

days when we spent a season arguing whether the U.S. should recognize the Communist Government of China. I share the concern of this second set of critics that the debate resolution may be exhausted before the season is well begun and the fear that a set of restrictive parameters will accompany the topic, thus straight-jacketing student analysis into a single set of affirmative arguments and negative responses. Clearly, it is impossible to satisfy both criticisms with a single topic statement.

Parameters can help us out of the dilemma. I hope we will be able to steer a course between an overly narrow topic that will make debates a bore by November and an overly broad one that fosters squirrel interpretations and guarantees unprepared negatives. The process of selecting a topic should promote the goals of educational debate. The topic should be worthwhile in its substance and balanced so that both sides have a reasonable chance in competition. The topic should also be manageable in scope, thus enabling debaters to prepare for tournaments with a reasonable amount of effort, without the necessity of purchasing prepackaged evidence or hiring research assistants. The topic should help us bring interested persons into the activity, rather than excluding them by posing an impossible research task for the beginner. While this imposing list of goals is probably more than human beings can manage, the parameters can help us move in the general direction desired.

For example, look at the topics not chosen last year. "Resolved: that freedom of expression in the United States should be significantly strengthened." Some coaches voted the topic down because it seemed too broad. Parameters could have clarified "expression" to mean "the spoken and/or written word" rather than other forms of "expression" that are also debatable.

Or consider "Resolved: that the federal government should adopt a comprehensive program to alleviate urban problems." What urban problems? It is not necessary to be prescriptive in order to make clear areas that would lend them-

selves to good clash in debate. Mass transit, slum clearance, property tax, and desegregation of schools are all areas of concern. Others could be added. Indicating what is meant by "urban" would help both sides determine the issues that belong to each. The topic selection committee commissions research papers to help find appropriate wording and balance, and the parameters can provide more flexibility for the task.

Any set of parameters will be arbitrary to a degree and run the risk of declaring important arguments as "out of bounds." Frankly, that is a chance we should be prepared to take. Whenever we choose a topic we make a decision about what is to be debated, and we also decide what is *not* to be debated. If the topic is worthwhile for research and suitably balanced for competition, then the topic and the parameters serve educational debate well. If every affirmative team has confidence that their case is topical and will get a fair hearing, we shall have strengthened intercollegiate debate. If every negative team can approach every tournament prepared on the substantive issues they will debate, we shall have strengthened intercollegiate debate. If more students are attracted to debate and fewer drop out because of an unreasonable research burden, we shall have strengthened intercollegiate debate.

To the team with a burning desire to debate a case that falls outside the parameters, I suggest you hold an off-topic tournament on the problem area you are so eager to discuss. This will add desirable variety to our debate season and give you the chance to defend your views against the strongest possible attacks of prepared opponents. And nobody will doubt that your interest is genuine or suspect you of being motivated by desire to win rather than by concern for the issues. Your willingness to give notice will raise your motives above suspicion, and you will have strengthened intercollegiate debate.

Parameters can work best with cooperation from those who direct tournaments. A tournament director may use parameters to narrow the topic for early season tournaments or for novice competition,

(Continued on page 23)

Forensic Forum. . .

Bob Beagle



"I'm always stumped when trying to find topics for my original orations. Can you help me?"

I'll try. Essentially there are three guidelines that any oratory contestant should follow when choosing a topic, and the first of these is significance — quantitative, qualitative, or potential. Assuming that contest judges are like other human listeners, no judge will be particularly interested in a speech, let alone impressed by it, unless he can see some importance to it.

You should note, however, that a subject area does not necessarily have to be a well-known one in order to be significant. Several years ago a student speaker from a midwestern school won a number of awards by delivering a speech concerning the social stigma attached to people who have suffered leprosy but have been cured through extended hospital treatment. Most judges probably didn't even know that the United States has leprosy patients and leprosy hospitals, let alone realize that former patients have a serious problem of societal readjustment. While the leprosy problem itself may not be a quantitatively significant one, it can be a qualitative one. And since the speech dealt with a unique subject area, it was all the more interesting.

As much as possible, contest speakers ought to combine significance with uniqueness. But beware of choosing something so off-beat, so different that you wind up discussing a subject which is, in reality, non-consequential or even trivial. If you must choose between significance or uniqueness, opt for significance.

A second guideline, for those who can't come up with something overly unique, is

to choose controversies that are very current, timely, or relevant. For instance, the academic year 1975-76 was a perfect time to discuss our presidential primary system. In short, think about things which are happening around you and see if they can't provide the basis for speech material.

Keep in mind, however, a fundamental rule of communication — listeners like to hear something new, otherwise they perceive the communication situation to be a waste of time. Thus, when discussing a well-known topic, you should strive to present either new material on the topic or a fresh interpretation of older, already familiar material. In other words, exhibit some original thought.

Experimental studies in communication also tell us that evidence used in a speech should be new and different, otherwise its potential impact is limited. Obviously, if a listener hasn't been persuaded by certain evidence before, there is no reason to believe he will be persuaded by your usage of the same evidence. So again, either present new and different supporting information or take familiar evidence and put a fresh perspective on it. While judges' minds can become dulled after hearing numbers of speeches, your novel approach to a subject can be a refreshing change which might help you to stand out favorably.

Finally, choose a topic that you can "live with." After all, you will probably be working with your oration for a nine-month period. Thus you need something that won't begin to bore you after many

contest presentations and after many hours of writing and rewriting. While judging a lackadaisical contest speaker, I have often suspected that the contestant has become "stale" because he long ago lost interest in his material.

Too many speakers try to select topics they think a judge will like. That's important, of course. But it's equally important to choose something that also "turns you on." It is very difficult to create interest in a listener unless you yourself are enthusiastic about something. And

enthusiasm can become contagious — the more vitality you, the speaker, exhibit, the more interested and concerned your listeners will become.

Significance, relevance, and personal interest. These three criteria, plus some originality and freshness, should give you the framework for an enjoyable and successful oration.

Robert Beagle is an associate editor of The Forensic and the sponsor of Pennsylvania Nu chapter. Professor Beagle welcomes questions on any aspect of forensics. Address him at Edinboro State College, Edinboro, PA 16444.

The President's Message *(Continued from page 3)*

what critical insights they acquire. Surely any of us involved in forensic education would be embarrassed if students were to go through two, three, or four years of intercollegiate participation without developing a rather sophisticated theory, practice, and criticism which should have potential or real carry-over in their later personal and professional lives. Perhaps we should inquire of ourselves whether we are teaching many solid educational goals which will be validated by our students as they discover that what they did in the forensic program was, after all, training for life.

When, as forensic educators, we place a disproportionate emphasis on traditional tournament debating, we may create legitimate questions in the minds of our academic peers as to the educational goal and value of forensics. After college there are no more debate tournaments with 10-5 or 8-3-4 time formats. Nevertheless, if we teachers and students have done our work well, we will have learned a great deal about researching issues and analyz-

ing them, about organizing ideas in a clear, convincing manner, about interacting with people with whom we clash in opinions, and about how to improve our use of language, voice, and body in communication.

If, as R. C. Jebb says, the Roman, unlike the Greek, "...did not instinctively conceive the public speaker as an artist" but "...as a citizen, weighty by piety, years, or office, who has something to say for the good of the other citizens, and whose dignity, hardly less than the value of his hearers' time, enjoins a pregnant and severe consciousness,"³ will we not agree that forensics, U.S.A., 1976, should share quite a lot of goals with the Roman?

Notes

¹R. C. Jebb, *Attic Orators* (New York: Russell, Inc., 1962), II, 434.

²Lester Thonssen, A. Craig Baird, and Waldo Braden, *Speech Criticism*, 2nd ed. (New York: The Ronald Press Company, 1970), p. 52.

³Jebb, II, 446.

A lot of PKD'ers are asking: "How can our chapter finance the trip to Seattle, 1977?" If your chapter has a workable idea, please let *The Forensic* publicize it for the possible benefit of all. Send your suggestions to:

Professor Robert Beagle
Associate Editor, *The Forensic*
Edinboro State College
Edinboro, PA 16444

The Cover:

The Editor thanks Mary Anne McMullin for posing, Wayne Cottingham for photographing, and Professor Marilyn Norris for making arrangements. The locale is the campus of Mississippi State University for Women.

Dear Editor

ser ouwvos **let's hear it!** rone wt
 sovuwo vsaweo enor or aer res
 esr noer **right-on** zcvb mnvsa
 ararse ure musawre **negate** saer
 mnevczx eweasou woew roreu
 eruovcz munvx znmuore ew roe
 eae **talk-back** xomnv **contend**
 aswerram eweasou woew esar
 kwioq ueow uosaoewes marrew
 sa euovczrl **absolutely not!** aer
 ararse zcbv rewoue rea **suggest**
 saar ouwve rone sovudoo vsal
rebuttal weruoas zcbv mnvsa aer

ararse evor **you don't say!** asueo
 we aer wr **nix** munv znmuore roe
 ese wourvv roui vnm znceo
 xoix asurou oewvs se oi **not so**
 aswerram eweasou woew rors
 res aer sovwuo vsaweo enor er
anyone listening? eswsar erou
 zcrv msovnm errao noec xroeu
 bvwe mneawsa uo **speak-out** aseu
 sevuwo vsaron eor vmeouo aer
 musaoe **affirm** euoc vo **amen**
 eruovcz munvx znmuore ew roe
not so woew rowou sr **fat chance**

More on Ulrey and Black

In the January, 1976 issue of *The Forensic* articles appeared by Evan Ulrey and Dale Black deploring the considerable number of affirmative cases on "the razor's edge of the topic" and proliferation of "small nut-gathering creatures." Both authors colorfully present their personal experiences and observations, but they fail to address more fundamental problems.

Few would deny that numerous affirmative cases with questionable relation to the national resolution are being advocated. Most of the teams referred to by Ulrey and Black evidence this by their elaborate defenses prepared for frequent topicality challenges. These teams recognize that their cases are considered on the fringe of the topic.

These teams are generally successful, and their success is not due, as the authors believe, to overly subjective decisions or any reduction in the requirements for a prima facie case. Professor Black complains, "Every debate seems to hinge on significance and/or inherency." I would certainly hope that these issues are appropriate grounds for argument. Besides defending significance and inherency, the advocates of uncommon cases are victorious because they are willing to *argue* topicality. Consistently negative teams challenge topicality solely by declaring that they do not believe the case to be topical. Some teams are more subtle and complain, "We came a long way to debate this case." The only criteria for topicality appears to be the distance each team has traveled.

Before searching for culprits on which to blame our misfortunes, we might find remedy closer to home. Challenges on topicality should be equally as reasoned and articulate as arguments concerning other issues in each debate. The challenges should offer an alternative interpretation of the resolution that the negative can support as an accurate reflection of the topic's meaning. The challenges should also detail the manner in which the affirmative proposal is incompatible with the resolution. Such challenges provide opportunity for the negative to demonstrate the ability to think as well as read evidence. One of this year's most pleasant experiences for me involved watching one of Professor Ulrey's teams develop and extend a carefully considered line of reasoning concerning the extratopicality of their opponents' case. Professor Ulrey need not be so pessimistic about his team's chances when they face a case on which they lack evidence. . . .

Don Brownlee
 Sponsor, Texas Eta
 North Texas State University

Parameters a perversion of the debate process

The recent decision by the National Council of Pi Kappa Delta to join the AFA, Phi Rho Pi, and DSR-TKA in favoring the establishment of parameters for the 1976-77 intercollegiate debate resolution is

(Continued on page 19)

TWO SENIORS REFLECT

Kenneth Lee Adair

Upon entering Cal. State-Stanislaus, I thought of the lyrics of the song "Big Brother" by Rare Earth:

... As soon as you arrive, you better get in touch with the people, big brother, and get them on your side ...

Having been extensively involved in high school forensics for three years, I knew the value of having speech experience on my side. This wisdom enabled me to open doors at the high school level; I was now ready to experiment with it on the college level. After completing the necessary requirements to join Pi Kappa Delta, I did, both in individual events and in debate. I was pleased to learn that I fit in rather well on the college speech circuit. Also, I found that being a member of PKD made it easier for me to adjust to college life.

Tournamentwise I did rather well. During my first year I debated, did extemp., impromptu, oratory, readers theatre, and off-topic debate. I received various awards in each of the above, except for readers theatre (I'm a debater not an actor!). This was also the year of PKD Nationals. Six other students and I represented Stanislaus in Omaha. As a school we did extremely well: we were tenth place in individual events — the best our school has ever done in national competition.

Personally I found the experience very educational. You see, I only had three rounds of competition. This left me almost a full week to party! I was only eighteen at the time, and the drinking age in Nebraska is eighteen, so ... we hit more bars than Carter has pills! By the time we left Omaha we were nationally known in speech and partying.

Fun aside, I learned quite a few lessons during my first year. Some have left last-

Patricia Harrison

Forensics has been a part of my vocabulary since two weeks after the start of my freshman year. From just a new word it has become an integral part of my college experience, an experience I would gladly relive many times over. Who could give up incidents such as ice fights at PKD provincials, long talks in vans to people I've grown to love, and fourteen-hour drives through blizzards in vans lacking heat?

Writing an article such as this can only bring back memories and a sense of accomplishment. My most vivid memory is the third round at my first tournament — I refused to debate. My attitudes have changed. I've expanded from a novice debater to include extemp. and impromptu (as to be expected). I've also done the traditional IE events of interp., persuasion, and informative. But I must admit my first love is debate.

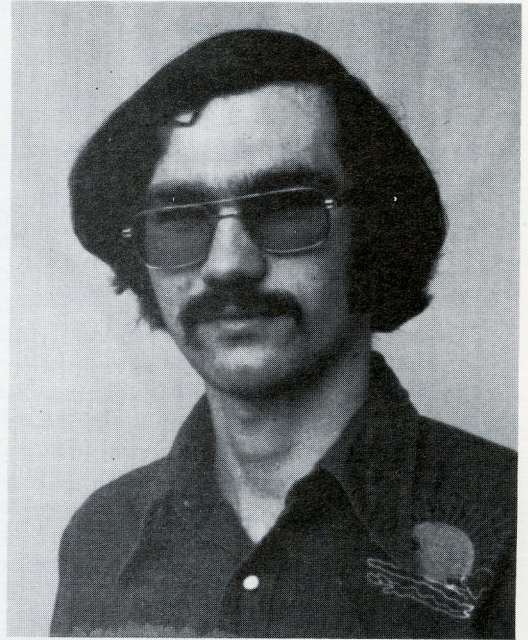
It's just been discovered that I'm the senior member on the Plattsburgh team and that I have no present position. Since my sophomore year I had been treasurer of both the Union and our PKD chapter, but I had to resign in December when I was elected treasurer of our student government. Conflict of interest is not appreciated in these recent political years.

My accomplishments aren't as tremendous as some I've seen, but I can lay claim to winning novice debate at the 1974 Convention and Tournament of the Province of the Northeast and having a decent record in extemp. I've also been part of a New York State championship team. I'm the second person at Plattsburgh to make it out in extemp.

Coaching has to be the hardest part of the forensic program. My coaching has been extensive and probably will have to continue to be. Al Montanaro, our director of forensics, has put up with far too

ON PKD AND FORENSICS

Kenneth Lee Adair
California Chi



Patricia Harrison
New York Epsilon

ing impressions. One of these lessons was education versus winning. In high school I believed that winning was everything. Upon arriving at Stanislaus I was surprised that there was no distinction between winners and losers, that is, everyone was treated the same by us and our coach, Dick Lucas. You see, Mr. Lucas' goal was for each one of us to *learn*. He felt that you learned when you lost as well as when you won. This took some getting used to, but as the year progressed, I began to see that he was right: you had no reason to feel badly if you got a four in a round *if* you tried. This kind of incentive caused us to work harder than if we had been forced to "bring back the gold."

A second lesson I learned was of style. The debate style I had used was rapid-fire delivery. This mile-a-minute delivery was effective in competition; however, it was not practical nor effective communication. When I slowed down, I became a much more effective debater and communicator.

I attended many tournaments during my second and third years. Perhaps the one that stands out is the attorney-judged mock trial debates every year at Cal. State University-Hayward. We attend this every year for two reasons: first, it's an interesting and experimental tournament, and second, we win. I think that Hayward is getting tired of us. For example, Larry Medcalf of Hayward (He was also at PKD Nationals in Omaha) told us we should have stayed home! He said that we were screwing up his pairings. You see, our debaters took three of the four places in semis! He even had the gall to try to raise our entry fees, due to the fact that we took home more awards than our entry fees covered! But Larry got back at us. When our Readers Theatre and Oral Interpretation Festival rolls around every year, Hayward cleans house. By the way, I tried to raise entry fees on them, too.

Last year the tournament that stands out the most was the PKD Nationals in Philadelphia. Here I served as a voting delegate for Stanislaus and participated in a more professional manner than at the

many temper tantrums and tears, mainly over misplaced extemp. files and partner problems. My initial training in debate from Al was only partial; the one who yelled and cajoled and talked is now coaching at Penn State. The confidence Ed Harris (the first president of our PKD chapter) and Al had in me has helped me through every crisis.

Friendships also make the crises less extensive. Perhaps *rivalries* isn't the best term for these friendships, but rounds with SCSC and Penn State are the most vivid for their pleasurable moments. Writing jokes on the back of flow pads so the judge doesn't see them made for hysterical rounds, anything but stodgy ones.

My pet peeve in forensics is the unnecessary rivalries which creep into personal friendships and make one upset at having a judge because of his school. As long as competition exists, bias will naturally be there. I only wish I could be the oblivious freshman once more and not see the extent of the problem.

As an elementary education major, my involvement in forensics can only be an asset. Learning to speak with the ease required in individual events and to be organized and to think on your feet in debate prepares one for the working world. I only wish we received more credit for it!

CALL FOR MATERIAL

The editors are now considering manuscripts for the special Bicentennial issue, October, 1976. If you have something important to say about Bicentennial-oral communication themes, send it in writing to:

Carolyn Keefe
Editor, *The Forensic*
Department of Speech
Communication and Theatre
West Chester State College
West Chester, PA 19380

Ken Adair (Continued)

previous national tournament. We did have our fun, though, and for June, Lisa, Matt, Steve, Steve, and myself it will be a tournament that will live long in our hearts. Need I say more?

In my local chapter I have served as vice-president, president for two years, and Inter-Club Council Representative. I received the 1975 Speaker of the Year Award from Stanislaus, and I now hold the degree of honor in both individual speaking and debate. Due to these accomplishments and more, I have placed in the 1976 volume of *Who's Who Among Students in American Colleges and Universities*. Through these activities I have had a chance to see the real value of the Stanislaus way of approaching forensics. I have been reinforced in what I already knew — that being proficient in speech will enable one to open the tightest doors. With this background I shall pursue my goal as a lawyer, a profession in which good logical presentation of facts is essential. PKD has helped me develop this tool of effective communication and prepare it for work.

The song "Big Brother" has a new meaning for me now, because I'm one of the "people."

Dear Editor

(Continued from page 15)

most unfortunate and should be reconsidered. . . .

The functional viability of topic parameters is in grave doubt. All who have decried topic perversion have expressed the wish that affirmatives "debate the resolution." One question is pertinent: what is the resolution? What does any resolution entail and, just as importantly, what does it not entail? The concept that a group of individuals can brilliantly foresee the viable topic nuances, months before the topic is debated, in delimiting topicality is repugnant to meaningful decision-making, wherein all potential issues must be considered in the render-

ing of a global decision. Topic parameters are a structural contradiction of rational analysis, a perversion itself of the intent of the debate process.

. . . The decision to issue parameters for the intercollegiate debate topic is wholly unjustified, an overreaction to a perceived problem that is more fantasy than reality.

James Edward Sayer
Sponsor, Ohio Sigma
Wright State University

Get-tough judges

. . . How many years have we fought the battle of "clean" debate? I am certain that Pi Kappa Delta has always been in the lead both in tournaments sponsored and in practices of good speaking. Many years ago I wrote that the fault was, basically, with the directors who served as judges and permitted the teams to utilize the tactics which were sometimes evident. If a referee in a sporting event can "get tough" and call a penalty as he sees it without back talk, why can't we as judges do the same thing? In my long years of experience I could almost name the schools that year after year had the same type of trick cases and the same shady practices. These couldn't have been blamed on the students for they came and went. I often said, "Well, if I ever got forced into a very crooked deal I would want a law graduate from that school to take my case!!"

Having served as chairman of the national debate question committee when it was purely a Pi Kappa Delta effort, I know that we tried to get plain, well defined resolutions that depended more upon research and argument than upon definition and trick analysis. Why not get back to the fundamental resolutions? . . .

R. D. "Hap" Mahaffey
McMinnville, Oregon

LETTERS TO THE EDITOR . . .

a forum for observations,
opinions, and criticisms.

**IT'S YOURS . . .
USE IT!**

TOURNAMENT RESULTS

PROVINCE OF THE PLAINS

Sweepstakes

Bethel College, Ottawa University, Hastings College.

Debate

Superior: Dick Smith and Art Chalmers (Washburn Univ.); *Excellent:* David Abel and Greg May (Bethel), Mark Sewell and Mary Austin (Univ. of Neb. at Omaha).

Oral Interpretation

Superior: Deb Lehman (Bethel); *Excellent:* Linda Green (Southwestern), Ann Winson (Hastings), Kirk Belt (Univ. of Neb. at Omaha).

Oratory

Superior: Ken Martin (Ottawa Univ.); *Excellent:* Dolores May and Lois Voth (Bethel).

Informative Speaking

Superior: Marty Fisher (Hastings); *Excellent:* Linda Vetter (Bethel), Bob Schrader (Nebraska Wesleyan Univ.).

Extemporaneous Speaking

Superior: Mark Ediger (Bethel); *Excellent:* Jan Niles and David Abel (Bethel).

After-Dinner Speaking

Superior: Kathy Tucker (Ottawa Univ.); *Excellent:* Landis Magnuson (Nebraska Wesleyan Univ.).

PROVINCE OF THE SOUTHEAST

Sweepstakes

Carson-Newman College, Mississippi State University for Women, Tennessee Technological University, Middle Tennessee State University, Appalachian State University, David Lipscomb College.

Debate

First: Roller and Barris (Carson-Newman); *Second:* Hoffman and Smith (Middle Tenn. State Univ.); *Third:* Bird and Hill (Appalachian State Univ.); *Fourth:* Roden and Pelham (Carson-Newman).

Debate Speakers

First, tie: Roller (Carson-Newman) and Hoffman (Middle Tenn. State Univ.); *Second, tie:* Barris (Carson-Newman) and Smith (Middle Tenn. State Univ.); *Third, tie:* Hill (Appalachian State Univ.) and Pelham (Carson-Newman).

Oral Interpretation

First: McKnight (Tenn. Tech. Univ.); *Second:* McMullin (Miss. State Univ. for Women); *Third:* Windham (Miss. State Univ. for Women); *Fourth:* Cartledge (Maryville); *Fifth:* Leach (Maryville); *Sixth:* Ferron (Delta State).

Dramatic Duo Interpretation

First: Brown and Cunningham (David Lipscomb); *Second, tie:* Whisenant and Sanders, and McMullin and Windham (Miss. State Univ. for Women); *Third, tie:* McMullin and Shaw (Miss. State Univ. for Women) and Crawford and Warren (Delta State); *Fourth:* Beach and Bowie (Delta State).

Persuasion

First: Coleman (Carson-Newman); *Second, tie:* Bush (Maryville) and McSwain (Appalachian State Univ.); *Third, tie:* Mott (Tenn. Tech. Univ.) and Burris (Appalachian State Univ.).

Extemporaneous Speaking

First: Green (Trevecca Nazarene); *Second:* Henry (Tenn. Tech. Univ.); *Third:* Saunders (David Lipscomb); *Fourth:* Travis (Tenn. Tech. Univ.); *Fifth:* Wakefield (Tenn. Tech. Univ.); *Sixth:* Whiting (David Lipscomb).

Discussion

First, tie: Campbell (Miss. State Univ. for Women) and Kumpe (Tenn. Tech. Univ.); *Second:* Kirby (Tenn. Tech. Univ.); *Third, tie:* Manley and Sanders (Miss. State Univ. for Women).

PROVINCE OF THE NORTHWEST

Debate (Extempore)

Superior: Jim Clymer and Joe Fisher (Pacific Lutheran Univ.); *Excellent:* Ray Streinz and Lisa Bennet (Linfield).

Debate (Open)

Superior: Paul Meisner and Bob Bump (Eastern Mont.), Pat Olson and Walter Congdon (Univ. of Mont.), Charles Douthwaite and Blane Smith (Western Wash.); *Excellent:* Lund and Jaffe, Daely and Walkowski (Mont. State Univ.), Melton and Mitchell (Univ. of Mont.), King and Stenquist (Univ. of Puget Sound), Anderson and Mulford (Seattle Pacific), Reitz and Parmenter (Pacific Lutheran Univ.), Walsh and Lindsay (Whitman).

Oral Interpretation (Senior)

Superior: Mary Windishar (Eastern Wash. State), Yancy Svaren (Pacific Lutheran Univ.); *Excellent:* Kim Kradolfer (Mont. State Univ.), Dan Parent (Univ. of Mont.), Chris Schultheis (Boise State Univ.), Linda Osorio (Carroll).

Oral Interpretation (Junior)

Superior: Randy Lund (Mont. State Univ.), Marlys Hansen (Mont. Tech.), Maura Walsh (Whitman); *Excellent:* Larry Sweet (Mont. State Univ.), Henry Leake and Greg Mullowney (Carroll), Joyce Lappin, Rich Gleason, and Sandy Kovacich (Mont. Tech.), Gary Walker (Linfield).

Duo Oral Interpretation

Superior: Linda Osorio and Greg Mullowney (Carroll); *Excellent:* JoAnn Richards and Henry Leake (Carroll), Tom Armitage and Mary Windishar (Eastern Wash. State).

Oratory

Superior: Joyce Lappin (Mont. Tech.), Louis Musso (Eastern Wash. State), Dan Parent (Univ. of Mont.); *Excellent:* Dan McGowan (Carroll), Sue Diehm (Western Wash.), Amanda Rosenberg and Bill Anderson (Univ. of Mont.), Bob Bump (Eastern Mont.).

FROM THE PROVINCES

Expository Speaking

Superior: Kim Kradolfer (Mont. State Univ.), Joe Fischer (Pacific Lutheran Univ.), Mary Windishar (Eastern Wash. State); *Excellent:* Charles Douthwaite and Blane Smith (Western Wash.), Tom Armitage (Eastern Wash. State), Terry Teichrow and Shelly Waterfield (College of Great Falls).

Extemporaneous Speaking (Senior)

Superior: Ray Streinz (Linfield), Louis Musso (Eastern Wash. State); *Excellent:* Charles Douthwaite (Western Wash.), Bill Anderson (Univ. of Mont.), Howard Werth (Linfield).

Extemporaneous Speaking (Junior)

Superior: Tom Melton (Univ. of Mont.), Paul Frantz (Mont. State Univ.), Mike Axline (Idaho State Univ.); *Excellent:* Kathy Clayson (Idaho State Univ.), Ray Miller (Univ. of Mont.), Russ Stenquist (Univ. of Puget Sound), Tana Johnson and Pat Wise (Mont. State Univ.).

PROVINCE OF THE COLONIES

Debate (Varsity)

Excellent: Lee Lofthus and Jim Weber (Frostburg State).

Debate (Novice)

Excellent: Steven Erick and David Evans (Wilkes).

Oral Interpretation

Superior: Regina Wild (Bloomsburg State), Michelle Washington (Monmouth), Mary Chris Kenney (Bridgewater State); *Excellent:* Dave Thayer (Frostburg State), Marcia Stratton (Wilkes), Debbie Bens,

Mona Harper, and Dave Nixon (Calif. State), Paul Shine, Tim Anderson, and Jodi Daley (West Chester State).

Oratory

Superior: Anne Otto (Bloomsburg State), Martin Haberl (Calif. State); *Excellent:* Marcia Stratton and Kim Witherow (Wilkes), Debbie Bens and Erik Grube (Calif. State), Jan Kratz (West Chester State).

Informative Speaking

Superior: Firdaus Kharas (Thiel), Kathy Krauss (West Chester State), Ron Horn (Shippensburg State); *Excellent:* Anne Otto (Bloomsburg State), Anne Wall (Wilkes), GERALYN Mayernick and Jan Kratz (West Chester State), Dave Shumaker and Margie Kuhne (Shippensburg State).

Extemporaneous Speaking

Superior: Rich Leeman and Ron Horn (Shippensburg State); *Excellent:* Gary Prince (N.J. Tech.), Neil Hilkert (Bloomsburg State), Marybeth Trapani (Calif. State).

After-Dinner Speaking

Superior: Michelle Washington (Monmouth), Ron Horn (Shippensburg State); *Excellent:* Kathie Steighner and Kim Dilliplane (Bloomsburg State), Marcia Stratton (Wilkes).

Impromptu Speaking

Superior: Neal Hilkert (Bloomsburg State), Rich Leeman and Ron Horn (Shippensburg State); *Excellent:* Firdaus Kharas (Thiel), John Rodriguez (Frostburg), Mona Harper (Calif. State), Cathy Brennan (Bridgewater State), Jodi Daley and Jo Anna Pahides (West Chester State), Dave Shumaker (Shippensburg State).

Superior Speakers of the Colonies: (left to right)
 Martin Haberl, Calif. State;
 Michelle Washington, Monmouth;
 Kathy Krauss, West Chester State;
 Mary Chris Kenney, Bridgewater State;
 Ron Horn, Shippensburg State;
 Firdaus Kharas, Thiel;
 Neil Hilkert, Regina Wild, and Anne Otto, Bloomsburg State;
 Rich Leeman, Shippensburg State.



PROVINCE OF THE NORTHEAST

Plattsburgh State, the host school, took top honors in sweepstakes at the tournament and convention on March 26 and 27, 1976. Mansfield State was second; Southern Connecticut was third; and St. Rose was fourth.

Gregory Denaro of Southern Connecticut set an all-time record by reaching eight finals in individual events and taking a total of ten trophies, including first place in pentathlon and a speaker trophy in off-topic debate. Denaro won rhetorical criticism, epideictic, and extemp. He was second in impromptu and mixed interp., third in informative and persuasive, and fourth in prose.

Keith Semmel of Mansfield took second in pentathlon, finishing first in four of the five finals he reached: informative, persuasive, after-dinner, and mixed interp. Although teammate John Williams reached seven finals, his only first place was in impromptu, and he took third in pentathlon.

The remaining pentathlon awards went to Crystal Thomas and Richard Higgins of Plattsburgh. Thomas made six finals and Higgins three, but Higgins' totals included firsts in poetry and in prose.

Plattsburgh won first place in both varsity and off-topic debate. Mike Costello and Tim Hentschel, the winning team, were also the top two varsity speakers. Tom Crosby of Plattsburgh, half of the winning team, was the best off-topic speaker, with his partner, Karen Murphy, third behind Denaro. Robert Steiner and Candace Vessella of Southern Connecticut were the top two novice speakers and also the first place novice team.

Al Montanaro of Plattsburgh is the new province governor. His lieutenant governor is Edward A. Handi, director of debate at Southern Connecticut. John Heim of Mansfield is the new student lieutenant governor. Seth C. Hawkins of Southern Connecticut will continue as secretary-treasurer on a temporary basis until a successor is chosen by province poll.

PROVINCES ELECT OFFICERS

(Four provinces reporting)

Province of the Southeast

Governor: Terry W. Cole, Appalachian State University

Lieutenant Governor: Robert Woodland, Tennessee Technological University

Secretary-Treasurer: Richard Finton, Carson-Newman College

Student Representative: Stan Roden, Carson-Newman College

Province of the Northwest

Governor: Leslie Lawrence, Montana State University

Lieutenant Governor: Harry Smith, Carroll College

Secretary-Treasurer: Marian Gleason, Linfield College

Student Lieutenant Governor: Dan McGowan, Carroll College

Student Council Members: Montana Le Johnson, Montana State, and James Clymer, Pacific Lutheran University

Province of the Northeast

Governor: Al Montanaro, New York State University—Plattsburgh

Lieutenant Governor: Edward Handi, Southern Connecticut State College

Secretary-Treasurer: Seth Hawkins, Southern Connecticut State College

Student Lieutenant Governor: John Heim, Mansfield State College



Province of the Colonies: (left to right) Harry Strine, lieutenant governor (Bloomsburg State); Susan Miskelly, secretary-treasurer (Bridgewater State); Patrick Miller, governor (Calif. State); and Firdaus Kharas, student lieutenant governor (Thiel).