOURI STATE COLLEGE
39265 Charlotte Jean Bemboom
39266 R. William Hancock
39267 Jerald Dale Maynard

TEXAS COLLEGE OF A. & I.
39268 Charles L. Bererra
39269 Susan Wilk Burris
39270 Ray Cherry
39271 Jack P. Clark
39272 William Shelby Cox
39273 Cynthia Davis
39274 Genaro Alberto Garcia
39275 Dana E. Love
39276 James L. Smith

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39277 Louise Huffman
39278 Dixie Kelly
39279 Ronnie Miller

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39280 Charles A. Bakkila
39281 Barbara Ann Tendrup
39282 Ann Louise Vaver

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39284 Nancy Ann Richardson

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39285 Steven Deak Busby
39286 Linda Darlene Delano
39287 Laura Louise Edler
39288 Sandra Ann Markley
39289 Sammye Lou Monroe
39290 William Lee Slagle

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39291 Barbara Bjorarker
39292 Thomas Chandler
39293 Paul Erickson
39294 Robert A. Forsythe, Jr.
39295 Elizabeth Molberg

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39296 John D. Cross
39297 S. Robert Lichter
39298 Janet Sue Lindgren
39299 Brian Richard Martens
39300 William DeWitt Miller
39301 Jackie Schwabke
39302 Mary Secretan
39303 Karen Swenson

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39304 Sr. M. Eustasia

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39305 Gloria J. Albrecht
39306 James G. Curtiss
39307 Judith K. Gandee

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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
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39326 Elizabeth Renee Winch
39327 Paul E. Youngquist

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39331 Paul A. Strandness

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39333 George Tetemple

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39399 Ken Clawson
39400 John Webb

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39402 Selma Chambley

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39408 William T. Kolasinski
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39410 Gail L. Wheeler

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39416 Barbara N. Recker
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39418 H. Warren Wilkewitz

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39427 Alvin Jaeger
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39429 Larry Kokkeler
39430 Mary Koller
39431 Leslie G. Nemnick

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39352 Jack Ragsdale
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39385 Robert J. Sharp

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Mervin L. Ziegler
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Mike Bauer
Sandi Ballard
Kathleen Graff
Mac S. Gutman
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Michael Glen Munson
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Janis Elaine Pendegrift
Anthony Perella
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Randall Walsh
W. Karl Adams
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Phil C. Stripling
Patricia Anita Titsworth
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Edward D. Kenny
ElResa Kay Paul
Jill K. Irey
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Byron B. Renz
Nadine Ellen Riehl
Carol Anne Schafer
Stephen L. Couch
Brian Christeson
William Arthur Cox
Edward Fairwell
Bobbie Jean Hale
Kenneth L. Jacobsen
William Kubran
Helen Rae Northup
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39723 Roger Kenneth Lankford

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39730 Sherry Shults

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39735 Kathy Selonti

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39747 Michael Craig Eddleman
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39754 James Edgar Masters
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39766 Alfred S. Lavorato
39767 Romma S. Loewen
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39769 Stephen C. McFarlane
39770 Carol Morgareidge
39771 Lorraine Parton
39772 Candice Poland
39773 Delores Sathre
39774 Pat Sweeney

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39777 Alan A. Ver Schure
39778 Gretchen E. Steffens
39779 Ronald James Wiersma

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COE COLLEGE
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39783 Kenneth Walker

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39787 Connie Garrett
39788 Dennis Reed Grenemyer
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39790 Donald Carl Moon
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39792 Carlos Saurez
39793 Ralph C. Turano
39794 Judith A. Tuxhorn

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39796 Stephen Hosford
39797 Max Huss
39798 Connie Ranek
39799 Dorothy Sunne
39800 Hal Werner

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39803 Sharon Ruhly
39804 Greg Sapatino
39805 Virginia Ellen Schott

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39807 W. D. Bemmels
39808 Daryl Eugene Dennis
39809 Mary Lou Elder
39810 Eddie Williams

HOPE COLLEGE
39811 Thomas Hildebrandt

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39813 Stephen D. Alfers
39814 Mary Jane Tckley
39815 J. Anne Edwards
39816 William E. Hensley
39817 Robert L. Homer, III
39818 Carla Leisteko
39819 Thomas F. O'Brien
CALIFORNIA ST. COLLEGE—HAYWARD
39825 Fred F. Harcleroad

WILLIAM JEWELL COLLEGE
39826 John Henry Tatlock, I I

MONMOUTH COLLEGE
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39828 Sheryl L. Brown
39829 Janet Cox
39830 Barry Thomas Eisfeldt
39831 Roger Epperson
39832 Mary Louise Hills
39833 Lawrence Martin Hodapp
39834 Claudia Kinne
39835 Robert Lee Macari
39836 David Louis McLaughlin
39837 Susan Pittenger
39838 Stephen Douglas Richard
39839 Rodney E. Stevenson

HUMBOLDT STATE COLLEGE
39840 Michael Eugene Holler

EAST CENTRAL STATE COLLEGE
39841 Jack Ballard
39842 Charlotte Finley
39843 Richard Lee Flint
39844 Dennis Hazelrigg
39845 Joanie Jones
39846 John Detrick Lahmeyer
39847 Mary C. Maloy
39848 Michael O’Hara
39849 Earlene Phares
39850 Ray Phillippe
39851 Thomas F. Stephens

BLACK HILLS STATE COLLEGE
39852 Odell Overgaard
39853 Rudy Stradinger
39854 Thomas Vucurevich

WARTBURG COLLEGE
39855 Carol Havemann
39856 Ronald McCollister
39857 Kenneth Smith

LOUISIANA COLLEGE
39858 Fanned Seidel

UNIVERSITY OF MAINE
39859 Richard Eugene Dodge
39860 Bruce M. Fleming
39861 Vernon W. Palmer, II
39862 Beverly Persky
39863 Joseph John Pietroski, Jr.
39864 Gary Eugene Smith
39865 Charles Owen Spencer
39866 James Edward Tierney

GREENVILLE COLLEGE
39867 Sandy Johnson
39868 Lois Elizabeth Miller

CENTRAL MICHIGAN UNIVERSITY
39869 Richard Boyce
39870 Linda Elmore

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PANHANDLE A & M COLLEGE
39872 Mike Byerley
39873 Connie Evans
39874 David Meek
39875 Jerrel Shockley

LAMAR ST. COLLEGE OF TECHNOLOGY
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39877 Danny Jennings

UNIVERSITY OF THE PACIFIC
39878 Steven R. Brydon
39879 Michael Lee Fager
39880 Karen Louise Ledbetter
39881 Mel de la Motte

CARTHAGE COLLEGE
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39883 Robert Allister
39884 David Engstrom
39885 Nancy Kothrade
39886 James Legat

BRADLEY UNIVERSITY
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39888 Miriam Baily
39889 James Blatnik
39890 William John Blumthall
39891 Margaret Bogner
39892 Caron Lee Clement
39893 Kristi Cook
39894 John F. Davidson
39895 Charles Feldman
39896 Calvin Gibson
39897 Darryl M. Graham
39898 William Leber
39899 James Parmenter
39900 Marvin Raidbard
39901 Myra Sue Rosenthal
39902 David E. Ruedlin
39903 Roy T. Stewart, Jr.
39904 Robert E. Tischler

MISSISSIPPI ST. COLLEGE FOR WOMEN
39905 Susan Lauderdale
39906 Pam Oliver
39907 Saundra Pounds

WISCONSIN STATE—OSHKOSH
39908 Robert Becker
39909 John Burr
39910 John Formiller
39911 Karen Hamaker
39912 Robert Jensen
39913 Lon Monfils
39914 John Taylor
39915 Mary Jo Vandehey

BALDWIN-WALLACE COLLEGE
39916 Terrance Malloy Anderson
39917 Katherine Louise Beadel
39918 Judith Ann Kanaby
39919 Thomas Alan Ross
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<td>Gonzaga University</td>
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<td><strong>WEST VIRGINIA</strong></td>
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<td>$1,861.07</td>
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August 1, 1965 — July 31, 1966

Receipts

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Fees and Certificates</td>
<td>$10,948.25</td>
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<tr>
<td>Keys</td>
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<td>Interest on Investment (savings)</td>
<td>216.91</td>
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<tr>
<td>Balance, July 31, 1965</td>
<td>2,424.02</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$15,587.25</td>
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Expenditures

<table>
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<th>Item</th>
<th>Amount</th>
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<tr>
<td>Keys</td>
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<td>Offices, Secretarial Help, Supplies</td>
<td>1,687.02</td>
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<td>Postage and Telephone</td>
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<td>Printing</td>
<td>1,529.17</td>
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<td>Returned Checks</td>
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<td>Refunds</td>
<td>19.15</td>
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<td>Initiation Keys and Triangles</td>
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<td>Miscellaneous</td>
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<td>Deposited in Reserve Fund</td>
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<td>Balance, July 31, 1966</td>
<td>2,868.41</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$15,587.25</td>
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Statement of Assets Owned

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Invested Reserves</td>
<td>$ 9,278.22</td>
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<tr>
<td>Balance, July 31, 1966</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$12,146.63</td>
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</tbody>
</table>

To Whom It May Concern:

This is to certify that I have examined the books and records of Pi Kappa Delta Forensic Society for the period August 1, 1965 to July 31, 1966 inclusive.

The foregoing statement is prepared in conjunction with Dr. Larry Norton according to established form, and is a true and correct report of the financial status of the organization as of this date.

Signed:  
Donald M. Albanito  
Auditor
The Editor Signs Off...

During a national convention year there are usually so many special features to be included in the later issues of The Forensics that it might be wise to remind you of some editorial matters in this, the first issue of the year.

First, there is the problem of chapter notes and alumni news. A check of the records indicates that the same chapters consistently send in their notes and news items, and many (too many) hardly ever come through. I would like to urge every chapter to take advantage of this feature of The Forensic. If your chapter is active, as it should be, let others know about it!

It is also important that material be in on time for a given issue. Such contributions should be in by the middle of the month before the issue comes out. In other words, copy for the October issue should be in by September 15, copy for the January issue by December 15, etc. I received a great mass of copy for Chapter Notes on October 17—after the issue was in the process of being printed! Much of this will not be usable in later issues.

There is still a need for more good articles, although the quantity and quality have improved, as you can see by the articles in this issue.

This is a major editorial change that you should be aware of—a new feature to be added. At the summer meeting of the Council, it was decided that we should add a Student Letters to the Editor feature—possibly called Constructively Speaking—in order to allow for shorter statements and comments of a responsible nature. This feature will begin in the January issue and no letter will be printed unless it is signed and identified by school and chapter. So here is a chance to have your say without writing a complete article!

One last matter that requires attention—several schools have written to say that they were disappointed that the results of their Province Tournaments were not reported in The Forensic. Unfortunately, I must report that several Provinces were not included because they did not send in a report of results. Sorry, but there was nothing your editor could do.
THE ART OF PERSUASION

—BEAUTIFUL AND JUST