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FORENSIC

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

Series 61

October, 1975

No. 1

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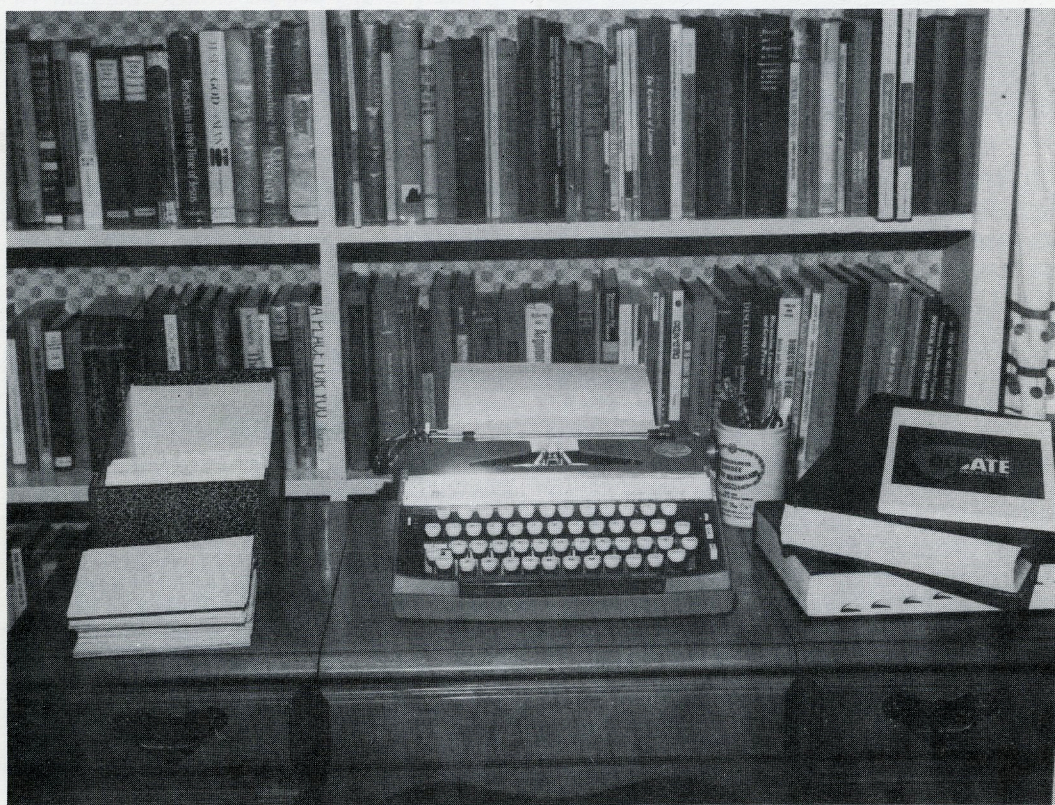


PHOTO BY PRESCOTT

*The forensic season begins, and not until next fall
will the desk look this tidy.*

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The FORENSIC of Pi Kappa Delta

SERIES 61

OCTOBER, 1975

NO. 1

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THE FRATERNITY AND THE FUTURE

Evan Ulrey



As I accepted the congratulations of a highly respected forensic director, upon my election as president of Pi Kappa Delta, he commented, "That is one of the top two or three forensic jobs in the country." His comment pleased me because, while I was personally honored by his comment on my new office, he was really commending Pi Kappa Delta for the role it has played in the development of forensics in the nation during the past almost sixty-five years. As I begin my work with all of you who are in the leadership of Pi Kappa Delta, I am rather in awe of our responsibility.

All Pi Kappa Deltans, I believe, really want to see the organization continue to grow in the role of national leadership in the forensic community. It will be a real privilege for me to work with the very able National Council which you have elected to serve during the next two years. What shall we all do in those two years? Many tasks must be accomplished. We have some money problems. We must make long-range plans for the financing of the organization.

What are our financial problems as a fraternity? I see at least three. First, ten dollars in national dues will no longer pay for a four year subscription to *The Forensic*, plus all the printing of forms required to process establishment of chapters and

accepting memberships in Pi Kappa Delta, and for the deficit accumulated because of relatively small national conventions and tournaments. Inflation has destroyed that illusion. Inflation is, at least to some extent, the culprit in the second problem. The small national tournament and convention has not always paid its own way. The logic is that when attendance is down, fees must rise or chapters must be assessed to make up the deficit. Third, as forensic directors we are not qualifying enough students for membership in the fraternity.

There are some obvious solutions to our financial problems: 1) increase the number initiated into Pi Kappa Delta annually, and 2) be certain that at least 1,000 register for each national convention. While obvious and highly desirable, these solutions have not always been realized. I hope we can all work together to make them happen. A third solution is to assess chapters annually an amount calculated to pay for the goods and services supplied to the organization by the national office. The matter of an annual assessment to make up for any deficit in the annual operation could be either an alternative or an addition to the first two solutions. This is the year for province meetings where I hope these matters will be thoroughly discussed.

(Continued on page 4)

UPON CREATING A NEW PROVINCE



Patrick L. Miller

Governor of the Province of the Colonies

Philadelphia continues to be a city where significant events occur. At the Twenty-ninth Biennial Convention last spring, the Pi Kappa Delta National Council approved the formation of a new province – Province of the Colonies. Events followed events quite rapidly, leaving many at the convention unaware of what was taking place. The following is a brief account of what happened and why.

Observation of human behavior has convinced us that “people need people” particularly in a fraternity such as ours. Ideally, we are to share our ideas, feelings, and frustrations in a spirit of brotherhood. When the “spirit” is broken, when

the “system” or “establishment” causes frustrations that continually erode *esprit de corps*, and when philosophies no longer dovetail, it is time to do something about it. Council perceived the nature of the problem and acted accordingly. The decision, in effect, re-aligns chapters in the northeastern region into two provinces – Province of the Colonies and Province of the Northeast.

The newly created Province of the Colonies held organizational meetings during the convention. Patrick L. Miller (California State College, Pa.) was elected governor; Harry Strine (Bloomsburg State College), Lt. governor; Maryann Hartman (University of Maine), secretary-treasurer; Tim Anderson (West Chester State College), student Lt. governor.

Presently, the new province consists of the following schools: Bloomsburg State College, Bridgewater State College, California State College (Pa.), Central Connecticut State College, East Stroudsburg State College, Frostburg State College, Monmouth College, New Jersey Institute of Technology, Shippensburg State College (to be installed), Thiel College, University of Maine, and West Chester State College.

These chapters have pledged to begin anew in the spirit of fraternity, to share their joys, ideas, and philosophies, and to carry out the ideals of Pi Kappa Delta. For these chapters, the challenge is no longer that of the past, but of the future.

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

An increase in dues cannot be an immediate solution, since that must await Council recommendation and convention approval. Perhaps chapter assessment is presently legal, but at present the need may not be urgent enough to justify its implementation. We can and must plan now in our own chapters and provinces, with the help of local, regional, and national officers, to make our 1977 National Convention sufficiently attractive that the number of registrations will guarantee its financial solvency. We can all work to make membership in Pi Kappa Delta more attractive and desirable on our own campuses.

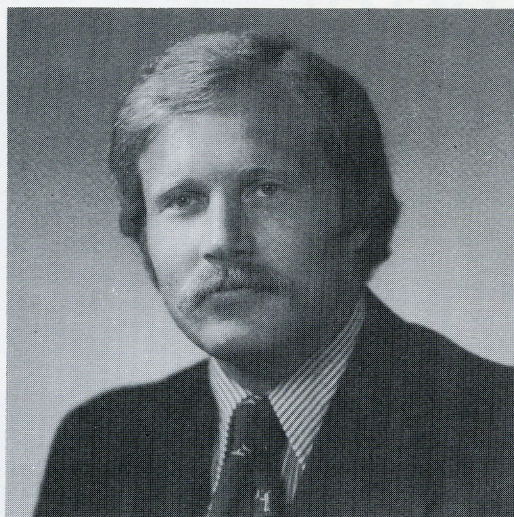
If the three solutions mentioned are “obvious,” other, and perhaps better,

answers have eluded us. You can help the National Council to ferret them out so that Pi Kappa Delta can continue to operate on a sound financial basis.

Ideas should be forthcoming from students, chapter sponsors, and provincial governors so that the Council can work toward assuring the growth in numbers and in service to the forensic arts of Pi Kappa Delta. I would appreciate having letters from all interested members.

We are already well into the forensic year 1975-76. Plan now for participation in your provincial convention and tournament and there help build interest in improving the manner in which the whole organization functions locally, provincially, and nationally.

Meet New Council Member Tom Harte



At the National Convention in Philadelphia, one of the new members elected to the Council was Tom Harte, associate professor of speech and director of forensics at Southeast Missouri State University.

Ever since his undergraduate days when he joined Pi Kappa Delta, Tom has been moving up in the ranks. As a student he achieved highest distinction in debate. (Tom was also a champion after-dinner speaker and orator.) Then after he qualified for the Order of Instruction, he did committee work and held office on the provincial level. At the recent Nationals, Tom was co-chairman of the Judging Committee and managed prompt coverage of all the sections, even when that meant waking judges and mollifying the disgruntled. He served impressively as the moderator of the extemp. championship parliamentary debate held in Congress Hall.

The new Council member is slated for listing in the next edition of *Outstanding Educators of America*. His sketch should be quite ample. On campus he is chairman of the University Research Council, a member of the University Humanities Council, and advisor to the Homecoming

Steering Committee. During the summer he directs the Southeast Missouri Debate Institute for high school students. Formerly he held the presidency of the Missouri Association of College and University Speech Directors and currently is the editor of the *Missouri Speech Journal*. His professional memberships include Speech Communication Association, International Communication Association, Central States Speech Association, and Speech and Theatre Association of Missouri.

When Tom is not teaching, coaching, directing, chairing, advising, writing, or editing, he likes to play tennis, tinker with stereo equipment, and cook. Every Christmas he bakes over 100 dozen cookies for gifting his family and friends. His family, by the way, includes an attractive wife and seven year old daughter who graced the recent Nationals. Son Tom, then under two, stayed home and provided company for Dinah Doright, the Harte's toy poodle.

Tom's easy adaptability and numerous competencies should prove useful to the Council, especially now that another outstanding Southeast Missouri State University man, Past-President Fred Goodwin, has joined the Beards.

Introducing...

THE NEW ASSOCIATE EDITORS

Once every four years The Forensic has its own changing of the guard. The ceremony is quite unspectacular – no tourists gaping at smart red uniforms and bear-skin hats, just an exchange of letters between the new editor and those she has her eye on to serve as associate editors. Final confirmation is the president's job, and then the new guard shifts into position and hopes that the channels for chapter reports and articles will adjust quickly.

The incoming editor is pleased to present her new associate editors who already have demonstrated their competence and cooperation.

ASSOCIATE EDITOR ROBERT BEAGLE

Although Bob is the sponsor of one of the newest Pi Kappa Delta chapters, his interest in forensics is not recent. Since 1968 he has been the director of forensics at Edinboro State (Pa.) College where his program is debate-oriented. "I believe in the value of debate as a method of decision-making," Bob affirms, "and strongly criticize recent trends in group theory which emphasize sensitivity and consensus at the expense of analytical conflict."

Bob's viewpoints on debate find written as well as oral expression. His article "Academic Debate: Whatever Happened to Philosophy?" appears in this issue of *The Forensic*. Previously Bob has published in *Journal of Practical Nursing*, *Today's*



Speech, *Quarterly Journal of Speech*, and *The Speech Teacher*. He also has co-authored the recent textbook *Speech Communication: Its Nature, Substance, and Application*.

The new associate editor is an avid reader, pipe smoker and collector, and baseball fan who manages to apply his hobbies to his profession. His interest in biography and political history shows up in his courses in American Public Address and Nazi Rhetoric, and he even uses baseball's designated hitter debate as a model to explain the comparative advantages case to his debaters.

Bob will be working closely with the editor on plans for each issue and in reviewing the articles submitted for publication.

ASSOCIATE EDITOR ADA MAE HAURY



Probably the best endorsement any college can give to one of its graduates is a position on its own faculty. Ada Mae Haury has this distinction. She is a part-time instructor in speech and the director of forensics at her Alma Mater, Bethel College in North Newton, Kansas.

Even before she assumed her college teaching duties, Ada Mae was involved in education. For five years she taught in Kansas high schools where she had rapid success as a debate coach: three state championship teams and one second place team. She also had a three and a half year stint as director of Christian education at the First United Presbyterian Church of Topeka.

Mrs. Haury's family includes two sons, one who recently completed his master's degree in history at Harvard University, and the other, a college senior who during the summer went on a choral group tour of Germany, Switzerland, and the Netherlands.

Ada Mae's professional motivation is a genuine interest in young people. It takes just that to endure a chartered bus trip from Kansas to Philadelphia and back; to work up and present reader's theatre programs to community and church groups; and to accept the job of associate editor for chapter news. She will need the cooperation of every chapter so that she can spend her time editing the reports rather than soliciting them.

Both Robert Beagle and Ada Mae Haury are commended for their willingness to take on their new roles. By sending materials promptly and in good form, the membership can help all the incoming editors to discharge their tasks efficiently and productively.

DON'T KEEP YOUR CHAPTER NEWS TO YOURSELF. LET THE MEMBERSHIP HEAR WHAT'S HAPPENING.

**Send chapter news to:
Professor Ada Mae Haury
Associate Editor, *The Forensic*
Bethel College
North Newton, Kan., 67117**

Please type (double space) all reports. Clear black and white photographs are welcomed. The deadline for the January, 1976 issue is November 1, 1975.

Academic Debate: **WHATEVER HAPPENED TO PHILOSOPHY?**

Robert Beagle, *Associate Editor*

Whenever anyone develops a series of arguments to support or oppose a specific policy proposal, his individual arguments and his overall case are built upon assumptions which he has made. Many of these assumptions are of a pragmatic nature; i.e., the advocate has examined available and relevant empirical data, made logical inferences about that data, and reached conclusions concerning the expediency, desirability, and practicality of a proposed course of action.

However, the assumptions which give rise to a policy dispute can also be of a philosophical nature; i.e., the advocate supports or opposes a given proposal because of certain values and salient beliefs he holds and the priority he assigns to these values and beliefs. Here too, the issues of expediency and desirability come into play, but the advocate is not concerned with practical "needs" and consequences. He is concerned with philosophical ones. Usually when we examine someone's arguments or his overall case, we can find both pragmatic and philosophical assumptions serving as the premises to conclusions.

If, for instance, someone urges that the federal government should develop a health insurance program, he is assuming much more than just a pragmatic need for that program and how it could be desirably and feasibly implemented. He is also making at least two significant, and potentially crucial, philosophical assumptions: 1) a value judgment that good health is an inherent right and not a personal responsibility, and 2) a political belief that the federal government has the obligation to provide for good health care.

Whether or not the person explicitly states these philosophical assumptions is irrelevant to the analysis of his proposal. He believes them, and because he believes them, they have greatly shaped his policy contention. If an opponent cannot accept these assumptions, an area of clash emerges. If we cannot accept someone's underlying assumptions, how can we possibly accept the specific proposal

which the assumptions have generated? It is, therefore, meaningless to argue the proposal itself without also examining its philosophical context. Rieke and Sillars have spoken to this point when they noted that policy disputes must be analyzed according to how a problem area interacts with facts, values, presumptions, and hierarchies.¹

It is a contention of this paper that philosophical assumptions and their related implications are frequently the most crucial areas of a policy dispute. At the very least, they are usually among the more important areas needing to be resolved. As Windes and Hastings have noted "... it is probable that the final decision on any proposition depends more on priorities or beliefs and values than any other single factor."²

Despite this, it becomes obvious, as one observes academic debate each year, that our collegiate debating is devoid of philosophical analysis.³ Many, if not most, college debaters seem unaware of the existing relationship between policy questions and philosophical concerns. Intercollegiate debates have become little more than pragmatic plan disputes.

Invariably the issues are the same: Is there a pragmatic reason for this plan? What will be the practical consequences of its implementation? Can the plan be made to work? Will the cost be prohibitive? These issues, in turn, lead to that incessant piling on of quantitative data about which our critics complain. At times our debates are dull, banal, and trivial. Worse yet, they are often analytically irrelevant, with the contestants quibbling over proposed tactics without ever getting to the roots of the controversy.

The criteria case, with its explicit focus on values and/or directional goals, is certainly a recognition of the causal relationship which exists between philosophical assumptions and policy contentions. Presumably, through the criteria case, disputants can examine and clarify those philosophical assumptions which have given rise to the specific affirmative plan. Even here, however, philosophical clash

rarely occurs. In those minority situations where the affirmative chooses to utilize a criteria approach, the debaters usually ignore the criteria and focus instead on the plan. For example, they may be concerned with whether a given plan will cause certain criteria to be fulfilled and yet may never consider whether the criteria are worth fulfilling.

A major share of the blame for this misdirected analysis must rest with negatives. Although tournament theory stresses that first negative speakers should develop a philosophy, this philosophy has largely become nothing more than a defense of the status quo as it pragmatically functions. This defense, in turn, becomes a spin-off for pragmatic attacks on the affirmative proposal itself. What is needed in our debates is for each speaker, negative and affirmative, to think beyond his opponent's conclusions and locate the assumption(s) upon which the conclusions might be based. This must be done for each argument and for the case itself.

Upon isolating the philosophical assumption, the debater can then ask: 1) Is this assumption both valid and relevant? 2) How does this assumption apply to this dispute? 3) Can I accept this assumption? 4) What does this assumption imply? 5) Does this assumption and its implications generate issues which I feel are important to the outcome of this dispute? If the debater feels the assumption is important and is not acceptable, then he should develop a line of attack against it. By doing so, he can open up new areas of analysis and thus make the debate more meaningful by getting at what might be core issues. This approach is especially vital for the first negative.

By way of illustration, let us recall from the 1974-75 debate season a frequently heard affirmative case which claimed that various government policies were not attuned to public opinion, and, as a result, were causing serious problems. This claim often generated a plan calling for the adoption of a national referendum. It seems that such a case was premised on several key assumptions about American democracy. Certainly this case assumed that direct participatory democracy is a worthwhile and desirable thing and that it is preferable to place greater decision-making power into the hands of the peo-

ple and less in the hands of elected representatives.

These assumptions by themselves are controversial. But upon examining them, we can further locate several issues which critically affect the acceptance of the case itself: 1) Is it desirable to base decision-making strictly on majority rule? 2) To what extent in a democracy should elected representatives lead, and to what extent should they merely follow public opinion?

Most of our collegiate teams, however, failed to pursue these lines of analysis, preferring instead their usual plan attacks. They delighted in arguing if the alleged problems really existed, if a referendum could, or would, actually alter government policy (and thus solve the problems), or if a referendum could be successfully implemented. These, of course, can be critical issues, but the entire referendum idea becomes a "so what?" issue unless its underlying assumptions are also resolved. Does it really matter if referendums will change policy unless we can first accept the premise that this is the way policy should be made? The writer recalls his own recent experiences in England when that nation decided whether or not to call a referendum on the Common Market membership question. Among the issues which repeatedly occurred during the ensuing debate were the philosophical ones noted above.

Perhaps college debaters shy away from philosophical clashes and focus instead on pragmatic plan attacks because they fear that a pursuit of philosophical issues will direct the flow of argument away from practical issues and toward an exclusive concern with philosophy. Certainly the point of this paper is not to urge that intercollegiate debates become solely philosophical disputes. But intercollegiate debates should not be solely plan discussions either. The two can be considered together, with the emphasis laid on those issues which seem to be the most decisive.

Besides analysis, however, academic debate is supposedly teaching students how to argue persuasively, i.e., how to influence a third party (in this situation a judge). One way to be persuasive in a debate, of course, is to raise obstacles which prevent the listener from accepting your opponent's views. Strategically then,

it makes good sense to show, if possible, that an opponent's philosophical assumptions are inconsistent with the listener's own values or beliefs. It also makes good sense to show that an opponent's assumptions cannot be accepted as being valid (for whatever reasons), for by challenging the assumption a debater is often challenging the very fabric out of which a specific argument and/or case has been made. Debating outside the classroom relies extensively on this analytical approach. Is there any reason why academic debate should not be consistent with the exigencies of public debate?

The purpose here is not to discuss "how to" debate philosophical issues. Any serious student of debate should be aware of the literature on that subject. We should note, however, that challenging philosophical assumptions is not an easy task. It requires a thorough understanding of both the substantive issues which have given rise to a dispute, as well as those philosophical concerns which are attached to it.

In addition, the debater who takes this approach is faced with a situation where evidence alone cannot serve as the foundation for his analysis. Rather, he is forced to attend more closely to the formal relationships among his opponent's arguments. To successfully contend that an underlying philosophical premise is not valid requires the strength of reasoning, a strength built around the analytical question "why?".

Authorities in the field of argumentation have consistently stressed that one

cannot argue conclusions, only how those conclusions have been arrived at. We have seen that these conclusions, even in a policy dispute, are often arrived at on the basis of philosophical assumptions. Thus, to focus on plans, which are conclusions that someone may have reached on the basis of his beliefs and values, while ignoring the beliefs and values themselves, violates a basic theory of debate.

If we continue to violate this theory in intercollegiate circles and continue to debate only pragmatic plan issues, then the words of Professor Glen Mills should indeed haunt us: "When the contending sides in a controversy fail to . . . state their philosophical positions, or disclose their assumptions, the debate is not likely to be intellectually satisfying."⁴

FOOTNOTES

¹Richard D. Rieke and Malcolm O. Sillars, *Argumentation and the Decision-Making Process* (New York: John Wiley & Sons, Inc., 1975), p. 54.

²Russell R. Windes and Arthur Hastings, *Argumentation and Advocacy* (New York: Random House, 1965), p. 82.

³The author is grateful to various debate coaches, particularly his own assistants Charles Marr and Kathryn Randall, for sharing their reactions to intercollegiate debate.

⁴Glen E. Mills, *Reason in Controversy* (2nd ed., Boston: Allyn and Bacon, Inc., 1968), p. 93.

Call For Articles

The new staff is anxious to receive high quality manuscripts from students, faculty members (active and retired), and alumni to consider for

publication in *The Forensic*. The subject matter should have direct relevance to forensics and/or Pi Kappa Delta. Both "creative" and "scholarly" type work will be welcomed, providing that it says something important and follows *The MLA Style Sheet* (Second Edition). The author should send a letter of identification and sufficient return postage.

The staff hopes that the Pi Kappa Delta membership will make it possible for editorial decisions to be made only between The Better and The Best.

IN MEMORIAN

DAN LEON MILLER 1941-1975

It is fitting that a man who had shared so many of his lively hours with students should be mourned first by a student. On the morning of Saturday, May 31, 1975, a student who had been waiting for Prof. Dan Miller to give her a ride to a convention in Los Angeles, went to investigate his delay and found him dead in his Pomona home.

Dan Leon Miller, assistant professor of speech and director of forensics at California State Polytechnic University, was thirty-three years old when his life was taken by a bullet from what police believe was a burglar's gun. On June 4 he was buried in his hometown of Robinson, Illinois, and the following day stunned friends and colleagues assembled in Cal Poly's Rose Garden to pay tribute to him.

Dan Miller received his B.A. from Eastern Illinois University in 1963 and his M.A. from Northern Illinois University. At the time of his death, he was a Ph.D. candidate at the University of Minnesota.

While employed at Fort Hayes State College in Kansas, he was awarded the Professor of the Year honor. He also served as governor of the Province of the Plains.

Dan Miller had taught at Pomona for three years, long enough to make his presence and his absence keenly felt. "The students, faculty, and administrators at Cal Poly are better people for having known him," said Gary Keele, chairman of the Communication Arts Department. "My sorrow is for those who now will be denied that opportunity."

Two who were not denied that opportunity told of their grief in a letter to *The Poly Post*. The letter is reprinted here because, even though it raises heart-rending questions, it may bring some comfort to those who most deeply lament the passing of this young teacher and coach:

Editor:

It's quiet and empty in the forensic room now. Just last week it was filled with students walking in and out, laughing and talking. Now there's only silence without Dan.

How do you express the love and indebtedness you have for a man who worked so hard to give Cal Poly a forensic team? Why couldn't I've taken his hand and told him thanks? I once remember walking into Dan's office, complaining about my inadequacies as a debater. He looked at me and said, "Evelyn, you were a timid mouse when you walked into my office and now you can communicate. What's wrong with that achievement?"

I can't communicate as adeptly as you could, Dan, but I can communicate a lot better because of you.

I don't think I'll ever understand why Dan Miller was deprived of life. I do know Jack and I feel a great loss. Time will pass and the pain will dull, but we'll never forget the man who gave so much of himself to us.

Evelyn and Jack Barton

A memorial scholarship has been established to commemorate the many fine contributions Dan Miller made to forensics. Checks should be made payable to California State Polytechnic University, Pomona (Danny L. Miller Memorial Scholarship) and sent to Gary D. Keele, Chairman, Communication Arts Department.

The Secretary's Page...

Theodore O. H. Karl

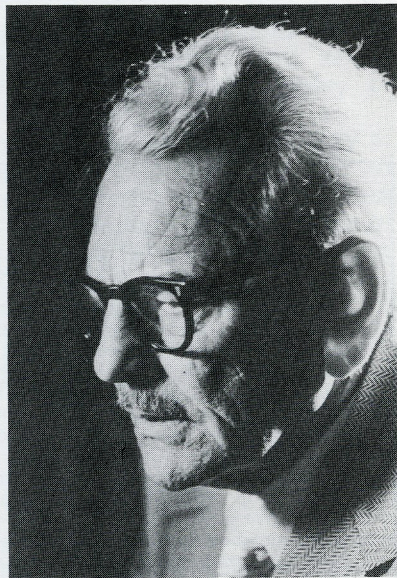
When this message reaches you, in all likelihood the deadline will be very near or passed for the return of your Fall Report. It takes only minutes to complete it, together with your request for supplies. Let's try for a better record than ever before for reporting. The material is necessary for this office to identify the sponsors who are new to the individual institutions, as well as the number of *Forensics* to be sent to each school. In addition, by constitutional requirement, the Fraternity Directory is to be printed in the January *Forensic*, and this can only be done if you respond.

This office is dedicated, as it has always been, to respond to the needs of the individual chapters, because they represent the real heart and soul of the fraternity. We will do the best we can. Please feel free, in fact we encourage you, to contact us, and we will try in every way possible to be of help.

Once again, please send in memberships as people become eligible. The only source of income the fraternity has is the one-time membership fee which has remained the same for over ten years. This simply means that the only way we can overcome the increased costs of materials and supplies and general operation of the fraternity, is to increase the number of memberships. All of the supplies for which we charge are supplied at cost, and these charges therefore provide no added net income.

The new key price lists will be in your hands perhaps by the time you read this. Please use only the new pink price lists when ordering keys. As of this writing we are not positive of the increase in cost, but as you might expect, there will be some. If you use the old price lists, it will only mean that we shall have to go to the added expense of writing you and waiting to order the keys until the additional money is sent. It is necessary that we remain on a cash basis for keys.

We would like to encourage every chapter to purchase the finely crafted wooden key and triangle which should be



used at the time of initiation. We have a good supply on hand, and they were purchased to be sold at \$25.00. We will not increase the price as long as this supply lasts.

This is our Province year, and the sixty-third year of our existence. Let us all approach it with enthusiasm and make 1975-76 a productive one for the individual member, chapter, Province, and National Pi Kappa Delta.

The time of year has come around again when the activities in all of our chapters should be under way. New chapter sponsors and new energetic forensic participants, together with the veterans, will be forged into squads who will once again sally forth into the college and university world of competition. Certainly no program will be really successful if competition is the only goal of these students and their coaches. In Pi Kappa Delta we are committed to each chapter and squad striving for much more from the forensic program. Certainly service to the individual college and university, as well as the community, should be of more importance than the ultimate competition.

(Continued on page 17)