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THE FORENSIC of Pi Kappa Delta

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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 dues. For alumni and non-members the rate is \$12.50 for one year and \$30.00 for three years. Second Class Postage paid at Fargo, ND. Postmaster and Subscribers: please send all change of address requests to Dr. Harold Widvey, Dept. of Speech Communication, S.D.S.U., Brookings, S.D. 57007-1197. THE FORENSIC of Pi Kappa Delta is also available on 16 mm microfilm, 35 mm microfilm, or 105 microfiche through University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Printed by The Pierce Company, Fargo, ND 58102

Cover Design by Seven Sisters Design, P.O. Box 414A, Rte. 1, Detroit Lakes, MN 56501

COACHES CORNER

THE EDUCATIONAL OBJECTIVES OF THE GUILD OF AMERICAN FORENSIC EDUCATORS

By Michael D. Bartanen

■ I have the World Series on my mind. One pregame highlight this year was a clip from the 1971 World Series between the Pirates and Orioles. While there were many memorable moments on the field, the theme of that series was dictated by the Pirates' motto, "We Are Family," taken from a forgettable song of that year. It was quintessential baseball. A team without many superstars reaching their peak by remembering that baseball is not a game of nine individuals but nine people working closely and harmoniously together. The star of the Pirates, of course, was the incomparable Nicaraguan, Roberto Clemente. Clemente played gracefully and hard on the field. But his priorities were never in question; he fought racism off the field and died while delivering food and medical supplies to his earthquake victims in his country. Clemente was proud, arrogant and assertive on the field, but caring and socially conscious off the field. It is easy to contrast Clemente with a contemporary star from a similar Latin-American background, Jose Canseco. Canseco, as you know, is most notable for his driving record, his indifferent but occasionally brilliant play, and his rendezvous with Madonna. He expressed relief after his recent trade to the perennial also-ran Texas Rangers. According to Canseco, he was more comfortable with the Rangers because they were less obsessed with winning. This meant that he could start the off-season sooner instead of playing the extra weeks in mid-October.

The theme of this paper is simple: we need to create more individuals who are Clementes and not Cansecos. We need to create more teams who find success through "family" and social consciousness and fewer teams who view the World Series as an unwelcome intrusion on their vacation and merely another check to be cashed. Baseball may be at a cross-roads: owner greed, player indifference, and fan alienation threaten the health of the national pastime. It requires little imaginative stretch to discover the same fault lines challenging forensics. This underlies the motivation to consider creating a new organization in a discipline that already undoubtedly has too many. This paper discusses the motivation to consider a Guild of Forensics Educators, the Guild's organizational structure, and some of the educational objectives which the Guild will address.

Background of the Guild

Dissatisfaction about the state of contemporary forensics has grown in recent years. Fewer schools and fewer people compete in forensics

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activities. There is a striking absence of diversity in the makeup of competitors. There are tremendous shortages in the number of qualified high school and college forensics educators. At the college level, individual events have supplanted debate as the primary educational activity and non-policy debate has outgrown policy-debate when quantitatively measured. Similar trends are found in high school forensics.

The 1984 Evanston Developmental Conference found growing fracture of vital consensus about the educational goals and future directions of the activity. Rather than forging consensus, dissension has grown and forensics is structurally and pedagogically weaker than at any previous time. The current devastating recession hitting education at all levels finds an activity perilously threatened. Some programs are better off than they were ten or fifteen years ago. But the vast majority are not, no matter how health is measured. Worst of all, none of the existing forensics organizations was mounting a counter-attack.

In June, 1991, I wrote to twenty five educators discussing this state of affairs and probing their interest in creating a new consortium of people who would take a proactive interest in searching for some answers to these bedeviling problems. The model for this organization was the traditional artisan guild, popular for centuries in Europe. Guild members were people who possessed particular skills and who viewed their trade as more than just a job, but as a career. I outlined three goals for such a guild in forensics: serving as an advocate for the individual forensics educator as teacher, scholar and administrator; finding ways to maintain and strengthen existing programs; and advocating high ethical standards in forensics competition.

The letter also outlined some operational parameters that I believed were necessary. First, the organization must be global and not parochial. To succeed, the guild must represent the existing diversity of forensics rather than promoting one activity over another. Second, the guild must be rooted in rhetorical principles instead of game playing principles. Forensics began as a rhetorical activity and these principles provide the best educational justification for its practice. Third, the guild must seek to involve committed people rather than seeking total openness. The success of the idea would depend on consensus rather than the compromise inevitably coming with members with widely divergent views.

This trial balloon generated many thoughtful responses. There was much consensus about the state of the activity. For example:

...I have difficulty defending an activity that, whatever its enormous potential, has the problems that much of competitive forensics now has...I firmly believe that forensics, all levels, all organizations, is out of control in a frightening way. The forensics game, as you so aptly term it, is not worthy of support. That is a difficult and sobering statement for a former director to make, and I have spent much anguish in coming to that decision. Yet, the mouthing of the

“educational value of the activity” that I hear at every gathering is starting to grow very stale when those same folks turn around and either support or allow the very unethical and ridiculous practices I have witnessed in the past few years. Forensics has become a game, even those of us who hate it have, by participating, encouraged it. I no longer can do that.

The same writer did express the belief that these problems were reversible, although such change would likely be difficult to achieve. Almost everyone believed that there needed to be a better balance between education and competition. Robert Rowland spoke to this in a position paper published in a recent Guild newsletter:

...the key to maintaining the function of debate lies in the proper balance between the educational and competitive forces that drive forensics. Forensics must be more than a game if it is to serve its functions. Thus, we must jealously guard the link between debate practice and pedagogy. We must establish educational standards to guarantee that argument development, research, and persuasion are all tied to the real world. We must recognize that the “forensics game” will lose its value if it becomes merely a game. At the same time, we must jealously guard the competitive structure of the activity. Forces that threaten to create competitive imbalances could decrease the incentive for students to “play” the game. We must work to make sure that the game remains fun, both for our students and for ourselves. If professional educators grow tired of forensics the activity will inevitably die.

While expressing their concerns about the state and future of forensics, all the respondents undoubtedly agree with the sentiments of Robert Weiss in 1980, and reaffirmed in his letter joining the Guild:

Forensics is manifestly a valuable and worthwhile educational endeavor. This statement constituting for our purposes an established truth, the decade of the 1980's might well be the time for forensics to “go public,” to improve not only its public image, but also the public service of which it is capable. In order to reestablish itself in the public realm, forensics will, in the first instance, need to become visible enough so that what is being done in the field is open to scrutiny and one would hope, to approval and appreciation. In the second place, it must increase substantially its sensitivity to the needs and expectations of its various constituencies.¹

¹Robert O. Weiss, “Going Public: Accountability in the 1980's. *Speaker and Gravel* 17 (1980): 114.

This concisely states the motives of the founding Guild members. They believed that a new organization might effectively develop and promote structural changes designed to strengthen the educational rationale for forensics and the status of individual forensics educators. A group of educators met in Atlanta and drafted a statement of objectives. These objectives form the philosophical foundation of the Guild.

1. Forensics is training for the articulate citizen. It is first and foremost of the liberal arts. Forensics ought to empower students as advocates.
2. Forensics concerns the communication of important ideas to valued people. Forensics ought to make students competent and adaptable to diverse situations and audiences.
3. Forensics ought to be a humane activity, putting people first. The needs of audiences as listeners and critics; teachers as professionals with lives within and outside the activity, and competitors as students with conflicting demands on their time should all be major considerations in guiding both the nature and structure of the activity.
4. Competition is the vehicle energizing students, but pedagogy is the force that energizes forensics programs and the forensic activity.
5. Forensics educators are trustees, learners and teachers. Educators should be featured in the activity as the means of empowering students to reach their potential. Forensics programs should be directed by professional educators trained in both the philosophy and practice of the activity.
6. The health of the activity, not competitive success, should guide the forensics educator as professional. The educator's first duty is creating and maintaining the highest ethical standards for themselves, their students, and the activity at large.
7. Programs should inculcate students with the motivation to preserve and extend the activity within their school and the community at large.
8. The presence of a socially and educationally responsible forensics program demonstrates a school's commitment to liberal education, pride in educational excellence and promotion of responsible intellectual engagement.²

²The drafters of these principles included: Michael Bartanen, David Frank, David Ray, Gary Horn, Brenda Logue, Robert Withycombe, Edward Inch, Robert Rowland and Joan Rowland. There are a total of 26 founding members, from across the United States.

These principles are not prioritized and represent the consensus of the authors present at the meeting in Atlanta.

Structure and Organization of the Guild

After creating the organizational principles, the founders drafted a set of by-laws. The by-laws created a board of overseers and a president. The overseers are responsible for setting policies and creating task forces. The task forces are the primary mechanism of the guild. Guild members are assigned to one of four task forces: educational and competitive practices; professional standards; program health and enhancement; and forensics research. Each task force is chaired by a member of the board. The task forces are charged with investigating and implementing programs in their area of concern. The task forces also may suggest actions to be taken by the guild as a whole.

Educational Objectives of the Guild

In their book, *In Search of Excellence*, Peters and Waterman identify the importance of organizational culture to competitive business success.³ Dysfunctional organizational climates must be changed before productivity and satisfaction can be increased. The current structure of educational forensics is an example of a dysfunctional system. This judgment must be carefully explained. It is not an indictment of evolving competitive practices, rapid delivery in debate, formulaic individual events or other micro-issues. Our unhappiness about practices, while important, is only symptomatic of some substantial macro-issues. Until and unless we address these macro-issues we cannot make any progress toward strengthening the core of the activity. There are three macro-issues that the guild, and the larger forensics community, must begin to approach. 1. Is forensics primarily educational or competitive? 2. Is forensics best understood from a teacher-centered or participant-centered focus? 3. What benefits do students receive from forensics participation?

The first question addresses the focus of forensics. While we give lip-service to the educational focus of forensics, we tend to act as if forensics was primarily a form of competition. This is hardly to suggest that there is no balance (to borrow Rowland's thinking) between the two. Our inability to distinguish our intentions, however, is one root cause of our current difficulties. All of our extrinsic evidence of our teaching effectiveness is competition-based. Our records at the NDT; our CEDA points; or our NIET trophies, added to our weekly tournament successes, are often the justification for our program communicated to others. This is at least one reason for the significant over-emphasis of competitive success in the balancing act of our activity. Our national structures, both high school and college, heavily emphasize national tournaments, sweepstakes competitions

³Thomas Peters and Robert Waterman, *In Search of Excellence: Lessons from America's Best-Run Companies*. (New York: Harper and Row, 1982).

and state tournaments for high schools. We tolerate educational shortcuts while pursuing the perceived higher goal of program justification and maintenance.

The second question addresses the question of "educational ownership" of the forensics activity. There is considerable discussion among education theorists about the proper nature of the ownership of the classroom. The traditional "autocratic" model gives classroom ownership to the teacher, who decides and controls the classroom activities and outcomes. The second model is an "anarchic" model where students are primarily responsible for deciding activities and outcomes. The teacher's role is to facilitate learning by letting students follow their own instincts and interests. A third model is a "democratic" model where teachers and students share responsibility for the learning environment by taking joint responsibility for teaching and learning issues.

Contemporary forensics, particularly at the college level, is strongly dominated by an anarchic model. There is a strong belief often verbalized, that forensics belongs to students and judges and other educators ought to give students maximum flexibility to define the activity. Forensics being, after all, a game that students play. This reduces the role of the teacher to setting the rules and refereeing the contest. As increasing numbers of former contestants dominate the judging and teaching landscape, greater acceptance of this model results. Programs and teachers who prefer one or the other models find themselves at a competitive disadvantage and must either adapt or experience discouragement and burnout.

The third question regarding the benefits of forensics training is fundamental to creating a rational, functional educational system. Forensics, as a system, is experiencing considerable entropy. The nature of forensics is constantly changing and outside events, such as the effect of the national economy on forensics, are changing so rapidly that we no longer understand the implications of, the organizational and educational changes we make.

Forensics is weak in assessment of educational outcomes. We simply do not have a clear view of how forensics affects learning. Since we do not have that understanding we cannot possibly make rational decisions about our educational practices. Furthermore, we cannot begin to attract more diversity in our student and teacher populations without being able to make a sound case for the particular benefits they would achieve through participation.

The educational objectives of the guild include considering how to attack these issues. The purpose is not to create a particular dogma about forensics, but to promote a discussion of alternatives to hopefully move the activity in directions that will create a more functional, rather than dysfunctional educational climate. In recasting the forensics climate, the guild might promote change in four areas: creating classroom²; restoring a sense of community to teaching forensics; celebrating civility and tolerance; and nurturing disparate visions of the future.

Creating Classroom²

Education is in the midst of change. Traditional assumptions regarding appropriate classroom models are being cast aside in a growing movement to find a closer fit between teaching and learning. The traditional classroom (classroom¹), dominated by information-processing and lecturing has lost favor in the face of growing evidence of its ineffectiveness. Learners seem to prosper better when they have a greater stake in the educational process and when they are able to participate actively in learning. This is, of course, a traditional justification for forensics.

Unfortunately, the current competitive model overcompensates for the excesses of classroom¹ by investing classroom control primarily in the hands of student competitors. Students determine the kinds of arguments and strategies used in the debate round. Judges are actively discouraged from being interventionist. Individual events contests drift toward increasing emphasis on delivery and the use of shocking literature and less concern with audience interaction. At all levels of forensics, the autocratic classroom has been replaced by the anarchic classroom.

Classroom² is a learning model based on creating shared ownership of the classroom between teachers and students. As envisioned by theorists like Parker Palmer, education cannot effectively occur unless both teachers and students have a stake in the learning environment. Teachers have to balance communicating information with allowing students the freedom to find their own appropriate learning environment. The key element of this model is the importance of cooperation between teachers and students, and their sharing of the classroom space. Teachers become energized by recasting their role from information-providers into information-sharers.

The application of this model to forensics is clear. We must find ways to reintroduce interventionism into the activity to reempower forensics teachers. This does not mean we should bring back the "autocracy" of the old days, where the forensics judge exercised tyrannical control over the kinds of arguments, speeches, and strategies students used. Instead, we need to find and promote "democratic intervention." Democratic intervention must meet several criteria. First, it must be consistent and fair. Students rightly resent interventions that are inconsistent and put them in uncomfortable positions. Content and process interventions must be clearly separated. The role of the teacher is properly to help students learn appropriate arguing and speaking styles and strategies. The role of the teacher in assessing content questions is less clear. An activity cannot epitomize free and open communication and then allow listeners arbitrarily to dictate the kinds of subjects students discuss in rounds.

Second, democratic intervention must be empowering to both students and teachers. It is likely time to examine the structures of our competitive speech and debate activities to examine how democratic intervention can successfully be integrated into our formats. The current structure of debates, for example, places the

judge on the outside: the only consistent roles the judge plays are keeping time and awarding decisions after the debate. The guild should investigate alternative models that would involve the listener more formally into the process. Academic debate is unique. It is virtually the only debating activity where active listener participation is discouraged. This has created the climate where the anarchic classroom is the only alternative to the autocratic

Restoring a Sense of Community

It is a persistent, if misleading, cliché to describe contemporary society as the "me" rather than "we" generation. Yet social critics agree that there are large segments within society who feel alienated and disempowered from social and political institutions. Robert Bellah and his associates have passionately detailed this alienation in their important work, *Habits of the Heart*. Social alienation, according to their research, is grounded in part from an excessive commitment to individualism. Our language and social institutions work to isolate people from each other and leave people feeling, that in the end, you can only depend upon yourself.⁴

Bellah's book contains several different indices of the tyranny of this individuation, presented by various people in different careers. The book could have as easily included forensics educators as another alienated group. Forensics educators, too, are largely isolated from one another, lacking the opportunity and the structures to nurture community. This social isolation takes several forms.

It is not unusual, for example, for the forensics teacher to be isolated at their school or college campus. Their colleagues do not understand the nature of the forensics teacher's work. Forensics education may be hidden from view, taking place after "business hours." Their travel schedules may preclude the forensics teacher from social networking with other teachers. Forensics teachers may miss opportunities for normal social and family lives. They may not have the chance to participate in the political and charity work that help people locate themselves in communities. These are speculative concerns. As one of our first efforts, the guild ought to assess (to borrow Stephen Toulmin's term) the social ecology of forensics education. We need better evidence about how forensics affects people, as a first step in adjusting our structures to serve those people better.

Bellah and his coauthors discuss many ways of reestablishing communities in our society, some of which we must seriously consider and implement. For example, they urge society to reassess priorities regarding failure and success:

Reducing the inordinate rewards of ambition and our inordinate fears of ending up as losers would offer the possibility of a great change in the meaning of work in our

⁴Robert Bellah, et. al. *Habits of the Heart*. (New York: Harper and Row, 1985).

society and all that would go with such a change. To make a real difference, such a shift in rewards would have to be a part of a reappropriation of the idea of vocation or calling, a return in a new way to the idea of work as a contribution to the good of all and not merely as a means to one's own advancement.⁵

This passage hits painfully close to home for football coaches and forensics educators. Too often, we equate worth with competitive success. This fuels our most base competitive instincts. We celebrate our colleagues when they are competitively successful, despite the costs of that success in human terms.

Bellah and his associates also assert the importance of changing structures, such as corporations and other associations, to the process of creating community. They write:

Reasserting the idea that incorporation is a concession of public authority to a private group in return for service to the public good, with effective public accountability, would change what is now called the "social responsibility of the corporation" from its present status, where it is often a kind of public relations whipped cream decorating the corporate pudding, to a constitutive structural element in the corporation itself. This, in turn, would involve a fundamental alteration in the role and training of the manager. Management would become a profession in the older sense of the word, involving not merely standards of technical competence but standards of public obligation that could at moments of conflict, override obligations to the corporate employer.⁶

Forensics, too, must find ways of including "public service" as a constitutive structural element" in its corporate persona. We have, for much too long, viewed forensics in a narrow sense, as a form of student training, which does not involve social obligations. We thought it was enough to create articulate people. Instead, we need to work harder at creating articulate citizens. We need to do this both for students and teachers. It is part of reestablishing a sense of community for all who participate in the activity.

This is one educational goal of the guild. Unencumbered by the constraints imposed by maintaining existing competitive structures, it is appropriate for the guild to take a fresh look at the impacts of competitive structures on people and how we can make forensics a positive force in creating community.

Celebrating Civility

What became of civility in forensics? Debates, in particular, are often interpersonally brutal experiences. Debaters scream at each

⁵Bellah, pp. 287-88.

⁶Bellah, p 290.

other and sometimes at the judge. They often rely on metaphorical violence in their language choices. They think so little of the underlying subject controversies of debate topics that they develop arguments grounded in obscure and misleading claims, and so little of their opponents that they verbally punish them for lacking on-point refutation evidence. Individual events competitors, even when they are not double entered, often do not stay to be audiences for other speakers. Judges ponder decisions for long periods of time, delaying the tournament and extending long homeward drives. Awards assemblies are characterized by barely audible applause or recognition of students from other schools, sometimes drowned out by conversations and even alcoholic beverage consumption. This is to say nothing of standards of dress that bring new meaning to the term casual.

Two traditional strengths of forensics were creating a sense of occasion and encouraging civility in practice. Both these strengths are disappearing. Tournaments are similar to baseball games in modern stadiums played on artificial turf. They are alike in form and structure. They offer the same events, the same rules, the same number of contest rounds, the same stale donuts and coffee, and the numbing sameness of hearing the same students give the same speeches while barely acknowledging even the presence of the judge. Like old baseball stadiums (Tiger Stadium comes to mind) unique or special tournaments are not viewed as cost effective or defensible. It is not the same experience to attend a baseball game in a new stadium. It is not the same experience to attend a forensics tournament that varies only in location, and not in uniqueness or specialty.

The importance of civility and specialty should not be underestimated. Why would a person want to be a forensics educator when they must look forward to experiencing inhumane interpersonal behaviors and debilitating tournament experiences? Is it any wonder there is so much turnover in our ranks? An important guild objective must be to overcome these problems. We must encourage a return to civil behavior and discourage the numbing homogenization of forensic tournaments.

Nurturing Visions

The idea of the guild is not without its critics. Some thoughtful colleagues see this effort as misguided. They believe that there are too many forensics organizations. They also believe that the effort to reform current forensics practices is, generously, quixotic. In a sense they are probably right. Forensics may be a classic entropic system that will likely stumble along and eventually collapse, despite change efforts. New organizations and competitive forms will replace current ones, as individual events, CEDA and high school Lincoln-Douglas are replacing total focus on policy debates, and as new policy debate initiatives are not supplanting the NDT. The drawback of relying on entropy is that changes in forensics generally focus on the practice of the activity and not on "the vision thing." Our changes often produce

unintended or temporary results. CEDA debates, for example, now closely resemble the NDT debates they were supposed to be an alternative for. This gives many people like myself a bad case of "Back to the Future, III."

Forensics is a microcosm of larger society. To allow the activity to drift ignores the responsibility that each of us, as individuals who are also members of communities, have to making our world better by acting individually and collectively to create change. After all, it is "better to have loved and lost, than never loved at all." The need for creating and acting on a vision is apparent. Should this action happen as a Guild or in status quo mechanisms? This question is worthy of address.

There is a misguided assumption that often affects our thinking about forensics. That assumption is that there are "too many" organizations competing for our attention. The problem is not the number of organizations, but in the fact that there are too many organizations trying to do the same things and too many organizations viewing themselves as superior to other stars in the cosmos.

We waste far too much energy fighting turf wars. Surely we have fought about the "true" individual events national championship long enough. We will never decide "which" debate is "best." Even our flagship professional organization is caught between promoting "forensics" and "argumentation." These disputes fail to address the underlying need to remember that forensics is a people-driven activity. There are two types of people in forensics: students and teachers. Our forensics organizations have worked very hard at creating tournaments, events and even theories to support the efforts of students to become better communicators and arguers. Regrettably, there has not been concomitant attention given to supporting the efforts of teachers to find individual and community satisfactions.

If it achieves no other educational objective, the Guild will be successful if it draws attention to the importance of the forensics teacher and the need to address issues of classroom management, community and civility. Perhaps there will come a time in the future where the Guild will be superfluous because other organizations have balanced their concern for students with their concern for teachers as people.

We will create "Roberto Clementes" when we empower forensics educators as teachers and allow them the freedom to improve their discipline. These educators will extend their influence as role models to their students and take the first steps toward celebrating the importance of forensics as the means of creating truly articulate citizens.

FRATERNALLY SPEAKING

PRESIDENT'S COMMENTS

By Robert S. Littlefield

■ Time is remarkable. It transcends everything. It can be used, spent, wasted, saved, and managed. As I prepared my comments for this column, I reviewed the issues of *The Forensic* that have been published during my term as President. When my term began, I felt Pi Kappa Delta had much to do. As I review the things that have taken place since we last met in New Jersey, it seems we have done much. The discussions we had as a National Council enabled us to spend our time planning for the future. We didn't waste time talking about why something wouldn't work, we proposed changes to improve our fraternity. We didn't save time by cutting our meetings short. We put in much extra time and effort to make sure the right decisions were reached. In the end, I think we managed our time well. While there will always be more for the leaders of PKD to do, we can look upon our stewardship of Pi Kappa Delta's history as productive. For the record, I would like to commend the work of the 1991-93 National Council. I especially want to thank the following individuals who will be going off of the National Council following the 1993 Convention: Terry Cole, Immediate Past President; Don Swanson, Editor; Margaret Greynolds, Council Member; Syd Van Atta, Student Council Member; Joseph Hamell, Student Council Member, and Harold Widvey, who will retire after serving eight years as Secretary-Treasurer. These individuals have given of their time and talents in many ways and deserve our respect. In addition to these, I add Ed Inch. His first term has been a successful one and he is running as an incumbent for a second term. He has been responsible for SCA convention planning and the Developmental Conference. In addition, he has served as a consultant on the running of the national tournament. He has provided energy for PKD projects, insight, and should be given the opportunity to continue his service on the National Council. I also must thank again, our local host Kris Bartanen, who has provided exemplary service over the past two years. She deserves the credit for making the convention planning go as smoothly as it has. Now the time has come to look ahead to the changes that our next set of leaders will bring when we convene at the University of Puget Sound in Tacoma, Washington. I wish to personally thank Robert Ridley, and the members of the Nominating Committee, who have helped to prepare the slate of candidates for our elective offices. The willingness of these individuals to dedicate themselves to our fraternity and its ideals is commendable. To President-Elect Sally Roden and Bill Hill I extend my best wishes and total support.

By now, you should be well on your way to planning for the Convention and Tournament March 17-20, 1993. Arrangements are in place to make the 1993 event a very exciting birthday celebration for our fraternity. I hope you will take advantage of the discounted

airline and car rental arrangements that have been made by PKD with the **Golden Rule Travel Agency**. There are two tours for your scenic pleasure—one before and one after the convention—while in Tacoma. The Sheraton Tacoma will be a delightful headquarters. The tournament has many interesting programs, as well as the traditional individual and debate events. Don't forget the Student Congress. If this event is successful, it may become an on-going part of our convention and tournaments in the future. The resolutions for debate were printed in the Fall 1992 issue of *The Forensic*. Historical displays from each province will be available for viewing throughout the convention, so make sure your province is well-represented.

Special awards will be given to individual chapters, provincial officers, and alumni groups who participate in the Chapter Challenge. Get out and sell your six copies of *The History of Pi Kappa Delta* by Larry Norton. If you need an invoice from the National Office in order to pay for copies you plan to use, or give to special alumni, etc., contact Harold Widvey. If we sell the remaining copies, which is very possible if every active chapter sells six books, there will be enough money in the Endowment Fund to provide four national scholarships each year beginning in 1995. The money you raise will not be used for other expenses in Pi Kappa Delta. The Endowment Fund Board has met and plans for an aggressive campaign to raise funds is underway. The Chapter Challenge is a positive program that needs support from everyone.

Over the years, I have often referred to my involvement in Pi Kappa Delta as a "wonderful journey." While serving as President, I have found this metaphor particularly appropriate. Along with your National Council, we have forged new paths by establishing short and long-term objectives. We have mapped out new approaches to the management of the fraternity through proposed constitutional amendments. A National Tournament Assessment Committee is reviewing the direction we want to take with our National Convention and Tournament. Our Endowment Fund has encouraged us to move forward with our plans for student scholarships, educational programs, and the establishment of a national office. As I have guided Pi Kappa Delta, I have been humbled by the task of leadership. While I believe the 1991-93 National Council has made great strides forward, there are "miles to go before we sleep." I know that as President, Sally Roden will serve our organization with distinction and continue to keep Pi Kappa Delta as a leader among the forensic organizations.

In closing, I wish that every chapter in PKD could be with us in Tacoma. Understanding that dreams do not always come true, I hope that over 100 chapters will be on hand to celebrate our 80th birthday. Best wishes to all as we enter 1993. Come to Tacoma and be a part of a wonderful event that will never be forgotten!