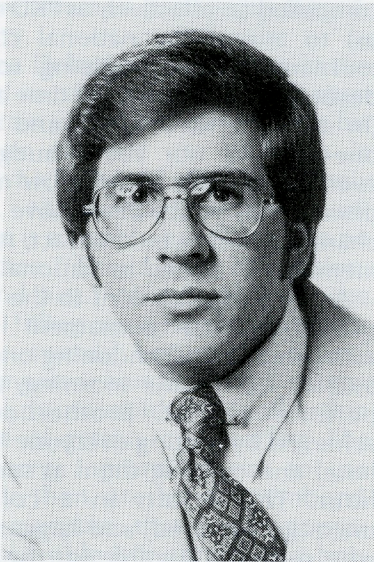


DEBATE AS PREPARATION FOR A LAW CAREER



Gary Robb, former debate champion from the University of Missouri-Kansas City and currently a student at the University of Michigan Law School

After an exhilarating four years of intercollegiate debate experience what do many Pi Kappa Deltans do next? I boldly assert (please do not ask for methodology!) that we Pi Kappa Deltans, especially the debaters, go on to study law as much as, if not more than, any other single field. The reasons are natural; an interest in and love of humanity, the desire to "do good," and a facility in speaking and writing are oft-mentioned motivations. Doubtless there are many others. Given this tendency to gravitate toward law, can it not be argued that debate is THE best preparation for a career in the law?

This is exactly what I argued in my applications to several of the top law schools in the country. As many of you will soon discover, the competition for acceptance to a "top five" law school is fierce. Almost every serious applicant to a prestigious school has an LSAT over 700 and a GPA above 3.5. As most of these people obtain good recommendations and also list many outside activities, an increasingly important item is the written statement or com-

ment dealing with law-related or other helpful or interesting undergraduate experience which all of the top law schools now require. This is the tool with which one must try to distinguish himself from the thousands of other well-qualified applicants. An exceptionally well-written statement may mean the difference between acceptance and rejection.

My own comment, appearing below exactly as it was sent to the admissions committees, was constructed to emphasize both my debate experience and its great value to a future attorney-at-law:

In preparing a man or woman for a career in the law, no other activity rivals the experience to be gained in the intensely competitive province of intercollegiate debate. The value of preparedness as reflected in long hours of research and case writing, and the importance of speaking skills in defending that proposal against an opponent's attacks are well-known to the successful college debater and are qualities demanded of the successful attorney. Chief Justice William O'Neill of the Ohio Supreme Court has stated, "The training I received in speech and debate has been more valuable to me than all the rest of my training put together."

College debate provides excellent practice in critical thinking and argumentation. In learning to recognize and label a *non-sequitur* or *post hoc* fallacy, the debater hones the tools that will serve him well as a practicing member of the bar. The skillful use of the techniques of refutation and rebuttal along with the ability to "think on your feet," is as important in a championship debate as in any courtroom.

Above all, debate develops mature judgment and strength of character. By arguing *both* sides of the proposition, the student advocate acquires important insight into the nature of controversy — an insight that will later increase his appreciation of the "adversary system" used in our courts of law. The

college debater is rarely without spirit and self-assurance: his experience in the debating arena has given him the courage of his convictions and the confidence to stand on them. The late Alexander Meiklejohn recognized these same qualities: "It seems to me that stronger than any other group, tougher in intellectual fiber, keener in intellectual interest, better equipped to battle with coming problems, are the *college debaters*." (Emphasis added.)

Epilogue: My comment must have worked because I am studying law at the University of Michigan Law School and loving it! Incidentally, I am meeting a lot of debaters.

CHAPTER NEWS

Edited by Ada Mae Haury

province of the plains

BETHEL COLLEGE

Reporter:

Ada Mae Haury

The Kansas XI chapter has the largest debate-forensic squad in Bethel's history with forty-two students competing. Mel Goering is serving as debate coach, while Jim Klassen guided the forensic contestants during first semester. John Juhnke is coaching individual events during the spring term.

During first semester, the chapter hosted a collegiate debate-forensic tournament as well as a high school tournament. Second semester tournaments include a high school forensic tournament as well as a regional high school forensic tournament.

The readers theatre group has been busy with programs at church and community meetings. Another readers theatre troupe has been organized for spring semester in order to be able to accept more invitations for programs.

Experienced squad members will serve as judges at several spring forensic tournaments. In addition, they will be making plans for the Pi Kappa Delta National Tournament at St. Louis.

STERLING COLLEGE

Reporter: Bill Wallace

The Kansas Lambda chapter has enjoyed

a successful season to date. In the fall semester, the squad attended tournaments at Oklahoma Christian College, Kansas State University, Bethel College, University of Nebraska at Omaha, and Wichita State University. Participants have won trophies or reached the finals in interpretation, oratory, informative, and impromptu speaking.

The spring semester plans include tournaments in Kansas, Missouri, and Arkansas, plus the Pi Kappa Delta Convention in St. Louis. Other activities include a forensic festival for the Associated Colleges of Central Kansas and the induction of new members into the chapter.

province of the southeast

TREVECCA NAZARENE COLLEGE

Reporter: Laura Long

The Tennessee Mu chapter has elected Phil Lindsley, president; Cheri Waldrip, vice-president; and Laura Long, secretary. Jim Knear has returned as sponsor.

On October 20-21, Trevecca hosted a tournament with over 200 students from seventeen other major colleges and

universities present. Tournaments were attended at Heidelberg, Ohio, and Morehead University, Kentucky, where Phil Lindsley won sixth place.

On November 7, the chapter hosted the chapel service for the college, while on November 13, the group celebrated with a night of food and entertainment at Solomon's Porch, a private coffeehouse on campus. Members of an oral interpretation class presented some exciting readings.

Second semester activities include the beginning of a readers theatre group directed by Jim Knear.

TENNESSEE TECHNOLOGICAL UNIVERSITY

Reporter: David R. Trigg

The Tennessee Deltans kicked off this year's program with a dinner and rally hosted by our sponsor and governor, Mr. Robert Woodland. This gathering was partly designed to encourage incoming freshmen to participate in the forensic program. Officers recognized were Gary Barker, president; Lloyd Reeves, vice-president; Eve Roberts, secretary; Becky Roberson, historian; and David Triggs, reporter. Other members include Sylvia Stewart, Mike Kingsbury, Catrina O'Donnell, Mike Weaver, Rick Travis, and Jimmy Mott.

At the Ohio Valley Conference Tournament, debaters Jeff Keith and Mike Kingsbury brought back the first place trophy. Placing in individual events were Elise Leeson, Brenda Rhoton, and Gwenette Gaddis. In the Western Kentucky University Debate Tournament, Trigg and Keith advanced to quarterfinals in novice debate, losing on a split decision to Indiana University. Keith also ranked first in speaker points.

At Appalachian State University's tournament, the squad secured the second place sweepstakes trophy. Rewarded for their efforts by winning first place trophies were Roberson and Reeves in duo interpretation and Jeff Eliot in persuasive speaking. Keith and Kingsbury established their expertise by winning first in varsity debate. Freshman Jeff Keith again was top speaker in this division, with partner Kings-

bury placing third. Brenda Rhoton won second in persuasive speaking and placed in after-dinner speaking. Also placing were Lloyd Reeves in prose interpretation and Linda Nunley and Cindy Whittaker in duo interpretation.

Another fall event was the annual homecoming breakfast for PKD students and alumni, with Herman Pinkerton, who obtained the chapter's first PKD charter, as host. Another project was the state-wide workshop for high school students entering the forensic arena. The chapter will also conduct the District V Tennessee High School Speech and Debate League Contests in March.

Plans for the spring quarter include a banquet to honor seniors and others who have made a significant contribution. Festivities feature gag awards to students and faculty members. To be initiated as new members are Jill Covington, Gwenette Gaddis, Cindy Whittaker, Elise Leeson, and Brenda Rhoton.

To earn funds for St. Louis Nationals, the Deltans will man a concession stand at a basketball game.

The Tennessee Tech University chapter salutes a very special person in the following tribute by Catrina O'Donnell:

Having friends in high places never did a debater any harm, but having on his side an associate professor of library science, who is herself a former collegiate debater, is an overwhelming advantage. For the past thirty-four years, the Tennessee Delta chapter of Pi Kappa Delta at Tennessee Tech University has had this good fortune in the form of Mattie Sue Cooper, librarian and enthusiastic supporter of debate and speech activities.

Miss Cooper joined the Tech faculty in 1945 as a part-time teacher of American history and fulltime librarian, but this was a return visit. She had been an undergraduate history major at Tech, and in the interim she had received her B.L.S. from George Peabody College for Teachers and served as librarian at Livingston Academy. Then in 1945 she returned to her alma mater and has been dealing with books, briefs, Dewey's decimals, and debaters ever since.

While she was an undergraduate, Miss

Cooper's forensic experience began as she debated on one of the first girls' teams at Tech in 1937. The Tennessee Delta chapter was then founded by Professor Herman Pinkerton in 1940, and her former coach saw to it that Miss Cooper became an honorary member upon her return.



Mattie Sue Cooper

Since that time Miss Cooper's continued involvement in forensics has been "evidenced" in many ways. She is on the Alumni Committee of the Pinkerton Debate Society which awards scholarships to new debaters at Tech. She is an active member of the Pi Kappa Delta Alumni Association on campus and is always present and ready with a hearty welcome and a few choice words at their annual homecoming breakfast. She is active in recruitment and promotion of debate and speech activities and is always present with Mr. and Mrs. Pinkerton at the chapter's spring initiation and awards banquet.

In addition to forensics, Miss Cooper's spirited support extends into the University's athletic program. She was seven years the sponsor of the Pep Club, and it is a well-known fact that Miss Cooper seldom misses a game, whatever the season. Her philosophy: "There is a school spirit which goes beyond cheering. All things that are good for the school's growth should be supported. Enthusiasm for sports can be channeled into other things, too." (Forensics, for example?)

This year Miss Cooper will be retiring from library service, but surely not from the University. Spirit such as hers is needed still — and if anyone tries to dispute that fact, she can still refute him!

SOUTHEASTERN LOUISIANA UNIVERSITY

Reporter: Lawrence E. Woodard

The fall of 1978 was one of the best ever for the forensic Lions at Southeastern Louisiana University.

Following a painful learning experience at Middle Tennessee State University in late September, SLU debaters were consistent in compiling winning records. Every debate team's record was on the plus side at Louisiana Tech, LSU, and Shreveport.

Louisiana's ambassador to Pi Kappa Delta, Barry Drufner, advanced to the semifinals three times, once in Lincoln-Douglas, and twice with colleague Ed Loughlin. The novice team of Terri Miller and Jill Faulk won first place at Louisiana Tech, third place at Shreveport, and 4-2 at LSU.

Individual events speakers Randy Duncan (who also has a win-loss debate record on the plus side), Charline McMillan, Ellen Ann Smith, Jill Faulk, and Terri Miller have all won trophies. In fact, at two different tournaments every member of the squad won at least one trophy.

Even the traditional touch football game seemed more exciting this fall with the passing combination of debate coach (Caesar) Woodard to Barry (debate captain) Drufner for six TD's.

(Photo on following page)

province of the lakes

BOWLING GREEN STATE UNIVERSITY

Reporter:

Mark Rubright

Dr. Raymond Yeager, director of forensics and past national president of Pi Kappa Delta, has one of the most successful squads in the history of Bowling Green State University.

Our chapter's 1977-78 season culminated with the National Forensic Association IE Tournament and National Debate Tournament. In April at the NFA Tournament at Monmouth College, New Jersey, Bowling Green's individual events team finished fifth place in team sweepstakes. Senior Mark Ferguson placed first



Southeastern Louisiana University Lineup: Left to right: Charline McMillan, Jill Faulk, Terri Miller, Ed Loughlin, Randy Duncan, and Barry Drufner.

in prose interpretation, winning the first national championship ever for Bowling Green. The team also had several quarter-final and semifinal finishes.

The debate team of senior Richard Usmiller and sophomore Steve Griesinger qualified for the NDT through district competition. The event was held last April in Denver, Colorado.

At our Pi Kappa Delta Spring Banquet in May, the 1978-79 officers were elected. The new president is Mark Rubright; vice-president is Deborah Ballard; and secretary-treasurer is Judy Bajec. Several alumni awards were also presented. The Martin L. Hanna family sponsored an epideictic speech contest, and the winners were: Deborah Ballard, first place; Richard Usmiller, second; Howard Lester, third. Iona Evans received the Howard L. Shine Memorial Award for outstanding contribution. Dr. Shine was a former debater and coach at Bowling Green. At this year's banquet, a new alumnus award will be presented, the Lewis F. Manhart Award. Martin Hanna and Lewis Manhart were founders of the Ohio Eta chapter.

Thus far in the '78-'79 season, Bowling Green has continued the success of last year with hopes of bettering its fifth place

finish at the NFA Nationals. The debate team of Bill Steele and Chuck Boyk placed first at the Ohio Round Robin Tournament at Capital University. Steele was top speaker at both this tournament and the West Virginia Wesleyan tournament. The debate team of Mark Rubright and Andy Powell placed third at the Appalachian State tournament on November 3-5.

The individual events team has finished third in sweepstakes at Clarion State College, third at Heidelberg College, and first at Appalachian State University. Thus far the team has captured twenty-nine individual awards.

The thirty-five active students on the forensic team are coached by graduate students Leslie Young (Otterbein), Keith Semmel (Mansfield State), Bob Reisch (Clarion), Phyllis Hershman (Bowling Green), Walter Zakahi (Bradley), and Jim Clymer (Pacific Lutheran). Clymer is a former student member of the PKD National Council and will be a contest coordinator at the St. Louis Nationals.

We are proud to acknowledge 1978 Bowling Green graduates Robert Rosenthal, Rita Rosenthal, and Marty Feeney. The Rosentals now live in North Carolina where Bob is director of forensics at the

University of North Carolina at Wilmington. Dr. Feeney is the director of forensics at Monmouth College, Illinois.

Our forensic squad will host five tournaments this season: The Howard L. Shine Debate Tournament, October 27-28; the IE Falcon Fest, November 10-11; the Forensic Honorary Debate Tournament, February 2-4; the Ohio State Varsity IE Tournament, February 16-17; and the April Fool IE Tournament, March 21.

province
of the
colonies

WILKES
COLLEGE

Pennsylvania Omicron chapter has started the year off with a big bang.

Returning from only its third tournament, the members of Wilkes' squad have brought

home further trophies to date. They have extended their win record to eighteen consecutive tournaments in which they have brought home at least one or more pieces of hardware. This is the longest winning record in the history of the institution. Graduation last year saw the membership ranks come to an all-time low; however, Wilkes will soon add seven new members. With many tournaments planned, the members of "Kinney's Kids" are also active in campus activities, academics, plus the preparation for PKD Nationals. The Omicron chapter, which is only in its third year after a recess of more than twenty years, has shown that along with imagination, dedication, and a lot of hard work the old saying "the art of persuasion, beautiful and just" has indeed inspired Wilkes to grow into one of the most active chapters in the Pennsylvania northeast.

Forensic Focus

(Continued from page 15)

But the potential is there, and PKD could play a big part in pushing this potential. Wayne Wall pleaded for the essentials nine years ago when he said, "We Must Prove What We Believe."¹³ PKD needs to assure that forensic folk have a clear idea of the argumentative perspective. PKD needs to encourage research in argument broadly construed. Most of all PKD needs to support, both philosophically through its encouragement and pragmatically through its dollars, efforts to apply an expanded theory of argument to forensic activities. Possibly then forensic activities will be a more fruitful area for future research, leading back to even better argumentative theory.

There is no reason to despair about research, forensics, and PKD. Open your eyes to the argumentative perspective, look at all the work that is being done concerning argument, join in and apply this theory to forensic activities, and perhaps, just perhaps, we can revive our beloved programs and activities, gain some respect for ourselves and our colleagues, and rejoin the speech com-

munication community and the broader community of scholars.

NOTES

¹See, for example, the following: Theodore J. Walwik, "Research in Forensics: An Overview," *JAF*, 6, No. 2 (Spring 1969), 43-48; Kenneth E. Andersen, "A Critical Review of the Behavioral Research in Argumentation and Forensics," *JAF*, 10, No. 3 (Winter 1974), 147-55; Donald Douglas, "The Status of Historical Research in Forensics: Its Status and Guidelines for the Future," *JAF*, 7, No. 1 (Winter 1970), 36-41; and Edward L. McGlone, "Toward Improved Quantitative Research in Forensics," *JAF*, 6, No. 2 (Spring 1969), 49-54.

²As will be noted later in this article, I define *forensics* broadly from an argumentative perspective and *research* broadly as a systematic seeking for knowledge.

³James McBath, ed., *Forensics as Communication: The Argumentative Perspective* (Skokie, IL: National Textbook Co., 1975), p. 11.

⁴See the rather narrow research suggestions made in the articles noted in footnote #1.

⁵Andersen, p. 155.

⁶I point particularly to a fine article on this topic. See Wayne Brockriede, "Rhetorical Criticism as Argument," *QJS*, 60, No. 2 (April 1974), 165-74. See also the many issues in this regard in *Philosophy and Rhetoric*.

⁷Jesse Delia, "The Logical Fallacy, Cognitive Theory, and the Enthymeme: A Search for the Foundations of Reasoned Discourse," *QJS*, 56, No. 2 (April 1970), 140-48; and Ray Lynn Anderson and C.

David Mortenson, "The Limits of Logic," *JAF*, 7, No. 2 (Spring 1970), 71-78.

⁸Here the works of Stephen Toulmin and Chaim Perelman apply. See also issues of *Philosophy and Rhetoric*.

⁹Charles Caton, "A Description and Evaluation of the Method of Ordinary Language Philosophers and Its Doctrinal Basis," Diss. Univ. of Mich. 1956; and John Stewart, "Rhetoricians on Language and Meaning: An Ordinary Language Philosophy Critique," Diss. Univ. of Southern Calif. 1970.

¹⁰Jackson Harrell, "Symbolic Interaction as the Basis for Rhetorical Theory," Diss. Univ. of Kansas 1972; and Herbert Simons, "Toward a New Rhetoric," in *Contemporary Theories of Rhetoric: Selected Readings*, ed. Richard L. Johannesen (New York: Harper and Row, 1971), pp. 50-62. See also the works of Kenneth Burke, Herbert Blumer, and Arnold Rose.

¹¹See the *Journal of Conflict Resolution*.

¹²Courses in public administration, business ad-

ministration, and management are all utilizing such theory which is also present in interpersonal communication.

¹³K. Wayne Wall, "Research Proposal for Pi Kappa Delta: We Need to Prove What We Believe," *The Forensic*, 55, No. 2 (January 1970), 3-4.

Forensic Forum

(Continued from page 18)

spectacle of this continual back and forth flow. Likewise, in an ideal debate, the audience should be able to see a constant direct clash of issues and arguments, with a debater's own points being driven right back at him. The burden of rebuttal, like a tennis ball, should continually flow back and forth. Such a flow, when each side fulfills its burden, is an intellectually exhilarating experience.

NEW MEMBERS OF PI KAPPA DELTA

MT. UNION COLLEGE

50622 Martha Radsick

CALIFORNIA STATE COLLEGE (PA)

50624 Donna J. Whare

51425 George Lamont Arnold

51434 Teresa Cerne

FERRIS STATE COLLEGE

50802 Mary Lynne Mittlestat

AUSTIN PEAY STATE UNIVERSITY

51088 Marie Elizabeth Zeck

51089 Darrell Osborn

51090 Roy Buchanan

51091 Michael Gotcher

51092 Richard Hurley

51093 Sandi Watkins

51094 Sara Hemmrich

51095 Belinda C. Boyd

51096 Gary MacBroadrick

51097 Debbie Ham

51098 Michael Anthony McGuire

MAYVILLE STATE COLLEGE

51099 Michael Ryan

51100 Steven Hastings

HASTINGS COLLEGE

51102 George White

WHEATON COLLEGE

51107 Carol Ann Hutchins

51108 Glenn K. Gunderson

NORTH DAKOTA STATE UNIVERSITY

51177 Karen M. Oill

51181 David Anthony Stanford

51182 Sandra Fager

51183 Christopher Toleman

51184 Phillip E. Crocco

MARIETTA COLLEGE

51220 Barbara A. Garneau

51292 Mark A. Boyd

DAKOTA WESLEYAN UNIVERSITY

51265 Grace Hayes

51266 Dale Nelson

51429 Rhonda Bottolfson

ORAL ROBERTS UNIVERSITY

51293 Bradley James Ramsey

51359 Kenneth E. Lane, III

51440 Robert Primrose

CULVER-STOCKTON COLLEGE

51360 Randy Keep

51417 Julie Ann Seibel

51418 Nancy Johnson

SOUTHEASTERN LOUISIANA UNIVERSITY

51361 Terri L. Miller

51362 Charline McMillan

51363 Ralph Randolph Duncan, II

51364 John Barry Drufner, II

51430 Jill Faulk

UNIVERSITY OF WISCONSIN—LACROSSE

51365 Marga K. Krumins

51366 Sheila G. Avery

51367 Rochelle Anne Rusch

51368 Corinne Hoyt

51411 Karen Tranchita

ITHACA COLLEGE

51369 Sylvia Rae Maker

RIPON COLLEGE

51370 Cynthia Traynor

51421 Ann Elizabeth Whitney

GEORGETOWN COLLEGE (KY)

51371 Ivon Sue Mallow

51372 Amy Katherine Norton

51373 Susan Lynn Anderson

51374 Jane Muddiman

CARTHAGE COLLEGE

51375 John Thomsen

MIDWESTERN STATE UNIVERSITY

51376 Annie Laura Ray

NORTHERN ILLINOIS UNIVERSITY

51377 Larry Hanson

51378 J. Patrick Spradlin

51379 Audley Shaw

51380 Brian Schilling

51381 Paul H. Sienkiewicz

51382 Charles Smith

51383 Kerry Finnegan

51384 Steve Horvath

51385 Jane Bishop

51386 James Ploen

51387 Karen Miller

51388 Martha Cooper Spradlin

BALDWIN-WALLACE COLLEGE

51389 Rebecca Hawley

51390 Nora Quealy

51391 Louise Joseph

51392 Mike Szpatura

51393 Mark Schulte

51394 Judy LaCava

51395 Alan Blumenthal

YORK COLLEGE (PA)

51396 Richard P. Batteiger

51397 Lindsay Cole

51398 Bradley Allen Mandel

51399 Tracey Gayman

HEIDELBERG COLLEGE
51400 Debra Ann Rickenbacker
51401 Cheryl Mruczek

WILLIAM JEWEL COLLEGE
51402 Mary Bledsoe
51403 Paul Sunday
51404 Mike Retherford
51405 Christopher M. Hunter
51406 Sandra Colleen Toyne
51407 Jimmy Louis Gravely
51408 Carla Jordael
51409 Cindy Hoover
51410 Karen Beth Kerr

LOUISIANA TECH UNIVERSITY
51412 Robert M. Allums
51413 Steven John Frybarger

WHITMAN COLLEGE
51414 John D. Leitch

UNIVERSITY OF MISSOURI—
KANSAS CITY
51415 Stephen James Kelly

BOWLING GREEN STATE UNIVERSITY
51416 Andrew Powell

OLD DOMINION UNIVERSITY
51419 R. Rodney Petersen
51420 Kevin G. Butterfield

BRIDGEWATER STATE COLLEGE
51422 John G. Tierney
51423 Susan Elizabeth Snow

51424 Richard J. Warye
LOUISIANA STATE UNIVERSITY
51426 Joseph O. Tabarlet
51427 Scot Goldshall

GENERAL MEMBERSHIP
51428 William T. T. Ward

MORRIS HARVEY COLLEGE
51431 Steven Galand Morris
51432 Clida Rose
51433 Kathryn Kristina Nabors
51442 Bonnie Gray-Lamb
51465 Deborah McHenry Woodburn

CALIFORNIA STATE UNIVERSITY—
HAYWARD
51435 Rick C. Carter
51436 Megan Ellen Salzman
51437 Preston Walker Moses
51438 Lawrence M. Bienati
51471 Kim O. Slavazza
51472 Keith D. Sibert
51439 Sean Morrisoe

MISSOURI SOUTHERN COLLEGE
51441 Dennis Rhodes

WINONA STATE UNIVERSITY
51443 Mark Anthony Kleinschmidt

SAINT OLAF COLLEGE
51444 Thomas Pareigat
51445 Eileen Scallen
51446 Karen Erickson

51447 Tracey Gilmore
51448 Bruce Hatlem
51449 Shawn Aiken
51450 Kathy Olson
51451 Steven Zelinsky

ANGELO STATE UNIVERSITY
51452 Jere W. White
51453 Tamara Chapman
51454 Cynthia Nance

UNIVERSITY OF ARKANSAS—
MONTICELLO
51455 Caryn Tabler
51456 Karen Kuethe

UNIVERSITY OF WISCONSIN—
STOUT
51457 Lucy Christen
51458 Mary P. Sargeant
51459 Daniel Allan Siler
51460 Kevin Louis Eddy
51461 Susan Klemenhausen
51462 Debra Ann Rydell
51463 Gwen A. Gorbette
51464 Donna Lee Daniels

CENTRAL MICHIGAN UNIVERSITY
51466 Kevin Charles Mulder
51467 Rhonda Sue Green
51468 Mark H. Gurney
51469 Patricia Cathryn Kalanquin
51470 Amy Marie Perry

A Word From The Editors . . .

The Benefits of Forensics for Students and Coaches

Because we human beings seek to find meaning in the activities which fill our day upon day existence, it is not surprising that we in the forensic community ask the reoccurring questions, "Does forensics benefit students? If so, how?" Several articles in this issue touch upon the value of forensics for the student participants — the Murrish-Hunt look at forensic research, Gary Robb's assessment of how forensics serves as preparation for the legal profession, and Jodi Daley's editorial about the impact of forensics on one's college years.

A person does not have to be a particularly astute observer of human behavior nor trained in experimental methodology to conclude that students seriously applying themselves to forensics often show astounding improvement in

analytical and overt communication skills. Nothing offered by the general classroom experience seems to produce such rapid and enduring results. And while the pragmatic learning is going on, students find their own self-concepts improved, their social skills sharpened, their aesthetic perceptions broadened. In short, forensics works, is fun and beneficial.

Less frequently do we probe into the benefits a coach may derive from forensics, and when we do, the answer may not be positive. Increasingly the term *benefits* has become associated with salary, vacations, medical care, and job security — the tangibles negotiated by unions. Forensics often brings none of these benefits: many coaches do not have load reductions; sometimes tournaments encroach upon vacations, always upon weekends; per-

sons with chronic health problems may find it difficult or impossible to cope with long distance travel, hard coaching and judging schedules, as well as erratic sleeping and eating patterns; and furthermore, many college administrations place such a low priority upon forensics that even stunning win records do not significantly affect tenure decisions. Given this definition of *benefits*, most coaches come up on the short side.

If, however, we look elsewhere for benefits, we find them in abundance. Like students, we coaches learn from forensics. Oral interpretation, for instance, brings us in touch with literature we might not have found by ourselves. As we help students to understand their material and then discover the vocal factors and physical suggestion which will evoke meaning in the hearers, we learn about human re-

actions and teaching approaches, what works and what does not. During each coaching session we come into close contact with one other person who, like us, is trying to grapple with ideas and feelings. Together we must wrestle with the temptation to stop short of authentic response and the best possible performance.

As we work through to our mutual goal — no matter what the speech event — something happens inside both of us. The reciprocation of learning, of meeting each other's needs for relationship even in the teacher-pupil setting, is one of the most meaningful benefits any coach can realize. When, as often happens, a genuine friendship develops, then forensics goes far beyond what the classroom usually has to offer.

Carolyn Keefe

Recalling Camelot

Two separate ways were travelled,
One future, one past.
Both intrinsically different,
Yet, one.

Their meeting was but for a moment
Moving to and from eternity.
But for that suspended second, joined.

He was Arthur.
The other, Merlin.
And for a fleeting instant,
Camelot.

Although our "fleeting instant" may not have held all the magic of the legendary Camelot, for four years we have been suspended in time. Sheltered from what is affectionately termed "the real world," you and I, in our respective collegiate cocoons, have grown from adolescence to young adulthood.

For many of us, this transformation has been painless and relatively unnoticed. Yet, for many, it will be remembered as

the most traumatic and sensitizing time of our lives — days when joy became stronger than the most potent aphrodisiac, when suicide was not only a word but an alternative. And when we sought stability, was it in the form of God, drugs, friends, forensics, or a mixture of the above?

Don't think me sarcastic for mentioning forensics, for in my Camelot, forensics was my Merlin. It served as teacher, diversion, goal; it opened otherwise locked doors and granted me self-esteem and reassurance of worth in times when questions and insecurity ruled life. Forensics was also a generous friend, never possessive, never smothering, taking from me only what I was willing to give and returning so much more. Winning became incidental; the people forensics introduced me to became primary.

And you, what was it for you? There were friends whom you saw from tournament to tournament and found yourself not only competing against but with. You

Jodi Daley
Student Editor
for the 1979
Spring Semester



respected their talent and prayed that you would win; yet if you lost, the disappointment was momentary, the friendship lasting. When exhaustion ruled mind and body after a full day of speaking, where did that extra bit of energy to "party" come from? And the power coaches carried in one ballot seemed greater than the atom bomb, but wasn't it an awakening when you found out they were human? The suggestions they offered, the comments they so illegibly scribbled often helped (except, of course, for those ignorant idiots who gave you a 5-70). And you realized you were improving: the thought of extemp. didn't give you hives anymore; your poetry did not cause yawning; and the opposition's first constructive speech appeared more like Swiss cheese than brilliant oratory. You fit your three-piece suit and your posture improved, but most importantly, you learned how to think. Compiling material, researching, categorizing, and just plain searching were not tasks but challenges. And when someone walked up to you after a round and said, "I really liked your speech," or "I loved your prose," then all of the hours spent in the library or at the typewriter became

worthwhile. For those of you who, at one time or another, won a trophy or broke prelims, remember the excitement and adrenalin that raced through your body, your team cheering, possibly even the other teams cheering. Forensics took over a part of your life, maybe not a huge portion, but a piece, a piece that will soon become merely a memory.

Now, I realize that you may be one to go on and spawn forensic teams of your own — coaching, judging, jumping to the other side of the proverbial fence. But for most of us, graduation in May brings about the end of our Camelots, the farewell to our Merlins.

I would, therefore, like to use this space and time to say goodbye to those who are leaving and to wish the best to those who are still growing in forensics. On behalf of all the graduating seniors who share my feelings, I would like to thank every tournament director, coach, competitor, flea bag motel, cafeteria, schematic typist, control room crew, trophy maker, certificate writer, and audience member for offering growth and learning to the millions of collegiate competitors who will forever recall their own Camelots.