

# A Memorial

Delivered in St. Louis by Past President Fred Goodwin

The movement of the years produces the inevitable — the loss of friends, of teachers, of colleagues, of brothers.

We mourn their passing and observe the closeness of fraternal bonds with these stanzas from Hugo von Hoffmannstahl:

Upon my cheeks I still can sense their breath:  
How may it be that days which scarce are spent  
Are gone, forever gone, and lost in death?

This is a thing that none can fathom right,  
And far too dreadful for vain lament:  
That all things slip and pass away from sight.

Harry H. Anderson, formerly director of forensics at Oklahoma State University, died July 14, 1978. Born August 2, 1897, at Sleeth, Indiana, he attended DePaul University where he graduated in 1923 with a degree in speech and English. Mr. Anderson later attended Oklahoma A & M at Stillwater and received a master of arts degree in English at the University of Southern California. In 1951 he was the host for the National PKD Convention which met on the Oklahoma State campus that year. He served the fraternity as well as province governor and as committee chairman at various national conventions. Retiring in 1963 after forty years of service as a forensic educator, he is remembered respectfully by those in our order who were privileged to work with him.

Dale E. Black, director of forensics at Hastings College, Hastings, Nebraska, passed away November 4, 1978, following a lingering illness through which he continued his teaching and coaching activities at Hastings. Dr. Black received his bachelor and masters degrees at Kearney State College, Nebraska, where as an undergraduate he participated actively in speech and theatre programs. His doctoral degree was completed at the University of Northern Colorado-Greeley. He taught speech in the high schools in a number of Nebraska communities and joined the staff at Hastings in 1969. Dr. Black compiled an admirable record as a successful teacher of forensics. He served as president of the Nebraska Speech Communication Association, was a consultant for the Central States Speech

Association, and is remembered as a thoughtful and generous teacher who gave greatly of himself not only to his students but to the development of the Hastings Delta chapter of Pi Kappa Delta.

Former National Pi Kappa Delta President Harvey Cromwell died December 28, 1977, in Houston, Texas, after a brief illness. Harvey Cromwell had a distinguished forty-seven-year teaching career, most of which was contributed to Mississippi State University for Women. At that institution he established the departmental speech clinic, founded the state's first campus radio station, and served as head of the department of speech and dean of the graduate school. As director of forensics he produced teams which consistently won top awards in national, regional, and state competition in debate and individual events. Dr. Cromwell was the author of five books and co-author of two books treating speech communication, parliamentary procedure, and phonetics. He served as chairman of the Speech Communication Association's Committee on Discussion and Debate and for fourteen years was a member of the Executive Council of the Mississippi Speech Association.

Harvey Cromwell's contributions to Pi Kappa Delta were legion. He served as editor of *The Forensic* from 1951-54. He was governor of the Province of the Southeast. Joining the National Council in 1955, he became national vice-president in 1957 and served as national president from 1959-61. He was national convention chairman for the 50th Anniversary Convention in 1963 and at that convention was among those selected to receive the Distinguished Service Award of the fraternity. Few people have contributed as much to Pi Kappa Delta and its ideals as Harvey Cromwell.

Professor Ann Williams, director of forensics at Frostburg, Maryland, State College from 1968 until the fall of 1978, passed away February 13 of this year. At the time of her death she was a doctoral candidate at Ohio University. Professor Williams was instrumental in obtaining



the Pi Kappa Delta charter for Frostburg in 1971. She served the fraternity in a number of important ways, including work as director of individual events for the Pi Kappa Delta Province Tournament in 1972 and as a member of the Resolutions Committee at the 1971 National Convention and Tournament. Active in other areas of speech as well, she was secretary-treasurer of the Collegiate Forensic Association from 1971-72 and was a member of the Executive Board of the National Individual Events Association Tournament in 1972-73.

A letter from LeeAnn Hancock, president of the Frostburg, Maryland, Beta chapter of Pi Kappa Delta, characterizes Professor Williams as a warm individual who had that rare ability to communicate her genuine concern for the personal and academic lives of her students.

It is with great sorrow and yet with a

sense of gratitude for their association that we pay tribute to these four friends and colleagues: Harry Anderson, Dale Black, Harvey Cromwell, and Ann Williams. Such loss is always difficult, creating a void and uncertainty which, however, carry with them promise. We move often from awkward feelings of loss to the serene and graceful acceptance of death expressed in Rainer Rilke's poem, "The Swan."

The misery that through the still-undone  
must pass, bound and heavily weighed down,  
is like the awkward walking of the swan.

And death, where we no longer comprehend  
the very ground on which we daily stand,  
is like his anxious letting-himself-go

into the water, soft against his breast,  
which now how easily together flows  
behind him in a little wake of waves . . .  
while he, infinitely silent, self-possessed,  
and ever more mature, is pleased to move  
serenely on his majestic way.

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## Analysis of Forensic Research at PKD Institutions 1975-79

### I. Summary of the Survey Tabulations

- A. Most of the forensic research conducted at Pi Kappa Delta colleges and universities is heavily oriented toward debate.
- B. There is a strong proclivity toward historical and descriptive research with little emphasis upon experimental studies.
- C. In general, forensic research completed at Pi Kappa Delta institutions is published in other journals rather than in *The Forensic*.
- D. There is strong support for the designation of the March issue of *The Forensic* as a forensic research publication.
- E. Pi Kappa Delta chapters should be encouraged to engage in more experimental studies in order that empiricism may be exemplified.
- F. The respondents stressed the urgency of forensic research in order to strengthen the academic identity of Pi Kappa Delta.

### II. Recommendations

- A. That the March issue of *The Forensic* shall be designated as a forensic research publication with the following guidelines:
  1. The number of pages shall be expanded in order to include the publication of scholarly research articles. The present size of the journal precludes the longer articles which require statistical data and other research citations and documentation.
  2. A general research theme shall be specified one year in advance. Manuscripts shall be solicited and evaluated according to criteria established jointly by the editorial staff of *The Forensic* and the Research Subcommittee.
  3. "Research in Progress" shall be a special feature of the March issue. Chapters shall be encouraged to file a report annually citing research completed and



research in progress. An awareness of forthcoming research publications and papers can provide unity and cohesiveness for our organization as we seek to emphasize our research mission. An annual review of research completed, as well as research in progress, will provide us with current data. The "exchange center" should help us to focus on meaningful and significant research projects.

- B. One general session of our biennial convention shall involve the presentation of two or three forensic research papers based on current research conducted by Pi Kappa Delta sponsors and/or members. Our conventions can gain added prestige and academic dignity by the inclusion of such papers. It is hoped that these presentations can provide a paradigm of research methodologies that can become a catalyst for future research.
- C. Pi Kappa Delta should provide a forum for pragmatic studies to measure the efficacy of our methods and techniques. The respondents to the questionnaire cited the need for such studies to determine the results of forensic training. Many respondents contended that we need scholarly research to quantify the benefits of the forensic program.
- D. The Research Subcommittee should function as a central clearing house in order to advise, inspire, and coordinate research endeavors. One on-going function of the Committee would involve listing available grants and foundations which might be utilized as possible sources for research funding. The subcommittee should serve in an advisory capacity to provide assistance to member institutions with respect to processing grant applications.
- E. Pi Kappa Delta should take the initiative in helping to formulate a critical thinking test which can be employed as an instrument for measuring the results of forensic training in this significant area. Current tests of critical thinking leave much to be desired. A test which has high reliability and validity could serve as a springboard for experimental research.

### III. Conclusions

These recommendations are supported by a large percentage of the respondents. The survey provided ample evidence that Pi Kappa Delta sponsors are cognizant of the need for intensification of our research efforts. Many sponsors contended that the future of intercollegiate forensics may be contingent upon the hard data we are able to muster in support of our programs.

The erosion of the forensic budget was cited as a cause for concern. Many sponsors concluded that empirical evidence may help to provide program justification which, in turn, should lead to greater financial solvency. Forensic research and budgetary determination seem to be highly correlated.

Our research mission constitutes a challenge as well as an opportunity. Pi Kappa Delta can point with pride to its past accomplishments. However, analysis, experimentation, and evaluation are crucial if we are to serve our members and society effectively. Through research we may be able to justify our methodologies or to recognize the need for modification and change so vital in charting the path for future growth.

Research is not an end per se, but it is a technique which can help us to perceive our role in a more defensible fashion. Our commitment to human communication is commendable. However, we need to add impetus to that challenge by strengthening our research efforts. Systematic research helped to establish our organization. *Intensified* research should help to preserve it.

Respectfully submitted,

Walter H. Murrish, chairman of the Research Subcommittee



# Forensic Forum...

Bob Beagle



## ***Bob Beagle Interviews Jonathan Winters in St. Louis***

He is a genuinely funny man, one of America's most popular television, movie, and night club entertainers. But, as some of us in Pi Kappa Delta have discovered, he is also a genuinely warm and sensitive human being. He is Jonathan Winters, and he graciously spent much of his lunch time one afternoon in St. Louis discussing his interest in, and relating his theories about, the art of debate.

Winters, who was staying at the Chase-Park Plaza, was impressed by the large number of students who had traveled from all parts of the country to participate in Pi Kap's biennial tournament-convention. Believing that such gatherings are valuable educational experiences, and interested in learning more about Pi Kap, he willingly welcomed the opportunity to talk. That afternoon chat presented a dimension of the man not readily seen by a viewing public.

Winters is a graduate of Kenyon (Ohio) College where he majored in speech and theatre. He also did some forensic work there, but, as he puts it, "They never hung any medals on me." He retains a lifelong interest in forensics, especially debate, which he believes is a crucial tool for the resolution of human problems. As he sees it, "As long as man debates, the longer man debates, the chances of his living longer are increased. When man stops debating, the mushroom cloud will come." Winters believes that people should enjoy arguing about issues and controversies and should especially thrash things around at an interpersonal level. He, himself, enjoys arguing, particularly "... with people next to me at 36,000 feet."

Since debate is an important human tool, Winters believes that students should be encouraged to engage in it. And, he feels, debate as an academic activity

should stress education over competition. Thus, a student who never wins a competitive award is, in Winters' view, still a success because, "No student ever loses a debate. Every participant wins in his preparation for life."

When asked what advice he would give to debaters, Winters paused and reflected. Then he set forth some practical and substantive thoughts. First, be flexible and know how to improvise. Winters believes that much of his own success as an entertainer has resulted from his ability to improvise — to adapt to his own and to an audience's current mood and to be free from a prepared script. In this respect, Winters contends that debating must be like acting.

Secondly, he suggests that debaters should know the importance of nonverbal communication and learn how to use it. At this point Winters (improvising, of course) did a mock-debate. He especially wanted to illustrate how to nonverbally "psyche out" the opposition, especially an opponent who conveys the impression of being an authority, of having the definitive word on the subject under discussion. Winters' own favorite technique is to continually give a self-proclaimed authority a quizzical look, topped off by a skeptical, unimpressed "Oh?" He says it usually leaves the "authority" deflated and flustered.

Additionally, Winters eschews shouting, remarking that "People from nondemocratic countries shout. Debate is a democratic activity, and lowered voices maintain its moments of democratic value." He also recommends dressing neatly — "not necessarily expensively, just neatly" — since people often react to others on the basis of how they look.

With great vigor Winters also argued



that in debate there is “no substitute for logic.” Thus, he returned to an earlier point and pursued it by saying that people who debate should “research less and improvise more.” Debaters “... must think out in front of themselves, must know where they’re going with their thoughts but must always be willing to improvise.” He, himself, is more impressed by people who can think on their feet than by people who seem only capable of arguing what they’ve amassed through research.

Finally, he summarized his thoughts about debate by describing the perfect debater, an archetype he believes advocates everywhere might want to follow. “Go out at least thinking like Lincoln, talk like Patton, jest like Jessel, and leave like Emmett Kelly.” Then he paused and thought about this statement. He liked it. He felt it captured the essence of what debate means to him, and he commented that he hoped it would have some meaning and value for student debaters.

Although I felt that I was overextending my welcome, Winters gave no such indication. Our conversation covered other

topics, and always I received the impression that this man was a sensitive and serious thinker. He seemed eager to share his thoughts with our readers in the hope that maybe his thoughts would be useful.

As I was about to leave, he wrote a note for me to give my seven-year old son, a note he said he hoped would have meaning as my son grows older. It says, “Walk loudly and you won’t need a big stick.” He joked about what Theodore Roosevelt would think if he could hear that twist to his famous statement. As I mulled his note over in my mind, I realized that it seemed to reflect all the things he had said about debate. If we master the tool of debate, if we use this analytical weapon at our command, then, as human beings, we don’t need any other weapons with which to settle our differences.

The more attention I gave that statement, the more I realized that, as retiring associate editor, there is no better way to close out this column than to leave you with that sentiment from Jonathan Winters.

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## The Debate Conspiracy

*A spoof by Walter Ulrich of West Georgia College*

For several years, I was a member of a highly competitive debate squad. Then one day I saw the error in my ways. I recognized the evils of debate, and I sought to make up for the time I had foolishly spent on that activity. After much searching, I discovered that there was another educational activity that took place on campus during the week between tournaments (when I was usually in the library researching). This activity was known as going to school, and, much to my surprise, a large number of people engaged in this activity. I immediately plunged into this extra-debate activity, signing up for classes (something I had never done before), and I even attended a few lectures. It was only then that I

realized the magnitude of the threat that debate posed to the well-being of the nation. I realized that debate was a cancer in our society and that its undesirable characteristics were spreading rapidly to other portions of academia. I hope that my warnings do not come too late.

Like debate, the academic environment was totally artificial. In the real world, people are not herded into a room to hear a lecture for an hour, only to be shuttled off to another room. They are not divided up into classes and administered tests. The school, like debate, had no relationship to what was going on in the real world. Some even referred to it as an “ivory tower.” How could it serve an educational function?



When I walked into the classroom, I was horrified by what I found. I had expected the classes to be simple, but instead the teachers used jargon and complex words. How can you learn a subject when the teachers use jargon? They should try to communicate with their students, to use words the students can understand. If you cannot explain something with one-syllable words, it is not worth explaining. The teachers need to learn from the critics of debate and lower themselves to their audience, rather than attempt to raise the audience to their level.

I was also amazed that the students in the classes were following the lectures. I always thought the audience was not expected to have to follow a speech; the speaker was expected to try to communicate to the audience. In real life, audiences do not follow speeches. In school, however, not only did people follow lectures, it was expected that students take notes. Teachers should not expect anyone to take notes or to keep pace with a lecture filled with material. Teachers should slowly cover material in an oratorical manner; students should not be required to make an effort to learn.

I learned after a few weeks at school that students had something like a debate tournament to evaluate their progress. This is known as a test. I felt that this would be very different from debate, but alas, debate's influence had spread to testing too. I learned that tests were given in artificially determined time limits, just like debate. What was worse, the tests emphasized speed. Obviously, the faster you could write an essay question, the more you could get in during an hour. This encouraged the use of the spread by students, pouring out quantity of arguments rather than quality. Slow students were penalized.

Even worse was the way the tests were graded. Students in a class were always graded by the same teacher, and even during one's career in school, the student was graded by a small group of teachers. This obviously led to the inbreeding of ideas. Tests should be graded by a variety of people — plumbers, lawyers, dog catchers, and people off the streets (hopefully sober, but not necessarily). We

should let our tests be graded by a wide variety of people, not by the same elite audience week after week.

We also need to get away from grading content. I learned that the purpose of composing an essay was to show off your penmanship. People should be rewarded for writing neatly. I can't believe that some of my teachers even looked at content. This emphasis on content, not form, is going to mean the death of academia. It will lead to sloppy handwriting. What is worse, this emphasis on content is spreading. At the National Speech Communication Association Convention, of all places, papers are selected for presentation without even attempting to rate the author's delivery. The result is that many of the papers are read in a monotone. To make matters worse, the audience listens to the content of the speech, not the diction of the speaker. The whole speech field has lost its academic integrity, all because it has followed in the footsteps of debate and has ignored form for the sake of content.

I was shocked to find that school had become as competitive as debate. This is probably one of the reasons the number of people attending college has decreased in recent years, some colleges have closed, and state governments are cutting many college budgets. People were competing for grades, and when they left they were competing for jobs. There were elections on campus where people competed for votes. I left debate to avoid the evils of competition, only to find that the competitiveness of debate had spread to other fields. Schools should not be competitive. High powered programs like those at Harvard, Yale, and Stanford deserve to be condemned. They clearly are not educational. It is these super-competitive schools that destroy academia. We need to stop this drive toward excellence and to move schools back toward the Golden Mean. Diversity in programs is to be condemned, both in debate and education. There should be one uniform style of education. All programs should be the same, and none should stress competition. We need to give the students a wide range of audiences and debate formats, as long as in



none of those audiences is there a flow judge and none of the formats is highly competitive.

It should be obvious that many of the evils of debate have infiltrated our educational system. It is up to us to stop this trend. Surely no school system based on the contemporary debate model can be educational. We need, therefore, to

expand our criticisms of debate to those positions of our educational system that have been subverted by competitive debate. Indeed, some of these evils may have already spread to our social system. It is not too late to stop this menace. It is my hope that the members of the debate community will join me in this, the noblest of all crusades.

## Boosts in Rank

### Highest Distinction

Leroy Kline, Jr., PA Eta (D)  
Henry Gentry, PA Iota (CIS)  
Bradley Burgess, OK Omicron (D)  
Emmit Tayloe, OK Omicron (D)  
Sylvia Marlene Kasper, OK Omicron (D)  
J. C. Hicks, OK Omicron (I)  
Tony Allison, OK Omicron (I)

### Special Distinction

David E. Hartsfield, WA Theta (CIS)  
Gregg Catter, TX Nu (CIS)  
Jan Wasson McQueen, MO Tau (CIS)  
M. Theresa Mann, MO Tau (D)  
Keith Allen Kopp, MO Delta (CIS)  
Lany L. Watts, MO Nu (D)  
Beth Renee Wright, WI Delta (D)

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# RECAP ON THE 1978-79 PKD EXPERIMENTAL REFORM DEBATES

Carolyn Keefe

At the 1978 Summer National Council Meeting in St. Louis, several members decided that they would sponsor experimental debate tournaments during the 1978-79 season. Subsequently, tournaments were held at the University of Wisconsin-La Crosse, Southeast Missouri State University, and West Chester State College. While no attempt was made to standardize these tournaments nor the evaluation of them, each was designed to accomplish the same purpose: to mitigate the delivery and conceptual abuses that the hosts feel have cropped up in debate.

Jack Starr of the University of Wisconsin held one tournament in November and another in January. At both he ran an open communication debate division. In the invitation, as well as in instructions to the judges, he imposed restrictions on rapid speaking rate and spread strategy. The AFA parameter was tightened and

required. Basic speech class students using the AFA ballot served as judges in November. Regular debate coaches and also professors not connected with debate judged the January competition. They used a variation of the ballot published in the May 1978 *Forensic*. Eleven teams from eight schools participated at the first tournament, while four schools and six teams (three schools canceled due to the weather) debated at the second.

Jack Starr reports that he did not receive much feedback from the participants. One person said that the tournament was "too negative" and seemed "to be out to get a certain style." Starr himself observed that debaters appeared to enjoy speaking to an audience and approved of the open communication division as an *alternative* to other types of debating.

The tournament at Southeast Missouri State University was held in late October,



with eighteen teams from nine schools in attendance. It featured three divisions — regular, novice, and Lincoln-Douglas — and used the *Forensic* ballot. Director Tom Harte included a statement of philosophy in his tournament invitation and urged judges and debaters to respect the parameters.

An interesting outcome of the tournament was revealed in a letter to Harte from a director of forensics:

We have found the PKD-type ballots that you used in the SEMO tourney to be quite satisfactory in the classroom.

In fact — and you may find this somewhat hard to believe — we have even adapted the approach to a sermon evaluation form . . . We hope you don't mind your ballot "entering the ministry" this way.

Directed by Diane Casagrande, Carolyn Keefe, and the forensic squad, the West Chester State College Revolution D was held on a snowy February weekend. Not surprisingly, several schools canceled, necessitating the collapse of the varsity division and leaving fourteen teams in novice and five speakers in Lincoln-Douglas. The ballot retained the five major criteria areas of the PKD experimental model but included three, one to five-point subcategories under each. The ballot was sent out with the invitation which specified that debaters would be expected to adhere to the parameters and judges would be expected to give post-

debate critiques.

At the close of the tournament, all participants were asked to complete a questionnaire dealing with demographic characteristics and attitudes about the ballot, debate in general, and Revolution D in particular. Generalizations pertinent to this recap emerged from the forty-five replies submitted: it is important for any ballot to penalize recognized excesses in debate; the experimental ballot was hard to use and judges did not like it as well as the "most used ballot;" debaters get upset over judges who do not supply specific information on their ballots; the required post-debate critique was a good teaching/learning tool; and the quantity of evidence used by teams at tournaments is not particularly upsetting. No clear-cut attitudinal trend was evident over rate of speaking or use of squirrel cases in general debate. About one-third of the respondents felt they had seen fewer of these practices at Revolution D than at other tournaments they had attended.

Thus four attempts at debate reform have come and gone. None drew more than a meager number of schools, none generated a tidal wave of support for widespread change. Undoubtedly Jack Starr had an accurate grasp of the situation when he said, "There's a lot of sympathy for alternative types of debate, but there are not many people who'll stick out their necks to try new forms in a tournament."



Harold Widvey, governor of the Province of the Sioux, presides over a meeting of his province held at the St. Louis Convention. Widvey will succeed Carolyn Keefe as editor of *The Forensic*.



# CHAPTER NEWS

Edited by Ada Mae Haury

## province of the missouri

### SOUTHEAST MISSOURI STATE UNIVERSITY

Reporter: Donna See

Despite a record snowfall of two feet, the Missouri Iota chapter has managed to keep busy during second semester by involving itself in public debates on and off-campus, as well as in tournament encounters. Early in the year, squad members traveled to nearby Mount Vernon, Illinois, to participate in a series of public debates with the University of Illinois. Audiences for these debates included high school classes and civic clubs. Highlight of the series was an evening debate before the local Chamber of Commerce. A reactor panel of experts and an audience question and answer period were featured. The entire proceedings were broadcast live on radio. The Southeast squad has also debated publicly on campus with Arkansas State University and the University of Arkansas at Little Rock.

In tournament action the highlight so far has been the Missouri State Tournament at Missouri Southern State College in Joplin. Randy Hagan won first in senior division oratory, while Sharon Handlin won the junior oratory. The team of Hagan and Roberta Broeker collectively amassed the highest total speaker points of any team in the six preliminary rounds. Overall in debate Broeker was the second ranked speaker and Hagan third.

### CENTRAL COLLEGE

Reporter: Bette Brunsting

Central College's Iowa Beta chapter has been active this year with one member qualifying for the AFA Individual Events National Tournament and three participants winning trophies at the Iowa Intercollegiate Forensic Association Tournament. Dan Plato, a senior, qualified for the national in interpretation of prose. He also won second place in impromptu speaking at the Iowa Intercollegiate

Tournament. Initiate Kim Kolenbrander, sophomore, won second in informative speaking, while Joe Brammer, sophomore initiate, won first in extemporaneous speaking. Central ranked third in sweepstakes. Iowa's Lieutenant Governor Terry Bransted presented the trophies. Bette L. Brunsting, coach and chairman of the division of fine arts at Central, was elected president of the Iowa Intercollegiate Forensic Association.

### SOUTHWEST BAPTIST COLLEGE

Reporter: David Munton

The Southwest Baptist College forensic year finished with a strong showing. At the Missouri State Tournament, Southwest won first in junior informative, junior extemporaneous, and after-dinner speaking, with Becky Heistand, Alvin Rohrs, and Les Frazer winning the awards. The junior division debate team of Tom Colston and David Munton also won first place as well as second and third speaker awards. Taking second place awards were Glenda Cowen in junior extemporaneous, Martha Lively in junior informative, Darrell Moore in rhetorical criticism, and David Munton in senior informative. Les Frazer also took third place in senior informative. Breaking into finals, but not placing, were Darrell Moore in senior extemporaneous speaking and Les Frazer and Steve Gilpin in senior poetry.

At PKD Nationals a scared but hopeful team brought home a superior rating in sweepstakes. Individuals winning certificates were Van Kierstead with a superior in discussion, David Munton with an excellent in discussion, Martha Lively with an excellent in poetry, Becky Heistand with an excellent in speaking to entertain, and Elizabeth Vincent with an excellent in Lincoln-Douglas debate.

The Missouri Sigma chapter, pleased with this past year, is planning a banquet to honor the squad and coach, Mike Pollock.



**province  
of  
illinois**

**GREENVILLE  
COLLEGE**

*Reporter: Robert  
Shermer*

Illinois Chi debaters have won speaker or team awards in eight out of nine debate tournaments this season, including four first place awards. Pictured are Denise Wright and Mark Scandrett, junior winners of the Illinois Forensic Association Debate Tournament. Mark was the junior first speaker. Also winning first place awards this season were Alan Bolds and Dan Parry. Miss Wright is president of the Chi chapter.



**SOUTHERN ILLINOIS UNIVERSITY**

*Reporter: Joyce Carey*

The Upsilon chapter has a new look — a new coach and all new debaters in one year. Isaac Catt left Southern to take a coaching job in Vermont. He was replaced by Joyce Carey, a master's candidate at SIU. Needless to say, a massive recruitment program was underway. The season began rather slowly with would-be debaters sifting in and out; nevertheless, Southern has been able to continue its winning tradition. At the 29th Annual Greenville College Tournament they garnered a second place trophy in open division. Scott Maurer received a fifth place speaking trophy. In February, fighting snow and ice, SIU traveled to the St. Valentine's Day Massacre Tournament at Oshkosh, Wisconsin. The team of John Spring and Philip Nelson (first debate tournament of their lives) won a quarter-final trophy. Most recently, the squad

attended the Illinois Intrastate Tournament at Augustana College in Rock Island. Rebecca Whittington and Scott Maurer placed second in junior varsity.

New Pi Kappa Delta members are John Spring, Philip Nelson, Scott Maurer, and Rebecca Whittington.

**UNIVERSITY OF WISCONSIN—  
EAU CLAIRE**

*Reporter: Grace Walsh*

For ten consecutive years, the University of Wisconsin-Eau Claire forensic squad has won the Wisconsin State Collegiate Championship. This organization is open to all private and state universities in Wisconsin.

This year was one of the strongest finishes for the Eau Claire team with eighty-six sweepstakes points, more than double the points scored by any other team. Second place was won by the University of Wisconsin-River Falls. The debate team of Mark Chapin, Eau Claire, and Paul Emmons, Stevens Point, went undefeated through the tournament.

In individual events, Eau Claire's Jodene Hrudka set another tournament record by being the only person to win an event four years in a row. This was in poetry reading. Second in poetry reading went to Pam Mendenhall of Eau Claire. In extemporaneous speaking, Lisa Huber captured first place, while second in that event went to Bob Boisvert. Other winners were Dan Dahm, second in poetry reading; Cathy Olson, third in expository speaking; Mark Ollinger, third in after-dinner speaking; Bob Hampelman, third in impromptu speaking; and Pam Mendenhall and Tom Siegel, second in dramatic duo.

**province  
of the  
lower  
mississippi**

**NORTH TEXAS  
STATE UNIVERSITY**

*Reporter:*

*Don Brownlee*

The Eta chapter has had an active year with debate teams reaching the finals at the University of Texas at San Antonio, Louisiana Tech, the University of Central Arkansas, Oklahoma Christian College, Southwestern College, and Midwestern