ing to the writing of the history of the forensics program will be addressed first, since knowing how the final product will be set up will facilitate and guide the research effort.

One of the issues concerning the writing of the history that needs to be addressed is how it will be organized. The first task is to divide the time period that the research project covers into definable historical periods. One method of accomplishing this is to establish each director of forensics as a historical period. Another approach would be to make each decade a historical period. A third strategy to consider is using specific and significant historical developments as a way of dividing the time period. Glenn R. Capp in *Excellence in Forensics: A Tradition at Baylor University* approaches the history of forensics at Baylor University by dividing the time period into a section about forensics activities during the literary societies and a second section discussing forensics as a university-sponsored activity. Whatever way the time period is divided, these definable historical periods are useful to the researcher because it allows him or her to write about the events surrounding the entirety of the forensics program, which then gives a complete picture or narrative of the program during that era. Each of the historical periods can serve as a chapter or a major section in the writing phase. Additionally, creating these definable historical periods is useful to the researcher because it helps the process of researching and writing at the same time.

A second consideration when writing the history that should be taken into account is the scope of the project. A decision needs to be made about how in-depth the writing of the history will be. The researcher must realize that not every detail about the program has to be written about in order to tell the story of the forensics program. Attempting to do so will prolong the work and produce a document that is tedious to read. Instead, the history should be more of a summary of what the program was like during those years and should hopefully add some personality to the data or facts about the program. A method that can be used to aid in the defining of the scope for the project is to develop a template of what each chapter or major section should include. For example, the previously cited thesis that produced a history of the forensics program at Abilene Christian University was divided into three historical sections representing the three different directors of forensics during the time period being covered (See Redding). A template was formulated that detailed what each chapter or historical section should contain. The template prescribed each chapter to cover the director of forensics, significant accomplishments, team members, and the role of forensics in the university during the particular era being discussed. The template also indicated what type of information should be included in each of these four sections. The section of the chapter dealing with the director of forensics contained information about the individual, including a brief biography, the director's philosophy of forensics, and his or her favorite memories of the forensics program during his or her time as director. The template established that the section on significant

accomplishments should focus on major awards and successes from tournament competitions as well as document unique developments during that particular historical period. The section of each chapter on team members contained a discussion about the team culture during the historical period as well as information about as many former team members as could be contacted. Finally, the template indicated that the discussion of the role of the forensics program within the university should focus on what forensics contributed to the university and the accomplishment of its mission statement and how the university supported the program during the historical period under investigation. The development of a template aids the research process because it defines what the researcher is looking for while conducting the review of literature and as he or she develops and conducts interviews. The template is also beneficial because it ensures that each historical period gets consistent treatment in the final writing of the history.

The research portion of the project needs to begin, like other research projects, with a review of literature. The review of literature is critical in providing background information and giving a context to examine the forensics program. This area of research will provide hard data such as facts, names of people involved with the program, and information about major happenings. While conducting the review of literature, the researcher could pursue two categories of sources—internal and external. Internal sources are documents published by the university or college or records produced by the school's personnel. There are a variety of internal sources that the researcher can locate and use. An obvious starting point is the school newspaper. Every article published by the school newspaper during the years being investigated and written about should be found. This task can be rather time consuming, especially since most university and college newspapers are not likely to be indexed. This results in the need for the researcher to go through each individual paper published— year by year—looking for articles about the forensics program. While a time consuming task, the articles are an invaluable part of collecting the hard data. Additional internal sources that could prove helpful include other school publications, such as periodicals. A university produced magazine, or similar source, might contain articles or information pertaining to the research project. Books that may have been published by the college describing the history of the institution are good sources. Such books might mention the forensics program and provide some helpful information, especially about how the forensics program fit into the overall university structure and its mission. The researcher should also inquire if other documents or publications exist that would prove helpful. During the research project about ACU forensics which this paper references, a thesis documenting the history of the speech communication department had been written by a graduate student over 40 years earlier (see Beck). The thesis included information about the development of the forensics program from the inception of the university up to the time of the writing of the

thesis. This work was an invaluable resource in producing the history of the forensics program since the beginning 40 years of the program had already been documented. Other examples of internal sources that might prove helpful in collecting hard data are documents or records that have been kept pertaining to the forensics program. The director of forensics might have records listing team members and awards won by the program in tournament competitions.

As previously mentioned, a second category of sources is external—sources outside the university. External sources would include sources such as articles in local newspapers, et cetera. This is probably a much smaller base of information to locate. External sources could be repetitive in nature. If a story about the forensics program were big enough to make local news, one would think it would make it into the school's publications as well. The researcher should still check into local news stories in order to see what additional insights into the program these stories provide.

After completing the review of literature, the research stage of the project begins to discover previously undocumented information through the use of interviews. While completing the review of literature, the researcher should begin preparing to conduct interviews. The first step in this process would be to develop categories of people to be interviewed and to begin keeping a list of individuals to be interviewed. Examples of categories include directors of forensics, other coaches associated with the program, former debaters, and university administrators. The researcher should develop interview schedules (lists of questions) for the various categories he or she develops. Questions for the interview schedules would come from the review of literature and by consulting the template of what each historical period will cover. Classifying individuals to be interviewed into categories allows the interviews to be fairly consistent in nature and allows the research process to be shortened since an interview schedule can be used for multiple interviews. One question that should appear on all the interview schedules is whether the person remembers names of other people associated with the team or if they remember significant events that the interview did not cover. This information can help fill in gaps from the review of literature by producing additional names and events to discuss in the history.

After finalizing the interview schedules, the researcher is now ready to conduct the interviews. The researcher must decide the best method of conducting the interviews. Three options are available, each with unique advantages and disadvantages. The researcher could conduct interviews in person, over the telephone, or by e-mail. Interviewing people in person offers several advantages. One is the researcher can ask follow up questions in order to clarify something the interviewee said. Additionally, interviewing someone in person typically produces better quotes and more detailed answers from the interviewee. The researcher should also consider recording the interviews since this will allow him or her to have an accurate record of

what was said. The pressure to record the information accurately or to get exact quotes is eliminated because the recording can be transcribed at a later date. Also, recording the interview allows the researcher to focus on what the interviewee is saying and allows him or her to ask better follow up questions. Some of the people to be interviewed for the research project will be local, which will allow the researcher to utilize this method of conducting the interview; however, many of the people to be interviewed will not be as physically accessible and will require the researcher to utilize one of the other two methods for conducting the interview.

Conducting the interview over the telephone will maintain some of the advantages of the in-person interviews, such as getting better quotes and more in-depth answers. The problem with telephone interviews is most people cannot easily record telephone conversations—which means the researcher will have to get all the information recorded by hand during the course of the interview. This makes it difficult for the researcher to get accurate quotes, especially if they are long. The third option for conducting the interviews should therefore be considered.

By conducting interviews via e-mail, the researcher eliminates the need to have to worry about mistakes in recording information. Also, the researcher will have quotes in a typed e-mail and will not have to worry about capturing them word for word during a conversation. Potential disadvantages of an e-mail interview the researcher should consider are that asking follow up questions require the sending of another e-mail, which can become bothersome to the interviewee and that the information might not be as detailed as it would be in a personal interview. Additionally, due to the informal nature of most e-mail communication, the researcher should inform the interviewees that their e-mails will be quoted in the history that is being written—reminding them of the need to use appropriate grammar, punctuation, and spelling.

During this process of conducting interviews, the researcher has another issue to be aware of and should prepare a plan to overcome this potential obstacle-how to locate former team members. Many of the people to be interviewed will be known to the researcher or by individuals associated with the college or university. Contacting these individuals to arrange interviews is a simple task. Other individuals to be interviewed, particularly former team members, are likely to live out of town and the researcher may have no idea as how to contact them. Developing a tie with the alumni office will help in this process. Normally, the alumni office can provide the researcher with the last known address or contact information for a particular individual.

While there are many other issues that can be considered in doing historical research and writing a historical narrative, the above advice should get you well on your way. The important thing is to get started.

Conclusion

Writing a history of your forensics team is both valuable and doable. The primary value is in the historical narrative's ability to provide a rationale for your team's continued existence by documenting the testimonies of success of former members. A person with good research and communication skills, skills forensics teaches, should be able to write an excellent history.

The 2003 Pi Kappa Delta Tournament and Convention in Baltimore, Maryland provides your chapter with an excellent opportunity to feature your team's history in competition. As an extra incentive to motivate a student to write your chapter's history, your academic department should consider the offering of independent study credit.

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Missing

The Educational Value of Forensics

WILLIAM YAREMCHUK, MONMOUTH COLLEGE, NEW
JERSEY, DON BROWNLEE, NORTH TEXAS STATE
UNIVERSITY, MARTY BEASLEY, LOUISIANA TECH
UNIVERSITY, AND LAWRENCE WOODARD,
SOUTHEASTERN LOUISIANA UNIVERSITY

That forensics should be educational is widely accepted (verbally, at least), but how to carry out that goal challenges every teacher-coach. The Forensic has asked four professors to describe their approaches to forensics as education.

William Yaremchuk
Monmouth College, New Jersey

Over the past few years, the need for the development of a philosophy and structure for forensic studies has been cited on several occasions.[1] Moreover, the National Developmental Conference on Forensics recently has recommended future goals for forensics. Two of these future guidelines for forensic education include:

> Opportunities for experience in forensics. . . for as many people as possible by developing programs that are responsive to changes in the composition of student populations and to their emerging needs in other settings, and by adjusting the demands of instruction in forensics to the goals of a liberal education and the social and intellectual development of people.[2]

> Forensics should be viewed as humanistic education. Forensics educators should provide a wholesome, exciting learning environment in which students are encouraged to develop positive attitudes toward the worth of ideas and toward themselves, other persons, and society at large.[3]

The purpose of this article is to describe a program of forensic studies that has embraced the philosophy and purpose of "Forensic

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*Editor's Note: This article was originally published in the January 1979 issue of *The Forensic*. As mentioned in the preface to this issue, this editor believes there is still much we can learn from our past. These four Directors of Forensics share with the readers some ageless ideas for running successful programs. Please realize that at the time the article was written, issues of **"inclusive language"** had just barely begun to be discussed, so there are some references to the "generic he" in this article. Ordinarily, this editor removes references such as those since Pi Kappa Delta has taken the public position of being more inclusive with everything we undertake, especially our publications. Due to the historical nature of this article, the decision was made not to make those changes. The Editor of *The Forensic* apologizes in advance should this decision offend anyone.

Education" which has been encouraged in the past and recently reaffirmed. The description of the author's Forensic Studies course serves to illustrate one attempt to apply forensics to achieve the previously cited goals of the National Developmental Conference on Forensics.

Description of the Forensic Studies Course

The Forensic Studies course was developed in order to promote the study and application of forensic theories, principles, and practices to areas of importance selected by the students enrolled in the program. Each student was given an opportunity to conduct a forensic study project in which his understanding of the use of communicative principles, argumentation, and problem solving could be demonstrated. The intent of the course was to explore a variety of historical and contemporary issues and problems rather than enhance competitive skills previously developed and refined in traditional debate and individual events tournaments.

The overall goal of the course was to enhance the student's abilities to analyze controversies, evaluate evidence, construct rational arguments, and solve problems. Moreover, the classroom seminars were designed to provide a forum for each student so that each idea or aspect of the special project could be analyzed and tested rationally by the other members of the various work groups. After each idea and procedure was thoroughly examined, analyzed, and evaluated, the student sought to apply the knowledge derived toward the actual solution of the problem investigated. A significant advantage of these procedures was to enable each student to determine his educational needs and set performance outcomes. In this respect the course was adapted to the needs of the students and encouraged "a wholesome, exciting learning environment."

The Types of Study Projects

The project approach for forensic studies produced several unique applications of forensic principles to the "real world" problems facing the students enrolled in the course. For example, one project involved a study of the organization, rules, and procedures of the United Nations. Since Monmouth College was to host a Model United Nations (MUN) for high schools in the spring, the student prepared an MUN handbook for participants, advisors, and sponsors of such activities. The end product of the project was a tangible, operational guide for the administration of an MUN event, which attracted over forty high schools with nearly five hundred participants. The MUN handbook and related procedural guidebooks were found to be extremely helpful, efficient educational tools.

Another functional project involved an analysis of student governance in the university setting. After data was collected on the various forms of student-faculty-school administration governance procedures, the student prepared a reorganization document for the operation of the college's Student Government Organization.

A third significant project was a study of fund-raising campaigns and their operations. After an investigation of the various techniques for fund raising, the student prepared an operational guide for the hosting of a dance marathon and ancillary projects for the American Cancer Society (ACS). The blueprint of the project was implemented and resulted in the most successful ACS project ever held on the campus.

A fourth major area of forensics analyzed by four members of a study group was the development and administration of a forensic tournament from start to finish. After the students had studied all phases of tournament operations and administration, a systematic procedure was selected for implementation. Later that semester the students were asked to conduct an individual events tournament at another college which had never hosted a speech event. The systematic tournament outline and administrative guide, plus simulation training given in a laboratory setting, provided the group with sufficient competence to conduct a state-wide forensic tournament.

Although not all of the projects were as spectacular as those previously mentioned, all provided a major challenge to each student and were specifically adapted to the student's major interests and needs. Other projects included a salesmanship manual of persuasion techniques prepared by a business major; an instructional manual of speech activities for future teachers of speech and forensics; a study of creativity in forensics which focused on original prose, poetry, and storytelling; and a study of rhetoric, persuasion, argumentation, propaganda, and media control in totalitarian states. In each instance the student attempted to apply the principles of forensics, argumentation, and problem solving to a selected area for analysis.

Conclusions

First, it is important that additional courses, mini-courses, seminars, workshops, or independent studies in forensics be established. [4]

Second, students should be permitted a greater latitude of freedom to choose problems which are meaningful, relevant, and specifically adapted to said students.

Third, it is important that forensic studies courses accent the study of argumentation and problem solving rather than concentrating on competitive speech activities.

In the Forensic Studies course described in this article, the goal was to develop a program which would be responsive to student goals and needs and to provide an exciting learning environment. Both of these objectives appeared to have been achieved by the students in the course.

During the 1970's there have been repeated pleas for the development of forensic education. To this date little tangible evidence exists of the implementation of such forensic study courses. One effort, at

least, has been undertaken. Now is the time for the expansion of the forensic studies approach so that when the National Developmental Conference on Forensics convenes in 1980[5] it may report that forensic education has achieved its rightful place in institutions of higher learning in America.

NOTES

1.) Donald G. Douglas, "Toward a Philosophy of Forensic Education," *JAFA*, 8, No. 1 (Summer 1971), 36-41; Donald G. Douglas, "A Need for Review: Forensic Studies in Contemporary Speech Education," *IAFA*, 8, No. 4 (Spring 1972), 178-81; William A. Yaremchuk, "Forensic Studies," *The Forensic*, 59, No. 2 (January 1974), 13.

2.) James H. McBath, ed., *Forensics as Communication: The Argumentative Perspective* (Skokie, Illinois: National Textbook Company, 1975), p. 12. See James H. McBath, "Future Directions for Forensic Education," *The Speech Teacher*, 24 (November 1975), 366.

3.) McBath, *Forensics as Communication*, p 14.

4.) Yaremchuk, p. 13.

5.) McBath, *Forensics as Communication*, p. 40.

Don Brownlee
North Texas State University

It is easy for the director of forensics or the debate coach to use the football coach as a role model. Winners keep their jobs and losers find other employment. Bringing home trophies is certainly no sin, but the real winners are those students who combine competitive success with a rich educational experience. There is no professional debate league after graduation, so our students must acquire satisfaction from the activity and from the skills developed through forensic participation.

Forensic programs fashion the students' learning situations in many ways. While some schools totally eschew competition, others offer no other outlet for student achievement. Some schools train only debaters, while others have no interest in the event. The North Texas forensic program incorporates a variety of activities to offer students a multifaceted education.

North Texas was once a teachers' college, and still a large number of the students at the University and in our department seek teacher certification. For those students the forensic program provides a unique learning opportunity. Students in related classes regularly participate in speech tournaments and festivals. The two college debate tournaments, the interpretation festival, and two high school speech tournaments sponsored by North Texas provide prospective teachers a chance to learn the techniques of tournament operation. Such experiences prepare our students for the administrative problems they will face within their own forensic programs. It also affords them a greater empathy for the plights their own students will face. Returning teachers have reported that the minimal experiences they had with the