

LIBRARY - OTTAWA UNIVERSITY
v. 74 OTTAWA, KANS. #4

THE

Forensic

OF PI KAPPA DELTA

SERIES 74

OCTOBER, 1989

NO. 4

The FORENSIC of Pi Kappa Delta

SERIES 74

OCTOBER, 1989

NO. 4

Penny Swisher Kievet, Editor

3804 S. Crane

Independence, MO 64055

John M. Burt, Alumni Editor

REVIEW EDITORS

Don Brownlee, California State University - Northridge

Kris Bartanen, University of Puget Sound

Mike Bartanen, Pacific Lutheran University

Jeanine Congalton, California State University - Fresno

C.T. Hanson, North Dakota State University

Fran Hassencahl, Old Dominion University

Bill Hill, Jr., University of North Carolina - Charlotte

Edward Inch, Pacific Lutheran University

Gary Larson, Wheaton College

Anthony Schroeder, Eastern New Mexico State University

Leanne Wolff, Heidelberg College

CONTENTS

Let Us Entertain You: Service Programs for Individual Events by Deborah Ballard Reisch	1
The Role of Experimental Events in a National Tournament by Colan T. Hanson	6
1991 Experimental Event	12
Developmental Conference Keynote by Don R. Swanson	13
Developmental Conference Proceedings	24
1989 Presidential Address by Terry Cole	34
President's Page	35
1993 Site Selection Process	35
Chapter News	43

The FORENSIC OF PI KAPPA DELTA (ISSN: 0015-735X) is published four times yearly, Fall, Winter, Spring, and Summer by Pi Kappa Delta Fraternal Society. Subscription price is part of membership due. For alumni and non-members the rate is \$12.50 for one year and \$30.00 for three years. Second Class Postage paid at Independence, MO. Postmaster: send address changes to Penny Swisher Kievet, Editor, The Forensic, 3804 S. Crane, Independence, MO 64055.

Printed by Copy-Rite Printing, Independence, Missouri 64055

PI KAPPA DELTA NATIONAL HONORARY FORENSIC FRATERNITY NATIONAL OFFICERS

Terry Cole, **President**, Appalachian State University,
Boone, North Carolina 28608

Robert Littlefield, **President - Elect**, North Dakota State University,
Fargo, North Dakota, 58105

Harold Widvey, **Secretary / Treasurer**, South Dakota State University,
Brookings, South Dakota 57007

Michael Bartanen, **Tournament Director**, Pacific Lutheran University,
Tacoma, Washington 98447

Bill Hill, **Chapter Development**, University of North Carolina - Charlotte,
Charlotte, North Carolina 28223

Sally Roden, **Professional Development**, University of Central Arkansas,
Conway, Arkansas 72032

Bill Brown, **Student Member**, Seton Hall University,
South Orange, New Jersey 07079

Dana Weihs, **Student Member**, Monmouth College,
Spring Lake Heights, New Jersey 07762

David Ray, **Past President**, University of Arkansas - Monticello,
Monticello, Arkansas

C.T. Hanson, **Editor**, North Dakota State University
Fargo, North Dakota 58105

Penny Kievet, **Historian**, 3804 S. Crane,
Independence, Missouri 64055

PROVINCE GOVERNORS

Lower Mississippi, Joe Cardot, Abilene Christian University

Northwest, Edward Inch, Pacific Lutheran University

Plains, Dick Finton, Southwestern College

Southeast, Margaret Greynolds, Georgetown College

Colonies, Harry Strine, Bloomsburg University

Lakes, Deb Boyce, Defiance College

Missouri, Gina Lane, William Jewell College

Northern Lights, Joel Hefling, South Dakota University

Pacific, Don Brownlee, California State University - Northridge

LET US ENTERTAIN YOU: Service Programs For Individual Events

by
Deborah Ballard-Reisch

Dr. Ballard-Reisch is a Professor of Communication at the University of Nevada-Reno.

More and more forensic coaches are looking for new and innovative approaches in their programs. Restricted budgets limit travel even though for many programs, the interest level of students is higher than ever before. This paper advances an alternative to robbing a bank or wooing a wealthy benefactor (although either alternative may be more fun) which will allow you to expand an already existing program or begin a new one. The alternative is to develop a community-based program which can work alone or in conjunction with a traditional program.

The first decision you need to make is how much effort you want to put into this endeavor. It typically takes a reasonable amount of effort to get the program going and at times the going is slow, but perseverance pays off. Once the program is established, it tends to run on its own momentum.

Time is a precious commodity for most forensic coaches, so the approach advanced in this paper is one which will take a minimum of time and effort on your part. It can be elaborated upon at your discretion. Time is an important factor because it will determine whether you simply export the work your students are doing for competition directly into the community or if you are willing to adapt and develop programs to meet community needs. Make these options (or lack of them) clear to your contact people at the outset. If you offer them the option of choosing the topic, make certain that you specify in writing the amount of preparation time you need prior to the presentation date. Last minute requests will still arise, but if you set your policy and stick to it, you won't have a problem.

Initially, I will describe 'communities' you may wish to approach (and how to find them), how to integrate a community program into your traditional program, and some benefits of a community-based program. There are two primary 'communities' that you may attempt to reach. The first is the educational community at your college/university. The second is the community at large.

The approach to the educational community is the easiest. I recommend a three-pronged effort. The first is to offer your services directly to departments on campus. The best place to begin is with the campus directory and a course catalog. The directory will give you access to specific individuals and the course

12
catalog will give you information on course offerings to which your services may apply. There are two ways to approach this audience. The first is a general, blanket campus mailing to all department chairs indicating that you are available to give presentations in classes (for a sample letter, see Appendix A). The second approach involves targeting specific instructors of specific courses (see Appendix B). In all cases, you must follow up with likely prospects especially in the early stages of developing your program.

The second audience you want to contact contains campus organizations, from student organizations such as the Young Republicans and Young Democrats to faculty and administration organizations like the faculty club. Often your student services office can give you a list of student organizations. The faculty senate may be able to give you contact people for faculty organizations.

The third approach is designed to develop awareness of your program campus-wide through 'showcases'. These programs offer you an opportunity to showcase the talent in your program to the entire campus population. They can include demonstration debates, interpretive reading programs, public speaking seminars and comprehensive reviews including a combination of program types. I recommend at least one showcase per year - typically around nationals. This will allow you to make the campus community aware of any students who may be representing the school in national competition or, if you do not compete on the national level, the talent that has developed on the team throughout the course of the year. Be sure to send individual invitations to all community supporters, parents, and all administration members. Encourage your students to bring friends to the performance. Advertising your showcase in your department's classes and on the campus radios or in the newspaper will help get the word out. This is an important step in developing visibility for your program and it offers your students the opportunity to perform before a different audience than any they will see in competition.

This may be enough of a foundation on which to base your program or you may wish to address the 'community at large' as well. Often, these are the most rewarding contacts. There are four primary groups that you may wish to reach in the community at large. They include area schools, service clubs, social service organizations, and political organizations.

Area schools are typically highly responsive to a direct approach (modify letters in Appendices A & B). Speech, English, and Social Science teachers (civics and history) are all good prospects.

Service clubs and social service organizations are often the most receptive. They typically have regularly scheduled meetings which often include entertaining or informative presentations. The easiest way to find these organizations is to

contact the local Chamber of Commerce. Most update a list of such agencies annually. The biggest problem you have here is that some organizations schedule their meetings and entertainment at the beginning of the calendar year, whereas school begins in the middle of the calendar year. This simply means that you will need to follow up on your initial contact. In some ways, this discrepancy is an advantage because it allows your students to prepare thoroughly before 'meeting the public'.

Political organizations like the League of Women Voters are often interested in sponsoring a debate on current issues and topics of interest. Issue debates around elections are particularly popular.

Now that we know who to approach and how, the question becomes how do we, as coaches, mobilize our resources to meet the demand? There are a number of options available here. For hard core forensicators, any audience is a good audience and they will be ready and willing to go. In fact, they may make it hard for you to integrate newer students into a community effort. If your students are not so zealous, however, there are other options. You may make participation in one non-competitive speaking situation per quarter/semester/year a requirement for team membership. You may use the community program as a training ground for new students or as a reward for experienced students. On the other hand, you may integrate the community-based program into your classes as extra credit or a class assignment. It is crucial that, however you choose your participants, they be thoroughly prepared before they represent your program to the public.

There are numerous advantages to a community-based program both for the students involved and for the program as a whole. The major advantage to the students involved is that they have the opportunity to speak before different audiences, advancing their skills in audience interpretation and adaptation. This often builds their security and self-confidence. It also offers them an avenue for testing out new materials. Community audiences are typically much more positive and accepting than judges in competition.

Your program as a whole will also benefit. Community programs heighten your visibility; they let people know who you are and what your program is about. It is good public relations for your program and for the school in general. It also allows you to diversify your program so that you can be evaluated on more than simply the number of trophies you win annually. If you integrate both an educational/campus orientation and a community at large program, you maximize your potential contacts.

The primary decisions you have to make concern how to structure your program once you have decided to start one. Do you want to appeal only to the campus community? the community at large? both? How many performances do

you want to do in a quarter/semester/year? When can you fit community programs into your regular schedule? How will students be involved? through class? as a team requirement? on a volunteer basis? How will you integrate new members into the program? Will you offer pre-planned programs or will you develop programs to meet community needs? From my experience, these programs start out slowly and it takes them time to gain momentum. The first year I did one, I scheduled and executed only five programs. The following year, I had over ten requests the first semester.

FROM THE EDITOR

The Editor of **The Forensic** is now accepting articles for the 1989-90 journal year. Articles are especially needed for the Fall edition. Articles should follow the APA Publication Manual, 3rd edition. All articles will be reviewed for the purpose of meeting the requirements of a referred journal.

If you are in the stages of gathering data on a research project and would like to share some preliminary information, research notes are also welcomed.

Additionally, commentaries of 125 words or less on tips for coaches, contestants, and forensic directors are being requested for inclusion in a section of the journal related to pedagogical practices.

Send your materials to Dr. C.T. Hanson, P.O. Box 5462 University Station, Fargo, ND 58105.

Appendix A

To: Fred Schwartz, Program Chairman, Westfield Jaycees
From: Dr. Deborah Ballard-Reisch, Director of Forensics, _____ University
RE: Public Speaking, Interpretation and Debate Programs

Are you looking for a program for your organization that is both entertaining and informative? Then I have the answer for you. The award winning (school name goes here) forensic team is ready and willing to perform for you. We have presentations on informative topics of interest which you have a 'need to know' or which are simply 'neat to know'; persuasive speeches on current issues; interpretive readings of literature, debates on current events topics.

If we can be of service, please let me know at (702) 784-6839 or (702) 784-6541.

Appendix B

Mr. John Schwartz
1122 Sunnybrook Ln.
Westfield, NV 85768

Dear Mr. Schwartz:

I understand that you are program coordinator for the Westfield Jaycees. Coordinating the entertainment for an organization can be a burdensome task. I am writing to you in order to acquaint you with an answer to your dilemma of which you may not be aware. The award winning Westfield University forensics team is available to do informative or persuasive programs for you in either a debate or public speaking format.

We will prepare a program for you or we will design one around a topic of your choice. The first option can be available with two weeks notice, the second with six weeks notice. (You may want to include a list of topics available.)

If you have any questions, or I can be of service to you, please feel free to call me at (702) 784-6839 or (702) 784-6541.

Sincerely,

Dr. Deborah Ballard-Reisch
Director of Forensics
Westfield University
Westfield, NV 85768

THE ROLE OF EXPERIMENTAL EVENTS IN A NATIONAL TOURNAMENT

by

Colan T. Hanson

Dr. Hanson is a Professor of Communication at North Dakota State University. This paper was presented at the SCA Convention in New Orleans, November 6, 1988.

National tournaments serve many important purposes in the forensic community. National Tournaments provide local forensic programs with goals and afford individuals and schools with a challenge to demonstrate their respective levels of excellence at a national level. National tournaments also play an important role of agenda setting for forensics as an educational endeavor. This theoretical article seeks to delineate the formative role national tournaments play in relation to the tournaments offered by individual schools at the local level. Specific issues addressed in this paper are: the model function of the national tournament; the agenda setting function of the national tournament; and the role of experimental events in a national tournament.

National tournaments because of their special status often serve as models of an ideal for local tournaments. Organizations responsible for the administration of those national tournaments should not ignore that notion. Organizational actions related to the administration of those respective national tournaments cannot be made in a whimsical fashion if the tournament is to sustain its status as a model of excellence. Administrators of national tournaments need to be sensitive to the fact that the decisions made in relation to the administration of their respective tournament often reach far beyond their immediate boundaries. The actions taken by national officials often shape the nature of the tournaments which are administered at the local level. The 1974 National Developmental Conference, speaking in reference to the NDT, indicated:

"The National Debate Tournament (NDT) is the single most visible and prestigious of the collegiate debate tournaments, enjoying the sponsorship and financial support of the AFA. It absorbs the time and energies of a large number of prominent forensic educators. Therefore, the NDT should serve both as a reflection of the best standards of theory and as a leader in promoting such standards . . . the NDT Committee and the AFA Educational Practices Committee . . . ought to provide leadership for constructive innovation in tournament practices, and the NDT ought to serve as a model for excellence in forensics". (McBath, p. 27).

Obviously, a number of things have changed since the 1974 Conference, and the NDT is no longer the only tournament which is of prestige at the national level. The point of the 1974 Conference, however, sustains validity: all national

tournaments should represent a reflection of the very best and actively afford leadership in the forensic community. The challenge that asks national tournament managers to serve the forensic community with a measure of innovation and leadership is as valid in today's forensic world as it was during the seventies.

One way in which the national tournament serves as a model for tournaments on the local level is that of helping define the nature of the events offered as part of tournament competition. While it is true that the rules and guidelines connected with a national tournament have official jurisdiction only in relation to the tournament(s) directly sponsored by the national group, there is a strong measure of pressure on local tournament directors to conform to the policies and practices delineated by a national tournament. Which national tournament has the most influence on what is happening at the local level often reflects the choice(s) of national tournament affiliation that has been made by schools in the immediate geographic region. Local tournaments frequently mirror the events and guidelines defined by a national tournament. One might argue whether following the model afforded by the national tournament is a good idea or not but the practice is very frequent.

If one makes the assumption that local tournaments are going to model themselves after a national tournament, what charge does that place on those involved in the design and administration of the national tournament? This forensic educator believes that the national tournament is confronted with some important choices. First, and foremost is the charge that to one's own self be true. As a person involved in the design and administration of a national tournament, one needs to keep the faith with one's own chapter. Each national tournament has a sponsor with an established tournament philosophy. Individuals involved in the administration of those national tournaments have an inherent responsibility to be faithful to the charge as written, not as they personally desire the tournament to be administered.

Part of the philosophy of the American Forensic Association's National Individual Events Tournament is that it be responsive to input from the local level. The tournament is structured in such fashion that each of the nine regions throughout the country is afforded equal status regardless of the total number of schools subscribing to the tournament from each respective region. That provision is designed to help ensure that the tournament sustain a national flavor as opposed to a regional flavor superimposed on a national constituency. Additionally, the equality of status afforded each of the regions, permits an opportunity to have equal input into the administration from each of various geographic regions throughout the country. Consequently, concerns as well as new thoughts can be channeled to the national committee because of structural design of the tournament.

The organizational structure of the AFA-NIET permits the national tournament to consider the inclusion of innovative events from the various regions in future tournaments. The AFA-NIET's Charter By-Laws state: "Any member of the AFA-NIET (Committee) may propose an 'experimental' event for inclusion in at an NIET tournament by submitting a written proposal which explains the nature of and rules for the event to the AFA-NIET chair prior to the November meeting of the NIET National Committee" (1988, p. 13). As a model for local tournaments, the AFA-NIET tends to encourage experimentation with new events. There is no particular design to extend the number of total events offered at the AFA-NIET. There is, however, an intentional design to be responsive to new event categories.

In setting forth a model for others, national tournaments may be viewed as being static or dynamic. Tournaments which encourage experimentation ought to be commended for helping support innovation. Willingness or non-willingness to be responsive to experimentation with new event categories in a national tournament may also influence a local tournament director's choice to try some new contest categories. In situations where the national tournament influences the event offerings of the local tournament, the national tournament functions in an agenda setting fashion. The enticement to also offer experimental events at the local level is strengthened by the reward of having an opportunity to compete in that new event at the national tournament. For the school offering the experimental event as part of its own tournament, an added reason to attend the local tournament is provided for schools interested in qualifying students for national competition.

In assessing the agenda setting impact of a national tournament on what happens at the local level, one can look at how local event offerings have changed with the advent of national tournament competition. The number of tournaments offering the "standard ten events" over the past two decades has changed dramatically. Using tournament listings from the AFA's Tournament Calendar (1969, 1977, 1988), Table One describes the number of tournaments that have included the events the AFA-NIET and the NFA National Tournament sponsor as event categories.

Table 1
Variance in Event Offerings

Year	Tournaments	1-5 Events	6-10 Events
1969-70	350 (161 i.e.)	144 (89%)	17 (11%)
1977-78	340 (291 i.e.)	178 (61%)	113 (39%)
1988-89	241 (151 i.e.)	6 (04%)	145 (96%)

As the data in Table One suggests, the change in the total events offered at the local level has been influenced by the addition of national tournament event offerings.

In the context of agenda setting, national tournament actions do tend to influence what happens to tournaments locally. Table Two looks at the number of local tournaments offering the AFA-NIET's "experimental events" over the past few years. Again, data from the AFA's Calendar of Tournaments (1985, 1987, and 1988) indicate that there can be a direct impact on the local tournament offerings.

Table Two

Variance in the Offerings of an Experimental Event

Year	Sales Speaking	Program Interp.
1985-86	8	8
1987-88	68	11
1988-89	21	52

(Only events using a title like those above were counted)

As the data in Table Two suggests, experimental events sponsored by the AFA-NIET have had an influence on what experimental events appear in the offerings of local tournaments. The data offered in the tables above suggest that there is an agenda setting function which national tournaments play in relation to event offerings at the local level.

The final issue to be addressed in this paper asks what is the role of the experimental event in the AFA-NIET? In part, the role of the experimental event category in the AFA-NIET is that of climate setting. Goldhaber suggests that: "A basic tenet of communication climate is that an individual's cognitive and affective perceptions of an organization influence that individual's behavior in the organization" (1983, p. 74). If the AFA-NIET attempts to encourage creativity and experimentation by including new categories of events, the tournament also encourages innovation and creativity in local tournaments. Pace and Faules (1989) discuss an experiential theory as one means of promoting behavior change in people. By offering new events at the national tournament level, the AFA-NIET encourages people at the local level to try new events also. Peoples' experiences with new events may ultimately affect their willingness to incorporate events from other sectors of the country. The model of behavioral change afforded local tournaments is one of experimental learning. By encouraging local tournaments hosts to offer new event categories, the AFA-NIET has been able to also promote a measure of innovation in the speech experiences provided for the students in forensic competition.

The Second National Developmental Conference on Forensics (1984) called upon national tournaments to be responsive to new forensic experiences for the competitor: "Promising innovations should be used in some rounds at national tournaments, thus encouraging the entire forensic community to consider format changes [event categories] and their educational benefits" (Parsons, p. 44). In attempting to say what is the role of the experimental event in the AFA-NIET, one might conclude that its role is that of setting the new climate for encouraging creativity and experimentation in varying the educational experiences afforded the forensic competitor; its role is one of affording a vehicle through which experimentation can be encouraged at the local; and its role is one of attempting to fulfill the challenges provided by the Second National Conference on Forensics. Further, by systematically involving new event categories at its national tournament, the AFA-NIET encourages innovation without undermining the stability of other event categories. While there is no hierarchical document which states that the "usual" ten events are inherently the "right" ten events, having a strong measure of continuity in event offerings seems to be in the best interests of both competitors, critics, and tournament administrators.

This theoretical essay has attempted to address three issues related to the administration of a national tournament: 1) how does the national tournament serve as a model for the local tournament; 2) does the national tournament play an agenda setting function in relation to local tournaments; and 3) what role does the experimental event play in the AFA-NIET? In response to those questions, this writer has argued that the local tournament often uses the national tournament as a model for itself by making use of the same event categories — and sometimes flight patterns; as well as making use of the event descriptions offered by the national tournament. If the event category plays in Peoria, it will likely find its way to Fargo and other tournament sites in the nation. As a model, the AFA-NIET also encourages the local tournament to be dynamic rather than static. Finally, as a model, the AFA-NIET encourages input from the local level because of the structural design of its tournament.

The national tournament also has served an agenda setting function for local tournaments. If national tournaments encourage innovation in event category offerings, local tournaments seem to adopt similar innovative events. Patterns from event offerings by the AFA-NIET, can be traced to events offered locally.

The role that the experimental event has played in the AFA-NIET seems to have been multi-faceted. The experimental event has infused a measure of creativity to the traditional event offerings; has helped create a climate of experimentation in the national tournament as well as encouraging that in local tournaments; and has served as a response to some of the challenges offered by the Second National Conference on Forensics. Hopefully, the experimental event will continue to find a welcome spot in the AFA-NIET.

References

- American Forensic Association's National Individual Events Tournament Committee. (1988). AFA-NIET charter by-laws.
- Goldhaber, G.M. (1983). Organizational communication. (3 rd ed.). Dubuque: Wm. C. Brown Company Publishers.
- Howe, J.W. (1969). AFA calendar 1969-1970. Journal of the American Forensic Association, 6, 78-90.
- Howe, J.W. (1969). AFA calendar 1969-70 supplement. Journal of the American Forensic Association, 6, 136-138.
- Howe, J.W. (1977). AFA calendar 1977-78 calendar supplement [sic]. Journal of the American Forensic Association, 13, 207-223.
- Howe, J.W. (1977). AFA calendar 1977-78 supplement. Journal of the American Forensic Association, 14, 57-60.
- Howe, J.W. (1985). AFA tournament calendar 1985-86. AFA Newsletter, 7, 15-53.
- McBath, J.H. (Ed.). (1975). Forensics as communication: the argumentative perspective. Skokie: National Textbook Co.
- Nicolai, M.T. (1987). AFA tournament calendar 1987-88. AFA Newsletter, 9, 14-27.
- Nicolai, M.T. (1988). AFA tournament calendar 1988-89. AFA Newsletter, 10, 21-36.
- Pace, R.W., & Faules, D.F. (1989). Organizational Communication, (2nd ed.). Englewood Cliffs: Prentice-Hall.
- Parson, D.W. (Ed.). (1984). American Forensics in Perspective. Annandale: Speech Communication Association.

WANTED: AN EXPERIMENTAL INDIVIDUAL EVENT FOR THE 1991 NATIONAL TOURNAMENT

While it is almost eighteen months away, the National Council is already planning events for the 1991 Tournament and Convention. We are confident that the Asbury Park Convention will be the best one yet.!

There will be several changes in the 1991 tournament, one of which I need input about from you. The National Council approved offering an experimental individual event. This event will be offered in addition to the ten individual events in three patterns used in the past few tournaments.

What experimental event should the PKD National Tournament offer? That's what we need to know from you. Many of you have ideas about individual events that would be both educational and fun. Now is your chance to suggest using one of those events. The reason we are looking so early for this event is that some province tournaments might want to use the experimental event this season, to prepare for the 1991 Convention.

Use your imagination. Think about what kind of new event would make forensics even more educational, challenging and fun, and send it to me by November 15th. Send your ideas to:

Michael Bartanen
Department of Communication Arts
Pacific Lutheran University
Tacoma, WA 98447