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THE FORENSIC of Pi Kappa Delta

Series 79

FALL, 1993

NO. 1

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Manuscripts/Research Notes/Coaches Corner Materials submitted for review should follow the guidelines of either the MLA Handbook for Writers of Research Papers, 3rd edition or the Publications Manual of the American Psychological Association, 3rd ed. Three copies of the paper and, if possible, a computer disc showing what word program (preferably Microsoft Word or Word Perfect, either Dos or Mac) the paper was prepared with, should be sent to the editor, Steve Hunt. Other news items and pictures may be mailed to the editor.

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THE STATUS OF GRADUATE COURSES DESIGNED FOR DIRECTORS OF FORENSIC PROGRAMS

By Dr. Fran Hassencahl
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Carolyn Keefe at the Pi Kappa Delta Developmental Conference in 1989 in St. Louis concluded her presentation on the training of forensic coaches with a series of questions that needed further investigation. One of these was: "Which schools now offer courses in directing forensics?" This paper attempts to answer that question. This question is asked with a sense that history would show a decline in the number of courses specifically designed to train high school and college level coaches. To trace curricular history of departments of speech communication would be a monumental task. We have some data from Keefe's study of Pi Kappa Delta member schools, but that data, which asked for course work taken and where the courses were taken, proved useless, because as Dr. Keefe points out, "Many respondents failed to provide this information or used indiscernible abbreviations" (5). The writer of this paper has no reason to believe that there has been a proliferation of courses. Her alma mater, Case Western Reserve University, no longer offers two semester courses on directing and coaching forensics to be taken on the graduate or undergraduate level. Data from an earlier unpublished study in 1990 reveals a net loss of four such courses; three were at universities granting a doctorate in speech communication.¹

Thomas Hollihan's position paper at the Second National Conference on Forensics in 1984 called for "well-trained forensics educators" and observed that, "many of the most prestigious and important graduate programs in communication have not taken seriously their obligation to teach forensics coaches" (48). Michael Shelton's study of what qualifications were stipulated for in the ads in *Spectra* for forensic positions in the years 1982-84 showed that faculty were asked to teach a total of 54 different courses. The most frequently requested courses were Argumentation (11.7%), Speech Fundamentals (11%), and Public Speaking (8.4%). His table of all the courses requested, which includes the expected Persuasion and the unexpected Radio Programming, does not include any courses in forensic education. Either such courses are taught by senior faculty who are not retiring from forensics or such courses are not in the curriculum (128-131).

The Communication Disciplines in Higher Education published in 1993 by the Association for Communication Administration was consulted to generate list of schools offering graduate degrees in speech communication. One hundred and eighty-six universities offer graduate work in speech communication. Forty-five of these offer a Ph.D. in speech communication. Microfiche copies of these colleges' 1992-93 catalogues were viewed to determine what, if any, courses were offered in forensic education for those

who would coach or direct junior high, secondary, or college level forensic programs. Forensics was defined as debate, individual speech and oral interpretation events, student congress, and by the terms "extra" and "co-curricular speech activities." Content specific courses such as argumentation, debate, oral interpretation, and readers' theatre were not investigated. Courses that focused upon methods of teaching speech and drama courses were not included, unless the title or course description indicated that the course had a substantial focus on forensics. Both graduate and undergraduate course titles and descriptions were investigated. Forty-three of these institutions offer forty-five courses that can be taken for graduate credit in the area of forensics education.

Course content as reflected by course titles and course descriptions in college catalogues may or may not reflect the actual content as taught, but for those seeking a graduate program they are a primary source of information. A content analysis was done on the course titles and descriptions. The most popular course title was "Directing Forensics." Seventeen chose this title. Forty courses utilized the terms forensics, speech activities or debate in their course descriptions. Only one course was limited to "debate" in the course description and one institution specified "oral interpretation events"; otherwise, course descriptions included forensics, speech activities, and debate. It appears that forensics is the most popular generic term in course titles and descriptions and is an umbrella term for both debate and speech events. Reference to secondary school programs was made in twenty-one course descriptions. The remaining courses were for both secondary and college level forensic educators. Only two course descriptions referred to junior college forensics and one course description focused upon the preparation of junior high forensic coaches.

It appears that a doctoral degree is necessary for a director of forensics. Shelton found that nearly forty percent of those seeking forensic directors wanted to hire individuals with doctorates. Another thirty-four percent indicated that a doctorate was preferred, so this study further investigated whether doctoral programs in speech communication offer courses in directing forensics. Forty-five schools offer a doctorate in speech communication. Only six of these schools offer seven courses in forensic education. Northwestern University, Wayne State University, the University of Nebraska-Lincoln, the University of Iowa, Southern Illinois University, and the University of Utah make up this small group. The remaining institutions which offer courses in forensic education are at the thirty-seven masters level programs.

With only seven of the forty-five courses in forensic education at doctoral granting institutions, it appears that Hollihan's perceptions are confirmed and that potential forensic coaches doing doctoral work and wishing to take graduate level in directing and coaching forensics have limited choices.

Is there a demand for such courses? Keefe found that 28.6 percent or sixteen respondents who indicated that they had training for undertaking the task of directing a forensic program were unhappy about the inadequacy of their training. Another 8.9 percent or five people were ambivalent about their training. Areas which were perceived as being weak were: "formulating program philosophy and goals; administering the program, including budgeting, fundraising, recruiting, and handling public relations; dealing with the school administration; managing a tournament; coaching debate and

individual events, especially oral interpretation; motivating students; counseling students; and developing organizational skills" (6).

In order to see whether the course descriptions spoke to any of these issues, a content analysis was done on course descriptions. College catalogue copy is limited in terms of space and specificity; consequently, "dealing with the school administration" or "fundraising" were issues unlikely to be addressed. The areas that received the most coverage were directing a program; coaching skills; administering and managing; and objectives, theory, and philosophy. A surprise was the large number of programs that made reference to preparing faculty to start or establish a forensic program. Tournament operation and judging were lesser concerns. Judging was not mentioned as a concern in Keefe's sample. Motivating and recruiting students, budgeting, and forensic professional organizations were mentioned once in the descriptions.

Table I

Frequency of topic areas mentioned in course descriptions.

Directing a program	20
Coaching	15
Administering/Managing	11
Objectives, Philosophy, Theory	18
Starting/Establishing a Program	12
Tournament Operation	5
Judging	3
Evaluation of a Program	3
Literature of field	3

Coaching was also seen as inclusive of both debate and speech events. Only one course description was limited to coaching debate.

Does academic preparation for coaches lead to greater satisfaction? A study done by Mary Gill in 1989, that replicates a 1965 study by Rives and Klopff as to why debate coaches quit, found that there was a significant correlation between coaching satisfaction and training. She suggests that the lack of training may also correlate with time required to coach, another predictor of satisfaction, because coaches, who are less prepared, have to spend more time developing skills. Lack of adequate training may indeed be a factor in determining whether a coach quits forensics (14).

The training for sixty-one respondents in Keefe's study was achieved through academic course work, on the job training, or from their participation in high school or undergraduate forensic programs. Keefe's study looked at the issue of preparation, rather than types of preparation, so no definite conclusions can be drawn as to sources of training and satisfaction with each source. We do know that 37.5 percent were not enthusiastic about their training and preparation to direct a forensic program. An open-ended question was asked as to what recommendations the respondents had for the training of the director of forensics. Suggestions received by Keefe included course work at both the graduate and undergraduate level and a desire for graduate schools to place greater emphasis on forensics. One suggestion was

to "establish a forensic track in a few strong Ph.D. communication programs across the country." Such a suggestion is not inconsistent with a recommendation made at the Second National Development Conference on Forensics in that: "forensic educators should design courses in forensics in the academic curriculum. These courses should both serve the purpose of promoting dimensions of forensic related goals and objectives for students within a curricular, as opposed to a co-curricular, framework" (40). With only seven courses at doctoral granting institutions, it appears that those goals of providing training for college forensic coaches cannot be met. With only forty-three institutions out of a potential 186 offering graduate work, the future for graduate students desiring coursework in directing forensic programs is limited and clustered in universities offering M.A. programs.

Whether this situation meets the needs of forensic educators is not known. Some evidence indicates that there is a lack of trained forensic personnel on the high school level and at least one state forensic association (Michigan) is attempting to remedy the situation. Jon Fitzgerald in the column "Speech: State of States Report" in the June 1993 issue of *National Federation News* reports on a series of workshops in directing debate programs and coaching individual events that are being planned by the Michigan Interscholastic Forensic Association. He explains the rationale for the workshops: "with the demise of courses in directing forensics at higher education institutions, the organization feels that it is imperative to provide some instructional opportunities for professionals with an interest in speech activities, but minimal academic experience" (54). In the same report, Les Phillips reports that funding problems plague high school programs but "the real crisis, however, is in coaching." Only about 20 percent of the coaches in Massachusetts have expertise in the events that they coach (56). A needs assessment would tell us whether course work in directing forensic programs is meeting the demand and whether these courses as they are currently constructed cover issues and problems salient to the forensics community.

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Notes

¹A study conducted by the author in 1990, which used the 1986-87 *Directory of Graduate Programs*, published by SCA, reviewed 127 programs and found forty-three courses in forensic education. Nine of these courses no longer exist. This recent study found nine new courses, however, four of these institutions were not in the 1990 study, so the real gain appears to be five courses, all of which are at the M.A. level. The net loss is four courses. The major loss is the Ph.D. and M.A. program at the University of Oregon which offered a forensic education course. The other two losses are at the Ph.D. granting institutions of the University of Massachusetts and the University of California - Berkeley.

COACHES CORNER

USING THE FORENSICS ACTIVITY AS A WAIVER FOR THE BASIC COURSE

By Catherine H. Zizik
Assistant Professor/Director of Forensics
Seton Hall University

Certain institutions grant academic credit for forensics participation, acknowledging the countless hours spent refining the art of persuasion. Many institutions, however, will not heed any arguments in favor of granting credit for the activity. The rationale behind such decisions is that forensics parallels a workshop environment which is extra-curricular in nature. I stand firmly resolved that forensics is truly co-curricular, enriched by academic rigor, replete with the instruction of and practice in rhetorical theories. Nevertheless, the battle to offer credit for forensics was lost at my university.

In my quest to have this activity recognized as "academic," I was successful in designing a Basic Course waiver for students who participate in forensics, which was unanimously approved and implemented. I offer it here as a model. Since many colleges and universities, like my own, require students to complete a basic speech course, this waiver would permit forensics students to forego that requirement. Such a system should be viewed as a substitute for academic credit, which allows forensics students to progress to advanced speech courses or to enroll in a different course. In the truest sense, this not only validates the academic worth of forensics, but rewards students for participation. Additionally, this waiver serves as a stepping stone to recognizing forensics as an academic activity linked to the communication curriculum. The model below may serve as a prototype and can be adapted to suit various needs.

Oral Communication Waiver Agreement

In order for _____ (fill in name of student) _____ to be waived from Oral Communication, Course # _____, as a member of _____ (fill in name of team) he/she must successfully complete the following:

1. Remain an active member of the forensics team for at least one year.
2. Compete in at least five intercollegiate tournaments.
3. Compete in all three of the following forensics genres: a) limited preparatory or Lincoln-Douglas Debate; b) prepared speech; c) oral interpretation.
4. Attend all weekly meetings and abide by the rules and regulations of the team.
5. Participate in a minimum of seven individual coaching hours per semester.
6. Observe different final rounds at tournaments whenever possible.
7. Keep a detailed three-ring speech journal to include:
 - a) all notes taken at meetings and coaching sessions
 - b) all outlines and final drafts of speeches and interps
 - c) all ballots received from judges
 - d) any interpersonal observations related to the forensics experience.
8. Attend one on or off campus service activity in which the team participates.

In implementing a waiver system, I offer two suggestions. First, while there is no grade given for a course waiver, the student's successful completion of the waiver criteria must be determined systematically. Some members of the faculty may contend that a conflict of interest exists between the coach and forensics student, that granting the waiver may be merely perfunctory. Therefore, in order to ease those concerns and to add a sense of objectivity to the waiver process, the following clause may be added to the bottom of the waiver form:

After the student completes the criteria to fulfill the Oral Communication waiver, the coach and another member of the speech faculty (preferably the Oral Communication Coordinator) will confer. The speech faculty member has the right to review the student's journal or to meet with the student for a consultation. If together, the coach and the faculty member agree, the waiver will be granted.

Second, the best use of a waiver system is in a program strongly committed to forensics education. This waiver process is designed so that the coach can guide the student along a path on which forensics pedagogy is underscored with sound rhetorical theories. The waiver is not designed for coaches who merely instruct the "hows" of forensics; it is appropriate for the coach-as-teacher who teaches the "whys" of forensics while he/she is coaching.

It is essential, for example, to teach why Monroe's Motivated Sequence is the most appropriate and widely used pattern of organization for the persuasive speech where sound logic and practical psychology motivate audiences to take action. Even by explaining Aristotle's Methods Theory, forensics students will learn how to incorporate ethos, logos, and pathos into their limited preparation and public address events, elevating the quality of

their competitive speeches while gaining from a rudimentary theory that would have been taught and tested in the Basic Speech course. In this way, the coaching process becomes an extension of the classroom, reinforcing the idea of forensics as based solidly in rhetoric and public address theory, and not merely as a "skills" activity.

Similarly, the educational climate must pervade the coaching style of oral interpretation events if the waiver is implemented. If a coach instructs by simply providing line readings, this waiver is not advised, as it does not allow the student to grow and to think independently. Yet if a coach explains the importance of subtext for character dialogue and/or asks the student to write character biographies, then the coach is teaching rather than giving strategies to win (This dialogue is part of section 5 of the waiver agreement.) By using the coach-as-teacher method, the waiver is truly validated, and the concept of forensics as co-curricular is enhanced.

The acceptance of a forensics waiver, as previously discussed, performs two functions. First, it elevates the forensics activity to a higher level of collegiate worth. Second, it rewards those students who will take advantage of such recognition in their desire for advanced learning. This waiver is not a way to "beat the system." Rather, it is an acknowledgement for embarking upon an academic and time consuming endeavor which is educational and pedagogical. The give and take of a forensics program must be shared by all those who reap the benefits, including the institution itself who benefits from placing its students in a laboratory environment which trains them to be independent, critical and sensitive speakers and listeners.

PRESIDENT'S PAGE

THE BOND EVEN TIGHTER

By Sally Roden

Attending the 1993 National Convention and Tournament was like attending a very large Pi Kappa Delta ceremony. The University of Puget Sound, the Province of the Great West, and the Tacoma Sheraton formed a perfect combination for providing the membership of Pi Kappa Delta with history, aims, ideals, and purposes of Pi Kappa Delta. The "Alive with Northwest Spirit" was certainly contagious and exemplified in Kris Bartanen and Robert Littlefield. It would be "too much" and would take too long to mention all of the individuals who contributed to make the 1993 Convention and Tournament one of the best nationals ever, but Kris and Robert must be singled out and recognized.



ACCOLADES

Kris Bartanen committed her personal time, her Pi Kappa Delta Chapter and her University to "furthering the great art of speech" by hosting Pi Kappa Delta. Her dedication, along with her talent in organization and management made the Convention and Tournament extremely pleasant and forever memorable. Kris is truly an asset to Pi Kappa Delta and demonstrates her vows by "working to further the interest of Pi Kappa Delta."

Robert Littlefield also was exemplary in demonstrating his talent as a leader. His guidance through the two years of his Presidency made the Pi Kappa Delta Honorary Fraternity stronger in every aspect. The success of the 1993 National Convention and Tournament was evidence of his commitment to the oath he took that stipulates that "upon those who belong to this order — rests the obligation of setting high standards and of putting them into practice and promoting the spirit" of Pi Kappa Delta. Robert has always contributed to furthering Pi Kappa Delta in his roles as a student, a coach, a national council member, but he has achieved the highest possible contributions while serving Pi Kappa Delta as President.

SUMMER MEETING

With all the accolades for the 1993 Pi Kappa Delta National Convention and Tournament, it would be easy to rest and bask in our own glory. But, as so often we are reminded, our work is never done. We must prepare to move into the future and into the twenty-first century. Consequently, the National Council met in Shreveport/Bossier City for its summer meeting. The summer meeting is planned to act both as a business meeting and as an opportunity to evaluate the site for the next National Convention and Tournament. This summer the Council reaffirmed the previously accepted bid of LSU-Shreveport and Louisiana Tech to host nationals and established that the universities, the hotel, and the Shreveport/Bossier City area could provide an opportunity for success equal to Tacoma. It was with enthusiasm that the Council began its further deliberations and business.

NEW VOICES

Five new voices on the Council provided new depth and balance to discussions and planning for 1993-1995. Joel Hefling, Steve Hunt, Scott Jensen, Tony Miller and Melissa O'Conner participated in the summer meetings in a highly productive fashion. It is great to be able to work with so many gifted individuals on the council, both older and newer members, who believe that with your help and support we can make a difference for Pi Kappa Delta. Many of you have volunteered to work on committees and provide other services, and it is this unselfish commitment that makes Pi Kappa Delta the very best. Whether a national council member or a chapter member, you possess the ability to influence the future of Pi Kappa Delta.

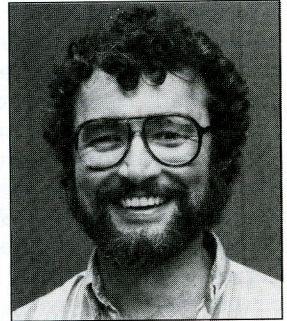
SUCCESS

The Rituals and Ceremonies states that "the founders of our order decided to band together those who have not only demonstrated the ability to use effectively this power of speech, but have also given evidence of worth of

character in their daily living." We are "banded together" and the Tacoma, Washington Convention and Tournament made this bond even tighter. We have evidenced the effective power of speech and worth of character at the National Convention and Tournament. After the summer council meeting and your response to serving on committees, I am certain that as a total membership we have vowed to successfully promote Pi Kappa Delta until we meet again in Louisiana in 1995.

Bill Hill

President-Elect



During the next two year period I have two major responsibilities. First, I will chair the 1993-95 Site Selection Committee. As Chair of this committee, my primary task is to solicit bids for the 1997 convention and to oversee the site review and selection process. In addition to selecting an attractive and workable site for 1997, I hope that one of the major tasks we can accomplish on this committee is to make the site bid process more appealing to PKD members. As the needs of our convention and tournament continue to grow and become more complex, fewer and fewer chapters have been willing to develop site bids. I hope that by increasing the direct benefits we provide to the host chapter and by more effectively communicating the indirect benefits the local chapter, institution, and community receive from hosting a PKD convention and tournament, we can renew interest in submitting site bids.

Second, I will serve as the PKD Program Planner for the Speech Communication Association Convention. Over the past 5-6 years, PKD has sponsored a number of outstanding programs at SCA. We have sponsored programs on timely and important aspects of forensics theory, practice, and pedagogy, and exhibited within those programs presentations of the highest caliber. My goal as PKD Program Planner for SCA is to continue the fine tradition we have established and, at the same time, to expand the types of programs we sponsor. At the 1994 and 1995 SCA conventions, I hope that we can sponsor a program of competitively selected individual papers and a program of student debut papers. I believe that the interest we have shown as an organization in scholarship speaks highly of our commitment to forensics education. I hope that during the next two years we will speak even more loudly.

CALL FOR SPEECH COMMUNICATION ASSOCIATION PROGRAMS FOR 1994

Over the past four years, Pi Kappa Delta has sponsored some of the most important and well received forensics programs at the Speech Communication

Association Convention. At the 1994 convention we will sponsor competitively selected programs as we have done in the past. In addition, however, we hope to expand PKD participation by offering a program of competitively selected individual papers and a program of student debut papers. Now is the time to begin planning so that we can continue our tradition of excellence at the 1994 SCA convention.

We are calling for proposals in the areas of forensics theory, practice, or pedagogy. Proposal submissions may be made in any of the following categories: (1) thematic programs, (2) selected papers, and (3) student debut papers. **Thematic program proposals** should include: (1) a brief abstract, (2) a rationale for the submission, and (3) the name, address, and phone number of the program planner and all program participants including the program chair and respondent. **Selected and student debut** submissions should include: (1) the completed paper, omitting direct reference to the identity of the author(s), and (2) the name, address, and phone number of the author(s). Paper presentations should be limited to 15 minutes. Proposal submissions presume a commitment to attend the 1994 SCA convention. All submissions will be competitively selected. **Proposal submissions must be received by February 4th, 1994.** Three (3) copies of each proposal submission should be sent to:

Bill Hill
Pi Kappa Delta Program Planner
Communication Studies/English
The University of North Carolina at Charlotte
Charlotte, NC 28223

Phone: (704) 547-4217
Fax: (704) 547-3218

CALL FOR 1997 SITE BIDS

Pi Kappa Delta selects sites for its convention and tournament on a rotating geographical basis. In 1997, the convention and tournament site is scheduled for either the Lakes, Colonies, or Southeast province. If you are interested in hosting this important PKD event, now is the time to act. **All bids must be submitted by January 5, 1994.** If you are interested in hosting the convention and tournament but are not a member of one of the three designated provinces, you may submit a bid which will be considered if no appropriate bids from the Lakes, Colonies, or Southeast provinces are forthcoming.

Being local host for the national convention and tournament is hard work. As a local host, you will contact and make arrangements with local administrators, vendors, and service persons. You will work with the National Council to plan and execute convention and tournament logistics. You will coordinate local travel arrangements, tours, and special activities. You will wear many hats—local spokesperson, contact person, coordinator, and “problem-solver,” just to mention a few.

Your work, however, will also be immensely rewarding. As the local host, you would **perform a major service for PKD.** Without a dedicated local

host, our national convention and tournament simply could not happen. You would also **perform a major service for your local community**. A PKD national convention and tournament generates significant financial activity for local hotels, travel, restaurants, tourism, and vendors. You would **bring significant recognition to your local PKD chapter**. As local hosts, your PKD Chapter will be profiled in *The Forensic*. Hosting a national PKD convention and tournament will be a truly unique and rewarding educational experience for your students. You would also **bring significant recognition to your institution**. PKD'ers from all over the nation will come to know and remember your institution. In turn, your campus administrators will better understand PKD's commitment to forensics education, competition, and fraternity.

No one is more visible at a PKD national convention and tournament than the local host. You will develop new and memorable relationships. As the local host, you will also be eligible for induction into the new and select **President's Order For Distinguished Service**, our way of ensuring that the service you provide for PKD is remembered long after the convention and tournament are over. In addition, your chapter will also receive a number of tangible tokens of appreciation including: (1) your chapter's annual dues will be waived for two years; (2) all tournament entry fees for your students will be waived; and (3) your chapter will receive up to five banquet tickets (above those for tournament participants from your chapter) to distribute as you choose.

In order to meet the growing needs of our convention and tournament, bid proposals must generally demonstrate that the proposed site offers appropriate on-campus and off-campus facilities, and has support of the host institution, province, and local community. Although there are many specific criteria which proposed sites must meet, critical ones you should consider before deciding to submit a bid include the following: a minimum of 75 contest rooms and suitable rooms for tournament tabulation on campus; hotel facilities to accommodate a 650-1000 person convention; appropriate meeting space including a general meeting area which can seat up to 700 and a minimum of 10 individual meeting rooms four of which must be able to seat 100 people; appropriate banquet space to accommodate a sit-down meal for up to 900, and ability to demonstrate that your institution, appropriate persons/agencies in the local community, and your PKD province support the bid to host the convention and tournament.

If you have any interest in submitting a bid to host the 1997 convention and tournament, or would simply like to obtain more information about bid requirements or the selection process, please contact:

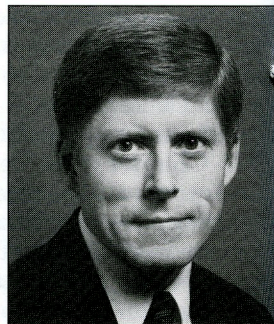
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Remember, You Need to Act Now. Bids Are Due By January 5, 1994.

Robert Littlefield

**Immediate Past President
current Secretary Treasurer of PKD**



Robert S. Littlefield is Pi Kappa Delta's National Secretary Treasurer and has served PKD on the National Council since 1983. During his tenure on the Council, he has been the National Tournament Director (1985 and 1987); served as Province Coordinator (1989); and assumed a leadership role in the development and use of a budget process for the management of the fraternity's financial affairs (1991).

He was instrumental in the creation and development of the Endowment Fund. Littlefield was inducted as a student into Pi Kappa Delta in 1971. In 1989, he was inducted into the North Dakota Speech and Theatre Association's Hall of Fame and was recognized by the National Federation of State High School Activities Association as one of seven recipients of the Outstanding Speech Educator Award. He currently serves as Chair for the Dept. of Communication at North Dakota State University. He is familiar to all active PKDer's as our immediate past president.

Plans

As National Secretary Treasurer, I will strive to maintain good communication between the National Office, the National Council, and members of the fraternity. My goal is efficient service and careful stewardship of resources. Because I also serve as Immediate Past President, I am also responsible for identifying members for the various awards presented by PKD at the Speech Communication Association Convention and the PKD Biennial Convention and Tournament.

Members of the fraternity should contact the National Office regarding budget items, orders, memberships, charter information, re-affiliation information, promotional items, and records. Other Council members should be contacted when questions involve their particular responsibilities within the organization: Sally Roden—vision and leadership issues; Bill Hill—site selection process for 1997; Ed Inch—National Tournament information for 1995, including rules, schedules, and procedures; Scott Jensen—professional development; Joel Hefling—public relations; Toney Miller and Melissa O'Connor—student issues; and David Ray—historical records and artifacts.