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COACHES CORNER

IN DEFENSE OF LINCOLN-DOUGLAS DEBATE AT INDIVIDUAL EVENTS TOURNAMENTS

By David E. Foster

■ Lincoln-Douglas debate was included at the National Forensic Association (NFA) national tournament as an experimental event for the first time in the spring of 1991. Thirty-nine students participated in that competition. However, even though it returned as an event for the 1992 tournament (with forty-one students participating), there is a great deal of uncertainty as to its permanent place in inter-collegiate speech contests. Questions have been raised

by many coaches and communication scholars on such issues as the value of Lincoln-Douglas debate, its compatibility with other individual speaking events and the feasibility of including it within collegiate forensic programs. This discussion will address these issues and provide insight on these questions.

Currently a great deal of disagreement and controversy exists among members of the forensic community concerning Lincoln-Douglas debate and whether it should become a standard forensic event. In Ohio, for example, a poll was taken of forensic coaches and Directors of Forensics as to what event should be made the "wild card" event for the 1991-92 season. In it Lincoln-Douglas debate received both the highest number of first place votes and the highest number of last place votes—a clear reflection of the different feelings coaches have about this event. According to current Ohio Forensic Association (OFA) President Gene Alessandrini this was the first time in the history of OFA that anyone could remember this happening, and it prompted a panel discussion at the fall meeting of the Speech Communication Association of Ohio (SCAO) entitled, "Lincoln-Douglas Debate and the OFA". I was a member of that panel and expressed many of the ideas in this paper during that discussion. Further evidence of the controversy surrounding the inclusion of Lincoln-Douglas debate at individual events tournaments is provided by the fact that once again a panel entitled, "Lincoln-Douglas Debate: Its Place in the OFA" will be offered at the fall 1992 meeting of the Speech Communication Association of Ohio (SCAO) and also by the fact that the much larger Central States Speech Association (CSSA) will also offer a program on Lincoln-Douglas debate at its spring 1993 convention.

If one is to determine the permanent place of Lincoln-Douglas debate at collegiate forensics tournaments, two things must be considered. These two things are (1) the benefits of Lincoln-Douglas debate to the competing forensics students and (2) the benefits of Lincoln-Douglas debate to the forensic programs of the competing colleges and universities. In the remainder of this discussion, I will attempt to show that offering Lincoln-Douglas debate more frequently at intercollegiate individual events tournaments would provide a great number of benefits to both the competing students and to the forensic programs of the competing institutions. Likewise, I will show that colleges and universities that have active individual events programs would benefit all involved if they develop Lincoln-Douglas debate programs as well.

Benefits to the Competing Students

The chief benefit Lincoln-Douglas debate provides to competing forensics students is an educational one. Many scholars have previously written about the educational value of debate. Klopf (1985) writes thousands of former debaters attest to the benefits. Legislators, lawyers, teachers and "prominent citizens" are among the many who have expressed their feelings toward the value of debate, (p. 7). He goes on to quote Dr. David Henry, former President of the University of Illinois who said, "My speech and debate training was the most important single educational experience of my life." (p. 7) and Dr. Samuel Gould, former President of Antioch College who proclaimed, "If I were to choose any

single activity in college that contributed most to my career, I would certainly choose debating," (p. 7).

The educational value of debate was addressed at length by Freeley (1990) when he listed fifteen educational benefits students derive from participating in debate. These 15 are:

1. Debate provides preparation for effective participation in a free society.
2. Debate offers preparation for leadership.
3. Debate offers training in argumentation.
4. Debate provides for investigation and intensive analysis of significant contemporary problems.
5. Debate develops proficiency in critical thinking.
6. Debate is an integrator of knowledge.
7. Debate develops proficiency in purposeful inquiry.
8. Debate emphasizes quality instruction.
9. Debate encourages student scholarship.
10. Debate develops the ability to make prompt, analytical responses.
11. Debate develops critical listening.
12. Debate encourages mature judgment.
13. Debate develops courage.
14. Debate encourages effective speech composition and delivery.
15. Debate develops social maturity.

Parson and Ziegelmüller (1984) put forth a similar list. In reviewing the above list, it becomes obvious that many of these educational benefits of debate are the very same that many colleges and universities are articulating as desired educational outcomes in the mission statements contained in their catalogs. One, for example, is number 5 above—that debate develops proficiency in critical thinking. Freeley (1990) writes that an ever growing number of colleges and universities are establishing the requirement that their students study critical thinking, and that it is increasingly being viewed as a requisite intellectual skill for the pursuit of higher education and for the competitive world of business and the professions. He states that debate is today, as it has always been since classical times, one of the best methods of learning and applying the principles of critical thinking. Others of the above stated benefits have recently been cited by colleges and universities as important educational goals, also. Among those discussed in a 1991 article in the Chronicle of Higher Education entitled "Preparing Learning Objectives for the Year 2,000 and Beyond" are #'s 2, 7, 11, and 14. The uniqueness of these benefits to Lincoln-Douglas debate stems from the fact that it is the only individual event that incorporates the skills of cross examination and refutation. To hone and refine ones ability to think quickly, answer the arguments of the opposition, get to the heart of an issue and respond to questions being asked in rapid-fire succession is a valuable intellectual endeavor. Since the questioning of participants in Rhetorical Criticism by the judges was done away with after the 1990 NFA national tournament, there is no other event that stresses developing these important skills to this great a degree.

A second benefit Lincoln-Douglas debate provides to those engaged in forensic competition is the opportunity for a diversified speaking experience. Klopff (1985) writes that the forensic program should provide a student with a diversified speech-educational experience, and that it should consist of a variety of forensic events through which the student will receive a balanced experience in speaking. Dittus and Davies (1990) state that in order to provide a complete forensics education students should be exposed to all events so that they can learn a variety of argumentative styles. They contend that to limit the students options is to limit the educative nature of forensics. Giving students the option to compete in Lincoln-Douglas debate more frequently at individual events tournaments would help students learn these additional argumentative styles, and would be a way of providing this balanced experience in speaking. It should, then, improve the overall quality of the training in speech communication that forensics students get, a view shared by the participants in the 1975 developmental conference on forensics. They made the recommendation that students should have the opportunity to participate in both individual events and debate. Conferees stated in their recommendation that for experiences in forensics to be the most beneficial, a variety of events that appeal to students' interests and respond to their needs should be available at all levels of education. Now, it is probably true that the conferees were thinking about traditional two person debate when they made their recommendation. For students that attend colleges or universities that do not offer Cross Examination Debate Association (CEDA), National Debate Tournament (NDT), American Debate Association (ADA) or one of the other traditional forms of debate, however, the Lincoln-Douglas debate that is offered in conjunction with individual events tournaments may provide them with their only chance to experience intercollegiate debating.

A third benefit to competing forensics students of offering Lincoln-Douglas debate at collegiate individual events tournaments is that it would provide students an environment where they not only learn to present their own position, but also learn to effectively deal with opposing views. Freeley (1990) writes, "debate takes place not in a vacuum – but in the presence of opposition. The debater is always confronted with the necessity of overcoming objections that are raised by the opponent," (p. 235). Training in such situations would be very valuable to forensic students because they resemble closely real-life speaking situations that forensic students may find themselves in. Often their view will not be the only one that will be heard. Opposing viewpoints, some presented quite eloquently and persuasively will be presented by persons arguing on the other side. Unless the student has had training in how to effectively refute those viewpoints and diminish the persuasive impact of them, he or she may find the person or persons responsible for making the decision siding with the opposition. Offering students a forensic event, then, where they are put into such a real-life argumentative situation, and are forced to practice not only the principles of constructing and delivering speeches, but the principles of refutation and rebuttal, as well, would be of great benefit to them. What makes the offering of Lincoln-Douglas debate more often at individual events tournaments so important is the fact that it is currently the only individual event that provides this training.

A fourth benefit of offering Lincoln-Douglas debate at individual events tournaments is that it provides forensics students with the opportunity to engage in a form of competitive debate where emphasis is placed on using good communication skills rather than on speed of delivery. Much has been written about the excessive speed at which debaters in both contemporary policy and value debate talk and on the relationship between rapid-fire delivery and speech that is unintelligible. For example, despite the fact that Lass and Prater (1973) found that the speaking rate that is most preferred by audiences is 175 words per minute (wpm), Boaz (1984) found that the average speaking rate in the 1984 NDT final round was 279 wpm with rates in three of the eight speeches exceeding 300 wpm. This is well above what Bradley (1984) placed the top rate for effective speech - 230 wpm. CEDA debate, too, has come under fire for the excessive rates at which many of its debaters are speaking, and many forensic coaches have been looking for a forum of debate where less emphasis is placed on speed of delivery. Lincoln-Douglas debate can provide that forum. In the invitation that went out for the 1991 NFA national tournament a statement was included articulating the Lincoln-Douglas policy in regard to speed of delivery. The statement was the following: "If you believe that speed is a strategic part of debate, do not come to this tournament." Opposition to speed cannot be expressed much more clearly than this. Now it is true that some debaters did attempt to speak rapidly in the first two rounds of N.F.A. nationals. After a memorandum was issued to the judges following the second round that reminded them of the wording of the tournament invitation and asked them to penalize heavily those debators who persisted in speaking too fast; however, the rate of delivery of the debaters did slow down. The final round, which I observed, consisted of two debaters who spoke in a slow deliberate manner that was easily comprehensible. The offering of Lincoln-Douglas debate does then provide an alternative for coaches who have become disillusioned with the emphasis on speed of delivery in traditional two person debate.

Benefits to the Forensic Programs of the Competing Schools

One benefit of the offering of Lincoln-Douglas debate at individual events tournaments to the forensic programs of the participating schools is that it helps to bring a school's debaters and individual events competitors closer together. Klopff (1985) writes that coaches should be team oriented in directing their programs and should take care to promote good interpersonal relations among all team members. As many coaches who direct programs that contain both debate and I.E. will testify, it is often difficult to integrate these two different groups into a unified team. One reason for this is that, with a few exceptions, there are not many tournaments that offer both debate and individual events. It is very difficult under these circumstances to promote a feeling of closeness among the team members. However, offering Lincoln-Douglas debate at more individual events tournaments would help with this. Debaters and individual events participants who travel to the same tournaments together are bound to become closer and more cohesive as a team. Indeed, this is what I found happening to our forensics squad when we traveled to NFA nationals and to several I.E. tournaments in our own state where Lincoln-Douglas debate was offered.

This increased cohesiveness among squad members makes it easier for the coach to build a successful program. Students become more team oriented and less concerned with their own individual performance. This in turn aids both in retention of forensic team members and in recruiting new members for the team, things that are certainly beneficial to the school's program.

A second benefit of offering Lincoln-Douglas debate at individual events tournaments to the forensic programs of the competing schools is that it helps the smaller programs where one person must coach both debate and IE. As was mentioned already, many coaches must alternate taking those who want to debate out one weekend and those who want to compete in IE out the next. We are forced to do this because none of us has yet learned how to be at two different tournaments at the same time. This alternating may not always be the best for the forensic program because it forces some students to stay behind when they could be reaping the benefits of participating in competition. If Lincoln-Douglas debate were included at more individual events tournaments, however, this problem would be solved. The entire team could travel to each tournament with the net result being more opportunities for everyone to compete and gain rounds of experience.

A third benefit of offering Lincoln-Douglas debate regularly at individual events tournaments to the competing schools would be a significant savings in both money and faculty time. Since those students doing Lincoln-Douglas debate would be able to travel along with the other individual events participants less money would be needed from the forensics budget to pay for such things as rental vans, gasoline and tolls. Also, since more students would travel to tournaments together, money could be saved by placing more students in each hotel room, especially when lodging at inns that have special flat rates per room. Faculty time, too, could be better utilized. Weekends coaches can remain at home could be spent on research, teaching, recruitment, committee work or any number of other responsibilities that their colleges/universities demand of them. Weekends coaches do travel with their complete teams will be instances where student-coach contract is maximized and faculty time is utilized in a highly productive way.

Currently there is a great deal of disagreement among members of the forensic community as to whether Lincoln-Douglas debate should be offered as a standard event at individual events tournaments. As the earlier mentioned vote for the Ohio "wild card" event for 1991-92 showed forensic coaches are greatly divided on this issue with coaches on both sides expressing strong opinions. This discussion has offered analysis concerning this question by looking at two areas: 1) the benefits that offering Lincoln-Douglas debate regularly at I.E. tournaments would provide to the competing students and 2) the benefits it would provide to the forensic programs of the competing schools. What has been shown is that offering Lincoln-Douglas debate more frequently at individual events tournaments would be of great benefit to both. Forensic governing bodies such as NFA and AFA, then, should give serious consideration to making Lincoln-Douglas debate an important part of the future of forensics.

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Your National Council is looking forward to hosting you in Tacoma! (Left to Right) Terry Cole, Kris Bartanen, Ed Inch, Bill Hill Jr., Robert Littlefield, Harold Widvey, Don Swanson, Joe Hammel, and Sally Roden. (Not pictured: Margaret Greynolds, Syd Van Atta, and R. David Ray)

FRATERNALLY SPEAKING

EDITOR'S COMMENT

by Don R. Swanson

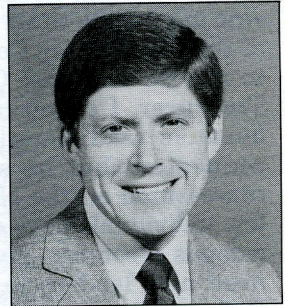
■ In past years my reactions to the anomalies of weather have been tempered by my two and a half decades of experience of forensic travel in climates where I've experienced the unexpected blizzard, ice storm or flood wipe out tournaments. But living and experiencing "typhoon alley" in the Western Pacific has been a unique and somewhat disconcerting experience. It caused this issue of *The Forensic* to be in your mailbox a month later than I had hoped. Typhoon Omar did seven million dollars worth of damage to the University, including the loss of the building that housed the communication department. I'm sorry for the delay. This fall issue is timely as it carries information regarding our biennial convention in Tacoma.

At the National Council meeting in July, I announced that I would not seek another term as Editor of *The Forensic*. That was a difficult decision because this task is a labor of love. But there is the reality of being across the international dateline and the fact that I have assumed the position of Chair of the Division of Communication and Fine Arts at the University of Guam. The National Council is seeking nominees for the new editor who will begin with the fall issue in 1993. I encourage anyone who has questions about the task of editing *The Forensic* to contact me.

PRESIDENT'S COMMENTS

by Robert S. Littlefield

■ Greetings! As we begin the 1992-93 academic year, my thoughts immediately turn to the convention and tournament scheduled for March 17-20, at the University of Puget Sound in Tacoma, Washington. Following our summer council meeting in July, I can say that plans are finalized and now we are working on the finishing touches to make our 80th anniversary of forensic activity a truly memorable event. Dr. Kris Bartanen, our local host, has really outdone herself in making her campus and community receptive to our convention and tournament needs. Her "we can do that" attitude has made the work of the National Council much easier. PKD is indebted to her and her staff for their efforts. Remember to thank her when you see her.



The "constitutional convention" designation is proving to be

accurate. You will find the proposed amendments to the constitution included in this issue of *The Forensic*. If passed, they will help to make our organization more responsive to the needs of our members and chapters. There will be opportunities for debate at the convention. I strongly urge all delegates to be well-informed so that responsible decisions are made. The Student Congress event will also provide opportunities for debate on several key issues that may have a future impact on our organization.

The Chapter Challenge to raise \$15,000.00 for the Endowment Fund continues to be a major goal of your National Council. We urge all chapters to sell their six copies of the book. For more information, contact Harold Widvey at SDSU or refer to last year's issues of *The Forensic* for order forms. Special recognition will be given to all chapters who meet the challenge, as well as to province officers with 100 percent participation in the Chapter Challenge.

An important action taken by the National Council in July will raise chapter dues from \$40 to \$50 beginning this fall. This increase is needed in order to maintain the organization's operating budget. In addition, the Council will bring to the National Convention a proposal to increase individual initiation fees to \$30 beginning July 1, 1993, and \$35 beginning July 1, 1994. It is the opinion of the National Council that the organization should not be carried on the back of the national tournament. Traditionally, the tournament has generated some revenue to carry over into the operating budget. However, with rising costs associated with the tournament, PKD cannot afford to bank on this excess revenue being generated. The increase is modest and is similar to initiation fees for other honorary and academic societies. With the potential for increasing the size of the National Council by one student representative, it is even more imperative to increase individual dues. More information will be sent to individual chapters about this proposal. However, I encourage you to support this initiative for the future economic stability of our organization.

Another issue needing your attention deals with finding individuals who are willing to serve PKD as national officers. Robert Ridley, Chair of the Nominating Committee, is seeking individuals who are willing to run for National Council, Editor of *The Forensic*, and Secretary-Treasurer. I asked him to find individuals representing diversity because traditionally, PKD has been led by white men. I also requested that he seek individuals from provinces not already represented on the National Council. He reported to me earlier that few individuals have come forward. As you reflect upon your time and campus resources, give some thought to serving Pi Kappa Delta. We need new leaders to emerge. If you are interested, please contact Ridley at Southwest State University in Marshall, MN. He will make his final report at SCA in October and those nominated by the committee will be featured in the Winter issue of *The Forensic*.

On a positive note, there will be a reception for all PKD members at the SCA convention scheduled in Chicago, on Friday evening, October 30, 1992, similar to the one held last year in Atlanta. Light

refreshments will be served. Look for members of your National Council in Chicago who will have specific information about time and location.

I wish all members and alumni of Pi Kappa Delta, as well as advisers and colleagues on the forensic circuit, best wishes for a rewarding forensic season. Please feel free to contact me as we approach the National Convention and Tournament. We want our 80th birthday celebration to be great and your presence and enthusiasm in Tacoma **are** requested!

PI KAPPA DELTA FINANCIAL REPORT, AUGUST 1, 1992

Submitted by Harold Widvey, Secretary-Treasurer

**BALANCE OF ALL ACCOUNTS, OPERATIONS AND PKD
ENDOWMENT 7-31-91.....\$24,831.00**

Pi Kappa Delta Endowment Fund:

Balance 7-31-91.....	<u>\$6,300.00</u>
Revenue-Interest + Gifts	1,033.00
Balance 7-31-92.....	<u>\$7,333.00</u>

Pi Kappa Delta Operations:

Balance 7-31-91.....	\$18,531
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Revenue by Source:

Chapter Dues	\$6846.00
Memberships	9345.00
Sales-Supplies	146.00
<i>FORENSIC</i> Subscriptions	470.00
Sales-PKD History	1120.00
Interest	<u>750.00</u>
Other Income.....	<u>335.00</u>

Total Operations Revenue for year\$19,012.00

Expenditures by Category:

Secretarial	\$884.00
Maintenance.....	15.00
Office Supplies	844.00
Postage Stamps.....	570.00
Printed Forms	746.00
Insurance/Fidelity Bond	500.00
National Council Exp.....	6319.00
<i>The Forensic Expense</i>	9522.00
Copying, Mass Mail, & Telephone.....	<u>2343.00</u>
Convention Expense	<u>1930.00</u>
Miscellaneous.....	<u>39.00</u>

Total Operations Expense for year\$23,712.00

Operations Balance 7-31-92\$13,831.00

**BALANCE OF ALL ACCOUNTS, OPERATIONS AND PKD
ENDOWMENT 7-31-92.....\$21,164.00**

REPORT OF THE CONSTITUTIONAL REVISION COMMITTEE

Submitted to the PKD National Council, July, 1992 by Michael Bartanen, Chair, for
Tony Schroeder, Brian Kurisky, Kristen Pavalec, Bill Robertz

Impact statements that follow each amendment
prepared by Robert Littlefield on behalf of the National Council

1. CHANGE FEE COLLECTION STRUCTURE TO ALLOW NATIONAL SECRETARY-TREASURER TO COLLECT FEES FOR PROVINCES.

Amend section 333 as follows:

Funds may be secured by assessments and the Province Governor shall have power to levy an annual assessment on each Undergraduate Chapter in the province, such assessment may not exceed \$10.00. Assessments above this sum shall be made with a three-fourths affirmative vote of the Undergraduate Chapters constituting the province.

ANNUAL ASSESSMENTS SHALL BE COLLECTED BY THE
NATIONAL SECRETARY-TREASURER ALONG WITH
ANNUAL ASSESSMENTS FOR THE NATIONAL
ORGANIZATION. PROVINCE DUES WILL BE REBATED TO
THE PROVINCE SECRETARY-TREASURER.

Impact Statement:

If this amendment passes, member schools will be billed annually for national and provincial dues. Province treasurers will receive a rebate check from the national secretary-treasurer equal to the total of the province dues collected. Section 358.4 of the existing constitution will be editorially changed to add "the collection of province dues" to the position description for the national secretary-treasurer. This annual billing process would begin in the fall of 1993 for the 1993-94 academic year.

2. CHANGE TERM OF OFFICE FOR EDITOR TO FOUR YEARS.

Amend section 356 as follows:

The Editor of *'The Forensic'* shall be nominated by the National Council and approved by the National Convention, and shall serve a term of ~~two~~ **FOUR** years and may be renominated and approved for an additional term. ~~of two years.~~ The term of the Editor shall begin August 1 of the year of election.

Impact Statement:

If this amendment passes, the editor selected at the 1993 convention in Tacoma would serve a term of four years (1993-1997).

3. CHANGE EXISTING DEGREES AND CLASSES OF MEMBERSHIP.

Eliminate existing Article V and replace with the following:

ARTICLE V – DIVISIONS OF MEMBERSHIP

500

Membership in this fraternity shall be of three classes, four orders and five degrees.

501

The classes shall be (1) Active, (2) Inactive, and (3) Honorary.

501.1

Only college students, and faculty members actively engaged in the instruction of one or more of the activities coming under the Order of Forensics or Speech, or a coach of one or more forensic activities shall be eligible for admission as Active members.

501.2

The inactive class of this fraternity shall be composed of those Active members who are no longer attending the institution in which their chapter is located, or who have been placed in the inactive class by action of the Undergraduate chapter as provided in Paragraph 402.

501.3

Persons interested in forensic activities who have been nominated and elected by an Undergraduate Chapter, and approved by the National Council will be admitted as honorary members.

502

All students, and instructors who transfer from recognized institutions may receive full credit for their previous forensic work toward eligibility for membership, or advancement in orders or degrees.

503

Members of other forensic organizations may become members of Pi Kappa Delta and members of Pi Kappa Delta are free to join other forensics organizations.

504

The Orders shall be (1) Forensics (2) Communication (3) Instruction and (4) Active Alumni. The members of this

fraternity are admitted because of interest or achievement in public communication. A member may hold one, two, three or four orders, depending upon their qualifications.

504.1

Membership in the order of Forensics will be for students participating in competitive speech and debate in recognized college competitions.

504.2

Membership in the order of Communication will be for students participating in non-competitive communication activities.

504.3

Membership in the order of Instruction will be for teachers instructing students in Forensics or Communication activities.

504.4

Membership in the order of Active Alumni will be for alumni continuing to contribute to the betterment of their program and the forensics activity.

505

The Degrees shall be (1) Degree of Fraternity. (2) Degree of Proficiency. (3) Degree of Honor. (4) Degree of Special Distinction. (5) Degree of Highest Distinction.

505.1

All members of the fraternity will be members of the Degree of Fraternity, and the eligibility requirements for this degree are described below.

505. 11

For the Order of Forensics, the candidate shall have participated in three tournaments in debate or one or more individual events in forensic tournaments in which five or more schools participated.

505.12

For the Order of Communication, the candidate shall have finished one semester or quarter as a regularly enrolled full-time student who has completed ten hours of community service and who has a cumulative college grade-point average of 2.0 or the equivalent. Community service will be defined by the local chapter and may include: judging or coaching; public speeches

outside of classroom settings; as well as other community or campus activities that utilize communication activities as a primary component.

505.121

In instances where a university or college uses a grading system not based on a numerical grade calculation system, the chapter will establish equivalent standards consistent with the grading policies of their college or university. Such standards may not be less strict than ones specified in any relevant section of Article V. This provision will apply to all relevant requirements using grade point standards outlined all sections in Article V.

505.13

For the Order of Instruction, the candidate shall have coached five or more students in debate, individual events, or communication activities for at least two semesters and judged ten or more rounds of debate or public speaking competitions.

505.14

For the Order of Active Alumni, the candidate shall have graduated from the university or college that he or she was a member of the active undergraduate chapter.

505.2

Eligibility for the Degree of Proficiency shall be as described below.

505.21

For the Order of Forensics the candidate shall have participated in three semesters and nine tournaments in debate or individual events in which five or more schools participated.

505.22

For the Order of Communication the candidate shall have finished four semesters as a regularly enrolled full-time student with a grade-point-average of 2.5 or the equivalent in a recognized major and 2.0 or above grade point average in all college work and completing forty hours of community service.

505.23

For the Order of Instruction the candidate shall have coached ten or more students in debate, individual events or communication activities for four or more semesters; shall have judged at least twenty rounds of forensic competition in the previous four semesters; or have coached five students to degrees of proficiency or above.

505.24

For the Order of Active Alumni the candidate shall have attended a Regional or National convention; or shall have judged at forensic tournaments; or coached forensic competitors at a school with an undergraduate chapter; or contributed in significant ways to the well-being of the chapter.

505.3

Eligibility for the Order of Honor shall be as described below.

505.31

For the Order of Forensics the candidate shall have participated in five semesters and fifteen tournaments in debate or individual events in forensic tournaments in which five or more schools participated.

505.32

For the Order of Communication the candidate shall have completed six semesters as a full-time, regularly enrolled student and maintained a 3.0 grade-point average or equivalent in a recognized major and a 2.5 grade-point-average or equivalent in overall college work, and completed sixty hours of community service.

505.33

For the Order of Instruction the candidate shall have coached twenty or more students in debate, individual speaking or communication activities; shall have judged at least thirty rounds of forensics in the previous six semesters; or have coached five students to degrees of honor or above.

505.4

Eligibility for the Degree of Special Distinction shall be as described below.

505.41

For the Order of Forensics the candidate will have participated in six semesters and eighteen tournaments in debate or individual events in forensic tournaments in which five or more schools participated; or achieved a rating of SUPERIOR or above at the PKD national tournament.

505.42

For the Order of Communication the candidate shall have completed seven semesters as a regularly enrolled, full-time