

THE

Forensic

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

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MARCH, 1971

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1958



1960



1968



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IT'S A WOMAN

MARCH

March Issues

Reflect Cover Changes

In The FORENSIC Through The Years

(See Legend on page 23)



JANE BEYDLER MICHENER — See story on page 7

The FORENSIC of Pi Kappa Delta

SERIES 56 MARCH, 1971 No. 3

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The Blind Student and Forensics

Mary Lou Einerson

Teacher, Wisconsin School for the Visually Handicapped
Janesville, Wisconsin

There are certain speech problems of the blind which have been commonly observed and are often referred to in literature regarding speech of the blind. D. M. Brieland notes some of these in "A Comparative Study of the Speech of Blind and Sighted Children":

1. The blind show less vocal variety.
2. Lack of modulation is more critical among the blind.
3. The blind tend to talk louder than the sighted.
4. The blind speak at a lower rate.
5. Less effective use of gestures and bodily action is typical of the blind.
6. The blind use less lip movement in the articulation of sounds.¹

These observations do not indicate that the blind student cannot overcome some of these problems. Some studies, e.g. that of E. D. Rowe published by the American Foundation for the Blind, report finding superior speech among the blind.²

D. S. Kirk writes: "While it is true that the blind do not have the visual imitative cues available which are sometimes utilized by seeing children in developing articulation, this is not perhaps a crucial lack. It is apparently compensated for by the greater role that oral and aural communication necessarily plays in the life of the blind."³

Since the control of one's environment is a serious consideration in the life of the blind student, the teaching of social competence is a responsibility of the student's family, teachers, and friends.⁴ Social com-

petencies may also be taught incidentally to the student participating in forensics. The blind student needs all the help that he can get.

Many a blind child thrills to being a part of a forensic group for the social aspects involved. Feelings of adding to school spirit and of contributing something of value are important. In the Wisconsin School for the Visually Handicapped casual observations of students who have participated in one, two, or three years show marked changes in behavior. To cite one example, a quiet girl considered for the ungraded class found in memorized declamation an outlet to express emotions which few people knew she felt. With the encouragement of a few small successes, she developed enough confidence to enter cheerleading, dramatics, and the choral group, and to keep up with her regular grade level. In her second year of declamation, she went to the State Speech Contest and received an A rating. Certainly other factors were involved, but the work in forensics seemed to provide the catalyst.

The social values are difficult to assess. The opportunities to meet other students at the various contests are incidental and not too numerous, but the friendly compliments sincerely given and received promote a worthwhile feeling in the blind student.

The transferable values of forensic work are also communicative and aesthetic. For a bright blind student in a public high school, the communicative values may not seem unique, although the visual cues so important to interacting are lacking. To a student sheltered in a residential school, forensic activities open up a new world. Here is the opportunity to form ideas. Here is the opportunity to meet new people in either festival or competitive situations.

1. D. M. Brieland, "A Comparative Study of the Speech of Blind and Sighted Children," *SPEECH MONOGRAPHS*, 17, (March, 1950), p.100.

2. E. D. Rowe, *SPEECH PROBLEMS OF THE BLIND*, (New York: American Foundation for the Blind, 1958) p. 20.

3. S. A. Kirk, *EDUCATING EXCEPTIONAL CHILDREN*, (Boston: Houghton Mifflin Co., 1962), p. 96.

4. Kirk. op. cit. p. 137.

Berthold Lowenfeld, noted educator of the blind, stated a specific goal for the education of blind children: "Education must aim at giving the blind child a knowledge of the realities around him, the confidence to cope with these realities, and the feeling that he is recognized and accepted as an individual in his own right."⁵ The nature of the forensic program aims toward realization of these goals.

The forensic setting gives any student the opportunity to write his thoughts or find the thoughts of others that have meaning for him. Then by a study of a subject or a piece of literature, he can interpret, thereby communicating thought and meaning to others. For many blind students this is a new type of experience.

Having the determination to overcome handicaps has made some poor speakers become great speakers with training and practice. Overcoming handicaps is not new to the blind student; therefore, the challenge to overcome stage fright, so great a problem for many adolescents, is just another hurdle to be cleared.

In helping the visually handicapped student to prepare for forensic activities, the teacher must give extra help in finding a variety of materials for original speeches and literature from which to make interpretive selections. There are talking book and braille magazines of the weekly news type available in print. For interpretive selections, the teacher's reading materials is often feasible. The highly intelligent student is capable of finding his selection in a wealth of good literature available in talking books and in braille forms.

Talking about the selection is an important part of the preparation. Perhaps more communication is necessary here to be certain that the blind student has a real understanding of his selection — so that he is not just verbalizing, however impressively.

Working with the student to get his understanding of his speech or selection is paramount. Then emphasis on sincerity of feeling precedes sincerity of delivery.

Some blind students find memorizing a selection with the freedom of restriction from the braille page a pleasurable activity. Others may experience even more work because of the lack of visual memory of the selection.

The most difficult work in coaching the visually handicapped is in teaching the student to use his facial muscles in showing emotions. The desired smile, however sincerely felt, may turn out to be a grimace or a mechanical mask.

Certain etiological causes of blindness present problems. The child with a strabismus, oscillating eyes, occasional radium burns, or congenital malformation has cosmetic problems which are not easily overcome. Even the student wearing dark glasses must be trained to project expression. Some other physical conditions, often congenital, may not be interpreted as handicaps over which the student has no control, but rather as a poor stance, awkward posture, or nervous tension.

Unlike acting, many forensic activities do not require much movement. This is an advantage to the blind student, but use of natural gestures or of placing characters presents real problems. The blind person must learn gestures. Something as simple as waving good-bye — and making this appear natural — has to be taught. A gesture as uncomplicated as looking at a watch (not a braille watch) or pointing to an object needs real work to develop a natural graceful movement. In the desire to "use gestures" a blind student can devise some bizarre movements meaningless to the spectator and traumatic to the coach.

In interpretive reading the skilled braille reader has an advantage in the freedom of his head movements while he is reading. The reader, however, needs a reader's stand or a table of proper height for comfortable reading.

Some people have observed that the blind student is freed from concern over posture and attitude of a tired audience. While the blind person does not see a bored expression, he senses restlessness or apathy. He may misinterpret a respectful silence or exaggerate the inference brought

5. B. Lowenfeld, "The Child Who Is Blind", JOURNAL OF EXCEPTIONAL CHILDREN, 19 (December, 1952), p. 96.

about by laughter or whispered comments. The uncertainty concerning the feelings of the audience may create emotional tension for the blind student.

Among the specific problems encountered in training blind students for forensic competition are a) establishing audience contact; b) projecting the voice; and c) bodily expression.

For each of these the help of others is needed at first. The significant handicap in blindness is the difficulty in controlling one's environment. The knowledge of the setting of the room, the exits, the windows, the little tables, the bric-a-brac, these are perceived instantly by the seeing. The approving smiles and gestures — these, like the furniture of a room are not immediately perceived by the blind. The blind youth must learn by his own cues and relate from his own experience to find, understand, and interpret these things. When he does so, he can find his place in this setting; then he realizes his own identity. He discovers his role, his social acceptance, or lack of it; and depending on his success or failure in the past, he can interact with others.

Wherever a student performs, he needs some orientation. The approximate size of the room — "This is about the size of our classroom," — "This room is about half the size of our library reading room" — is the first information the blind student needs. Knowledge of the seating arrangement, the estimate of the number of people and their location is helpful.

It is advisable to arrive early enough to look at the room and to orient the student to where he will sit and move to the speaker's area. Blind students appreciate the opportunity to do this independently if circumstances permit. Practice in moving to the speaker's place may be rehearsed in the home school. A sympathetic coach must imagine many possibilities. Among these, preparation for the times when the speeches may be given in a room without the accustomed accoutrements of the classroom where it is difficult to guess where the judge and audience will sit. Although this point may seem overdrawn, this kind of planning eliminates embarrassing trip-

ping, even falling from the edge of a platform, or what a blind child dreads most, misplacing the audience in his own mind.

Tone variation and voice projection present special problems. The students who must begin at the most elementary level in tone variation may not receive high ratings, but they personally benefit from the training in ways which are not immediately apparent.

Exercises to relax the face, to open the throat, and to promote lip movement are important, but these necessary preliminaries are not always understood by the student.

The students of the Wisconsin School for the Visually Handicapped have had much musical training and have performed in many choral and concert programs. They are accustomed to working toward perfection as a group. Many of these students have a sense of voice projection and stage presence from this type of work. Many hours of practice in speech projection are necessary for students who have not had this musical training. The coach sits in various parts of the room so that the student can "send" his voice to the various parts of the room.

Too much practice creates problems of mechanical delivery and overlearning. These are offset if the coach can motivate enthusiasm and stimulate the desire to do well in each work session. A firmly felt conviction, that this is an activity in which a visually handicapped student can compete equally, one that is held by adults and transferred to students, helps in this type of motivation.

At the same time, a realistic recognition of activities in which equal competition cannot exist because of the visual lack must be made and accepted. Individual events which are good for students who are blind are extemporaneous speaking, four-minute speech, original oratory, significant speech, memorized declamation, and the interpretive reading. Play acting, while not impossible, is the most difficult to be done in contest competition.

A minimum of adaptation or adjustment

(Continued on page 9)

The President's Message



H. Francis Short

The time for the 27th Biennial Convention is here! As you read this, if you do, many of our members will be making last minute plans for their departure to Houston. The anticipation of things that will happen and those that should happen is overwhelming.

It is my sincere hope that this convention will be a worthwhile experience for all those who attend, not only in the winning of debates, superior rankings, etc., but the association with others from all over the nation and the exchange of ideas in meetings and in the more informal conversations.

My hope also is that the student meetings take on added importance. From these meetings can come many worthwhile suggestions for the future of Pi Kappa Delta. It is your organization so you should become active in determining its future, the past is secure. Your student leaders, Karen Marshall and John Cliff, have represented you effectively on the national level. Through these young leaders your ideas can get to the National Council, where action can be taken. Communicate with them.

Pi Kappa Delta can have meaning only if you are involved. This involvement should be both on the local level as well as on the national level. To those who are fortunate enough to attend this convention take your experiences back to those who did not make the trip. Inform them of the decisions made so that they too might discuss the welfare of this great forensic organization.

Be sure that this is not just another tournament. Winning is important for this is a part of the lesson of life but having said this I would hasten to point out that there must be other values to contests. Be a gracious winner and a good loser but always make a friend. In the not too distant future you will forget whether you won or lost but the friends you make can last a life time.

Good luck to all! Have a safe journey to Houston.

The Art of Persuasion
Beautiful and Just

RESPONSIBLE CHOICE

Harvey Cromwell

A speech delivered by Dr. Harvey Cromwell to the joint session of the 21st Annual Mississippi Youth Congress, Jackson, Mississippi.

The Mississippi Youth Congress was organized and held its first session prior to my coming to Mississippi. As Head of the Speech Department at MSCW, I participated in the Congress as Director, Advisor, etc., for some eighteen years. My students have also been active. The House Chamber is made up of high school students and the Senate of college and university students. The Sessions begin on Thursday evening and extend through Saturday (mid afternoon). Five hundred people attended the joint sessions (delegates, teachers and visitors).

Delegates and visitors to the 21st Annual Mississippi Youth Congress, I am very happy to be with you today. Although I have participated as Director of past legislative sessions and in various other capacities for eighteen of the 21 sessions, this is the first time I have been invited to address the joint session of a legislature. This role on past occasions has been filled by Governors, Lt. Governors, Secretary of the State of Mississippi, Attorney Generals, members of the Mississippi Supreme Court and other high officials of our State. I am thus deeply honored to be here this morning, even though the only title I can offer is that of Dean of the Graduate School and Professor of Speech at Mississippi State College for Women.

I can truthfully say, however, that no former speaker has had more enthusiasm than I possess for the value you will receive from your participation in this Congress. In my opinion, of all the academic experiences available to you and your fellow students, none will provide a greater opportunity for studying and understanding American Democracy in action. The values received are major reasons this student congress has not only survived but has grown larger with more schools and students participating each year. Many of the past delegates now occupy influential positions in business, the professions, government, and religion. Our present Lt. Governor, Charles L. Sullivan, for example, was President Pro-Tem of the First Session.

I congratulate you for being here this morning. Your presence is indicative of an

interest in the many problems that confront our present day society as well as your occupying positions of leadership in your respective high schools, colleges, and universities.

But, as I congratulate you, I would remind you that many of the laws that have been enacted by our State Legislature during past years were first adopted by student delegates attending a Mississippi Youth Congress. In fact, I've been told that the first eleven bills introduced in a recent session of the State Legislature were bills that had previously been adopted by the Mississippi Youth Congress. You are in a responsible position, and I charge you with the obligation of making Responsible Choices.

I propose the challenge of Responsible Choice, for today and tomorrow you will be experiencing the very processes that underlie the basic structure of our democratic society. You will be participating in the free discussion of issues either as a member of a majority or a minority group; and as you express your opinions and arguments, observe that the procedures under which you discuss protect the right of the minority to debate and to oppose while at the same time providing for the final decision to represent the will of the majority. Parliamentary procedure protects the minority by requiring that any motion that stops, limits, or prevents the discussion of a bill requires the approval of at least two-thirds of the members or of the votes cast.

Parliamentary procedure, in itself, however, will not produce decisions that represent the majority unless the majority participates. If most of you are complacent and

Dr. Cromwell is a Past National President of Pi Kappa Delta, a former Editor of The FORENSIC, and is Dean of the Graduate School and Professor of Speech at Mississippi State College for Women.

refuse to debate or vote, the final decision may well represent the opinions of minority groups. Thus, if you are to be true to your responsibilities as a member of this student congress and later as an adult citizen, you must participate in the formation of decisions — make Responsible Choices. I emphasize this, because involvement in decision making is imperative if we are not to be overwhelmed by the technological, political, and social changes of our era. Without responsible choice, public involvement in basic decisions which must be met will be ignored; inherent possibilities, both present and future, will be lost and inherent dangers will be increased.

I don't need to tell you this morning that all of us are faced with many serious problems. The war in Vietnam, poverty, civil and social unrest, an increase in crime by individuals and groups, student uprisings, inflation, Federal vs. State's Rights, tense international relations, law vs. power-striated mob action — all are examples of the many problems that demand Responsible Choice if our nation is to survive as a government of the people, by the people, and for the people.

I'm fully aware that there have been many major student demonstrations on college and university campuses and that this morning a large college on the West Coast and a larger university in the East are experiencing student unrest of a very grave nature. I am also fully aware of the threats of militants who have and openly shout they will burn and destroy our nation if we don't meet their demands. But I would remind you that according to the American Council of Education that less than 3% of the students enrolled in the colleges and universities that have experienced serious demonstrations participated in those demonstrations. The militant groups who want all for nothing and who refuse to assume the responsibility that accompanies the objectives they seek represent only a small percent of our people. I submit that too many of us have been complacent and have sat back and permitted minority factions to supplant the voice of the majority with their gestapo tactics of fear and destruction.

We are a people with a tradition for overcoming adversities; but, if we are to meet successfully the myriad problems before all of us; we must make Responsible Choices and not leave our future to a militant destructive minority.

If you would make Responsible Choices, you must remember that in a free society such as ours, the welfare of all citizens depends ultimately upon public opinion — the opinions of all and not just a few. We must recognize that *complacency* and indifference in performing our duty as a citizen of a government based on law can lead only to anarchy, destruction, and loss of freedom.

Today, if our democracy is to reflect the will of the majority and not of just the few, each of us must make our opinions articulate. We must talk and listen and act for the mutual benefit of all. The concept of freedom of speech as a right of our democratic society does not give the privilege of defaming the character of others, of endangering the lives of people by inciting groups to impassioned acts of personal and material destruction, nor of encroaching on the guaranteed rights and freedoms of others to satisfy personal wants and ambitions. If freedom of speech is to live as a vibrant force for a freer man and a better society, each of us must acquire a knowledge of local, state, national, and even international problems. Each of us must develop the ability to evaluate proposals critically, recognize emotional appeals, and suspend judgment until we are in a position to draw logical, nonemotional conclusions. Each of us must recognize the rights of each man and woman to enjoy the privileges for self development and achievement that we demand for ourselves. Each of us must also be willing to assume the responsibilities that accompany the freedoms and goals we demand. We must never forget that democracy without people who speak and act for the welfare of all is an empty term. These are the bases of Responsible Choice and why I say that Responsible Choice is imperative for a free tomorrow.

Before I close, I want to say that I am proud to be an American, a citizen of the

United States of America — a country that affords us the highest standard of living, that gives more to help the underprivileged peoples of the world and at home, and that provides the greatest individual freedom and opportunity for self development that any people has known during the history of man. Yes, it's good to live in a country that changes its leaders by ballots instead of bullets.

I realize that my generation has made some serious mistakes and it may be too late for us to do more than wish our choices had been different. But we have lived in a world of tremendous technological change for which we lacked sufficient training and experience in human relations. It may be that history will record that my generation's greatest contribution to mankind was not the scientific advances we made; but, instead, that we gave you to the world. I say this not in jest but in all seriousness. I've worked with you and many of the others of your generation, and I admire you for what you know and do and want. I believe in your ultimate greatness and have no fear for the survival of our democracy as long as we have young men and women like you who are willing to learn and to exercise Responsible Choices for the mutual benefit of all. I salute you and your generation for your endeavor and foresight and strength, and I rest easy

knowing that the future of your and my America will be safe with you and the like members of your generation.

May the experiences you have here in this Youth Congress be enjoyable and informative preparation for Responsible Choices in the life ahead of you.

THE BLIND STUDENT AND FORENSICS

(Continued from page 5)

is required. The use of noisy braille writers, of the slate and stylus, of braille paper for note cards, and of talking book machines for preparation of extemporaneous speech is an example. Simply saying the word "Time" in lieu of holding up a card is another.

Visually handicapped students need to recognize their own abilities and weaknesses and evaluate their own performances. They need to understand the mechanics of judging and the principles of good sportsmanship in accepting the judges' decisions.

Coaches and teachers who are convinced that there is value in forensic training, performance, and competition for the visually handicapped student in spite of long hours of painstaking work with students who are also so convinced make a program of forensics a vital, exciting, and fruitful activity.

GREETINGS FROM TEXAS OMICRON

Welcome to our city and University. We are excited that PKD has chosen us to host the 1971 National Convention and Tournament and pledge our efforts to assure the success of this activity.

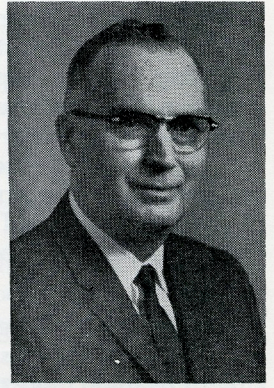
The Texas Omicron Chapter of Pi Kappa Delta is well aware of our responsibility in this Convention. We think you will find our students and staff anxious and eager to make this Convention a success, and an enjoyable and educational experience for all delegates.

Fraternally,

William B. English
Faculty Advisor
Texas Omicron Chapter

Martha Haun
Faculty Advisor
Texas Omicron Chapter

The Secretary's Message



LARRY NORTON

Two years ago at this time and place I welcomed the new chapters which were to receive charters at Tempe. I outlined some of the steps in the development of a local chapter and predicted some of the responsibilities which it must assume in order to become strong and permanent.

This year, in addition to expressing a most sincere welcome to an impressive number of new chapters, I shall review a small segment of history. The question has been asked, "Why are we given number (well over 300)? There aren't that many chapters of Pi Kappa Delta." No, there aren't that many. We now have exactly two hundred and fifty-eight. After the Houston Convention, at which time a few charters will be revoked and several new ones presented, we'll reach a new high of over two hundred and seventy.

What happened to about eighty other numbers on the fifty-eight year old roster? Five chapters were reactivated with a new number and thus used up two numbers each; twelve are now listed as active in DSR-TKA; twelve or more were located at colleges which no longer exist — three of these were in Illinois; the other schools where charters were revoked remain without membership in a national forensic organization. Several of these will be reactivated within the next few years. Eighteen of the charters revoked over the years have been reissued — ten of them in the last ten years. The procedure for reactivation is the same as for the initial chartering. We may assume that many of the former chapters "are not dead, they are only resting."

In affiliating with Pi Kappa Delta, you are joining a young and rapidly growing honorary organization. Yours is among the eighty-three installations in the past ten

years. Since its' founding in 1913, no decade has seen so much growth in the number of new chapters and new members. Thirty per cent of the chapters are less than ten years old. Twenty-six per cent of the 44,500 individual members have joined Pi Kappa Delta in the last decade.

You are affiliating with an organization which supports the principle that membership should be extended to those students, early in their collegiate career, who have demonstrated interest and ability in inter-collegiate speech activities and who give promise of ever greater achievement. Thus the schedule of advanced degrees and additional orders becomes an integral part of Pi Kappa Delta.

Your fraternity also subscribes to the belief that the local chapter should be an active, constructive force on the campus. It is difficult to be such a force if the membership declines. Therefore, the minimum of five student members is considered important for the maintenance of an effective local program.

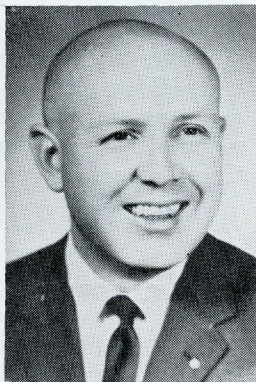
Pi Kappa Delta also believes that an alternating plan of Provincial and National Conventions serves as a challenge and an inspiration for the local chapter and its individual members. That's why we hope to see you in Houston.

KNOW YOUR CANDIDATES

To assist the voting delegate from your chapter in the election of National President and Vice-President in the business meeting on Wednesday, March 24, and the election of National Council in the business meeting on Thursday, March 25, we have compiled this information about the eligible members of the present National Council. Information about other candidates for the National Council, listed by the Nominating Committee, will be publicized in an issue of the KEY during the convention.



Fred B. Goodwin



James Grissinger



Leslie A. Lawrence



Edna C. Sorber

FRED B. GOODWIN

Fred B. Goodwin has been a member of Pi Kappa Delta for 22 years. As a student he earned the degree of special distinction in debate at Southeast Missouri State College. He also holds the degree of special distinction instruction earned from work at Southeast State where he is completing his sixteenth year as Director of Forensics. Dr. Goodwin's M.A. is from the State University of Iowa. His Ph.D. is from the University of Illinois at Champaign.

Fred Goodwin has held a variety of elected and appointed offices in Pi Kappa Delta. He has served two terms as Governor of the Province of Missouri. A member of the National Council since 1967, he is currently serving the Council as Chairman of the Charter and Standards Committee. In this office he has assisted in the record growth of our organization over the past four years.

For the 1971-72 school year Dr. Goodwin has been named Chairman of the SCA

Committee on Intercollegiate Discussion and Debate. That Committee is charged with the responsibility of administering procedures used to select discussion on debate questions for all American colleges and universities for next year.

Attending every National Convention since 1956, Fred Goodwin has served as chairman or member of contest committees in extempore and oratory, and has served on the Convention Evaluation Committee and the Committee on Judges.

Over the years students under Dr. Goodwin's direction consistently have done well in many forensic events. Past Pi Kappa Delta nationals have seen them win superiors in debate, oratory, extempore, and sweepstakes events.

JAMES GRISSINGER

Jim Grissinger has served as Chairman of the Department of Speech and Theatre at Otterbein College, Westerville, Ohio

for the past twenty years. During this period he was Director of Forensics for fifteen years — a period in which Otterbein College won more state-sponsored speech events than any other college. He coached the team that won the 1970 Province-of-the-Lakes Sweepstakes at Akron University.

Dr. Grissinger has served Pi Kappa Delta in many ways.

1. A member of Pi Kappa Delta for 20 years.
2. Held all Province offices including Governor.
3. Awarded Province Distinguished Service Award in 1968.
4. Served on National Discussion and Extemporaneous Contest Committees.
5. Elected to National Council in 1965 and 1967.
6. Served as National Contest Chairman at Whitewater, Wisconsin Nationals in 1967.
7. Served as Chairman of the Constitution Revision Committee.
8. Elected National Vice-President at Tempe, Arizona Nationals in 1969.

A full professor with the Ph.D. from Ohio State University, "Dr. Griss" has lived in Mexico studying speech education, has published articles in *Speech Monographs*, *The Quarterly Journal of Speech*, and *The Ohio Speech Journal*, and served as a speech consultant for the Air Force, Firestone, Standard Oil, and the Christian Science Church. He is an Elder in the Presbyterian Church and teaches the Senior High Class, is a Lt. Colonel in the Air Force Reserve, Past President of the Ohio Speech Association, and served twelve years on Westerville City Council, the last two years as its Chairman.

LESLIE A. LAWRENCE

Les Lawrence, member of the National Council and Province Coordinator, was born in Bozeman, Montana and received his early education in Montana schools. After serving 4½ years with the Army Air

Corps in W.W. II, he returned to his home state to further his education. He received the B.A. degree from the University of Montana in 1952 and, after two years of teaching high school, returned to earn the M.A. in 1956. He taught at Western Montana College for two years and has been at Montana State University for fourteen years, where he is Associate Professor of Speech and Director of Forensics.

Mr. Lawrence has had a deep and abiding interest in Pi Kappa Delta and has served as Governor of the Province of the Northwest, Associate Editor of *The Forensic*, Editor of *The Forensic*, and is presently serving a second term as a member of the National Council and as Province Coordinator.

EDNA C. SORBER

Edna C. Sorber, newest member of the National Council, has been a member of the speech communication faculty at Wisconsin State University-Whitewater since 1959. She holds the rank of full professor.

Dr. Sorber's degree of highest distinction in instruction has particular meaning for her because it signifies the successes of her students. Many of the young people who have been in her classes or participated in forensics under her direction have gone on to become successful speech teachers and forensics coaches at both high school and college level. A number of them are enrolled in graduate schools or have earned advanced degrees. A senior-graduate level class in directing forensics which she is presently teaching attracted 27 students.

Dr. Sorber, who served as Governor of the Province of Illinois 1968-70 and during the 1950's as secretary and then vice-governor of the Province of the Plains, has conducted many successful debate and forensic tournaments for which she credits the students who worked under her direction. It was with her leadership that the Whitewater Pi Kappa Delta chapter hosted the biennial convention in 1967.

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