

THE FORENSIC

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

SERIES 57

JANUARY, 1972

NO. 2

One Big Family



Consistently one of the largest and most active chapters of Pi Kappa Delta, Wisconsin Zeta at Eau Claire retains its leadership again this year. Prof. Grace Walsh, director of forensics, is seated second from the left, front row. The chapter gathered for this picture with the high-rise buildings of Wisconsin State University in the background. Read Eau Claire's story on page 3.

The FORENSIC

of Pi Kappa Delta

SERIES 57 JANUARY, 1972 NO. 2

Table of Contents

The Case for Eau Claire	3
In Memoriam	4
The President's Message	5
Two Students' Concern	6
The Experiment in Debate	11
Speaker Points	14
New Members	15
The Secretary's Page	16
Chapter Notes	17
Dates and Names to Remember.	33
Pi Kappa Delta Directory	39
The Editor Signs Off	39

EDITOR GEORGIA BOWMAN

ASSOCIATE EDITOR
[Features and Province News]. . JOHN BURT
Illinois Wesleyan University,
Bloomington, Ill. 61701

ASSOCIATE EDITOR
[Active Chapter News]. PHYLLIS BOSLEY
Towson State College,
Baltimore, Md. 21204

ASSOCIATE EDITOR
[Letters to the Editor] STEVE BINGER
3104 S. Lyndale Ave.,
Sioux Falls, S.D. 57105

Published four times a year in October, January, March and May by Pi Kappa Delta. Subscription price is a part of the membership dues.

Office of publication: William Jewell College, Liberty, Mo. 64068. Second Class postage paid at Liberty, Mo. 64068.

Printed by Trojan Press, Inc.
North Kansas City, Mo. 64116

DIRECTORY OF PI KAPPA DELTA

NATIONAL PRESIDENT — Fred B. Goodwin,
Southeast Missouri State College, Cape Gir-
ardeau, Mo. 63701

NATIONAL VICE-PRESIDENT — James Gris-
singer, Otterbein College, Westerville, O.
43081

NATIONAL SECRETARY-TREASURER — Larry
Norton, Bradley University, Peoria, Ill.
61606

NATIONAL COUNCIL MEMBERS — John
Baird, California State College, Hayward,
Ca. 94542; L. A. Lawrence, Montana State
University, Bozeman, Mont. 59715; Evan
Ulrey, Harding College, Searcy, Ark. 72143

IMMEDIATE PAST PRESIDENT — H. Francis
Short, Kansas State College, Pittsburg, Kan.
66762

HISTORIAN — D. J. Nabors, East Central State
College, Ada, Okla. 74821

EDITOR OF THE FORENSIC — Georgia B.
Bowman, William Jewell College, Liberty,
Mo. 64068

PROVINCE GOVERNORS

1. PROVINCE OF THE PLAINS — Don Swan-
son, Southern Colorado State College,
Pueblo, Colo. 81001
2. PROVINCE OF THE MISSOURI — Harold
Sampson, Central Missouri State, War-
rensburg, Mo. 64093
3. PROVINCE OF ILLINOIS — Marvin
Kleinau, Southern Illinois University, Car-
bondale, Ill. 62903
4. PROVINCE OF THE PACIFIC — David
Natharius, Fresno State College, Fresno,
Ca. 93726
5. PROVINCE OF THE SIOUX — Fred Phelps,
Morningside College, Sioux City, Ia. 51106
6. PROVINCE OF THE LOWER MISSISSIPPI
— E. R. Minchew, Louisiana Polytechnical
University, Ruston, La. 71271
7. PROVINCE OF THE LAKES — Wayne
Wall, Marietta College, Marietta, O. 45750
8. PROVINCE OF THE UPPER MISSISSIPPI
— James Pitzer, St. John's University, Col-
legeville, Minn. 56321
9. PROVINCE OF THE SOUTHEAST — An-
drew Jones, Delta State College, Cleve-
land, Miss. 38732
10. PROVINCE OF THE NORTHWEST — Larry
Hannah, Eastern Montana State, Billings,
Mont. 59101
11. PROVINCE OF THE NORTHEAST —
Robert Cowles, California State College,
California, Pa. 15419

THE CASE FOR EAU CLAIRE

Grace Walsh . . . *Professor of Speech, University of Wisconsin - Eau Claire*

Why Eau Claire's Wisconsin Zeta Chapter of Pi Kappa Delta has the sustained strength and quality which result in qualifying the largest number of new members many times including the current year, is the topic your editor and president have asked me to analyze. That is the question.

First, let us look at the history of the institution. It has had many names in its comparatively short life since 1916 when it was a "Normal" school. Later its name changed to Eau Claire State Teachers College, Eau Claire State College, Wisconsin State College, Eau Claire, and now officially since October, 1971, The University of Wisconsin, Eau Claire. Since 1951 when the charter to Pi Kappa Delta was granted at the National Convention, the chapter sponsorship has been under my direction.

The plan of operation for the direction of forensics is under the control of a university forensic board of nine members: A. Four faculty members, one from the department of speech, appointed by the president of the University B. Three student members, two appointed by the president of the student senate and one, the elected president of Pi Kappa Delta C. Two ex officio members who are the vice-president of academic affairs and the University director of forensics.

I have three points of analysis in case.

First, the students support the program. They give time unlimited. Those who are members of the squad keep up their grade points, so that their forensic participation does not reflect adversely on their scholarship. In other words, they take very seriously their responsibility to keep the image of the squad academically respectable on our campus. Students support the program financially. The input of student forensic board members has been especially helpful to the program. Student senate members who are also members of the forensic squad are often appointed to the board. They see the forensic squad needs in relation to the total needs of the university when they recommend student funds for activities to the president of the university. The Eau Claire forensic budget

has risen from one hundred dollars granted in 1944 to \$10,500 in 1971-1972. Students recruit other students and their enthusiastic response as applicants for squad positions keeps student interest sustained. They work on all kinds of forensic projects. Programs are supplied for civic luncheons, service organizations, and religious groups. International debaters are brought to campus. High school discussion clinics, interstate debate tournaments, forensic contests, and the Eau Claire Speech Meet are sponsored, in cooperation with the university. In these projects student tournaments managers are given much administrative responsibility. The spring forensic banquet, especially honoring all new members of Pi Kappa Delta, is another of the student supported forensic activities.

In the second place, the university administration supports the program in many essential ways. Administrative approval accompanies all requests for absence from campus for students and faculty. Time is released from the teaching loads of all faculty members associated with any student activities, including forensics. It should be especially noted that the forensic activities are not shuffled around as reluctant assignments to graduate assistants. The university grants use of facilities, some custodial and clerical services, and many fringe benefits to the campus sponsored forensic activities. For 11 consecutive years, it has approved the summer speech institute for high schools as a part of the university special institute programs. The faculty in many areas help us. Economists, political scientists, librarians, and historians on the faculty often come as resource people. Radio and drama faculty and particularly the public address faculty in the speech department publicize our events and teach speech as well. The attractiveness of our speech major and the rich opportunities offered in its curriculum are strengths of our program too.

In the third place, the university community supports the program. The local

press and television stations give publicity to the speakers. Civic groups give recognition and support. The local Chamber of Commerce presented an outstanding citizen award to the forensic director. The service clubs and local banks have sponsored poor and deserving students at the summer institute. They have donated trophies for tournaments. The taxpayers of our state have built a new Fine Arts Center. Our air-conditioned public address area has in it forensic offices, practice rooms, and forensic headquarters. The University Foundation is sponsoring a new trophy case. It has been said that nothing succeeds like success, and while I would not want to ever assume the burden of trying to prove that to anyone, I do think we have had much success and these trophies and certificates are the symbols of it. For example, the discussors have been repeatedly national champions. The orators have represented Wisconsin in Interstate Oratory 13 times in the last 20 years and four of them have been the winners of interstate. The Superior Sweepstakes have come to us from Pi Kappa Delta at such places as Kalamazoo, Mich.; Redlands, Calif. and Houston, Tex. Individual trophies of every type are in our collection. Microphones for radio speaking,

masks for Readers Theater, podiums for extempore speakers, bronze bulls for after dinner speakers indicate many individual achievers. The debaters continue to collect their frequent awards and our chapter, like many others, claims very famous alumni; among them are two university presidents and several professors of speech in such places as Brooklyn College, the University of Virginia, and the University of Wisconsin. Some are in the state legislature. Many are in the legal profession as judges and attorneys and law specialists in such places as Seattle and Los Angeles and New York.

When my contemporaries who have "advanced" into more lucrative administrative posts meet me, they say, "Still coaching forensics? Grace, how can you keep doing it? You have my sympathy." I don't need their sympathy, but I always need to remember my little credo for coaches that I hope will summarize my philosophy of a forensic program. "God grant me the sensitivity to keep a feeling for the needs of all students in all aspects of the forensic program, to give freely of my time and affection to the untalented and the talented, and to be ever grateful for the joys, the challenges, fun and the friends in forensics."

In Memoriam

Pi Kappa Delta lost a loyal member in the death Nov. 5 of Cunera Van Emmerik, first woman member of the National Council (1942-47). Miss Van Emmerik, who retired in 1967 after 40 years on the faculty of Central College of Iowa, died at her home in Plymouth Village, Redlands, Ca.

An associate professor of speech, she was also alumni and public relations director at Central from 1943-55. In 1940 she was instrumental in organizing the Iowa Intercollegiate Forensics Association, and she served as its president four times. Twice she was governor of the PKD Province of the Missouri. In 1967 she was given a Distinguished Alumni Award by Central College.

A member of the Second Reformed Church in Pella, and the American Association of University Women, she continued her interest in church and civic affairs after she retired, and was active at the time of her death.

Burial was in Pella, Ia.



The President's Message

Fred Goodwin

The other day I received a letter from a chapter sponsor who asked, "What is to be gained from Pi Kappa Delta membership?" "It's not the National Tournament," he said, "because others of an approximately equal size and lots with tougher competition exist. Not recognition," he claimed, "because students don't worry about that too much anymore; and furthermore, recognition is available from other sources."

Perhaps another time will permit exposition of the uniqueness of the PKD National Convention and Tournament. But not now. I would prefer to assess the value of Pi Kappa Delta first by calling your attention to what local chapters **are doing or can do** to involve students in **real** problems of communication and persuasion. What Pi Kappa Delta has to offer any member depends mostly upon what local chapters are doing every day.

I occasionally hear from coaches asking why they are losing debaters to student government activities. The answer, for many campuses at least, is right there in the question.

The games we play at weekly tournaments, while important, leave a void in the college experience of many students. Many chapter sponsors compensate for tournament shortcomings by encouraging members to apply speech communication skills to the needs of their community. On one campus I know where Pi Kappa Delta flourishes, debaters currently are involved in using their abilities to encourage student voter registration (a real problem).

This morning I received a letter from another Pi Kappa Delta member using his forensic training as a part time worker for improvement of economic opportunities for the poor (a real problem). He writes that he is busy trying to generate jobs for mostly black poor people through direct negotiations, and says, "We are able to



The President Works . . .

achieve more through persuasion and negotiation than most organizations achieve by threats and worse."

On a less dramatic level, local chapters of Pi Kappa Delta can (and some do) sponsor campus or community information programs about many of the civil liberties issues related to this year's debate question. The proposition, for all the hassle we have had with it, is tailor-made for the opportunity.

Prof. Marvin Kleinau, Governor of the Province of the Illinois, and Director of Forensics at SIU-Carbondale, put it this way to me a few months back: "The concern about Pi Kappa Delta ought to be, 'Who is doing something about persuasion while they are not at the (PKD) convention.'" I would add to that a companion question: "Who is doing something about persuasion when they are not at a weekend tournament someplace?"

The Pi Kappa Delta chapters ought to be doing something.

I would remind chapter sponsors and potential members that the new Pi Kappa Delta Constitution encourages community involvement in realistic situations by accepting speaking experiences outside the tournament situation as a basis for membership. (See the Constitution, IV, C, 1, a).

A world which needs communicators trained under principles of just discourse exists out there on the other side of all those Form C ballots. The Pi Kappa Delta local chapter offers a vehicle to transport students from games to reality. No tournaments, regardless of their quality, and as important to us as they are, can make that statement.

Happy New Year, everybody.

Two Students' Concern for Society

Winners of both the men's and women's divisions at the 98th Interstate Oratorical Contest in Omaha May 2 were members of Pi Kappa Delta. In competition with students from 18 states, Jay Sullivan of the University of Northern Colorado and Pat Warren of the University of Akron emerged at the top. Their orations are reprinted from "Winning Orations," 1971, by special arrangements with the Interstate Oratorical Association, Duane L. Aschenbrenner, University of Nebraska at Omaha, Executive Secretary. Copies of "Winning Orations," which contains all the contest speeches including several others by PKD members, can be purchased through Dr. Aschenbrenner.

THE ECOLOGICAL RAPE OF THE HUMAN GUINEA PIG

Jay Sullivan

The killer is a mist, a fog, a spray. He is a chemical dragon who consumes with a deadly silence the land, the insects and you and me.

A small engine on the back of a spray truck sputters to life, a plane swoops from the clouds. There is a roar, a hiss, and in the quiet moment afterward a killer stalks the earth, without mercy, without code of ethics and without punishment.

Most frightening of all is the single thought that we have created this Frankenstein and ultimately we shall pay for his misdeeds, perhaps with our own lives.

Yes, a hiss in a still moment, and tomorrow we shall wake to an empty barren world or perhaps we shall never wake.

According to the Food and Drug Administration at least 800 to 1,000 Americans died last year of pesticide poisoning; 80,000 to 90,000 persons have been injured by our test tube fabrications, not to mention the wanton murder of wild life and beneficial insects.

We live in a truly beautiful world. A world which has given us all the comforts we now enjoy. From our cars to our homes, from the man made canyons of our city streets to the local country club and beyond, to the rich soil of farming areas to our very own "Purple Mountain Majesties." Our land is a good land — a land which has made it possible to out-produce agriculturally and industrially every other nation on the face of the earth. Where else could you find three million

farmers feeding two hundred and five million people and still have enough to feed the Pakistan disaster victims for over a year?

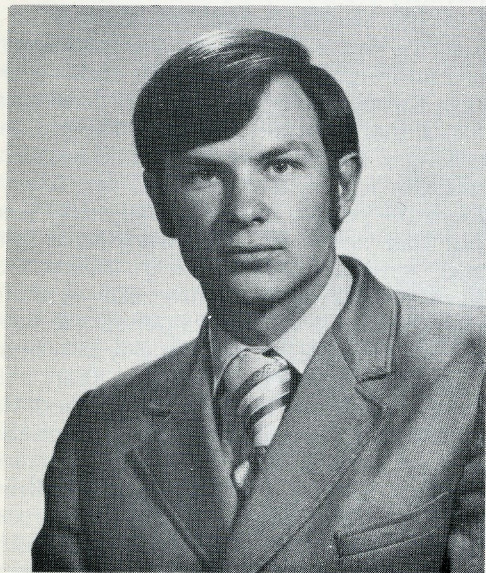
Yet we will sit in our easy chairs and gawk at the ecological damage we are doing to this country. Are we so blind as to think that our wealth lies in our wallets and not in the land around us?

The time has come to take a walk in the wilderness and to take a long look at what we see. The time of year is autumn 1970. The place is the White River National Forest, headwaters of the South Fork of the White River. From our vantage point in the Colorado Rockies we are bordered by the wilderness on our right and on our left. Fifty miles or so of the nearest dirt road will bring us to small town civilization. Straight ahead lies the South Fork Canyon and a trail that no car or truck has ever traveled. It is down that trail that we shall see what modern man has done with his poisons.

We are standing on a hill overlooking the old Indian campgrounds. It has been said that the Ute Indians used that campground as a summer headquarters to raise their horses. Some of the old weathered lodgepoles still remain, even though the Indians haven't been there since the Meeker Massacre of 1879. They were placed on a reservation in the four corners area for driving a barrel stave down Nathan C. Meeker's throat, killing the men of the agency, and running off with the women. Some historians claim that Meeker (an Indian agent) was killed because he was an idealist who tried to force the Indians to become peaceful farmers. The Utes who were proud hunters felt that they were part of the land and to cut the sod with the steel blade of a plow

was sacrilege. So when the land was desecrated by the agent's angry plow there could be only one ending to the chain of events which followed.

Now some 82 years later walking down the canyon trail we can perhaps forgive the Indians their crime in defense of their land when we look to see the sheer canyon walls rise to meet the trees, and the trees are dead. Thousands of acres of Engleman Spruce died of beetle kill in the mid 1940's.



Jay Sullivan, winner of the men's division, was graduated from the University of Northern Colorado at the end of the 1971 fall quarter. A member of the varsity debate squad and of Colorado Beta chapter of PKD, Jay won four out of five oratory contests entered with this oration. Also active in theatre, he has played the role of Thoreau in "The Night Thoreau Spent in Jail."

Some lumbermen of the area speculate the reason was that at the time the forest service was poisoning rodents, birds ate the poison and died and those remaining couldn't control the beetle population. The beetles, who fed on the inside of the bark, killed the trees.

It was God who created the trees and it was God who said, "Let us make man in our image, after our likeness; and let him have dominion over the fish of the sea and

over the birds of the air, over the cattle and over all the earth."

Someday in the not too far distant future a wind will blow across an empty barren silent earth. Perhaps from the dust will rise, stumble and fall the lone mutation which once was man endlessly crying the futile prayer of why.

And the reason is that when we had the chance to rule we ruled with the greedy paws of a tyrant.

The pesticide tyranny is pushing to become a three billion dollar industry by the 1970's. And far be it from us to ask that fatal question, why!

For all we know the "No Pest Strip" might just be nerve gas, or Raid just might contain some of the lethal components of DDT. So what about our other pest eradicators? There are one billion pounds of organo phosphates in our biosphere. One billion pounds that are free to hitch hike on a Gipsy wind or mosey down a river on a lazy Sunday afternoon, killing as it goes. Eight hundred to 1000 died and 80,000 to 90,000 injured last year alone. Every time we push the button on our spray cans we commit environmental murder. TEPP is a chemical so lethal that one drop taken orally and one drop on the skin will kill a human being. Parathion is slightly less potent — nine drops orally and thirty drops on the skin, then you die.

The stunning tragedy here is that most of these chemicals are sold on the open market with little or no regard to the overall ecology picture or to the effects that these herbicides and pesticides will have upon the two hundred and five million human guinea pigs in this country alone. We have unleashed our chemical dragon. Now let's put him in harness before it is too late. We are guinea pigs with a voice and the time has come to use it.

We must ban organo phosphates such as TEPP, 2 45-T, DDT and others. Secondly, we should bond and license the operators of agricultural spraying facilities, crop dusting services and so on. We should do this through the local Agricultural Stabilization and Conservation Services. And finally, we should make it the responsibility of the Department of Agriculture to educate or to provide qualified biologists who are capable of instituting an effective integrated control program.

The integrated control program is what

authorities would term using nature to balance herself. For example, we could take what happened in the White River National Forest and reverse the outcome. If we were alerted to an army of beetles marching on a wilderness of Engleman Spruce we could increase the bird population until it is sufficient to handle the problem. Have the birds eat the beetles instead of the beetles eating the trees. Using nature to combat herself instead of giving our forests, farmlands and cities over to chemical warfare is the essence of integrated control. One thing which should be realized about integrated control, however, is that this type of life-saving advocates the use of chemicals but only when there is no other alternative.

Stewart L. Udall points out in **The Quiet Crisis**, "It is ironical that today the conservation movement finds itself turning back to ancient Indian land ideas, to the Indian understanding that we are not outside of nature, but of it."

It is with this concept in mind, that we are a part of nature, that the United Farm Workers and some scientists have already made the integrated control program operational on such crops as cotton, citrus fruits, apples, pears, tomatoes, and many more. This plan saves some producers as much as two hundred thousand dollars in a single season.

Perhaps in our modern houses we have grown too far away from the natural state of things. It was in the fall of 1879 that the Utes left the White River Valley never to return. They lived much closer to the land than than we do now. So many of us today never really feel Mother Nature's changing moods.

Ah well — you have to be outside bordered by the sheer walls of a canyon with a light breeze carrying the faint pure scent of pine, or alone on a mountain top on a crisp clear cold night where you see billions of stars form a canopy of light. There you are away from the dead concrete and steel cities smelling of oil and asphalt. Out there alone you can't help but feel something is going to happen.

Perhaps it is with that premonition that Chief Ouray watched his people go into exile. It was during that exodus that he reportedly said, "The land and the people are one. When they are separated it is death."

BRING FORTH THE CHILDREN

Patricia Warren

And Allen had of course arrived — as the law required — escorted by one (or both) parent (parents) not as the law required, but as the officer suggested. He had no personal belongings with him, not that they were forbidden — he just didn't have any. He had a coat; he had part of a coat (the rips and tears secured with safety pins and high hopes). And his shoes were worn through and stuffed with cardboard — not that it would matter in there. Even looking at the building frightened him; the bars, the screened-in windows and locked doors, the people inside he had never seen (but had heard of) who were strict and cold, generous only in the distribution of punishment and the resurrection of easily forgotten rules. The door opened. He went in. And Allen began his first day at school.

In 1965, World Refugee Year, Yul Brynner wrote a book. It concerned the miserable, inhumane conditions of people trapped behind psychological fears and yards of barbed wire. He called it **Bring Forth the Children**, because there were so many children, so many young lives being squandered and futures going to waste. The North American parallel to the European Refugee children are the children right here, not in reformatories, not in detention homes, but in a huge segment of supposedly sacred American institutions — in the inner city schools.

The experience of little Allen Myers is not unusual. It is far too common. John Goodlad, dean of the UCLA College of Education, concluded that the schools are "anything but the palaces of an affluent society." On the contrary, he writes, "They look more like the artifacts of a society that did not really care about its schools, a society that expressed its disregard by creating schools less suited to human habitation than its prisons." Goodlad's statement was not limited to inner-city schools alone, but rather, its relevance is heightened there. While statistics and reports show that the already poor condition of inner-city schools is continually growing worse, percentages indicate that the majority of students in the U.S.

presently attend these schools. Each year, over 360,000 black students alone go into the adult world unequipped to obtain or hold jobs. It is therefore logical to conclude that the present school system does not reduce the urban crisis, but rather directly contributes to it.

In more benevolent rhetoric, inner-city schools do not respond to the unique demands of inner-city school children. There are two major defects that show this inadequacy to be inherent in the system.

The first problem is the physical environment. Is a school an institute of education, or a junior-American public prison? I recently visited Addison Jr. High in Cleveland, Ohio. Discipline, not learning, is the emphasis there, so much so that rigid disciplinary action is almost a self-fulfilling prophecy. Teachers go into the schools armed to the teeth against preconceived ideas of misbehavior that are 10% hearsay and 90% imagination. Not that discipline is unnecessary — when a 12 year old boy brings a loaded weapon to the school cafeteria, something is needed, and fast. But fair discipline occurs only after the fact, not in premonition of some future disturbance.

The question that arises now is why do so many children misbehave so much? Lack of interest in school work may be one reason, home upbringing another. But there is a third, all-encompassing reason: a lack of basic human behavioral needs. These needs were defined by Dr. Matthew DuMont, Chief Psychiatrist for the Kerner Commission on Civil Disorder. Three of them apply here. They are the needs for stimulation, for self-esteem, and for environmental mastery.

Let's take a closer look at that 12-year-old with the gun. Chances are he isn't doing very well in school. He comes from a large family, or at least a family more concerned with survival as a whole than with him as an individual, so he doesn't get much attention. He is poor. School is dull. At school, however, he soon discovers that it can be fun if he does what he wants to do rather than what the teacher says. Aside from that, disobeying makes him the center of attention and thus he feels important. It gives him a sense of power to be able to halt a lesson or change a routine by knocking over chairs, running around the room, bringing a loaded weapon to



Pat Warren, University of Akron [Ohio Delta] was winner of the women's division. Pat also won a superior with this oration at the national tournament in Houston, and in the rounds of the Interstate she received unanimous first places from 16 judges — a new record.

school. Stimulation, Self-Esteem, Environmental Mastery. The kid isn't delinquent. He's desperate. The climate for such deficiencies is present in all inner-city school children who have been deprived of their basic human behavioral needs — just one of the situations that makes the problems of teaching them unique.

Couple this deprivation to a second area of defect. In this area, there are three factors vital to the education of all school children: advanced techniques, highly qualified personnel, and curriculum with direct relevance to their background. In the inner-city schools all three factors are virtually non-existent.

First, because of a lack of sufficient funds, the modern technological advancements that we are so proud of: televisions, tape recorders, teaching machines, pencils, paper — are least available where most needed.

The same holds true for qualified personnel. Least available where most needed. The problem here stems basically from the education of the educator. Take a look at teacher-training programs. For example, in the University of Akron College of Education required courses include subjects like "Problems in Education" that show why upper-middle class white anglo-saxon protestant Johnny can't read, rather than why 14-year-old Cynthia, undernourished, unmarried and pregnant doesn't give a damn about modern math. There are more relevant courses, like Music Appreciation and Handicrafts, so that children on ADC and other poverty programs can sing "My Country 'Tis of

Thee" and make art projects out of the same stuff they go home and eat off the walls. We expect our teachers to be well trained and highly qualified in their role as educators. But how can this be when we teach them in one culture and expect them to teach those of another?

This culture gap can also be applied to school curriculum. In an inner-city parochial school an old Catholic nun in all the pomp and circumstance of theological education spent the entire semester grinding her definition of God into the minds of her third grade class. "God is a Supreme Being," she said over and over, "God is a Supreme Being." One day she decided to test the results of her efforts. "Tommy," she said, "tell us who God is." And Tommy stood up and very proudly announced, "God is a Green Bean."

What went wrong? Very simply this. The nun, in her overt desire to teach, forgot the basic need for children as well as adults to relate what they hear to what they know. Classroom tests and materials that place inner-city children in extra-environmental situations force them to relate to a culture they cannot adapt to, therefore it means nothing to them. In Tommy's case, he had no conception of what "Supreme Being" actually meant, so he related it to his own life as best he could. The result was a green bean.

A ghetto child doesn't care what two and two equals, unless knowing that the answer is four will put food in his stomach. He doesn't care that Dick and Jane and Spot visit Grandpa on the farm, or that the union has 50 states or that plants go through photosynthesis. Dick and Jane on the farm don't even parallel Bill and May in the street — and what's a farm anyhow?

A few months ago, two ghetto students visited the University of Akron. They went to a good restaurant and ordered hamburgers, because they couldn't read the menu. One of them ordered french fries and sat looking at them for 10 minutes because he couldn't figure out how to eat them with a fork. The boys were 15 and 16 years old. Pseudo-sociologists would call them "Culturally deprived" — but they weren't deprived. They were from a different culture altogether — a culture that doesn't need menus or three different forks for one meal, any more than it needs

knowledge of photosynthesis, any more than white middle class students need the Chinese alphabet. To teach inner-city children, courses must be adapted to the standards of inner-city culture. And the public school system has thus far failed to recognize that these standards and their standards are not quite the same.

So how do you do it — do you bring forth the children? It would be absurd to assert that one could isolate and treat the problems of the inner-city school separately from other related problems such as the race relations and the urban crisis itself. However, it is possible to assert that combined with effective social action in related problem areas certain specific changes can produce meaningful results.

A first step would be to issue federal and state appropriations to rebuild and improve schools, furnish modern technical equipment and free meals. But no physical change will yield results unless there is a concern for a second step. Relevant teacher-training programs, classroom textbooks and materials must be redesigned with an awareness of inner-city culture. I am not suggesting that we perpetuate the cultural inadequacies of the inner-city school, but it is impossible to achieve meaningful, productive behavior in an affluent society unless you relate to and move forward from the students' own frame of reference.

Third, the schools must take on new and increased responsibilities to the students. The disciplinary philosophy of **in loco parentis** must be revised, and the purpose of dealing specifically with the needs of the students established as a standard goal.

An illustration of some of these points in action occurs every morning in the Cleveland schools when teachers in the inner-city sit down to breakfast with their children. The act may seem trivial, but the relevance is not. Even something as simple as eating breakfast together has its merit. It brings people closer. Two cultures acting as one.

We cannot ignore the crisis in the inner-city school, if for no other reason than the poet's observation that the child is the father of the man.

We must "bring forth the children."