

THE FORENSIC

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

SERIES 57

OCTOBER, 1971

NO. 1

On Top of the World



New President Dr. Fred Goodwin surveys the world serenely from atop Grimsel Pass in Switzerland, during a tour of Europe this past summer.

The
FORENSIC
of Pi Kappa Delta

SERIES 57 OCTOBER, 1972 NO. 1

Table of Contents

The President's Message 3

Forensics All the Way 4

A New Council Member 5

Take a British View 6

In Memoriam 8

In Defense of the Status Quo 9

Committee Chairmen 10

The Secretary's Page 11

Financial Report 12

Speaker Points. 13

Chapter Points 13

New Members 20

The Editor Signs In. 23

EDITORGEORGIA BOWMAN

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

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

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

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

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

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

DIRECTORY OF PI KAPPA DELTA

- NATIONAL PRESIDENT — Fred B. Goodwin,
Southeast Missouri State College, Cape Gir-
ardeau, Mo. 63701
- NATIONAL VICE-PRESIDENT — James Gris-
singer, Otterbein College, Westerville, O.
43081
- NATIONAL SECRETARY-TREASURER — Larry
Norton, Bradley University, Peoria, Ill.
61606
- NATIONAL COUNCIL MEMBERS — John
Baird, California State College, Hayward,
Ca. 94542; L. A. Lawrence, Montana State
University, Bozeman, Mont. 59715; Evan
Ulrey, Harding College, Searcy, Ark. 72143
- IMMEDIATE PAST PRESIDENT — H. Francis
Short, Kansas State College, Pittsburg, Kan.
66762
- HISTORIAN — D. J. Nabors, East Central State
College, Ada, Okla. 74821
- EDITOR OF THE FORENSIC — Georgia B.
Bowman, William Jewell College, Liberty,
Mo. 64068

PROVINCE GOVERNORS

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

The President's Message

I am not sure how many of our current members read the President's Message. As a student member of Pi Kappa Delta 23 years ago, I suspect I didn't hang on every word the National President provided his constituents through *The Forensic*. But I do remember perusing the column, idly searching for a sense of what the chief national officers were thinking and feeling about the organization.

The thinking and feeling of your National Council at the time this message is written is directed toward two problems. The first of these involves approaches to administration of the 1973 National Convention. Literally hundreds of decisions will be made within the coming year about that meeting. We shall make those decisions to the best of our ability, and with the caliber of National Council you provided in the Houston elections I am confident most of those judgments will be properly taken.

The second problem is less amenable to immediate policy decision because it is less precisely defined. A prevalent feeling on this Council and, insofar as I am able to discern, among much of the membership is that we are entering a period in our history which will require evaluation of our goals and of the methods we employ to reach those goals. Higher education is changing; departments of speech are changing; and currents over which Pi Kappa Delta has little or no control will be felt by us.

As I evaluate what I believe to be the general aims of our order, I do not see a need to alter them. I assume that we exist to help teach students to be able to produce effective, reasoned, discourse. Present times cry for the abilities we profess to teach. H. G. Wells once wrote, "Civilization is a race between education and disaster." He was not wrong. In my judgment the type education Pi Kappa

Delta programs ought to provide should facilitate development of thoughtful leaders and a rational citizenry whose speaking and thinking skills are honed to help us strengthen the country. I believe that our fraternity has been aimed properly for over half a century toward that end. We ought not change now.

The methods we employ toward that goal, however, are open to question. In many schools membership in the organization is based upon limited types of speaking experiences. Perhaps local chapters should modify and enrich participation experiences for election to membership in the order of Competitive Individual Speaking. Contests at the National Convention and Tournament are based upon the assumption that we educate best through the type of competition we provide. Perhaps on the national level our contest format needs to be altered.

I would like to use the forum of this first President's Message to invite the thinking of our total membership, students and faculty alike, on matters of educational method and technique. Write. We shall respond. We may not always agree, but we promise to listen. Changes will be instituted where they can be reasonably demonstrated to be in the best interest of improved teaching of rhetorical abilities.

Pi Kappa Delta is 60 years old. The new Council is aware of its distinguished past. But we are also sensitive to the truth in Marcus Aurelius' observation, "Just as the sand dunes, heaped one upon another, hide each the first, so in life the former deeds are quickly hidden by those that follow after."

Change is inevitable. Help your National Council approach change soundly and our fraternity will be strengthened on the local and national levels. We expect it to be.

Forensics All the Way

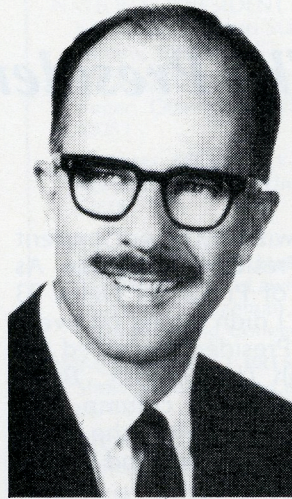
A list of his former teachers and colleagues reads like a "Who's Who in Speech," and his own experience dates back to grade school days.

John Baird, newly elected Council member, will represent the West Coast well, for he is a native who has lived in a succession of Oregon and California towns. In Roseburg, Ore., he began his speech career with a grade school contest in "elocution," now better known as oral interpretation. In junior high school in Medford, Ore., he started debating, and at Modesto, Calif., High School he spent all of his spare time in forensics activity, including debate, oratory, extemp, and contests sponsored by local organizations. Here his speech teacher was Miss Margaret Painter, author of *Ease in Speech* and one of the finest high school teachers in the country. And here he was active in the National Forensic League in which many PKD members found early motivation.

In 1944 John Baird moved to Stockton, Calif. to work, and he entered the University of the Pacific to complete his B.A., though not yet decided upon a major. He was an active member of the Toastmasters organization, so promptly joined the San Joaquin Toastmasters Club, whose professional critic was Dr. Roy McCall, head of the speech department at the university. It is not surprising that young Baird became a speech major and took both his B.A. and M.A. under Dr. McCall.

Then came the army, with specialized training in Japanese language at Yale University, but the war ended before he was sent overseas.

John Baird began teaching in the fall of 1947 at the University of Oregon where he was assistant director of forensics. Moving to New Hampshire to work with the university extension service, he was involved in the promotion of speech activities in New Hampshire high schools and worked with such outstanding coaches as Ruth Estes of Laconia High School, J. Weston Walch of Portland,



JOHN
BAIRD

Maine, High School, and Dr. Brooks Quimby of Bates College.

His next stop was New York City to finish his Ph.D. at Columbia University; then it was back to the west and into forensics again as director of forensics at Modesto Junior College and involvement with Phi Rho Pi, the junior college forensics honorary.

After seven years, Dr. Baird moved to Phillips University in Enid, Okla., thinking he would direct forensics no more. But with the departure of Dr. James Ladd, he became forensics director and PKD sponsor.

In 1967 he returned to the west and became director of forensics at California State College, Hayward, his present address.

Dr. Baird's own name is now well up among the list of "Who's Who in Speech." He is the author of *Preparing for Platform and Pulpit*, published in 1968, and *A Guide to Conducting Meetings*, published by the Abingdon Press.

For those beginning debaters who think they "Might not have time for forensics," note just a few of Dr. Baird's other activities in addition to coaching, teaching, carrying on Council business, and writing: chairman of the Commission on Student Affairs at California State College; member of the Board of Deacons of the first Baptist Church of Castro Valley. It's the busy people who get things done.

A New Council Member

One college has been "home" for 25 years, and Christian service is his calling.

Evan Ulrey had been active in forensics for many years before his election to the PKD National Council at the Houston Convention. At Harding College in Searcy, Ark., he had three majors: Bible, English, and speech. Upon graduation he faced the decision of selecting as his career either the ministry or teaching in a church-related college. His own college president helped the decision by asking him to get a graduate degree in speech and then come back to Harding to head the speech department.

Accordingly, Evan Ulrey chose Louisiana State University, where he received both his master's and doctoral degrees in speech.

Returning to Harding, he set up a new curriculum for the department of speech, a time-consuming task. But he took time out to marry Miss Betty Thornton, who helped type the all-important Ph.D. dissertation on "The Preaching of Barton W. Stone."

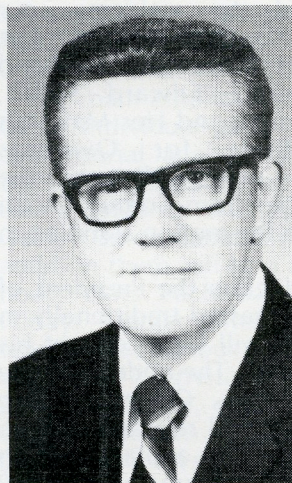
During the early years of teaching he directed plays, taught debate, radio, public address, phonetics, rhetorical theory, and basic speech. As the department grew to include seven full-time teachers, he was able to concentrate on fewer academic subjects and spend more time with a favorite activity — forensics.

Nor did he entirely give up his long and sincere interest in preaching: for 20 years he preached almost every Sunday at various churches.

Among the most interesting of Dr. Ulrey's rich experiences has been special short-term work in Europe. The entire family — including the three children, Ann, Bonnie, and Robert — spend three months in Europe in 1968. Son Robert insists they saw 1300 art museums in 13 countries. But this was not an ordinary tourists' tour. They drove from Denmark to Italy in a camper bus and spent seven weeks directing 16 college students in religious work with churches among American servicemen. Mrs. Ulrey and the children lived in tents for two weeks

helping operate a camp for German children in the Taunus Mountains. The following summer the Ulrey's took another group of Harding students to do the same type of work in Frankfurt, Germany.

Most of the United States is familiar territory because of many years of long debate trips, on which the family has occasionally accompanied the squad. The weekend trips, a heavy teaching load, and the administrative responsibilities of a department chairman have not left much time for writing and special research. Nevertheless, Dr. Ulrey has published scholarly articles in education, speech, and religious journals. He read a paper at the International Symposium of German and American Speech Teachers in Heidelberg in 1968 and in Copenhagen he lectured for a week on religious communication, to preachers from Holland, Denmark, Norway, Sweden and Finland.



EVAN
ULREY

Dr. Ulrey was responsible for organizing the Arkansas Zeta Chapter of PKD at Harding, and continues as its sponsor. He has moved to the Council with a thorough grounding in PKD work, having served as secretary, lieutenant governor, and governor of the Province of the Lower Mississippi.

Need further evidence of Evan Ulrey's competence — and popularity? In June of 1969 his students and fellow teachers selected him for the college's Distinguished Teacher Award — which carries with it a check for one thousand dollars.

Take a British View

Eric Parsloe, author of the following article, is a former president of the Oxford Union. He was a member of the Oxford University debate team which toured American colleges and universities in 1970, was tutor to the first Oxford Debate School for American students, and has made three lecture tours in the United States. As a member of the British Labour Party, he is a regular contributor to political journals.

"The House will now proceed to Public Business. The motion for debate this evening is 'That Columbus went too far.' We are pleased to welcome our distinguished guests this evening, His Excellency the American Ambassador and the Rt. Honourable Edward Smith, Member of Parliament and Her Majesty's Secretary of State for Overseas Development. I now call on the Honourable member from Corpus Christi College to propose the motion standing in his name."

With this introduction the President of the Oxford Union, dressed traditionally in white tie and tails, will begin one of his term's weekly debates. The undergraduate speaker from Corpus Christi College (Oxford, not Texas!) will rise and walk to the dispatch box to the applause of an audience which is normally 300-400 strong.

He might normally begin his speech . . . "Mr. President, Sir, my first duty is to add the welcome of the House to our distinguished guests. The American Ambassador is perhaps not well known to many people in this country, but to reassure them I can tell you that he is equally unknown in the U.S.A. Her Majesty's Secretary of State, on the other hand, is only too well known . . . by most of the police forces in Western Europe and his colleagues in crime in the Conservative Party. He started life with the handicap of a Cambridge education and a burning ambition to remain a bachelor like his

father. Despite this, or perhaps because of this, he has risen to the prominent position in public life he presently occupies. Gentlemen, you are indeed welcome this evening . . ."

The formality, the style, the irreverence, the humour and the superficially light-hearted wording of the topic which disguises a sharply critical attitude are all part of the Oxford Union tradition.

This debating tradition stretches back to 1823 and among the ex-members of Britain's most prestigious debating society are Prime Ministers Gladstone, Salisbury, Asquith, MacMillan and the present Prime Minister, Edward Heath. They also include a host of statesmen, diplomats, judiciary, writers, churchmen and members of Parliament. It is not surprising that the Union is often referred to as "the cradle of the House of Commons." The large audience reflects the tradition of British political debate left in Parliament and in the country. The audiences still attend the weekly debate expecting to listen to clash of opinion and ideas both of the undergraduates and the distinguished guests. They also expect to be entertained, to be persuaded, and to be involved, either by formally interrupting the speakers or by making a short speech from the floor at the conclusion of the main speeches. The audience votes on the topic either by leaving the hall through one of the doors marked "Ayes" or "Noes" or by remaining till the end of the debate which is usually around midnight (after four hours of speeches) and moving their seats to the side of the House favouring or opposing the motion during the formal closing count. The result is only occasionally important. The opportunity to communicate, to discuss the ideas and principles involved in a question, to persuade and be persuaded and above all to be free to be creative and original is far more important.

The Oxford Union is one of only a very few debating societies in Britain's

education system, and these are concentrated mainly in the bigger universities or prestigious private schools. The richness and variety of British public speaking and rhetoric come from the interaction of this polished and practical style with the wholly untrained, natural and spontaneous style which characterizes the remainder of British public and political discussion and debate.

Another of the Oxford traditions, now approaching its fiftieth year, is the tradition of sending a two-man team of debaters to tour the United States. The traumatic experience for the Oxford debaters to be exposed to the life and death, overkill, over-evidenced, cut-throat, professional win-at-all-costs and machine gun delivery of American debaters has to be experienced to be understood. In my own instance, when I toured 35 colleges and universities in the spring of 1970, the reaction was to accentuate the differences and flippancy of our style simply in self-defense. The larger the audience the greater our superiority normally was. It was great fun and a great adventure, but often there was the feeling that in an educational sense it was not altogether satisfying for the British and American debaters or the faculty members present.

A stroke of fortune in the summer of 1970 helped me get the contrasting styles of debate in a better perspective. A group of 30 American high school students spent a month in Oxford studying British debate. As their tutor in this first-ever experiment I was amazed and delighted at the response of these students. All of them adapted to the Oxford style, some excelled. Some of those already unhappy with the over-competition of American debate resolved to reject it and concentrate on different forms. The majority wanted to try and adapt the two styles. All of them wanted to establish a Union style format back home to exist in parallel with their own debate programs. Their coach, Bill Boyd of New Trier East, was also enthusiastic and they now have established a successful program and they are regularly attracting audiences of 60 to 75 for this after-school activity.

My experience both on tour and as a tutor has convinced me that there is a need for the American speech and debate student to have the opportunity to study

the British style at first hand. This is particularly true for the college and university student and is economically practical.

During my recent lecture visits I have discussed my ideas with a considerable number of speech teachers and organizations with positive results.

There are now firm proposals to establish programs for college students to study at Oxford. For schools who are on the January interim system a consortium of private colleges in the Upper Midwest is planning the first program for January, 1972. The person to contact is Bill Robertz, the chairman of the speech department at Gustavus Adolphus College, St. Peter, Minn., who will provide details and arrangements to award four semester hour credits for the course. The American Forensic Association has agreed in principle to establish an identical program for July, 1972 and the chairman of their sub-committee arranging the details is Prof. Joe O'Rourke, Wabash College, Crawfordsville, Ind.

The main emphasis of the program will be on individual performance with group and tutorial analysis. Ample practice in the Union Debate Hall will be provided and attendance and participation in the weekly Union debates will be required. In addition there will be a minimum of three hours class each day Monday through Friday, supplemented with required attendance at various evening, cultural and education activities (films, discussion groups, debates, etc.). The program will concentrate on philosophies of debate, audience analysis and speaker relationships, persuasion and argumentation; preparation and content of speeches; humour — the techniques of analysis, timing and delivery, and the relevance and purpose of humour; style — delivery, poise and mannerisms. Students will study the various forms of British debate, their rules, procedures, and history. This will include the Oxford Union style, Parliamentary, local government, Labour movement, legal, tournament and student forums, dramatic and open-air techniques.

A number of curriculum-related visits will include the Houses of Parliament, local government, law courts, Stratford and the Cambridge Union.

Lectures will be given by distinguished

ex-officers of the Union and well-known Oxford academics with expertise in this field. Additionally, students will be able to pursue individual study projects on British public address and rhetoric in the nineteenth and twentieth century and make use of the Parliamentary records and publications dating back to 1800 which the Union holds in its library.

There is an old English proverb that often encourages me: "Great oaks out of little acorns grow." The response to the idea of international study for American speech and debate students is more than positive. Already a number of colleges and universities have decided to try and establish scholarship funds to meet all or part of the cost for students who would

benefit but not be able to afford the cost. I am confident that the result will be educationally valuable even if it does not lead to the first affirmative speaker in the final round of a tournament beginning his speech . . . "Mr. Judge, Sir, whilst it is a pleasure to welcome you here this afternoon we would remind the audience that in Britain judges are only employed for criminals and hearty competitions, the significance of which may or may not be apparent. As our second line of analysis we welcome our honourable opponents to their undoubted defeat as we understand they suffer from that well-known disease described as 'three lines of analysis' contracted normally by taking 'a first stand upon the floor.' "

In Memoriam

On May 18, 1971, Dr. Thomas R. McManus, Associate Professor of Speech at Bowling Green State University, died of cancer. He had been in his new position in Speech Education less than a year. Not yet 40 years old when he died, he is survived by his wife, Sharon, and his 1-year-old daughter, Susan.

Dr. McManus was well known in the speech and forensics fields. Educated at Kent State, Northwestern, and Ohio State Universities, he taught high school speech at Ravenna, O., and Calumet City, Ind. His college teaching career included positions at the University of Maryland, Kent State University, Sacramento State University, Heidelberg College (where he served as chairman of the department) and Bowling Green State University.

Active in many speech organizations, Dr. McManus served as editor of the *Journal* of the American Forensic Association and was its Director of Placement at his death. He was a long-time member of Pi Kappa Delta and served as secretary-treasurer of the Province of the Lakes. His study (with Petrie) of Speech Education in Ohio Schools, 1965-66, had a major impact on increasing certification requirements in Ohio.

Influenced himself by his high school and college debate coaches, Dr. McManus encouraged his own debate students to go into the field of speech as a career. His students are now teaching at both the high school and college level. Tom was an excellent teacher, a patient mentor, and a promising scholar.

Philip M. Widenhouse, retired president of Rocky Mountain College, died Sept. 11, 1971.

President Widenhouse became a member of Pi Kappa Delta at Wofford College in the early 1930's, and went to Rocky Mountain as president in 1958. Stricken by a brain tumor in 1965, he retired the following year. However, he had been instrumental in assisting Montana Alpha to obtain its charter.

In Defense of the Status Quo

A response to David Walker's article, "Is Contemporary Debate Educational?" in The Forensic, January, 1971. The author, Bill R. Gabbard of California State College, Long Beach, formerly coached at Southeast Oklahoma and debated as an undergraduate for Texas Christian University.

Speech Communication Departments across the nation are currently re-evaluating the extent to which contemporary debate is educational. This is justified for many reasons, some of which were enumerated by David Walker in his recent article in the January, 1971, issue of *The Forensic*. While some of his indictments such as tournaments on Sunday are indeed fact and discouraging to many of us, his statements that "educational debate, as practiced today, is no more educational than intercollegiate football," "in many instances intercollegiate debate is often a harm to the student today, rather than a help" and that small-named institutions are the victims of prejudiced critics, are unjustified.

NEW DESIGNS AND TECHNIQUES

Debate, over the years, has changed. But most importantly new designs and techniques currently provide today's intercollegiate debater with the best opportunities in history to excel and reach his full potentials. New designs in case structures provide the student with options the debater did not have just ten years ago. New styles provide the superior debater with techniques for adapting to all types of audiences, whether it be the shot-gun approach in the West or the conversational approach in the South. Unfortunately, however, it is true that some coaches would prefer to live in the dark ages and not adjust to new concepts in debate. This is like the history instructor who has not updated his notes since Truman. Perhaps this inability to cope with changes is the reason behind such unjustified comments.

To the extent that research, analysis, reasoning, evidence, organization, refutation and speech delivery are invaluable assets to the student and the well adjusted individual, one cannot deny that contem-

porary debate is educational. These areas of study become even more important when one recognizes that many students proceed through college without ever writing a term paper much less becoming acquainted with *Reader's Guide*. Without a doubt, most debaters are above average students and most of them will tell you that the background they received in writing cases, evaluating evidence and argumentation, as well as learning organization, lead directly to improved grades. This instruction additionally extends a student's preparation for graduate or law school or his intended profession.

THE VALUE JUDGMENT

When a coach tells me that intercollegiate debate harms students, I would hope that, in reality, he means that the approach that some forensic directors choose may be inconsistent with the best interest of the student. When such statements are made, one can only make the value judgment: Am I promoting forensic experience in the best interest of each student? The impact of this question is not unique because any student of the psychology of coaching realizes that many different approaches to meet the students' particular needs exist. To say that only one approach should be used or is any better than others would be naive. While some debaters need a sympathetic ear, others need the meeting behind closed doors. Of most importance is the result, not the approach.

HERE COMES THE JUDGE

The role of the judge is a mystery to many debate coaches. To preclude this mysterious aspect of the tournament, schools have become more select with their tournament invitation list. Some would say that this is not representative of what debate should be — if anyone has a comprehensive universal definition, I would like to hear it. But why exclude? The answer is simply to provide the best competition with the most consistent judging possible. But can judging be consistent? Perhaps decisions will not always be unanimous, but the criteria used to arrive at those decisions can be honest and consistent with traditional data. To this end,

judging can be improved and decisions can and must be based on who did the better job of debating.

Approaching judging from another perspective, let us attach the word educational to judging. The evaluator can do much for the debater because it is he who hears the result of what the debate coach has tried to instill in his creation. It is the judge who must ultimately decide just how far the debater has progressed. The judge is not there only to make a decision as to the winner of the debate, but also to educate the debater. By educate, I mean to offer constructive criticism that will aid the debater in improving in those areas where the evaluator feels improvement is warranted. If this is not true, let us forget judges and let the debaters flip a coin or weigh evidence to decide on a winner. In either event Cal-State Long Beach would probably lose.

How often a judge does not use accepted practices for reaching a decision is difficult to measure for several reasons. First, judges place different emphases on the accepted criteria. Secondly, inexperienced judges often do not fully understand the significance of the criteria. And thirdly, lay judges, despite what some surveys tell us, do not view a debate as the experienced "competent" forensic director. These reasons certainly account for some discrepancies. But to tell me that some judges will not vote for a small-named school is to tell me some judges are dishonest. No one could disagree. But how often does this happen? If for example a team at Middle Tennessee State University won eighty-four debates last year, I must conclude those debates lost on the basis of school name were minimal. On the other hand, I am sure that most coaches would agree that their teams have received wins on the ballot when, in fact, their team may have lost the round. The end result is that in the long run, the imbalances will be insignificant.

A HEALTHY EXPERIENCE

We often hear that winning and hardware are unimportant, that the only thing that counts is the learning experience. No! No! No! How many debaters do you know that like to lose? Contemporary debate is competitive in structure; therefore, to want to win is only human nature. Why trophies? Trophies are simply a reward for

a job well done, whether it be at a novice tournament or the NDT. Trophies in a sense parallel our perspectives in life. Let us relate back to education as far as professional educators are concerned. From the first grade through college, students compete for a "trophy." To a first grader, it might be a star by his name; to a high school student it might be an A; to a college student, it might be a better chance at a higher-paying job after graduation. But whatever the "trophy," educators have proven that no one works for nothing. Motivation is the key word and, as far as debate is concerned, perhaps "trophy" is synonymous with "motivation." So to remove these acts of appreciation to our students who spend so much of their time working on debate would be to remove motivation and be inconsistent with the American system.

CONCLUSION

Debate in its truest form is the outlet that leads to analysis and reasoning, prepares the student for his future endeavors and provides for him the basis on which he can logically make the most advantageous decisions. Contemporary debate is indeed educational.

Committee Chairmen

Charter and Standards: John Baird
Membership: Evan Ulrey
Constitutional Revision: Jim Grissinger
Province Coordinator: Les Lawrence.
Additional members of these committees will be announced in a later issue.

Discretion of speech is more than eloquence. — Francis Bacon.

— — — — —

Dr. Robert D. Clark, president of the University of Oregon and a former president of the Western Speech Association, was awarded the Delta Sigma Rho-Tau Kappa Alpha Speaker of the Year Award at the national conference at Terre Haute, Ind., last spring.

— — — — —

FIVE YEARS AGO — The first PKD alumni chapter was organized: The Robert C. Williams Chapter at Wisconsin State, Whitewater.

The Secretary's Page – *Larry Norton*

At the end of the fiscal year, July 31, 1971, Pi Kappa Delta had a total of 266 active chapters, 6 alumni chapters and a membership of 45,396. We added 1091 new members in the past year.

Because the last two years have been difficult ones in which to maintain quality forensic programs, I think it is appropriate to enlarge upon the chapter reports to be found elsewhere in this issue. With the certainty that some of the most deserving chapters will be overlooked or obscured by the superficial nature of numbers only, I nevertheless will lift up some chapters whose membership status attracts attention. Please remember that the significance of chapter membership cannot be fully apparent from observing only the past year's figures reported in "Chapter Reports." Some chapters send in memberships every two years and many chapters with relatively few members have strong programs. The following observations relate to records over several years.

The 1091 members last year joined 170 chapters. This is the third highest number of chapters admitting members in a single year and the fourth highest number of persons admitted in any recent year. On the other side of the coin, we have more chapters than in those other years. Three times as many chapters failed to take in new members as in 1963-64 when 182 chapters or 85% of the total admitted 1065 students.

The financial status of the organization has not been seriously affected so far. However, many chapters with no members for 1970-71 and many with a decrease in the number of memberships submitted does reflect seriously on the strength and influence of forensics on the college campus. Yet many chapters are holding their membership at nearly the same level and others, with fewer members in the last year, still have a strong nucleus with which to build.

New chapters are admitted with membership strength and we are fortunate to have a large number of new strong chapters. Seven of those admitted in 1971 at Houston started out with 15 or more charter members: Northeast Louisiana, Frostburg, Adrian, Bethel (Minnesota), Winona State, Monmouth (New Jersey), Angelo State.

Some of the younger chapters (3-5 years old) indicate growth in membership: California State — Hayward, Towson State, Evangel, North Dakota State, East Stroudsburg State, West Chester State, University of Houston, Southwest Minnesota State, Wisconsin State — LaCrosse, Wisconsin State — Stevens Point.

Some chapters have shown a significant increase in total membership over the past two or three years and in some instances an increase in 1970-71: Hastings, Ithaca, Oklahoma Baptist, Howard Payne, Lamar State, Marshall, Wisconsin State — Superior, Stout State.

Other chapters show a decided increase in new members for the past year which demonstrates that it can be done: North Central, Western Illinois, Northern Illinois, Gustavus Adolphus, Northeast Missouri State, Rockhurst, Kearney State, Youngstown U., Bloomsburg State, Dakota Wesleyan, Huron, Yankton, South Dakota State, Middle Tennessee State, Texas Christian, West Texas State, Eastern Washington State.

It is especially difficult to draw a line but we do have many chapters whose consistent membership strength over the years — including 1970-71, has been extremely important to the financial support of Pi Kappa Delta. Some having the largest student memberships are: Fresno State, Idaho State, Illinois Wesleyan, Bradley, Wheaton, Southern Illinois, Coe, Kansas State, U. of Southwestern Louisiana, Hope, Central Michigan, Moorhead State, Rocky Mountain, Montana State, Eastern Montana, Otterbein, Marietta, Bowling Green, East Central State, Portland State, Clarion State, Northern State, Augustana (South Dakota), David Lipscomb, Baylor, Stephen F. Austin, Texas A & I, Pacific Lutheran, Whitman, Wisconsin State — Oshkosh, Wisconsin State — Whitewater, Wisconsin State — Eau Claire, Carthage.

FINANCIAL REPORT

AUGUST 1, 1970 — JULY 31, 1971

RECEIPTS

Fees and Certificates	\$ 10,960.21
Keys.	1,145.85
National Convention Fees	45,997.90
Convention Pennants.	180.00
The Forensic	36.74
Initiation Keys and Triangles	40.00
Interest on Savings Account.	47.36
Interest on Savings Certificates	862.50
Balance July 31, 1970	5,242.98
	\$ 64,513.54

EXPENDITURES

The Forensic	\$ 7,487.85
National Convention	45,774.76
Convention Pennants.	168.46
Keys.	1,544.03
Offices, Secretarial Help, Supplies	2,296.79
Postage and Telephone.	217.02
Printing	1,382.01
Questions Committee	525.10
August Council Meeting (1970).	2,033.18
Refunds	75.25
Auditing and Bonding Fees	88.00
Research Committee	150.00
Returned Checks and Bank Charges	26.11
Balance July 31, 1971	2,744.98
	\$ 64,513.54

Statement of Assets Owned

Invested Reserves	\$ 16,084.16
Balance July 31, 1971	2,744.98
	\$18,829.14

August 31, 1971

To Whom It May Concern:

This is to certify that I have examined the books and records of Pi Kappa Delta Forensic Fraternity for the period of August 1, 1970 to July 31, 1971 inclusive.

The foregoing statement is prepared in conjunction with Dr. Larry Norton according to established form, and is a true and correct report of the financial status of the organization as of this date.

Signed:
Donald M. Albanito
Auditor