

charities, and the student is put on the spot in terms of whether to accept a prize for which his or her program has paid. Since there is no option for paying a "certificate" low entry fee, schools with smaller budgets or teams come out with no savings. But beyond the problems noted above, the "guilt trip" format can prove highly profitable for the host school! In this format, schools are usually charged around \$5.00 per slot. After arriving at the tournament, students are then given the sheet that says, "the staff of this tournament sees a lot of waste in forensics" and that gives the students the option of taking a certificate and donating \$1.00 to charity for each event in which they break, or of taking a certificate and receiving a trophy "in the mail." The slot beside the option of keeping the trophy says, "in other words, I need this to impress my department chair." Clearly, the student is discouraged from receiving the award befitting of a \$5.00 entry fee. While perhaps not a major problem for schools dominating a given circuit, clearly this can be a major discouragement for the program trying to get established or "break in."

The math is simple—in a tournament offering all 11 AFA events, with 66 finalists, if all 66 make the politically correct choice of donating \$1.00 to charity, then a rather negligible \$66.00 is spread between two or three charities. Say, three pentathlon and three sweepstakes trophies are awarded in addition to the 66 pieces of paper, at a total cost of \$100.00. With the entry fee FOR THE FINALISTS ALONE, the host school has made \$330.00 and spent only \$166.00—a nearly 100 per cent profit!!! If such a tournament has a hired-judge fee that breaks even and has only 220 entries (a relatively small 20 per event), then the income is \$1100—a 662.65 per cent profit!!! Clearly this is not a very good buy for schools operating on limited budgets, but who could solicit more if given the opportunity to either save money or show their administrators respectable awards.

Certainly the idea of donating to charity cannot help but enhance the image of forensics in the community. But if forensic tournaments are going to adopt this as a trend, several refinements are needed: 1) Student rights must be respected. If any donations are to be made to charity, it should be done only with the consent of the students involved. 2) Tournament directors must remember that their main charity is the students involved, to encourage students by any means necessary through rewarding their activities according to the fees paid. 3) Tournament directors must remember that some student-run, financially strapped, or new programs do not have the resources to donate to charity, and should offer the option of just paying a lower fee for a lower prize should the charity format be adopted. 4) Certainly tournament directors should make sure that these options do not in reality result in an excessive profit for the host tournament. 5) Tournament directors should present any charity options IN THE INVITATION. If a tournament offers cheaper trophies or certificates, then it should be clearly spelled out, and the entry fee should be lowered accordingly—for example, there is no need for certificate tournaments to charge more than \$1.00 per slot. Then, having narrowed down the options to three charities from the pre-tournament surveys, the host school could then conduct an offertory at the awards ceremony [still not a perfect suggestion, but a more appropriate one] so that schools and individuals could choose how to invest the savings—either through a personal or squad contribution, or a savings such that students can gain the educational experience of, say, more travel or attending nationals.

This critique has examined two types of forensics charity tournaments now being offered on the collegiate level, and how the problems presented by them might be addressed if the charity format is maintained. The essay is not intended by any means to criticize the notion of tournaments raising funds for charities, or to question the worthiness of the charities. It certainly does not call for regulation of a director's right to hold such an event. Rather, it does promote the idea that coaches should be wise consumers when choosing tournaments for their students to attend, that the students should come first, and that whatever is done to promote charities should be decided upon by the students attending the charity event. As well, we tournament directors who reward students generously should not be condemned either implicitly or explicitly for wastefulness—especially when visiting students and coaches, in their excellent and sacrificial efforts on our behalf, have made us their own favorite charity.

STUDENT CORNER

The student corner is a special feature of *The Forensic* in which students are able to express their views regarding issues critical to forensics. The defining characteristic of this corner is that it is a **student corner**. Teachers and coaches will not dictate the content of the views expressed. Ideally, each corner will feature a point-counterpoint perspective on a given issue, although suggestions for different corners are welcome. Please forward ideas and/or written opinions to Scott Jensen, PO Box 90675, McNeese Debate, Lake Charles, LA 70609.

CHARACTERISTICS OF A DEBATE JUDGE, LOOKING FOR A PARAGON

by Nat Hines
Louisiana Tech University

The great Roman rhetor Cicero stated, "Nothing is harder to find than perfection." How true this statement not only was, but is. After all Cicero's quest for perfection found his tongue cut out and a golden needle piercing it. Even though our search for the flawless debate judge may be difficult and leave a void, the characteristics that form the judge are useful, attainable and easily understood. When looking for a paragon with regard to judging debate, focus upon three areas is needed; life outside the round, the actual round, and the style in which decisions are disclosed.

There is nothing more upsetting to a debater than to lose a round because of something that is affecting the judge outside of that round. Personal problems are a part of everyone's life and at times it is a struggle for all involved to come to a tournament. However, when a judge decides to attend a tournament and fairly critique a round whatever is happening outside the

door needs to remain outside the door. If this is not possible then the judge needs to be mature enough to withdraw from the judging pool. Life is far more serious than a tournament and both students, as well as, judges need to remember this.

Just as a judge needs to leave personal problems outside the door, they also need to avoid judging a speaker on past performances. Decisions must be made on present performance. Many times students say, "that judge doesn't like me, they never pick me up." Now if this is because the debater doesn't deserve to win the round that is one thing, but if this scenario occurs because of a past situation, then this is not a characteristic of the perfect judge. Yet a total elimination of past performance would not be appropriate either. Few things are more uplifting to a debater than to have a judge see and acknowledge improvements the debater has made. Judges take time to fill out ballots, students take time to read those ballots and incorporate their content into use; would it not be nice for the judge to recognize and reward the student for effective "audience analysis"?

Furthermore, keeping this concept of judging in mind. What does the paragon look for in the debate round itself? The initial area of attention for our perfect judge is to wait. Hold off on the decision of the round until after rebuttals. You may think you know who has won, but give everybody a chance. Second, the judge has to look for and accept the stock issues of debate as valid. A trend is beginning to arise that has judges dropping cases because the case does not concur with the personal philosophies of the judge. This hurts both the debaters and the image of debate. For example, if a large part of the debate comes down to definitions and as a judge you feel this is trivial, do not stop there. Definitions are a stock issue and if the negative feels violations are occurring, judge them accordingly. If you personally would not have argued definitions in this round, it does not matter. As a judge, your debate days are over, let them go peacefully. It is extremely upsetting to hear a judge tell you what they would have done had they been debating rather than evaluate what you actually did.

Finally, when in the round and evaluating, the judge must look at how the debater utilizes logic, evidence and persuasion. This argument is not about if you like speed or not. It is about the whole premise of debate; to persuade an audience through the use of logic and evidence to support an issue you favor. Judges so often let evidence determine a round and whoever can read off the largest number wins. Pi Kappa Delta stands for "The Art of Persuasion, Beautiful and Just", what is artful about thirty-five pieces of evidence? The paragon critic judges the round according to criteria and makes all decisions with accepted criteria in mind.

The third and final area of analysis for our flawless critic is regarding the procedure of disclosing decisions. When filling out the ballot and pronouncing the winner of the round, the consummate judge tells why the round was won and what flaws the cases had in this round. Likewise, the ballot reveals the reason for the losing team's loss as well as strong points made during the round. That is for decisions on the ballot, as for oral critiques and decisions, the perfect judge does not do them. The purpose for no oral critique in the round is simple. First, the negative remarks could ruin a team for the rest of the tournament. Not all debaters are egocentric maniacs, some people cannot handle the negative evaluation, so the best thing to do is abstain from making oral evaluation altogether. Second, not all judges give oral critiques and

decisions, so this creates an unfair advantage for those teams who do receive them. Finally, it is a cheap way of dodging filling out ballots.

All in all one counter-point article is not going to address all of the issues concerning the perfect debate judge. However, when all judges give a conscious thought to leaving personal life outside the round, accepting stock issues in the round and explaining on the ballot why a team won the round, then they can become an all around, well rounded judge. Nothing is harder than perfection, but Cicero never said anything about it being impossible.

INDIVIDUAL EVENTS JUDGES

by Bridgette Caesar
University of Southwestern Louisiana

Have you ever dashed to your team van after an awards ceremony to read your ballots, to see exactly what you did right or wrong, to read: "Fabulous!! Rank 4"? Depressing isn't it? Well, of course it is! As a competitor our ballots are often the only sources we have for improvement. Ballots are competitors success tickets to their performances. Ballots should be legible, thoughts clear and justification of rank displayed. These critic sheets can and should also be used as practice tools to work towards the performer's goals.

Some critics have the handwriting of a medical doctor. They are in such a hurry to finish their ballots you do not understand anything but your name. So now the performer becomes master translator. It is an honor that a judge feels that they must hurry to write their comments down and pay attention to the competitor, but clarity is a plus.

A ballot reads: "Oh, I forgot to time you..." Rank 6, or maybe the judge flowed your IE event in its entirety and then gave you a rank of 6th. The big question why? These critic sheets are performers main ticket to those first place trophies! Judges, you are very appreciated, so please take time to explain why we were last in the round and received 17 speaker points.

Most judges and competitors throughout the year become chummy. The critic has seen this performance 5 times in one semester. Competitors give them the opportunity to say, "Wow, you have improved!!" Use the judges suggestions, make the ballots work for you. When a judge takes the time to give a performance a constructive comment be considerate and appreciate it by trying to use that critic towards your success.

The duties of competitor and critic go hand in hand. The job descriptions are not written in stone but are lengthy and demanding. To take either position deserves much recognition. Take that recognition and make it work for you. As one judge always includes on his ballots, I would like to include in my column "Thank You for sharing!" Remember we do this for fun, so enjoy it!!

PRESIDENT'S NOTES

Sally A. Roden
University of Central Arkansas

After the 1994 Province of the Lower Mississippi Convention and Tournament, I was reminded once again why I appreciate Pi Kappa Delta and my Province and why I want to work to continue and strengthen the PKD traditions that have now existed for more than 80 years. Province this year was held on the campus of Abilene Christian University in Abilene, Texas. For some, the ability to see forever across the West Texas plains was not a comforting sight, but what some found lacking in scenery was more than made up by the "good ole" West Texas hospitality. In PKD, we often quote the Greek phrase "Peitho Kale Dikka!!!" in recognition of "the art of persuasion, beautiful and just." These words summarize what we as an organization often are all about, but also relating to the purpose statement in Article II of the Pi Kappa Delta Constitution PKD is: "to foster beneficial competition in intercollegiate speech and communication activities, and at the same time encourage a spirit of fellowship, brotherly cooperation, and incentive to achievement."

These goals certainly were evident at Abilene Christian University and throughout the Province. I am certain that all participants, as did I, strongly appreciated the spirit of fellowship and brotherly cooperation which pervaded the Province Convention and Tournament. The opportunity to share ideas and to encourage each other is an important antidote to the stresses and battles coaches and students must constantly face. Coaches have to fight for necessary funds — not for increasing budgets anymore, but merely a fight to maintain their already meager budgets — so money will be available to attend province meetings of PKD. For the most part, however, coaches find it worth every moment of kicking and scratching with administrators when they are successful and able to participate in the benefits of the fraternity. Coaches often feel they fight the hardest battles but students also face stresses of their own. Many of them are balancing work and school with forensics. They must continually justify their absenteeism from class which allows them to participate in another very important type of learning experience. As hard as they try, many times the appeal to other professors and instructors falls on deaf ears.

At Province Convention and Tournaments, however, we enjoy the chance to renew our commitment and spirit. At Province we may redefine personal ideals and purposes, and rediscover why we began this commitment in the first place —the art of persuasion remains as beautiful and just as ever, and worth their efforts.

PKD NATIONAL TOURNAMENT

Last year's tournament, I believe, was one of the very best PKD tournaments I have ever attended. Bill Hill did a tremendous job of organizing and managing a very difficult tournament. Almost every past tournament director I have spoken with tells me that the PKD national tournament is a nightmare to administer. It is the largest combined individual events/debate tournament for college students in the country.

I am very happy to be the 1995 tournament director. However, I need some input from you all if I am to manage a tournament that we can all be proud of. I place a great deal of stock in the old adage "If it ain't broke, don't fix it." And, I believe that there is nothing broken about the way the 1993 tournament was run. I do believe, however, that there are some issues that we need to discuss and make some decisions about for the 1995 tournament. Namely, I would like to have some suggestions regarding the following:

1. What debate events should be offered? The decision to drop NDT-style debate had important ramifications for some programs. LD debate is in a state of flux. For example, what topic should be used? Should LD simply be a one person extension of CEDA or should it use a policy topic? Do we want to keep LD debate? What rules? And, what about Parliamentary Debate? In some parts of the country, participation in PD is exploding—some say in reaction to abuses in CEDA. Our tournament reflects our competitive and fraternal philosophy, what do we want to say? If left to my druthers, I intend to offer CEDA, LD on a policy topic, and Parliamentary Debate. However, I am happily open to suggestions or changes.
2. What individual events should be offered? It has been said in recent years that our tournament has attempted to follow other national organizations rather than lead. One mark of this is that PKD tournaments offer all the same debate events and individual events as other tournaments. In fact, one of the most common calls I have received after working in the individual events tab room is "How many legs were given in fill-in-the-blank event?" The nature of the question is such that it suggests that our tournament serves as a qualifier for other national tournaments. Does that role diminish the importance of our own national tournament? Should we orient our tournament such that we help students qualify for the AFA-NIET or should our tournament stand on its own as a national tournament? This is a tough questions. At one level, I think we should lead the forensics community rather than try to emulate what every other national tournament does. But, at another level, I think that providing our members with "more bang for the buck" makes sense. If students can attend our tournament AND qualify for another, then shouldn't we give them that opportunity? My inclination, therefore, is to offer all the AFA-NIET events, but again I am open to suggestion.
3. What about elimination rounds? One important element of controversy over the last few years has been regarding elimination rounds. We currently have a system in which we have debate elimination rounds and no individual events elimination rounds. Last year we had individual

events show cases, but they were not elimination rounds in any sense, they were simply students who did well in two rounds. Logistically, however, the showcases were very difficult to administer and find critics for. So, what to do? Some suggest that to be philosophically coherent we should either provide elimination rounds for both debate and individual events or eliminate the rounds for both. It is inconsistent, they say, to offer elimination rounds for one and not the other. That argument makes sense to me. Personally, I favor elimination rounds. However, we run into logistical problems. Debate elimination rounds take a tremendous amount of time as would individual events final rounds (although not as much as debate rounds). Where in the schedule would we fit additional rounds? I already believe we tax our limits with what we currently offer. Canceling all elimination rounds, on the other hand, would shorten the tournament significantly, yet the majority of people I have spoken with prefer debate elimination rounds. My intention is to keep things as they have been for the past several years: debate elims only.

4. What to do with the schedule? I have had the chance to hear lots of people complain about the last decade worth of schedules. But, I have yet to hear many people suggest a kindler, gentler PKD schedule. I have received some ideas, but I would really like to hear more. If there are ways to adjust our schedule that would facilitate the tournament, please let me know. I have not yet made any concrete schedule plans for the '95 tournament.

In closing, I recognize that there are many, many other issues that are important and should be discussed. Please drop me a note to give me your suggestions. I should point out that I am on sabbatical leave this year and will not be in my office until next September, so reaching me a school may be a bit of a challenge. So, please write me at either 4107 N 36th, Tacoma, WA 98407 or at my E-Mail address DVJC42A@Prodigy.com. I hope to hear from you soon.

Fraternally,

Edward S. Inch
Tournament Director

CALL FOR PAPERS

1995 PI KAPPA DELTA NATIONAL DEVELOPMENTAL CONFERENCE

“CONSTRUCTING THE DECONSTRUCTION: RE-FORMULATING FORENSICS FOR THE NEW CENTURY”

Papers, panels, and abstracts are now being considered for the 1995 pre-convention and tournament's National Development Conference. The conference will take place on Wednesday immediately prior to the national tournament and convention. In addition to the Wednesday conference, forensic forums during the convention and tournament will feature extended discussion of each conference panel.

This year's theme asks participants to focus past criticisms into strategies for taking forensics into the next century. Individuals are encouraged to submit papers, abstracts or panels for consideration. Student submissions and panels with a panel abstract are particularly encouraged. Final versions of the papers available at the conference will be forwarded to reviewers for possible publication in a special summer issue of *The Forensic*. The deadline for conference submissions is November 1, 1994. Please forward submissions to:

Scott Jensen
PKD Developmental Conference
PO Box 90420
Lake Charles, LA 70609

CHAPTER NEWS

MISSOURI PSI CHAPTER HAS SUCCESSFUL YEAR, LOOKS TO SUMMER ACTIVITIES

The Missouri Psi Chapter of Pi Kappa Delta completed another successful regular season at the recent Pi Kappa Delta Bi-Provincial Tournament at Georgetown College of Kentucky March 18-20, 1994. At the tournament, the team took third place in Individual Events Sweepstakes, winning eleven awards. Those placing for UM-St. Louis included Michelle Turner (First speaker in LD Debate, semifinalist in LD), Rebecca Witte (3rd place in duo with her partner Tim Ennenbach), Ennenbach (first in after dinner speaking and third in prose in addition to the duo), Trezette Stafford (second in poetry

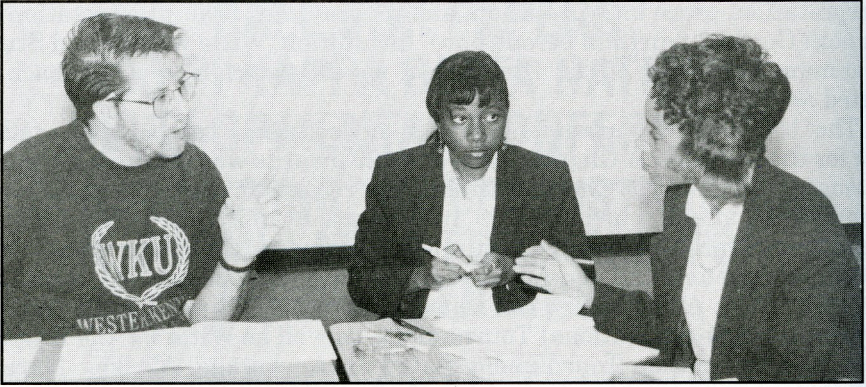
interpretation, prose interpretation, and programmed oral interpretation) and Kenneth Gordon (fourth in persuasion). In addition, Witte was elected Student Lieutenant Governor of the Province of the Missouri, and Ennenbach was elected as Secretary.

The bi-province tournament capped a successful competitive academic year for the Chapter. A Chapter record of 129 awards was set during the 1993-94 season. As well, the Chapter established records for most trophies won by an individual at one tournament (9, by Trezette Stafford at the Missouri state tournament), most awards won at one tournament (24 by the squad at the state tournament), and most awards won in one semester (93 thus far in Spring of 1994). Additionally, the squad qualified 10 entries for the American Forensic Association National Tournament, as well as Witte for the Interstate Oratorical Association Tournament slated for Anchorage, Alaska. Nkrumah Zuberi and Missouri State Champion Michelle Turner recently both finished in the "elite eight" of the National Lincoln-Douglas tournament held recently in Murfreesboro, Tennessee.

With another successful season behind it, the Chapter is preparing for upcoming non-competitive activities. Later on, Zuberi and Witte are debating the national team from Japan on the issue of Gun Control. As well, the Chapter is showcasing its state championship performances at a performance night to which the UM-St. Louis faculty, student body, and community will be invited.

The Chapter plans four major activities for the Summer. First, it is hosting the Gateway Mock Trial Institute for high school students in the St. Louis Public Schools. The free institute, co-sponsored by the Bar Association of Metropolitan St. Louis and Lutheran Charities, serves 80 inner-city students and is staffed by members of the Psi Chapter and other UM-St. Louis students. The 80 students are divided into ten teams for the two-week institute to prepare cases on each side of a prepared case. Each team has both a speech coach and an attorney coach for the duration of the institute, which is slated for July 11-22, and is directed by Tom Preston, the Psi Chapter Sponsor.

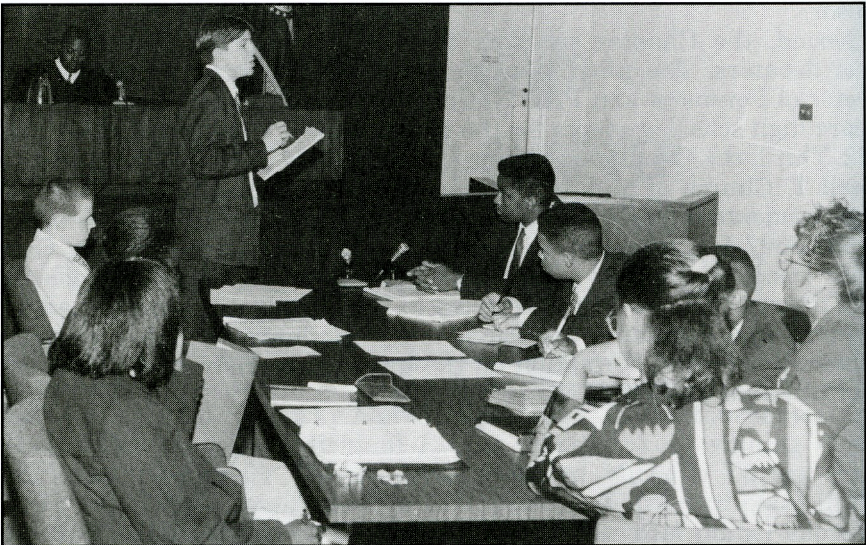
Second, the Chapter sponsors the Gateway Debate Institute for high school debaters. The purpose of this institute, directed by McNeese State Director of Forensics and PKD National Council Member Scott Jensen, is to prepare high school students for the next semester's topic, and also runs July 11-22. Third, the Chapter is hosting the National CEDA Institute, directed by Russell T. Church of Middle Tennessee State University, July 21-31. Those college students interested in attending should contact Dr. Church at MTSU, 615-898-5607 for information. Fourth, the Chapter is hosting the Gateway Speech Institute for high school students, directed by UM-St. Louis Speech Coach Sherry LaBoon, July 25-August 5, 1994. All institutes are open both to dormitory and commuter students, and each institute has a program for teachers. For more information on the high school institutes, please contact Tom Preston at 314-553-5498.



McNeese State University Director of Forensics Scott Jensen coaches students in the 1993 Mock Trial Institute



institute participants listen to Fuller's lecture



students present final cases in mock trials at St. Louis County Courthouse in Clayton, MO.