

identifies frequencies and subsets of value objections in the category of graciousness.

Table 2:

Graciousness in Hosting		
Item	Primary Objections	Total Objections
I. Lack of graciousness	17/72	28/139
A. Shouldn't Win individual Awards	5/17	7/28
B. Shouldn't be in Elimination Rounds	5/17	7/28
C. Shouldn't Win Sweepstakes	4/17	4/28
D. Can't Concentrate on Role as Host	2/17	7/28
E. Host Participation Antagonizes Guests	1/17	3/28

A third major category of value objections emerged in relation to the overall notion of tournament integrity. Fourteen of the seventy-two primary value objection statements voiced concern over some aspect of tournament integrity. When put in perspective of the totality of the 139 value objections, 24 percent of the concern over host school students participating in their own tournament fell in the category of tournament integrity. Table three identifies frequencies and value objection subsets for the category of tournament integrity.

Table 3:

Tournament Integrity		
Item	Primary Objections	Total Objections
I. Questionable Integrity	14/72	33/139
A. Competitor has Inside Knowledge	6/14	13/33

B. Early Knowledge of Results	0/14	2/33
C. Conflict of Interest/Exploitation	7/14	12/33
D. Manager Objectivity Lost	7/14	12/33
E. Host Not Paying Fees	1/14	4/33

A fourth category of primary value objections, although of lesser expressed significance than the other categories, involved the issue of a diminished educational experience for the host school student. Two of the seventy-two primary value objection statements registered concern over this category. In the context of the whole of the 139 value objections, slightly over 4 percent of the concern expressed over students competing in their home school tournament fell into the concern for the educational experience afforded the host school student. Table four identifies the frequencies and subset value objections to the category of educational experience.

Table 4:

Educational Experience		
Item	Primary Objections	Total Objections
I. Diminished Educational Experience	2/72	6/139
A. Doesn't Learn to Manage	2/2	3/6
B. Deprived of Coaching Advice	0/2	3/6

A fifth category of primary value objections dealt with perceived managerial difficulties for the tournament director. While concern over this issue was somewhat minimal, four of the seventy-two primary value objections did

emerge in this category. In the context of the whole, 13 of the 139 value objections were registered in this category. Table five identifies frequencies and value objection subsets for the category of tournament management.

Table 5:

Managerial Difficulties

Item	Primary Objections	Total Objections
I. Managerial Problems	4/72	13/139
A. Students Needed to Run Tournament	2/4	9/13
B. Use in Preliminary Not in Elimination	0/4	1/13
C. Increases Need for Judges	0/	1/13
D. Difficult to Assign Judges	2/4	2/13

Overall, five major categories of value objections were registered by survey respondents to students competing in home school tournaments: fairness, graciousness, tournament integrity, educational experience, and managerial difficulties. The value objection which seemed to be of greatest concern was potential bias of host school judging.

*Suggested Guidelines for
Tournament Hosts*

If a particular tournament director elects to have host school students compete in the tournament, several guidelines might be followed in the administration of the tournament. Caution should be taken to ensure that host school judging (faculty, local hired judges, and former team members) of local school participants does

not represent biased treatment of guest participants. While it may be impossible to completely avoid host school judging of host school participants, efforts should be made to minimize the occurrence especially in final round panels.

To create and maintain a better sense of managerial integrity, the host school should probably utilize an invited coach colleague(s) to help administer tab room activity. Guest tabulation staff may help minimize the sense that manipulation of tournament results are occurring behind closed doors.

If the school lacks an adequate staff to administer a tournament and must make use of undergraduate team members to assist in the administration of the tournament, the school ought to assign students to tasks that do not put the student in a situation which may compromise the integrity of the tournament. The tournament director must assume responsibility for the proper training and supervision of student helpers. Students who are involved in running the tournament should not compete.

Additionally, if host school students are participating in the tournament, the host school should pay fees like all the rest of the tournament participants. Failure to assess fees for one's self exploits the guest schools by letting them foot the bill for host school participation.

While the issue of accepting awards is a matter of graciousness, host schools should not devalue

the achievements of their own participants if they choose to let them compete. This issue has been complicated as of late because most invitational tournaments are now being used for potential qualification purposes for national tournaments. If the student is going to compete, it is a lot less complicated to also let them receive any award they might earn in the tournament. If such a practice is found offensive by other schools, the schools may elect not to return to that tournament in subsequent years. Since sweepstakes recognition does not factor into qualifying for nationals, host schools may decide that not competing for sweepstakes may represent a gesture of graciousness on their part.

Philosophically, this researcher finds no particular problems associated with having host school students participate in their own schools tournament. The tournament, if viewed as a learning laboratory, should be made available to local students as well as others. The element of competitive interaction also connected with tournament participation necessitates, however, that the tournament director also take all necessary steps to ensure that the tournament is administered in a manner which is fair to all contestants. If the tournament director cannot conduct a fair tournament, then the director should forego the prospect of hosting a tournament. The value objections expressed by respondents in the survey represent viable concerns and should be addressed

by all tournament directors.

Tournament directors needing more explicit guidelines for administering a tournament are encouraged to read materials available in forensic books authored by Faules, Rieke and Rhodes; Swanson and Zeuschner; and Goodnight and Zarefsky. Each of those textbooks offer excellent suggestions on how to manage a tournament effectively and ethically.

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RECOLLECTIONS OF UNIVERSITY PARLIAMENTARY DEBATE: IRISH STYLE

Daniel J. O'Neill, Ph.D., Youngstown State University

Last year I had the opportunity to travel to Ireland as part of a one-year sabbatical leave from my faculty position at Youngstown State University. While there I spent considerable time observing the on-campus student parliamentary debates which were held weekly during terms at the College Historical Society at Trinity College, and the L and H student debating society at University College Dublin.¹ The following is my observation of what Parliamentary debate is about.²

The debate societies are organized student clubs with formal written rules of procedure which enumerate the nature of the society, membership requirements, the conduct of meetings, and the election of officers and their duties. While some monies are provided by universities, a considerable portion of the society funds are raised by the sale of memberships, outside donations, and student fund-raising activities. Once-a-week evening meetings are held throughout the fall, winter, and spring terms, and public debates are scheduled after the formal business meetings. These debates, and their topics, are publicized by posters and word of mouth.

¹Trinity's Historical Society had as one of its founders Edmond Burke, and claims to be the oldest continuous debating society in the world (mid 18th century). The L and H (pronounced "haych") stands for Literary and Historical Society.

²These impressions are general to British Parliamentary debate as practiced in England, Scotland and Northern Ireland, as well as in the Republic of Ireland.

I recall that the debating chamber of the Hist (College Historical Society) was crowded for most debates, with every seat taken, and students standing against the walls or seated on the floor surrounding a long table in the center. At this table sat the chairperson and officers. At the end opposite the chair, each speaker in turn stood to deliver the speech. I thought, when attending the "Fresher's Debate", the first of the fall term on the resolution "Pornography is the Opium of the Impotent", that it was the topic which solicited such a huge audience. Later in the evening I discovered that the free beer, sponsored by Heineken, following the debate, had a great deal to do with the numbers attending the session.

It is the duty of the elected officers of the society to choose a debatable topic of public interest and to invite guest speakers of some reputation on the subject to participate in the debate. In addition to these guest speakers, students may speak by signing up on a list posted outside the debating chambers, indicating whether they will speak for or against the proposed motion. In reading the minutes of the Hist debates over the

last two decades, the following topics caught my eye, and represent the kind of propositions argued in recent years:

That the Rule of Law is a rule for the privileged.

That this House will condone violence in pursuit of a political aim.

That this House looks forward to a united Europe.

That Parliament is the graveyard of Socialism.

That the lights are going out all over Europe.

It is the duty of the Auditor, the chief executive officer of the society, to conduct the meeting, briefly recess to call the guest speakers, and then introduce an invited dignitary to chair the public debate. The chair will then sign the minutes of the last meeting and announce the topic for debate and the speakers in their order of appearance. It is the duty of the guest chair to maintain order and decorum during the debate. Speakers address their remarks to the chair, making occasional references to the arguments of their opponents and speak with or without notes, or from manuscripts.³ Opposing speakers and members of the audience may seek recognition to question the speaker's remarks, and the speaker has the privilege of accepting or declining to be so interrupted. Time limits are somewhat variable. Students are given about seven minutes to address their remarks to the chair, with the first and last minute of speaking time as uninterrupted

time.

Speaking style varies greatly, with the main emphasis placed on developing one's own unique approach to topic analysis and audience adaptation. With very impressive speakers, words are chosen with an eye to the popular audience addressed. While the logical impact of word expression is very important, factors such as comprehension, impressiveness of delivery, and the motivational power of language are co-equal with phrasing logical discourse. In the parliamentary form of debate that I observed, speakers did not follow a rigid refutative formula. Adaptation to opposition arguments was eschewed. While our American style of academic debate focuses on specific skills to the extent of awarding points like a boxing match, the student debater in Ireland is encouraged to seek an overall impression from the audience, and tries to impress with the total rhetorical quality of the argument.

³Paper reading, or speaking from manuscript, is frowned upon by student speakers, but is tolerated with guests. A student paper reader will receive heckles from the audience in most cases.

What impressed me most about the Irish style of Parliamentary debate was the quick wit of the average speaker, whether student or guest. In Ireland, talk is a national pastime, and from the earliest age, brightness of conversation is encouraged. This, I believe, is the mainstream out of which flow-

ed much of the sparkling dialogue I observed in Irish debates.

If students are interested in doing an occasional parliamentary debate in class or in an outside group setting, I suggest the following set of instructions listed here, which are adaptations adhered to by the American Parliamentary Debate Association.

1. *Seating.* Members of the House will seat themselves according to their sentiment on the resolution: those *for* the resolution on the Chair's right (as the chair faces the audience), those *against* the resolution on the Chair's left, and those undecided in the center section. Members of the House may cross the floor as their opinions change.
2. *The Resolution.* The Main Motion before the House (debate resolution) may not be amended.
3. *Heckling.* Heckling is encouraged, but its use will be under the strict supervision of the Chair. Witty, intelligent, and clever heckling is permitted; dull, tactless, and boorish heckling simply will not occur. Members who violate this rule will be asked to leave.
4. *Principal Speeches.* There will be four principal speeches after which general debate is in order.
 - a. The first speaker will introduce the resolution and is *not* available for questions from the floor during his eight-minute speech.
 - b. An opposing speaker will deliver an eight-minute speech during which he or she also is *not* available for "points of information" (questions).
 - c. An eight-minute speech follows, given by the side supporting the resolution. This speaker is *available* for points of information.
 - d. An opposing speaker will deliver an eight-minute speech during which he or she is *available* for points of information.
5. *Asking Questions.* When members of the House wish to ask a question of a speaker, they may do so by standing up and asking: "Mr. (or Madam) Chairman, will the speaker yield for a question?" During the principal speeches members are asked to limit themselves to one question each time they rise.
6. *Answering Questions:* During the principal speeches, the speaker may refuse to yield the floor for a question. When a principal speaker yields to a question, his or her answer is not counted against the eight-minute time limit on his/her speech until six minutes have been consumed in answering questions. Thus, the third and fourth principal speakers may each have a maximum of fourteen speaking minutes.
7. *The General Debate Period.* After the four principal speeches, the Chair will recognize members of the House for speeches, comments or questions. When recognized by the Chair, a member will have the floor for a

maximum of three minutes. These speakers will be recognized alternately for and against the resolution. Preference will be given to members who have not previously spoken.

8. *Ending Debate.* Debate may be ended by general consent (if no member wishes to speak), or by a motion to end debate. The proper form is: "Mr. (or Madam) Chairman, I move to end debate." The motion requires a two-thirds vote. Upon passage of a motion to end debate, a principal speaker against and a principal speaker for the resolution will each have four minutes for a summary speech. The summary speeches are not subject to questions:
9. *Adjournment.* The motion to adjourn is not in order until the House has voted on the resolution. This is usually done by asking members of the House to take seats on the left or right side, according to their support or opposition of the resolution.
10. *Robert's Rules.* Any matter not covered by these special rules will be decided by the Chair and the House Parliamentarian in accordance with *Robert's Rules of Order (Newly Revised)*.

To briefly conclude, parliamentary debaters seek an overall impression from the audience, based on the quality of their argumentation. I doubt if American academic "stock issues debating" or "com-

parative advantages debating" will ever find wide support in parliamentary debate circles. It is simply a different way of focusing on argumentative discourse.

FURTHER READING

Perhaps the most comprehensive treatment of University styles of Parliamentary debate is found in John Rodden's "British University Debating: A Reappraisal", *Communication Education*, 34: October, 1985, pp. 308-17. The article clearly states the aims and formats of British debating, and makes comparison with American collegiate debate, clarifying perceptions and misperceptions about Parliamentary debate. Other articles of interest include:

- Hall, Robert N. and Rhodes, Jack (1972). *FIFTY YEARS OF INTERNATIONAL DEBATE: 1922-1972*. Speech Communication Association.
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PRESIDENT'S NOTE



Gary Horn, President

Spring is a special time of year for Pi Kappa Delta. It is a time of ending and a time of beginning again. The province tournaments are history and the celebration of our 75 years of excellence in LaCrosse is only a year away. All reports received indicate that the province tournaments were well attended and that a great Pi Kappa Delta experience was had by all.

National Council would like to extend thanks to all who played a role in these province meets. Likewise, on behalf of National Council, I would like to congratulate all the newly elected Province officers and wish them a highly successful term of office. The role of the Province officer is truly vital to the operation of the organi-

zation. We look forward to sharing with you the leadership of Pi Kappa Delta. Also, congratulations are in order for the Pi Kappa Delta coaches and students for standing high in the results of all the national tournaments. The council is very proud of you and your accomplishments in the forensic community.

The latest figures on growth of the organization are encouraging, as new charters and new members continue to indicate that Pi Kappa Delta is moving in the right direction. Please keep spreading the word and sharing your excitement with others. Together, we can make LaCrosse the largest and most outstanding convention in our history. Indeed, this is a challenging and worthy goal to strive for.

The summer council meeting is scheduled for June 20-22, 1986, in LaCrosse. Most of our efforts will be concentrated on planning the 1987 convention. We anticipate that information will have been sent to each chapter by early fall so that planning may begin. If you have issues that you would like for National Council to discuss at our meeting, we would appreciate hearing from you.

It is my wish that you have a relaxing and enjoyable summer. I am looking forward to seeing all of you in LaCrosse on March 18th, 1987.

WHO'S WHO IN PI KAPPA DELTA



HAROLD WIDVEY

Secretary/Treasurer

This column will identify former and current leaders of Pi Kappa Delta. An understanding of the leadership, organizational structure, and the leader's background will provide you with greater insight, understanding and appreciation of Pi Kappa Delta.

Dr. Harold Widvey, Professor of Speech at North Dakota State University is the national Secretary/Treasurer of Pi Kappa Delta. He completed his B.S.ED. and M.S.ED. degrees at Northern State College and his Ph.D. at the University of Nebraska in 1971.

He competed in forensics activities as a junior at Northern State College. In 1956-57, he and debate partner Aubrey Fisher were in contention for a bid to the National Debate Tournament at West

Point. In 1957, he was rated excellent in extemporaneous speaking at the Pi Kappa Delta convention tournament.

Coaching immediately followed graduation, with his acceptance of a position at Beardsley High School in Minnesota. His collegiate coaching experience started 5 years later at national tournaments.

In 1968 he took a leave to secure the doctorate in communication. In 1973 he became the Director of Forensics at the South Dakota State University and served in that capacity for ten years. In 1975, the SDSU squad was superior in sweepstakes at PKD nationals. In the years through 1981, SDSU squads ranked from 3rd to 13th in sweepstakes points at PKD national tournaments.

"In 1979, Tom Harte, Pi Kappa Delta President asked me to become Editor of *the Forensic*. I accepted and served one term of office. Prior to that, I had been Governor of the Sioux Province (more than once) and held each of the other province offices."

Dr. Widvey is currently Executive Secretary of the South Dakota Intercollegiate Forensic Association, a post he has held since 1974. He is President of the Speech Communication of South Dakota, and President of the Council on Higher Education which is the statewide faculty bargaining union.

CHAPTER NEWS AND NOTES



MC FORENSIC SQUAD—The Mississippi College forensic squad won the Mississippi Individual Events Championship held recently at Meridian Junior College. The squad, pictured with the trophies they received are, from the left, Alan Hays, Jackson; Scott green, Marianna FL.; Rossie Mercer, Pearl River, LA.; forensic coach Dr. Orvell McComb; assistant professor of speech communication; Tara Lytal, Clinton; Clark Hicks, McComb; Brent Johnston, Ridgeland; and Cliff Johnson, Huntsville, AL.

CLINTON—The Mississippi College forensics squad won the Mississippi Individual Events Championships held recently at Meridian Junior College in Meridian and the process broke a 16 year record for the most awards received in a single tournament.

Entering eight events, Mississippi College scored first place wins in five events, second place in three, and third place in two events. Mississippi College was also the overall sweepstakes winner with 145 points.

Alan Hays of Jackson was top speaker with 70 points. Hays won first place in Duo-Dramatic along with Scott Green of Marianna, FL., and also won first places in Prose and Dramatic Interpretation and placed second in Informative

Speaking.

Rossie Mercer of Pearl River, L.A., was a double winner in Extemporaneous and Impromptu Speaking, and Cliff Johnson of Huntsville, AL.; placed third in Informative and Extemporaneous Speaking.

Clark Hicks of McComb won second place in Extemporaneous Speaking. Also participating were Tara Lytal of Clinton and Brent Johnston of Ridgeland.

The nine trophies received in a single tournament broke the old record of seven set in the 1970's. The forensics squad, coached by Dr. Orvell Hooker, assistant professor of speech communication, is a part of the Mississippi College Communications Department, chaired by Dr. Billy Lytal.



Southwest Baptist University Forensics Squad, 1985-86

(L-R) Front Row: Kim Walton, Alan Reynolds, Beth Woods, Secnd Row: Professor Eric Moore, William Laubert, David Raehpour, Thom Basset, Russ Jackson, Dr. Bob Derryberry. Back Row: Tim Roewe, Shannon Dyer, Tom Huebner, Tammy Lyman, Tiertia Wentz.

The Missouri Sigma Chapter of Pi Kappa Delta at Southwest Baptist University participated in eight tournaments in the 1985-86 school year. Some highlights include receiving the first place sweepstakes award at the Missouri State Tournament and the first place overall rating at the Tri Province competition in San Antonio. The Tri Province Tournament included the Province of the Missouri, the Province of the Plains, and the Province of the Lower Mississippi.

In addition to tournament competition, the SBU chapter has been involved in several community activities. Projects included serving as judges at a number of local tournaments and providing programs for local schools, campus

groups and organizations such as Kiwanis and Rotary.

The Chapter will conclude the year with the 17th annual chapter banquet in early May. The event is an opportunity for current students to become acquainted with SBU forensics alumni. This banquet will be especially meaningful since 1986 marks the first year of existence for the SBU alumni chapter of P.K.D.

Dr. Bob Derryberry is chapter sponsor and director of forensics at SBU. The chapter officers for 1985-86 are: Alan Reynolds, President; Russ Jackson, Vice President; Kim Walton, Secretary; Tim Roewe, Treasurer; William Laubert, Historian; and Tiertia Wentz, Parliamentarian.

TOURNAMENT ANNOUNCEMENT

The Missouri Mule Forensic Tournament hosted by Central Missouri State University will be November 14-16, 1986. The tournament will include the standard ten AFA-NIET tournament events (Prose, Poetry, Dramatic, Duo, Communication Analysis, After-Dinner, Impromptu, Informative, Extemporaneous, and Persuasive) plus Radio Speaking. Individual

events will be held in two flights. In addition, we will offer six rounds of Open and Novice CEDA, plus Lincoln-Douglas Debate competitions. The Lincoln-Douglas topic will be included in our mail-out, scheduled for early September. Our forensics squad plans to host an old fashioned barbeque for Saturday evening. We are especially committed to helping newcomers to forensics to have a positive experience while challenging the most competitive.

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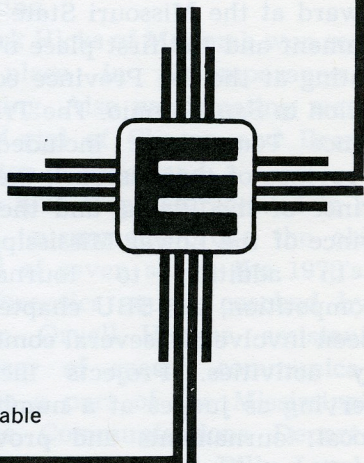
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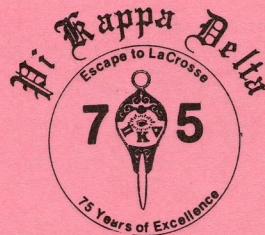
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