

by experts (for example, a few have had essays by individuals on the topic wording committees) and recent and *complete* source citations from specialty and hard to find sources. Such a handbook would be difficult to dismiss categorically as having no educational value.

A prospective buyer of handbooks can do some comparative shopping to get those most likely to be educationally valuable. The grudge against handbooks persists, however, and it is necessary to dispel some of the common negative notions against the whole bunch of them:

NOTION #1—"Handbook evidence is fabricated and taken out of context. You don't know what to believe."

TRUTH—Granted, some are poorer in quality than others, but proper use will prevent victimization. First, if the complete source is given, the debater can easily go back to the original source to verify the validity of the evidence. This process itself is educational. If the evidence is distorted, the debaters protect themselves from this evidence when it is used against them. By having the original with them in a round, the debaters display superior skills that were initiated with a handbook. To this end, even the very worst handbooks have *some* educational value by initiating a process of discriminating research. The debater who is allowed to read bad evidence round after round without verifying the source

will eventually pay the price. Second, capitalism is alive and well in America. If a terrible handbook is bought one year, it probably won't be the next year. Handbooks don't stay in business if no one buys them. High standards by *coaches* mean that the handbooks that survive will be accurate and respected.

NOTION #2—"No matter how good a handbook is, original research is always better."

TRUTH—Do you believe everything you hear? Shady used car dealers and real estate developers are probably camping in your front yard. The truth is that many "respected" publications print material with no basis in fact. Many coaches are wary of handbooks and often forbid students to use evidence from them, even though the original sources are specialized and respected. Yet, at the same time, many coaches are unaware that students doing original research may get *worse* information. A classic example is TIME magazine. We have all heard this source in debate and extemporaneous speaking rounds, and many, if not most would consider information from this source to be gospel. It is not, as Newman and Newman point out in EVIDENCE:

"On a typical newspaper, aside from writing editorials, an editor usually confines himself to polishing and refining copy coming in from the field; the story published is basically a product of the man at the scene of the story. With TIME, the reverse

is true. Copy filed from the reporters in the field is primarily stimulus to editorial imagination . . . The implication of this editorial dominance for accuracy are obvious. The eyewitness source of an account will take second place to editorial preference."²

Therefore, original research from faulty sources is certainly not guaranteed to be good research in the sense of education or truth. By contrast, handbook evidence is scrutinized and verified, and the evidence often comes from experts in specialized publications, rather than sources aimed at entertaining a mass audience.

NOTION #3—"Debater's don't learn anything by doing an oral interpretation of evidence someone else has put together."

TRUTH—As mentioned earlier, this is more an indictment of *how* the book is used, than of the handbook itself. A coach who allows this mere "oral interpretation" certainly reduces the educational benefits, but debates are never just a reading assignment. If armed with only a handbook, a debater is still doing some decision making and analyzing in a round. A debater still has to decide which issues are the most important, and which pieces of evidence provide the best clash. The debater on the negative side still has to maintain a consistent position, and make decisions of strategy. For example, will the evidence turn a defense of the status quo into a minor repairs'

philosophy? Will reading a particular disadvantage contradict what the partner said on inherency? These decisions are made by debaters, not handbooks. Even "canned" constructive speeches, read word for word, seldom get a debater through the cross examination or rebuttals without his having to think.

NOTION #4—"Handbooks are just a quick way for someone to make a buck."

TRUTH—Handbook production is usually not a really profitable operation. For example the University of Kansas decided not to produce a handbook at all because the cost of production was too high. One private company has indicated that the profit made on handbooks is less than one dollar per copy. Thus, handbooks are a risky enterprise, considering a limited market and the fact that time is such a detrimental factor. Unlike general textbooks which can be marketed for several years, a handbook produced one year is completely obsolete the next.

Therefore, there must be other motives behind producing handbooks; and some of those are educational motives. First, the researchers of handbooks are often debaters. Obviously, research, analysis, and organization skills are enhanced for debaters as they familiarize themselves with a new topic. Second, money is not the antithesis of education. If we accept debate itself as educational, and if the sale of handbooks

raises money for a school (particularly a college) to finance a debate program, then at least indirectly there are educational benefits. Third, the same "quick buck" argument could be said of *any* text or publication. Magazines, newspapers, and textbooks are sold for money, but they also provide a service by making information available to those who want it. Additionally, most publications are not as carefully double checked as debate handbooks. Therefore, the handbooks that survive are bought because they are ethical and educational, not because they are "cheap" or a "bargain."

Clarifying the common myths regarding handbooks does not by itself explain the educational advantages that can be gained from them. Several publications and the experience of several coaches provide insights into why handbooks are educationally justified. Several educational advantages will be noted, but if a coach or students finds even one of them valid, then the consensus would have to be reached that handbooks are indeed proper educational materials, at least for some people in some circumstances. The specific educational advantages to handbooks are as follow:

1. As noted earlier, many handbooks contain more than just evidence. Essays on debate theory, topic interpretations, annotated bibliographies, and "Who's Who" sections have educational value. Often these sorts of tools not only

stimulate but give direction to original research. Even a debate handbook that contains *only* evidence can sharpen research skills if the evidence is verified or discounted by going back to the original source.

2. Even casual reading of in-herency sections in a debate handbook will familiarize students with the present system. This is useful in making judgments about possible case ideas and will stimulate further research. Use of a handbook is an efficient way to narrow the parameters of research. This use of an handbook is often used by coaches and is encouraged by debate experts. As Roy Wood notes, "(Handbooks) are compiled to aid the debater in identifying the major issues, basic evidence, and authorities. The vast majority find such help useful . . . Handbooks are designed merely to introduce students to the topic and certainly are not to be considered as definitive sources."³

3. In addition to giving students background information, handbooks can be very helpful to inexperienced coaches. While many debate coaches have solid experience in the activity, others do not. Many schools simply assign teachers to be in charge of some extracurricular activity without regard for expertise. This, for example was the experience of Judy Greaves of Santa Fe High School. Ms. Greaves was a French teacher and was assigned to coach debate, though she knew nothing about it. She was

reluctant to spend time and money to take a class or attend a workshop, but was willing to read about debate theory and the topic in handbooks. It is very possible that without debate handbooks, schools in similar circumstances would not include debate as part of the competitive speech program, due to lack of knowledge or motivation on the part of the coach. Debate as an educational activity for interested students would not exist without the availability of handbooks.

4. Handbooks can serve as an equalizer for schools with a geographic disadvantage. Original research is always desirable, but it is not always possible. A debate team from a large urban area such as Chicago or New York City has a wealth of specialized and general libraries from which to choose. But this is not true for the debate teams in Windowrock, Arizona, or Gillette, Wyoming, or Farmington, New Mexico, among others. For them, the nearest research library is at least a four hour drive each way. In many cases, library research is a luxury to be planned days or weeks in advance. Even debate workshops located on college campuses find the research facilities inadequate. As an article in the *Journal of the American Forensic Association* noted,

“(D)ebate handbooks supplement the library resources of host institutions. While large, comprehensive libraries would be beneficial to students, such are often not available. Even a casual per-

usal of the annual JAFA Directory of High School Summer Institutes indicates that many smaller colleges have workshops—many of which do not have complete library resources to provide the comprehensiveness needed for debate research. Handbooks can help overcome this problem.”⁴

Once again, without handbooks, many schools lacking other adequate resources would not have debate programs.

5. In some cases, debate handbooks can serve as an equalizer for students with an economic disadvantage. First, original research requires long hours in a library (assuming one is available.) Many students would have to sacrifice jobs or hours that could be spent earning money in order to do adequate research. Second, if a good library is a long distance away, there are costs involved even getting there. In an age of strapped program budgets, travel costs for several students to go to a library to research can be a large expenditure. If students (particularly novices) are not efficient researchers, the results may not be worth the costs. Handbooks are a more cost-efficient method with which to do reading on the topic. Third, many students go to summer workshops and come home with good analyses and evidence, but others cannot afford workshops. Certainly equal educational opportunity in obtaining debate materials and resources cannot be achieved when some participants are severely limited by location or financial status.

6. There is a great deal to say

about the advantages of a handbook for coaching novices. Concepts such as inherency are often difficult for novice debaters to fully understand. Debate handbooks are an easy way to show how voting issues like inherency are illustrated by evidence. Application skills can be developed by having students read and interpret the evidence, explaining what sort of issue it clarifies, and how they would use it in a debate.

Handbook organization is often a good way to show students how to initiate a filing system that can be expanded as needed. That is also useful for novices, as they often have difficulty specifically sub-filing their evidence.

Using a handbook carefully can also keep a novice debater from being overwhelmed and discouraged. Coaches expect the thirteen to fifteen year old to learn organization, flowing, case construction, argument construction, communication patterns in a competitive setting, and other new skills. Without a handbook or similar aid, novices must also immediately learn new research skills. All of these learning experiences are valuable and it is to our strength that we promote them, but to expect beginners to learn the basics of *all* these at the same time is incredible; and handbooks are valuable, just as texts and lectures and drills are valuable. Debate handbooks give the teacher a way to start the student debating (and thus learning) long before he/she is an accomplished researcher.

Handbooks are also an effective way to keep continuity in a program. For example, if one half of a debate team leaves the activity midway through the year, handbooks can be useful to help an inexperienced replacement "catch up" with his/her partner and the competition. Handbook use in this case is certainly preferably to denying a debater involvement in the activity because of a weak or discouraged partner.

7. Handbooks are useful, even for the experienced debater. Debaters who never use a handbook for their own cases or evidence will find handbooks useful to see what other teams are likely to use. Handbooks in this sense provide a good basis on which to begin original research.

In summary, to categorically deny that handbooks are effective in promoting education is to condemn some to *no* education or participation in debate as an activity. Most criticisms of handbooks are really criticisms of how handbooks are used. Abuse of texts or educationally intended materials is not peculiar to debate. This paper has addressed educational benefits that *can* be provided by handbooks, and is a caution not to throw out the baby debater with the "flow" of bathwater.

FOOTNOTES

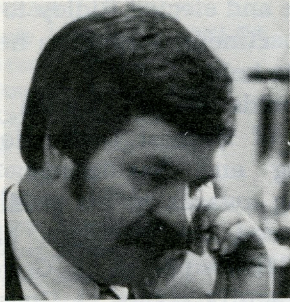
¹William H. Bennett, *Pragmatic Debate* (Santa Fe: CDE Publications, 1979), p. 112.

²Dale and Robert Newman, *Evidence* (Boston, 1969), p. 11.

³Roy V. Wood, *Strategic Debate* (Skokie, 1975), p. 52.

⁴James E. Sayer, "Debate Handbooks: Needed Assets to High School Workshops" *Journal of the American Forensic Association*, Spring, 1975. vol. 9, no. 4, P. 218.

PRESIDENT'S NOTE



GARY HORN, *Vice President*

The Fayetteville Convention will go down as one of the best in Pi Kappa Delta History. A degree of excitement Pi Kappa Delta was generated that will serve to make us a stronger organization in the future.

Special thanks to all those who gave so much to make our Arkansas experience such a huge success. My appreciation and thanks to those who provided me with the opportunity to lead the organization for the next two years. I am, also, indebted to you for your selection of an outstanding council to share this task.

National Council held their summer meetings in LaCrosse, Wisconsin, on June 20-22. All members were present and excited about planning our 75th anniversary convention and tournament to be held in LaCrosse in 1987. The meetings were very productive and much preparation for the next convention was completed. I left the meetings with a feeling of confidence that we are on top of every situation and that we know where we are going and how to get there.

One of my goals for Pi Kappa Delta is an increase in membership.

Our organization at one time had over 1,000 active members and I know that if we all work together it can again be that large or larger. In order to make this dream come true your help is need to spread the word about Pi Kappa Delta. Please take pride in being a member and be willing to share your excitement with others. If everyone now holding membership would get one person to join, then the goal would be met. One new member is my challenge to each of you.

Another way to increase members is to add new chapters. I am pleased to report that we have several schools in the application stage at this date. If you know of a school that is interested in affiliating with Pi Kapp please contact Terry Cole, Chairman of Charters and Standards Committee.

Pi Kappa Delta has long been an organization that promoted excellence in the field of forensics. During our 1987 convention we will celebrate 75 years of excellence. I hope you all plan to help make it the biggest and best ever.

Your national council is open to suggestions and ideas from all members and would appreciate an opportunity to discuss Pi Kapp with you. If we can be of assistance please let us know your wishes.

It is my wish that the fellowship and enthusiasm that developed at the Fayetteville Convention will continue until we all meet again in LaCrosse.

PI KAPPA DELTA WHO'S WHO



This column will attempt to identify the historic and present leaders of Pi Kappa Delta. The purpose is to inform the readers about the organizational leadership and their accomplishments.

Robert A. Ridley: Governor, Province of the Upper Mississippi

Ridley holds the rank of associate professor and is Chairperson and Director of Forensics at Southwest State University in Marshall, Minnesota. He received his B.S. and M.A. degrees in speech from Mankato State University. Before coming to Southwest State University, he taught and coached forensics at West High School in Davenport, Iowa. He joined the SSU faculty in 1969 as instructor and Director of Forensics

In 1977, the speech communication and theatre programs were combined to form the Department of Speech Communication and

Theatre and elected Ridley to chair the department, a position he continues to hold.

He holds the Pi Kappa Delta Degree of Highest Distinction for coaching and has many other coaching awards to his credit. He has served the Province of the Upper Mississippi at Lt. Governor and presently serves as Governor. He has been a member of the Charters and Standards committee and this year served on the Convention Resolutions Committee.

In 1984, SSU hosted the bi-province tournament. Southwest State University was founded in 1968 and received its Pi Kappa Delta charter in Tempe, Arizona, in 1969. Since that time SSU has attended every national convention and tournament.

When not teaching, Ridley has an interesting business. He is a member of the Professional Rodeo Cowboys Association and is an award winning photographer. In 1983 Ridley received the highest honor a rodeo photographer can win, the best action photo award. He is a contributing photographer to *Prorodeo Sports News* and various western magazines, and has won numerous honors and awards for his work.

NEW MEMBERSHIPS IN PI KAPPA DELTA 1984-85

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55469 Douglas Allen Acuff

55470 Karen Lewellen

Harding University—ZETA

55504 Connie Hill

55505 Melissa Allen

55506 Amy Tomlinson

55507 Scott Stewart

55508 John Shepherd

Univ. of Central Arkansas—ETA

55366 Mary Ann Littrell

55367 Randy Lee Smith

55368 Judy Ann Shearer

55369 Tammy Tripp

55370 Susan Mitchell

55371 Scott Keathley

55372 Terry Diffie

55373 Dawn Rochelle Dyson

55374 Leslie Falls

55375 Emma Barnes

55376 Janet L. McEwen

55615 Dan Carl Reed

55616 Linda Garner

Univ. of Ark-Monticello—THETA

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55447 Charlotte Daphne Jones

55448 Melissa Ann Johnson

55449 Steve D. Evans

55450 Mark D. Hartness

55451 Tony Schneider

55452 Michelle C. Miller

55453 Marianne Smith

Univ. of Ark.Fayetteville—IOTA

55343 Mischell Dameron

55344 Perry Magness

55436 Raymon Kujawa

55437 Gary Lee O'Neil

55438 Margaret F. Millard

55439 Mark Verkler

55589 Dianna K. Bain

55590 Wendy Johnson

55591 Jason Hensley

55592 Suzayne Andrews

Ark. Tech Univ.—KAPPA

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55757 Clarence E. Hesselrode Jr.

55758 Keasha Martindill

55759 Louis Broadhead Jr.

55760 Kent Tester

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55498 Stephen Margulin

55499 Adriane Oliver

55500 Roger Weiss

55501 Carla Muller

55502 Evelyn Sheperd

55503 Erik Derr

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55668 Kathleen Shipley

55669 Daniel Guerra

55670 Henrietta Jones

55671 David Peterson

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55516 Mark Crossman

55471 Chester Downs

55472 Angela Cavalli

55746 Kathleen Barnard

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GAMMA

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55580 Paul Taylor

Univ. of Southern Colorado—EPSILON

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55573 Yvonne Centa

55574 Janalee Jordon

55694 Lyman Pitman

55695 Renee Hansen

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55749 Julie Sintz

55750 A. Kathleen McNeilly

55751 James McBride

55725 Mary Cubbedge

55753 Parrish Hill

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55300 Bobby Lewis

55301 Sylvia June Bryant

55302 Robert Jenkins

55303 James Hamrick

55304 Michael Funk

55305 Pearl Peppler

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55642 Sammy Russell

55643 Karen Shaw
55644 Eddie Gammell

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DELTA

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55609 David Arp
55610 Andrew Keller
55611 Shawn Hirt
55612 Mitchell Stevens
55613 John McCallon
Northern Ill. Univ.—PI

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55698 Adam Lyons
Illinois College—PHI
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55425 Therese H. Thien
S. Ill. Univ. at Edwardsville—ALPHA
GAMMA

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55688 Jeffery Cavanaugh
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55362 Marilyn Sue Owen

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 55364 David Oversreet
 55456 Dara Andrew Hall
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 55514 Edwin Lee
 55515 Lawrence James
 55510 Donna Bennett
 55511 Keith Young
 55512 Greg E. Carr

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 55700 Cliff Carter
 55701 Jenifer Buttrey
 55702 Joseph Bell
Union University—XI
 55660 Sandra Skinner
 55661 Gina Kelley
 55662 Robert Stevenson
 55663 Tammy Thompson
 55664 Scott Warpool
 55665 Don Hollingsworth
 55666 Chuck Sikler

TEXAS

Sam Houston St. Univ.—KAPPA

55420 Dr. George L. Grice
 55421 Jode Olson
 55422 Tracie Warner
 55423 James Drake
Stephen F. Austin St. Univ.—MU

55347 Robert Nading
 55348 Rhonda Hollis
 55349 Ronald J. Seney
 55350 Shelly Bruce
 55315 Jill Huber
Texas A&I Univ.—NU
 55519 Pearl Rebecca Escobar
 55520 Onofre Chapa Jr.

Abilene Christian Univ.—XI

55584 William Moxon
 55585 Carol Blankenship
 55586 Kevin Huddleston
Univ. of Houston—OMICRON

55598 John Caldwell
 55599 Jose M. Ortiz-Steele
 55600 Stephanie Sumuel
 55601 Daintee Glover
 55602 Dawn Meade
 55603 Adam Criaco
 55604 Karon Altom
 55605 Donnalee Vlassek
 55606 Shirley Keller
 55607 Steve Griffin

Midwestern St. Univ.—CHI

55278 Dr. June Kable
 55440 Shirley Juanice Ratcliffe
 55455 Kathy R. Hughes
Univ. of Tex. at El Paso—PSI
 55730 Mary Trejo
 55731 Anthony Napoles
 55732 Shawn Crain
 55733 Rex Wiesenthal
 55734 Patricia McKay

55735 Melissa Kingery
 55736 Charles Etheridge
 55737 Martha Dieppa
 55738 Jerry Lopez

Prairie View A&M—ALPHA THETA

55593 Antricia Smith
 55594 Roger Toote
 55595 Jacqueline Davis
 55596 Gwendolyn Jones
 55597 Rochelle Gowans

VIRGINIA

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 55729 Pamela Lee

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55558 Stephanie Noel Novacek
 55559 Glen Kuper

Pacific Lutheran Univ.—EPSILON

55578 Sidney Williams
 WEST VIRGINIA

Univ. of Charleston—GAMMA

55353 J. Caroline Chamness
 55474 Kristina Jan Ganim
 55475 Dexter Sandiford
 55476 Clayton Jerome Bryant

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 55626 Darrel Scott Jackson

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 55489 Andrew Moore
 55490 Jane Verzal
 55491 Dean R. Moegenburg
 55492 Betsy Reinke

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 55388 Paul Eugene Peltier
 55389 Keith Firari
 55473 Susan Testa

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 55271 Sandra Worley
 55339 Michael Newman
 55340 Lisa Ann Meier
 55341 James Walter Reed Jr.
 55342 Lisa Lee Shaffer

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54445 Timothy Toth HD-D

FLORIDA

Stetson Univ.—BETA

53564 James Putnal HD-IS

53561 Jennifer Paquette HD-IS

53563 Marcie Groover HD-IS

KANSAS

Baker Univ.—KAPPA

54119 John Randolph Beck—HD-D

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Georgetown College—ALPHA

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47432 Sara Collins HD-IS

47345 Jim Triona HD-IS

47340 David Bell HD-IS

50249 Susan Elliot HD-IS

53749 Elizabeth Addington HD-IS

MINNESOTA

St. Olaf College—BETA

53993 Kathryn Elton HD-IS

NEW MEXICO

Eastern NM Univ.—BETA

54864 Susan Balter HD-IS-D

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53432 Russell Wayne Smith HD-IS

54516 Joni Brokschmidt

SW Baptist University—SIGMA

53642 Billy Randles HD-IS

53640 Melissa Roberts HD-IS-D

53641 Rebecca Randles HD-IS-D

Evangel College—RHO

53588 Sharon Hartsock HD-IS

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Carroll College—DELTA

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54039 Loretta Kirven SD-IS

Midwestern St. Univ.—CHI

54260 James Gregory Drake SD-IS

WISCONSIN

Ripon College—ALPHA

53531 Trevor Giles SD-IS

36612 Bonnie Buzza SD-IS

CHAPTER NEWS AND NOTES



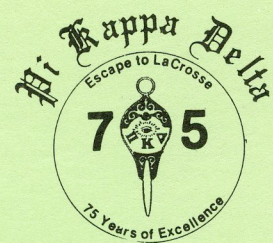
Pictured is the Chadron State College Forensics Team for the 1984-85 year. The Nebraska team is shown with various awards and trophies gained in their travels. Eleven members attended the Pi Kappa Delta National Convention and received an excellent plaque. Members include, (back row) Terry Rogers, Dan Jensen, Glen Cook, Derek Lane, Kevin Plooster; (2nd row) Cindy Wheeler (graduate assistant), Pam Price, Chris Davis, Mary Green, Yvonne Anderson, Gretchen Wheeler (Director); (seated) Mary Hawk, Patty Hawk; (on floor) Barry Lamm, Jane Swanson, and Rory Bexins.



Dr. Anthony B. Schroeder, Editor of the Forensic of Pi Kappa Delta is presenting to Dr. Robert Matheny, President of Eastern New Mexico University a plaque honoring the institution as the host institution of the Forensic. Eastern New Mexico University will be serving as host institution until 1987. Dr. Schroeder served as Editor from 1983-85. He was elected to a second term of office (1985-87).

1982

LaCrosse



1987 Pi Kappa Delta
will celebrate 75
years of Forensic
Pedagogy leadership.

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