

involves vocal articulation exercises such as tongue twisters or any over-articulation activity. We are not suggesting that students over-articulate during the broadcast, but students who are well rehearsed with regard to articulation will undoubtedly transmit more clearly over the interactive system.

A second audio concern is speaking rate. As with articulation, rate was also impacted by the audio transmission of the voice. Rate was particularly a problem with debaters. Rates which are considered acceptable for a live audience performance sounded garbled to the remote site audience. The issue of appropriate rate over the interactive video system magnifies the existing rate dilemma for debate judges. Results of the North Dakota contests indicated that, in the case of interactive video, a slower rate is advantageous. We suggest that coaches temper the rate of their students before an interactive contest. The degree to which speakers must slow their rates depends on the quality of the system available and the vocal precision of the speakers. Coaches must consider both factors when adjusting the speaking rates of their contestants.

Third, the interactive system magnified any problems students had with volume. Students at either volume extremes were limited by the interactive equipment. Students who were excessively loud produced distortion in the transmission. Students who failed to project their voices adequately could not be heard. Again, students can experiment with their volume by using an audio or video recorder. Students who experiment with microphones before interactive contests will be at an advantage.

A final audio suggestion is the availability of the interactive equipment for student rehearsal prior to the interactive tournament. Whenever possible, students should try to experiment with the actual equipment at the contest site. Obviously, larger tournaments preclude such rehearsal on tournament days. Coordinators of the various broadcast sites should be encouraged to make their equipment available to students on non-contest dates.

Video Concerns

A Practical Guide to Teleconferencing and Distance Education, mentioned three critical areas of visual performance to consider when presenting information over an interactive video network. These areas include appearance, movement, and facial expressions. With regard to appearance, the *Guide* addressed clothing and accessories as important elements to examine. The *Guide* did not offer a description of what clothing was appropriate. Rather, it cautioned performers to avoid:

clothing with small or busy patterns such as pinstripe or fine check, especially if there is sharp contrast in color. Such contrasting patterns generate a distracting shimmer or animated appearance when viewed on-camera. Avoid wearing solid stark colors (white, yellow, red, or black). Cameras have difficulty responding to them (p. 15).

Clearly, coaches need to offer direction in students' selection of tournament apparel. Clothing which appears standard or suitable for normal forensic tournaments may produce a distorted image when broadcast. Participants in the North Dakota tournament who chose to wear solid white shirts or jackets placed themselves at a disadvantage. When broadcast, the stark colors washed out the students' complexions. As a result, the facial expressions of these competitors were less apparent.

Along with clothing, accessories such as eye glasses, jewelry, and make-up were aspects of appearance discussed in the *Guide*. Suggestions made by the *Guide* regarding these accessories included:

Shiny, reflective surfaces create annoying light patterns when viewed through a camera. For this reason jewelry should be kept at a minimum and consist of non-reflective metal and stones. The surface of your glasses may also reflect light and actually hide your eyes from the (audience). Generally, this problem can be solved by adjusting the camera iris or the lighting in the room. Additional make-up is not required or recommended (p. 15).

Obviously, coaches should ask students to refrain from wearing anything but the most subtle of accessories. It is important to note, however, that make-up is not required with video equipment of this nature. The camera can be adjusted to compensate for pale complexions if they are not produced by poor clothing choices. Coaches should exercise their right to have the camera iris adjusted slightly to meet the needs of their individual students. The time required for such minor adjustments is negligible.

A second major visual concern is movement. The equipment naturally limits a speaker's freedom to walk during a presentation. Participants at the North Dakota interactive tournament made comments such as "steps become distracting for audience," "movement is limited," and "can't see whole person" (Littlefield, 1990). Simply put, speakers in interactive competition cannot rely solely on movement to signal transitions within their performances. *A Practical Guide to Teleconferencing and Distance Education* offers several suggestions regarding the use of movement:

It is important to remember that the off-campus students see you only through the eye of the camera. Sudden, erratic movements may cause you to "disappear from the screen." You may need the help of a camera operator if you plan to move often. If you move occasionally it is all right to zoom the camera to a medium or full shot for short periods of time. Don't forget that you are attached to a microphone cable! You will need to be aware of where the cable is, and its length, as you move about the classroom. If you find the cable too confining you should inquire about a longer microphone cable or the availability of a wireless mic. As you move about the room

make sure you are not blocking visuals or print material that you wish students to see. Check the monitors to make sure that what you are presenting is visible to the students (p. 13).

In addition, coaches should encourage their students to utilize effective pauses and vocal emphasis to take the place of movement. Of course, some interactive studios will allow for more movement than others. Judgements regarding how much movement can be incorporated into a presentation should be made before the contest actually begins.

A third visual aspect for coaches to consider is the impact of interactive video on facial expressions. As stated previously, interactive systems tend to hamper the competitors in their efforts to project subtle facial expressions. Some specific comments on this matter made by participants in the North Dakota contest include "cannot see some of the subtle expressions" and "there is less audience interaction." Part of the problem with facial expressions during the North Dakota tournament concerned the focus of the camera. Competitors were filmed from the waist up which precluded the use of close-ups. If the camera had focused more exclusively on the competitors' faces, the situation could be reversed. *A Practical Guide to Teleconferencing and Distance Education* indicated that the close-up medium of television could exaggerate facial expressions (p. 12). If such close-ups are used coaches need to consider the magnified impact of facial expressions.

Focus

Because interactive video requires presenters to focus on two distinct audiences, eye contact poses some unique problems. Initially, *A Practical Guide to Teleconferencing and Distance Education* observed, "The off-campus students can see you through the eye of the camera. When you look into the camera you are establishing eye contact with your off-campus students" (p. 14). Participants in the North Dakota tournament also noted the special considerations with regard to eye contact. Those involved with the tournament commented "don't know where to look," "didn't see judges," and "hard to make eye contact" (Littlefield, 1990). Coping with a camera as an audience member requires several coaching considerations. One coach who was involved in the North Dakota tournament reported that she told her students to "ignore it as a camera and see it as another judge" (G. Hyde, personal communication, October 20, 1990). Further coaching suggestions with regard to eye contact and the camera are offered by the *Practical Guide to Teleconferencing and Distance Education*.

Try to envision the camera as one of the students sitting in front of you. As you scan the group during your classroom presentation an occasional glance at the camera will emphasize your acknowledgement of the off-campus students. When you are giving directions or responding to off-campus students, look at the camera (p. 14).

The *Guide* also cautioned a presenter about watching the remote site "so intently that he or she unintentionally forgets about the students in the same room" (p. 14). Overall, competitors need to find a comfortable balance in their eye contact in order to include members of both the remote audience and the home audience. Videotapping the students affords the opportunity to practice adequate audience coverage.

CONCLUSIONS

The interactive video format has a tremendous potential for use in forensic competition. There are, however, a variety of constraints inherent to the interactive format which coaches must seek to overcome. An ideal means of preparing students for interactive video contests involves rehearsal either in an interactive studio or with a video recorder. Students who have access to such rehearsal opportunities will undoubtedly have an advantage over students who do not.

Coaches do not necessarily need professional training to be effective in the interactive arena. However, awareness of the constraints posed by the interactive format is essential. Coaches who do not consider the unique challenges of interactive performance *before* such tournaments place their students at a tremendous disadvantage.

Both the participants associated with the North Dakota contest and the interactive video specialists contacted by the authors all stated that they were cautiously optimistic about the future of forensic contests via interactive video. Lee Richards concluded that although the present use of interactive video is "not ideal," it is definitely "better than nothing" (personal communication, October 10, 1990).

REFERENCES

- Hackman, M.Z. & Walker, K.B. (1990). Instructional communication in the televised classroom: The effects of system design and teacher immediacy on student learning and satisfaction. *Communication Education*, 39. 196-206.
- Hest, T.L. & Sellnow, T.L. (1990, September). Coaching for the Camera: Competitive speaking through interactive video. Paper presented at the NDSTA State Convention Bismarck, ND.
- Hyde, G. (personal communication, October 20, 1990).
- Littlefield, R.S. (1990). Unpublished research.
- Martorella, P.H. (1989). *Interactive video and instruction*. Washington, D.C.: National Education Association.
- Richards, L. (personal communication, October 10, 1990).
- Using interactive video access network: A practical guide to teleconferencing and distance education* (1990). Bismarck, ND: North Dakota University System Office.

JUDGING THE CONTESTANT VIA INTERACTIVE VIDEO COMMUNICATION SYSTEMS: DO EXISTING MODELS OF EVALUATION WORK?

by Colan T. Hanson, Moorhead State University

■ The financial support for education continues to be an ongoing concern in the United States. Local school boards, college and university administrators, state legislators, and federal officials are continuously faced with the task of trying to provide a better education for less money. One response to the lack of adequate funding can be that of resignation, another can be that of innovation. This paper explores one component of an attempt to innovate in the administration of a forensic tournament: judging the contestant when the student's message is transmitted through the medium of interactive video. Specifically, the central issue addressed in this paper is whether traditional tools of judging the contestant will work in the interactive video transmission situation. Initially, the relationship between contestant and judge is discussed. Additional issues addressed include: identifying what students expect from judges; exploring whether students are responsive to judge comments; characterizing personal responses to the experience of judging contestants in the interactive video situation; and offering some recommendations for future experiments.

DATABASE

The database of the personal response section was this writer's participation in an Interactive Video Tournament, Fall 1989, sponsored by North Dakota State University and also co-hosted by the University of North Dakota. The information base for the students' expectations of judges was from a survey conducted by this writer in the Spring of 1987.

One issue of concern in the forensic tournament setting should be the quality of the educational experience for the participants. In discussing the relationship between contestant and judge the goal of the evaluation process needs to be articulated and the quality of the experience also needs to be discussed. The goal of the evaluation process can be characterized in a variety of ways: providing a critique of a performance; providing a comparative rating of the student's performance; or providing a combination of critiques and scores. Whether the medium used to share the message is by means of interactive video, audio transmission, or the live encounter does not seem to bear particular relevance to the task of providing either a rating or a critique. In our electronic global village, it is commonplace to most of us to critique and rate a

This paper was presented as part of a Pi Kappa Delta sponsored program at the National Convention of the Speech Communication Association, Chicago, IL, November 2, 1990.

variety of public officials. Should interactive video transmission become the means by which tournament experiences are coordinated, the forensic community certainly could participate in such an endeavor. The critical problem in evaluating a student's performance is simply the absence of a clearly articulated method of evaluating the experience (Hanson, 1984), regardless of the means used to transmit the message. Concerns about the politics and prejudices of the evaluators toward contestants or their respective institutions are judging concerns but not germane to the matter of judging a student via interactive video transmission. Biases and prejudices remain no matter what medium is used to communicate.

For this writer one of the most critical concerns is the quality of the forensic tournament experience via the interactive video communication network. As a professional educator in the field of communication, one cannot help believe that something has been lost once the face-to-face human contact has been removed between the communicators. While difficult to put a definitive label on the feeling, this writer believes that two dimensions of the human communication experience are diminished when the message is transmitted electronically. Initially, there is a loss of a sense of "presence" when the face-to-face interaction is removed from the tournament experience. Perelman and Olbrechts-Tyteca (1969) use the phrase "contact of minds" (p. 17), as a way of characterizing a communication exchange. Without the full presence of the two parties, the ability to fully experience contact of minds has been diminished. The concept that the other person in a communication situation is a phenomenon representing a construct of one's own mind now has its database, information less immediate to the individual. Loss of presence because of the choice of the medium of transmission can contribute to a sense of a diminished human interaction.

If one extends on the position that there is a loss of "humanness" via the interactive video transmission of one's message, then it is possible to argue that the judge may begin to see the student as an "object" of evaluation as opposed to "human-being". Further, it becomes less likely that the judge will be able to provide some of what students expect from their judges. Students characterized their expectations of "good" judges (Hanson, 1987) in a variety of ways:

1. writes concrete, helpful, truthful comments
2. pays attention, exhibits genuine interest in the contestant
3. is not prejudiced, biased, or partial toward school/contestant but is fair to all
4. actively listens - looks at contestant and isn't just writing but gives feedback
5. helps the contestant feel comfortable by smiling, acting polite (p. 16).

Students also expressed their concerns about judges and their interaction with "bad" judges in the contest situation. Among the concerns

expressed most frequently about the behavior of judges in the interactive setting were:

1. seems inattentive, no eye contact, always writing
2. looks bored, uninterested, and appears not to be listening carefully
3. appears uninvolved, doesn't seem to want to be there
4. appears rude, impolite, insensitive, smug
5. seems biased against school/contestant and seems to show partiality (Hanson, 1987, pp. 17-18).

Does the perceived "humanness" of the judge really matter in the contest situation? If the goal of the tournament experience is to afford the student with a growth experience in communication, then the perceived behavior of the judge is important. Students indicate a high responsiveness to integrate critique comments made by judges that were perceived to be "good judges" [88% highly motivated, 12% slightly motivated]; and little responsiveness to integrate or act upon critique comments made by judges that were perceived to be "bad judges" [0% highly motivated, 15% slightly motivated, 27% neutral, 38% slightly unmotivated, and 20% highly unmotivated to respond] (Hanson, 1987, pp. 10-11). Judge behavior is a linkage to motivation for improving one's communication practices on the part of the contestant. If one looks at the process that the contestants employ to appraise positive or negative behavior on the part of the judge, one can see that the message cues are primarily nonverbal messages. The ability to interact effectively with the judge is restricted in part because of the medium being used to communicate the message.

The inability of the interactive video user to interpret the nonverbal communication cues of the communicator is a recognized limitation. In a draft copy of a "user handbook" for interactive video participants, the following comments appeared:

One of the greatest adjustments you will have to make in televised instruction is in overcoming the barriers of distance technology that hinder normal classroom interaction. Student-teacher interaction may be negatively effected by: the novelty or fear of technology. The decreased ability to receive non-verbal cues from students. The limited opportunity for office visits or after class discussions (ND State Board of Higher Education, 1990, p. 15).

Consequently, the forensic tournament that selects to utilize interactive video as a means of transmitting the contestants' performance, needs to recognize that the educational experience for the student and the judge may be diminished because some of the "humanness" has been removed from the situation.

Earlier, the comment was made that the student may be perceived as an "object" to be evaluated, as opposed to seeing the person as a human being. Acheson and Gall (1987) caution the educator about the

process of responding to the image on the screen as opposed to the person.

Teachers almost invariably find that the video recording provides an important self-learning experience. Nevertheless, there are several problems to avoid. . . Our experience indicates that teachers when first exposed to a videotape of themselves, tend to focus on the "cosmetics" of their performance (e.g., physical appearance, clothes, and voice quality). In fact, a study by Salomon and McDonald revealed that in a videotape replay situation, 58 percent of teachers' self-observations were concerned with physical appearance, and only 18 percent were focused on teaching behavior. . . Teachers sometimes are captivated by the image on the TV screen and do not listen to what is being said (p. 24).

A consequence then of the interactive video forensic experience may be one in which the judge may focus on behaviors which are more "object" in nature. Obviously, this is not reason enough to reject the use of interactive video in the forensic tournament setting but it is an argument related to the diminished quality of the speech experience for both the student and the judge.

From a slightly different vantage point, what one might say about the interactive video experience is that it dilutes the interpersonal communication between judge and contestant. As Cooper (1988) suggests the relationship message is important:

We build these [interpersonal] relationships through face-to-face communication with our students. . . Interpersonal communication is a "people" process rather than a language process. From a transactional perspective, this means that interpersonal communication is concerned with the relational as well as the content message of our communication (p. 15).

Interactive video transmission of messages has as a limitation, an inability to communicate the fullness of the human interaction experience.

An issue which has surfaced in the literature on speech pedagogy as of late raises concern about the impact of teacher immediacy on student learning. Teacher immediacy seems to have direct relevance to the use of interactive video as a means of communicating in the forensic tournament setting. The judge needs to be seen in the capacity as an "educator" for full realization of the concern over teacher immediacy. Gorham and Zakahi (1990) articulate the relationship between teacher immediacy and learning outcomes:

If we consider the results of this study in conjunction with recent research linking teacher immediacy to increased motivation (Christophel, 1990) and enhanced student expectancies (Giglio and Lustig, 1987), we have compelling evidence that an understanding of teacher immediacy may be of serious importance in educational practice. Both motivation and expectancies have been convincingly linked to learning outcomes (p. 367).

The importance of a sense of immediacy is believed to impact directly on learning outcomes for the student. But what particular teacher behaviors are of primary concern? According to Christophel (1990), teacher behaviors which signal a sense of immediacy for students are nonverbal in nature:

The most salient teacher behaviors contributing to student learning were found to be vocal expressiveness, smiling, and relaxed body position. Kelly and Gorman's (1988) experimental study isolated the effects of immediacy on cognitive learning, providing support of immediacy's arousal stimuli being highly associated with attentional focus, enhanced memory, and recall (p. 325).

In addition to the Christophel study, Nussbaum and Prusank (1989) have established the relationship between teacher immediacy and learning outcome. The quality of the student-teacher relationship has impacted directly on student learning:

This programmatic research effort within the field of Instructional Communication has mainly studied three components of teacher student relationships: Immediacy. . . ; Power. . . ; and solidarity. The overriding assumption of this work is that a relationship is formed between the teacher and student with a closeness component (immediacy and solidarity) and a control component (power). The two components of this relationship then mediate the learning which takes place within the classroom. Results from this research are quite promising. The teacher-student relationship has been linked to positive student outcomes across various grade levels (p. 339).

As the Nussbaum and Prusank research suggests, there is a direct relationship between learning outcomes and teacher-student relationships. The notion of immediacy cannot be overlooked.

My personal experiences in judging the interactive video contest created some mixed feelings. I enjoyed the novelty of the experience, and yet I felt frustration in that I sensed that I was missing something from the contestant's performance. My personal sense is that I was missing the feeling of immediacy of the speech experience. I had no particular problem in offering a rating of the contestants' performance, nor did I have any particular difficulty writing a critique. Clearly, interactive video does not preclude one from ranking and rating students, nor does it preclude one from offering critical comments. The principle problem was one related to the feeling of having to operate with an incomplete database. What I found myself missing most was the physical presence of the other person and the absence of the contestants' use of subtle nonverbal expressions. When contestants are located in distance settings, the judge loses the opportunity to personally interact with the contestants. Schuetz (1986) has indicated that the ability for a teacher to "have coffee" with the students has often served as an opportunity for addi-

tional learning to take place. Yet it would seem premature to be too harsh about the use of interactive video as a tool of forensic tournaments. As Martorella (1989) has indicated:

Since interactive video is a relatively new instructional tool and because it straddles two different technologies, there is not a definitive body of empirically tested generalizations concerning its use. . . Nor has a definitive agenda of research questions concerning its efficacy been established (p. 22).

The technology can be used in a constructive manner if the forensic community is willing to accept the limitations which go along with the interactive video system. We should not, however, forget the importance of the human contact as part of the learning environment. As Carl Rogers (1983) has suggested:

I can only be passionate in my statement that people count, that interpersonal relationships are important, that we know something about releasing human potential, that we could learn more and unless we give strong positive attention to the human interpersonal side of our educational dilemma our civilization is on its way down the drain. Better courses, better curricula, better coverage, better teaching machines will never resolve our dilemma in a basic way. Only persons acting like persons in their relationships with their students can even begin to make a dent on this most urgent problem of modern education (pp. 132-133).

REFERENCES

- Acheson, K.A. and Gall, M.D. (1987). *Techniques in the clinical supervision of teachers*, 2nd ed. New York: Longman, Inc.
- Christophel, D.M. (1990). "The Relationships Among Teacher Immediacy Behaviors, Student Motivation, and Learning." *Communication Education*, 39 (October), pp.323-430.
- Cooper, P.J. (1988). *Speech communication for the classroom teacher*, 3rd. ed. Scottsdale: Gorsuch Scarisbrick Publishers.
- Gorham, J. and Zakahi, W.R. (1990). "A Comparison of Teacher and Student Perceptions of Immediacy and Learning: Monitoring Process and Product." *Communication Education*, 39, pp. 354-368.
- Hanson, C.T. (1987). Students' beliefs about good and bad judges. Paper presented at the SCA meeting, Boston, MA.
- Hanson, C.T. (1984). Thoughts on the Evaluation of Students in the Individual Speaking Events Tournament Setting. Paper presented at the Second National Developmental Conference on Forensics, Evanston, IL.
- Martorella, P.H. (1989). *Interactive video instruction*. Washington, D.C.: National Education Association of the United States.
- North Dakota State Board of Higher Education. (1990). "Using Interactive Video Access Network." (Draft copy). Bismarck, ND

- Nussbaum, J.F. and Prusank, D.T. (1989). "The Interface Between Human Development and Instructional Communication." *Communication Education*, 38, pp. 334-344.
- Rogers, C.R. (1983). *Freedom to learn for the 80's*. Columbus: Charles E. Merrill Publishing Company.
- Schuetz, J. (1986). "Dimensions of Teaching: The Methods, Relationships, and Ideas of Wayne Brockriede." *Communication Quarterly*, 34, pp. 357-364.

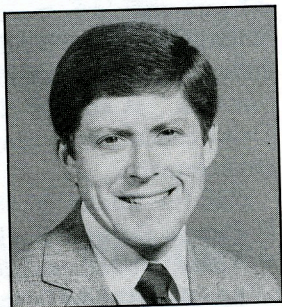
FRATERNALLY SPEAKING

by Robert S. Littlefield

■ This is an exciting time for Pi Kappa Delta. I feel privileged to be serving as the President of what I consider to be the most progressive national forensic honorary organization in the United States. The challenges that lie ahead are significant ones that will require a great deal of effort on our parts. I am confident that when we work together to reach our goals, we will achieve them.

At the 1991 National Convention in New Jersey, students and alumni voiced their desire to be more involved in the decision-making process on the provincial and national levels. There were many students and alumni who volunteered to serve on committees for the 1991-93 convention. The student caucus was formalized and the alumni activities were more visible. During my term in office, I will empower students and alumni whenever possible. There will be opportunities for constitutional change in Tacoma. If students, alumni, or coaches/instructors have suggestions for constitutional amendments, they should contact Dr. Michael Bartanen at Pacific Lutheran University, who has agreed to chair this very important committee for the next two years.

The challenge for students and alumni is to *become* involved. By this, I mean, actually assuming leadership roles in the provinces if projects needing assistance arise. I mean initiating new and innovative projects that will help chapters stay active in PKD, or retain those chapters that might be, "at risk." I mean accepting the chapter challenge for 1991-93 and selling at least six books. I mean recruiting new members for PKD. I mean keeping the educational purposes of Pi Kappa Delta foremost in mind when competing or teaching or performing. Keeping Pi Kappa Delta on top means building Pi Kappa Delta from the grass-roots on up. All of you who read this article, or participate in forensic activities, are our "grass-roots." As I said before, you are the "citizen leaders" of Pi Kappa Delta. Assume that role.



This summer, the National Council met in Tacoma. It was a wonderful weekend for several reasons. First, it gave us an opportunity to see the beautiful Northwest and to taste some of the wonderful cuisine that region has to offer. Second, as a result of some of the preliminary work that had been accomplished with the hotel and The University of Puget Sound prior to our arrival, we had the opportunity to formulate our short-term and long-term goals. Copies of these goals have been sent to all province officers, who should be passing them along to all chapters via newsletters or other forms of communication. Finally, we shared our visions about what Pi Kappa Delta is and should be. The result was synergistic. I came out of the meetings revitalized and more committed than ever about the future of our organization.

Included in this issue are articles about a number of items that I regard as priorities: The National Congress of Student Leaders in Pi Kappa Delta scheduled for 1993, and the Chapter Challenge for 1991-93. Please give these articles your attention. In addition, chapters and province officers should be receiving monthly letters from members of the National Council or the National Office at SDSU. This increased level of communication should help in the retention of chapters that might be "at risk." It should also serve as a constant reminder that Pi Kappa Delta continues to play an important role in the future of forensics in this country.

SCA lies ahead. At that time, there will be two business meetings for Pi Kappa Delta. All who attend SCA in Atlanta are welcome to attend the second business meeting. In addition, there will be a reception for all members of PKD. Look for someone on the National Council for more specific information about time and location.

In closing, I encourage any member who needs the support or assistance of the National Council, to contact us. I will try to respond to the best of my abilities, and I am confident that all present council members will do the same. We are committed to Pi Kappa Delta and to its members. Best wishes for a good start to the 1991-92 academic year!



The National Council sampled the beauty of Tacoma's waterfront.



The new National Council met last July in Tacoma, from left: Sally Roden, Margaret Greynolds, Ed Inch, Don Swanson, David Ray, Sydney Van Atta, Joe Hamell, Bill Hill, and Terry Cole.

PI KAPPA DELTA TO REINSTATE NATIONAL STUDENT CONGRESS AT 1993 NATIONAL CONVENTION AND TOURNAMENT IN TACOMA

At a number of business meetings during the 1991 National Convention and Tournament at Monmouth College, students strongly addressed the need for more involvement in the decision-making processes of Pi Kappa Delta. At that time, President-Elect Robert Littlefield pledged the commitment of the National Council to give students an opportunity to debate issues related to the organization and its activities. The result of this initiative is the reinstatement of an event which Pi Kappa Delta last held in 1942. (For an interesting account of previous Student Congress Activities in Pi Kappa Delta, see Larry Norton's book, *The History of Pi Kappa Delta*, pp. 136-138.) PKD will sponsor a National Congress of Student Leaders in 1993.

Some General Procedures

If more than forty-five students participate, there will be two houses (or groups) with approximately the same number of students in each. The schedule will allow for students to participate in the National Student Congress. Official scorers will evaluate the performances of the students who speak. Individual and sweepstakes points will be award-

ed. Parliamentarians will be named to assist the National Student Council Members who will serve as presiding officers. Parliamentary procedure will be used. Pages will be available to facilitate communication between members of the houses. Speeches will be restricted to three minutes, necessitating timekeepers. More specific rules will be outlined in future issues of *The Forensic*.

The Need for Students to Take the Initiative on the Province Levels in 1992

All business conducted by the student congress will center around resolutions that will be submitted by the provinces following the provincial tournaments in 1992. Each chapter in attendance at a provincial tournament should submit one resolution. A discussion should take place at the business meetings of the province to select two resolutions to be advanced to the National Tournament Director for consideration at the National Congress in 1993. The recommended resolutions should be ranked #1 and #2 in order of preference. Those resolutions selected for debate in 1993 will be sent to all chapters, along with the registration materials for the National Convention and Tournament.

On Preparing Resolutions

A resolution is usually a generalized statement expressing the belief of the group. A resolution is a proposition of value or fact. It may be preceded by "whereas clauses" which state the reasons for adopting the resolution. The rules for submitting resolutions for consideration at the National Student Congress are as follows:

1. The resolution must be typed.
2. The typing must be double spaced, and the resolution may not be longer than one page.
3. The first words of a resolution are, "Be it resolved. . ."
4. Each line of a resolution must be numbered.
5. A resolution may be preceded by one or more "whereas clauses."

All resolutions must deal with the general question: "Should Pi Kappa Delta be changed?" Chapters submitting resolutions should focus their attention on the following four areas:

1. The Constitution of Pi Kappa Delta
2. The Organization of Pi Kappa Delta
3. The Educational Practices of Pi Kappa Delta
4. The Competitive Activities of Pi Kappa Delta

The following is an example of a resolution:

1. Whereas: Pi Kappa Delta encourages student competitors to
2. listen to other contestants; and,
3. Whereas: Current scheduling practices at the National Tour-

4. nament enable students to enter more than one event
5. in a time period; and,
6. Whereas: Entering more than one event limits the ability of
7. competitors to listen to other students; and,
8. Whereas: The inability to listen to other students minimizes
9. the value of the forensic activity; therefore,
10. BE IT RESOLVED by the Pi Kappa Delta National Congress
11. of Student Leaders that students be limited to one event per
12. time period at the National Convention and Tournament.

Additional information will be available throughout the year to help familiarize students and coaches with the procedures to be used at the National Congress of Student Leaders in Pi Kappa Delta. In the meantime, a good reference with a complete section on Student Congress is Maridell Fryar & David A. Thomas' book entitled, *Basic Debate*, published by the National Textbook Company.

CHAPTER CHALLENGE FOR 1991-93 TO BE SALE OF LARRY NORTON'S *THE HISTORY OF PI KAPPA DELTA: 1913-1987*

The National Council at its summer meeting voted unanimously to establish as one of its major goals, the sale of the remaining 1,050 copies of Larry Norton's book, *The History of Pi Kappa Delta: 1913-1987*. This project will be designated as the 1991-93 chapter challenge. Each undergraduate and alumni chapter will be asked to sell 6 copies of the book by March 1, 1993. The cost of the book is \$25.00. If each chapter accepts the "challenge," \$15,000.00 will be earned for the Endowment Fund.

There are many ways a chapter might go about selling its copies. Some suggestions are listed below:

1. Contact interested alumni and ask them to purchase a copy for themselves. (Perhaps those who received an award at a past national tournament would like to see their names in print.)
2. Purchase a copy and present it to Presidents, Deans, or other administrators who might be impressed that "you cared enough to inform them about the most progressive national honorary forensics organization in the country."
3. Give copies of the book out as awards at invitationals, or better yet, present copies as individual or sweepstakes awards at the provincial tournaments.
4. Encourage students who will be participating in the National Congress of Student Leaders in 1993 to purchase copies for

their “historical” evidence. Squads may wish to purchase copies that could be shared by students participating in this event.

5. Provinces might consider giving a copy to their officers upon completion of their terms as a way of saying “thank you!”
6. Chapters might purchase a copy for their coach(es) as an end of the year, birthday, or holiday gift.

The list of suggestions is endless. The potential for raising funds and selling the remaining copies is a realistic goal. Chapters should begin the process by planning their strategy for selling the six copies. If a chapter can sell more than six copies, special recognition will be given.

The order form is included and may be duplicated, as needed.

THE HISTORY OF PI KAPPA DELTA: 1913-1987

Compiled by Dr. Larry Norton, Professor Emeritus, Bradley University

This is a record of Pi Kappa Delta’s seventy-five years of service to American forensics from its founding in 1913 through the Diamond Jubilee convention in March 1987. Part I reports the general history as recorded by the Pi Kappa Delta historians. Part II describes the organization on the national, provincial and local levels with separate chapters on publications and alumni. Part III covers the tournament with its contests, subjects and awards. Part IV gives an account of the convention - its business, student participation, professional programs, and special features. An extended Appendix includes lists of chapters, national and province officers, contest subjects and national superior contest winners as well as the current constitution and rituals.

All receipts from the sale of The History, over and above printing costs, are a contribution to Pi Kappa Delta for the purpose of establishing an endowed educational fund.

* **ORDER FORM**

* Name _____

* Address _____

* _____

* **HISTORY OF PI KAPPA DELTA - 1913-1987:**

* **at \$25.00 per copy**

* **Contribution to P.K.D. Endowment Fund**

* **Send Check to: Larry Norton**

* **1010 N. Heading Ct.**

* **Peoria, IL 61604**

* **Amount**

* _____

* **TOTAL** _____

* Published by the M&D Printers, Henry, Illinois 1988. Soft cover. 288 pages.

* Price \$25.00

PI KAPPA DELTA'S EXCEPTIONAL LINEUP AT THE 1991 SPEECH COMMUNICATION ASSOCIATION CONVENTION

The annual SCA Convention offers an opportunity for communication scholars, from a variety of discipline foci, to gather and share their ideas and plan for the future. The Pi Kappa Delta National Council meets, holds an open meeting, and hosts a reception during the convention. In 1991 Pi Kappa Delta is sponsoring ten convention programs that deal with a variety of theoretical and pedagogical concerns. The lineup is as follows:

Friday, November 1

- 7:00-8:30 a.m. Can the small college with a small budget really compete in forensics?
- 12:15-1:45 p.m. The role of forensic educators in the future.
- 2:00-3:30 Metamorphosis: What roles do forensic directors take on after active coaching ends?
- 3:45-5:15 The evolution of CEDA debate: Reading an understanding of where we are and where we are going.
- 5:30-7:00 Reaching out into the community through forensics: Creative approaches.

Saturday, November 2

- 10:30-12:00 Professional development of graduate assistants in forensics.
- 12:15-1:45 CEDA vs. ADA: a comparison of two efforts to modify the behavior of tournament debates and judges.
- 5:30-7:00 Reaching out and beyond: Expanding the role of limited preparation individual events.

Sunday, November 3

- 12:15-1:45 Resolved: that judge intervention in academic debate is justified.

CALL FOR SPEECH COMMUNICATION ASSOCIATION PROGRAMS FOR 1992

As the year begins and we make plans to attend the 1991 SCA Convention in Atlanta, it is also time to look ahead to 1992. For many years Pi Kappa Delta has been a major sponsor of programs at the convention, as is evidenced by the 1991 lineup listed above. We will continue the PKD tradition of participation and excellence at the 1992 convention.

Therefore, we are calling for proposals in the areas of forensics, theory, practice, or pedagogy. Submissions should include: 1) a brief outline of the proposed program, 2) a rationale for the submission, and 3) the name, address and phone number of the person responsible for the proposal. Paper presentations should be limited to no more than 15 minutes. Submissions will include a commitment to attend the SCA Convention in Chicago in 1992 and these must be received no later than February 10, 1992.

Please send three copies to:

Edward S. Inch

Pi Kappa Delta Program Planner

Department of Communication and Theatre

Pacific Lutheran University

Tacoma, WA 98447