

THE NATIONAL CEDA ASSESSMENT CONFERENCE: WHERE WE ARE; WHERE WE'VE BEEN; WHERE WE HOPE TO GO

By Michael D. Bartanen

BACKGROUND OF THE CONFERENCE

■ The Cross-Examination Debate Association was founded by Jack Howe and several like-minded colleagues in 1971. Their goal was clear: they objected to the growing trend in debate toward fast delivery and narrow and esoteric interpretations of resolutions. They felt their students were not receiving the optimal education possible through forensics participation. They believed that forensics ought to provide students variety in their activities and that another debate organization could provide choices to students and programs. These educators created the Southwest Cross-Examination Debate Association. When it expanded beyond the Southwest, it became CEDA. They began with several innovations. They experimented with the debate format, by including cross-examination. They experimented with the types of debate resolutions, by occasionally using value propositions. They experimented with a sweepstakes system that rewarded squad achievement and not just individual success. These innovations seem "old hat" today. In 1971 they were considered quite radical.

CEDA's founder, Jack Howe, (a true forensics visionary whose inclusion in PKD's Hall of Fame is long overdue) never envisioned CEDA as a replacement for NDT debate. He strongly believed in diversity: diversity of participation and diversity in educational experience. He believed students should have a choice in which kind of debate each participated in. He also believed that CEDA should give students a choice between the "information processing" model of NDT and a "public communication" model embodied in CEDA debate. The early years of the association seemed to celebrate his vision for the association.

The early years of CEDA saw exponential growth and a spirit of experimentation. Growing from a small association of schools, CEDA rapidly expanded nationally. Within a few years, CEDA members were found from coast to coast. Sanctioned CEDA tournaments were held in many states. Membership meetings were open to all members and any paid member, no matter whether they sponsored CEDA teams, could participate actively. CEDA seemed to lack the perceived elitism that plagued NDT and the NIET. The infamous "purple ditto" results sheets reinforced the democratic nature of CEDA. As

Executive-Secretary, Howe listed each school winning a CEDA point in numerical order, from one to whatever. Schools in the upper tier of points received no more recognition than schools at the bottom. There was no "national championship" tournament in the early years. The tournament at the University of Nevada-Reno was the "unofficial" end of the tournament season, but did not attract the huge numbers attending the National CEDA Tournament.

Growing membership brought growing pains. Growth in membership and participation was steady. Increasing dissatisfaction with NDT debate brought new CEDA converts. The shared common vision of early years disappeared with increasing membership diversity. A "Blue-Ribbon Committee on the Future of CEDA" was appointed to study organizational changes in CEDA. The Committee offered several organizational changes including sponsorship of a National Championship Tournament. The Association adopted this recommendation and the first National CEDA tournament was held at Wichita State University in 1986 and directed by Michael Bartanen. More than 170 teams participated in the tournament that Macalester College won.

While the association was reaching its heights by sponsoring a national tournament and upgrading the **CEDA Yearbook** into a formally structured journal, signs of difficulty arose. A growing membership stabilized and began to decline. There was an increasing belief that the organizational principles of CEDA were not successfully serving an increasingly geographically and philosophically diverse membership. The "old guard" believed that the original philosophy of CEDA was compromised. And most important, judges began to find less distinction between CEDA debates and the NDT debates to which they originally provided an alternative.

In 1989, Michael Bartanen proposed that CEDA sponsor a "Reassessment Conference" on its twentieth anniversary in 1991. This Conference might "reassess" the educational aims of CEDA and attempt to achieve some consensus about philosophical and organizational issues facing the organization. The Spring 1989 meeting of the association adopted the call for the reassessment conference and scheduled the Conference for the Summer of 1991, which marked the twentieth anniversary of CEDA's creation.

Organization and Planning of the 1991 Conference

Planning for the 1991 Conference began the next fall. A planning committee, consisting of the President, Vice-Presidents and Executive Secretary of CEDA began to plan of the conference.² They adopted the general model of the 1984 National Developmental Conference held at Evanston, Illinois. This model included appointment of work groups to discuss specific organizational and philosophical issues and propose resolutions to be considered by the conference's general session.

After issuing a call for proposals, the planning committee conducted a blind review of submitted proposals. The Committee selected two

position papers in each of four areas for inclusion in the conference. The four work group areas included: organizational structure; the educational values of debate; issues concerned with debating values; and the role of the forensics educator.³ The position papers were distributed to task force members before the convention.

The planning committee accepted a bid by St. Paul Sheraton-Centre Hotel to host the conference. Macalester College was the local host. The Conference was scheduled in August to minimize competing obligations of potential participants.

Discussion of the Conference and its Results

The Conference was successful in giving people the opportunity to discuss the organizational and philosophical issues confronting academic debate. While its ultimate impact is not yet known, several generalizations are obvious.

First, the conference stimulated exchange about philosophical issues. There is no "universal vision" about forensics. Philosophical differences are widespread throughout the activity. Bringing diverse philosophical perspectives together to air their beliefs is undoubtedly helpful in opening a dialogue about the future of forensics.

Second, the conference reinforced the commonalties rather than stressing the diversities of forensics perspectives. Many people came away from the 1984 Evanston Conference feeling that forensics educators had little in common with each other. The Conference was characterized by acrimony and a fundamental inability to find common ground between the various competing views of forensics. Nothing of lasting value resulted from the Conference. This was not so at the CEDA Assessment Conference. While passionate, the debate was civil and was characterized by people seeking common ground with diverse points of view. Conference participants left with the understanding that their differences were less important than their shared beliefs about the values of forensics education.

Third, the Conference was only a starting point and not an ending point. Openly discussing issues is vital but not conclusive. The difficulty with any open conference is that groups tend to compromise and seek a middle ground rather than taking positions on the philosophical "edges." This conference was no different.

The Conference failed to resolve the basic issues confronting both CEDA and the broader forensics community. The Conference did not resolve the role of delivery in CEDA debate. Nor did it decide how the organization could better meet the needs of a very diverse membership. The conference did, however, bring the issues into the open. It established a dialogue which will undoubtedly influence future discussions in CEDA and the larger forensics community.

Summary

Beware of the "True Believer" in forensics. The person who knows "absolutely" the direction the activity should take and the relative merit of various forensics practices. Anyone asserting that "CEDA is more valuable than NDT," "IE's are superior to debate," or "one

philosophy of CEDA is superior to another," should be scrutinized closely. The forensics activity is threatened as it never has been threatened before. The economic depression in higher education is undermining and killing forensics programs at an unprecedented rate. College administrators are turning a withering eye at programs unable to clearly justify their worthiness. Assessment conferences, like the St. Paul Conference, are opportunities for forensics educators to clarify their educational philosophies and goals. It is a time to celebrate the common ground of all forensics that allows us to remember why we participate in the activity. It is no less true now than in times past. Forensics builds communications skills, research abilities, leadership, and courage. Forensics educators must find ways to continue to create an educational experience that nurtures and celebrates those values.

¹*August 16-18, 1991, more than sixty forensics educators met in St. Paul, Minnesota, for the National CEDA Assessment Conference. Michael Bartanen directed the three day conference and David Thomas (University of Richmond) is editing the proceedings. They will be published during the summer of 1992. Conference Proceedings will be sent to all participants and CEDA Members. Information about copies of the Proceedings can be obtained from the Executive-Secretary.*

²*Originally the committee was: Ann Gill, Brenda Logue, Edward Schiappa and Michael Bartanen. Schiappa resigned as Vice-President at end of that year and was replaced by Russell Church. Additional members, Scott Nobles and David Thomas, joined the planning committee after their selection as local host and proceedings editor, respectively.*

³*The Position Paper authors were: Don Brownlee (CSU-Northridge), Jack Howe, and Don Swanson (Western Washington University), organizational philosophy; David Frank (University of Oregon), Gary Horn (Ferris State University), and Larry Underberg (Manchester University), educational practices; Tim Sommers (Brown University), James Roper (Michigan State University) and James Brey (Florida State University), debating values; and Steven Hunt (Lewis & Clark College) and Brian McGee (Northeastern State University), the role of forensics educator.*

PI KAPPA DELTA'S FIRST DEVELOPMENTAL CONFERENCE

by Robert S. Littlefield

■ In 1989, Pi Kappa Delta hosted a developmental conference in conjunction with its national convention and tournament in St. Louis, Missouri, entitled: "The Future Role of Pi Kappa Delta in the Forensic Community." The impetus for this conference came from two different, but related, issues: The felt need among the leadership of PKD to conduct a self-study of the fraternity; and the need to examine what future role PKD should or would play in the forensic community.

Swanson (1989), in his keynote address at the conference, suggested that PKD must not be complacent about its structure or programs: ". . . if we are true to our roots, [sic] we must examine to see whether we live up to our stated goals" (p. 1). Providing a forum whereby topics of importance could be discussed, and different opinions of the membership could be heard, was a primary purpose espoused by members of the National Council who had been a part of the somewhat revolutionary changes in the organization that had been set into motion beginning with the presidential term of Penny Swisher Kievet (1983-85).

Another motivation for the conference was the perplexing question facing the leadership of Pi Kappa Delta; that being, among the diverse national, regional, and state forensic organizations, what role could PKD hope to play? Although many (including myself) believed Pi Kappa Delta to be an important and meaningful organization, a new generation of forensic coaches, having grown up with the AFA-NIET and the NFL IE Nationals, did not seem to be considering the forensic fraternal organizations and their tournaments as being equivalent with the AFA and NFA events. In an effort to salvage some position in the hierarchy of forensic organizations, and emerge as a leader, the National Council of PKD saw the conference as a way to promote scholarly activity among PKD coaches and instructors, and to discuss current educational practices, and ways in which the PKD approach to forensics could be used as a model for others in the forensic community. By using the conference as an opportunity for self study, and by exploring where PKD should emerge as a part of the larger forensic community, the leaders of PKD hoped to initiate a valuable mechanism for interaction among the membership.

Because of my involvement as Province Coordinator during R. David Ray's term as President of PKD, I was in frequent contact with the province officers. This made me aware of their concerns and the needs of their students. The developmental conference seemed to be a good way to bring everyone together to participate in meaningful discussions. The conference was organized into four parts: the keynote address, presentation of working papers, reactions from

respondents, and the drafting of recommendations. As the conference planner, I was given some latitude in recommending the keynote speaker and assigning working group chairs. In order to establish some legitimacy within the organization, and some name recognition outside of PKD, I selected established leaders in the fraternity to chair the working groups. Then, to allow for diversity among the working groups, presenters were solicited. Being that the idea of a developmental conference was new to Pi Kappa Delta, some letters of invitation were sent to generate interest among less-experienced or visible PKD coaches and graduate students. Ultimately, 24 people were identified as presenters or respondents, with an additional 28 registering as observers.

Four working groups were created to discuss, respectively, organizational structure and processes, competitive and noncompetitive outlets, pedagogy and research, and inter-forensic organizational cooperation. These areas were general enough to enable the presenters to have great freedom in the issues they raised, including: Ethics; strategies for membership growth; audience-centered debate; the nature of awards at the national tournament; forensic pedagogy and research; PKD traditions; judging responsibilities; ethnic and cross-cultural challenges; and the Forensic Assistance Program (FAP) designed to assist struggling speech and debate programs.

The format for the conference began with a luncheon for participants and observers, followed by the keynote address. The groups then met separately to allow for the presentation of the working papers. After a short break, respondents commented on the ideas, offering both suggestions and criticisms. The fourth stage prompted the groups to formulate recommendations to become the legislative agenda for future leaders of Pi Kappa Delta. These recommendations were presented to the entire convention at the final business meeting at the convention.

After the convention was over, presenters and respondents submitted their papers to the conference planner. The papers were edited to reflect a consistent style of presentation, and then, typeset through the support of the Office of the Dean, College of Humanities and Social Sciences, at North Dakota State University. Five members of the National Council underwrote the costs of publishing the proceedings at NDSU, and copies were sent to all presenters and respondents. The National Secretary-Treasurer was vested with the remaining copies and empowered to sell them, if ordered by individuals or schools. PKD holds the copyright to the proceedings.

The outcomes of the conference were both anticipated and unanticipated. Those who participated took their responsibilities seriously. The conference was historic for PKD and the quality of the scholarship reflected the care of those who engaged in the discussions. The National Council discussed the recommendations drafted by the working groups. The changes currently being proposed in PKD today are, in part, a result of discussions at that conference.

The papers did not always describe PKD in the most positive light. However, they did call upon the leadership of PKD to draw upon the history and traditions that have enabled the organization to survive for nearly 80 years. The unanticipated results were very positive. The impetus to hold a conference in 1991 was compelling. The interest among coaches and instructors to participate provided the National Council with the justification to decide that all Pi Kappa Delta chapters, not just the participants, should receive a copy of the 1991 proceedings. Although somewhat subjective, the impression some leaders in the other national forensic organizations offered to members of the National Council about PKD, reflected a newfound respect for PKD as the most progressive of the forensic honoraries. Even if short-lived, getting such an impression was gratifying when one stops to reflect upon the negative feelings held by some PKD members at the conclusion of the 1979 St. Louis convention, just a decade before.

The needs that prompted the conference, the self-study and the search for PKD's role in the forensic community, were satisfied. By looking at itself through the eyes of its members, PKD began the process of change; not an end in itself, but a necessary evolution as the organization continues to adapt to a changing forensic environment. In its search to find a place for PKD in the next century of forensic activity, the fraternity enabled its members to find an outlet for forensic-related scholarship as they presented, questioned, and promoted the educational values and practices that have made the organization strong.

The conclusion reached after the first PKD conference was clear; as long as PKD continues to be an innovator among the forensic organizations by sponsoring events such as the conference, it will remain in a leadership role and enjoy the respect of its peer organizations.

PI KAPPA DELTA'S 1991 PROFESSIONAL DEVELOPMENT CONFERENCE

by Sally Roden

■ The Professional Development Conference of Pi Kappa Delta was created to bring students and coaches together to share ideas and perspectives on teaching, research and the future of PKD. The scholarly papers and the prepared responses presented at the 1989 PKD Professional Development Conference were clear indicators of the high quality of research and researchers within PKD and the need for PKD to continue to provide an opportunity for these presenters and others to express their research findings.

As a result of the success of the first developmental conference, the National Council voted to support again a Professional Development Conference for 1991. The Council agreed to demonstrate its support

by providing financial support for the conference for 1991 and then acknowledged the importance of the conference proceedings by voting to print and provide a copy for every active chapter of PKD.

Twenty-eight Pi Kappa Delta scholars and instructors participated in the 1991 conference. The theme of the 1991 Professional Development Conference was COMMITMENT TO FORENSIC EDUCATION: THE CHALLENGE OF THE TWENTY-FIRST CENTURY. The conference was divided into four sessions:

1. Commitment to Ethical Standards in Teaching and Competition
2. Directing and Coaching a Forensic Program as Co-Curricular Activity
3. Responsibility of a Judge and Educator Critic
4. Forensic Education Curriculum, Undergraduate and Graduate Levels

Through the continuing PKD Professional Development Conferences, PKD faculty and students can make outstanding contributions to forensic education. Much deserved appreciation from all PKD members should be extended to the individuals who choose to give of their personal time in order that all PKD members may benefit from scholarly activities. The union of teaching and research is the very essence of successful teaching and the Professional Development Conference provides that union, as well as time to interact with other colleagues to build strong academic relationships.

Consequently, as long as the enthusiasm for scholarly activity exists and as long as everyone in PKD benefits from this activity, the Professional Development Conference should be a major part of the PKD National Convention and Tournament. The number of contributors and the success of the Professional Development Conference in 1989 and in 1991 certainly indicate that PKD is comprised of a dedicated group of people who come together and exemplify "the art of persuasion, beautiful and just."

BUILDING BRIDGES IN ORAL INTERPRETATION – A BOOK REVIEW

■ *Communicating Literature: An Introduction to Oral Interpretation*. Lewis, Todd V. Dubuque, IA: Kendall/Hunt Publishing Co., 1991.

Perhaps no distinguished twentieth-century author could pack more substantive ideas into short books than C.S. Lewis. *The Screwtape Letters* contains 172 pages, *Mere Christianity* (originally three books) 190 pages, and *The Weight of Glory and Other Addresses* 66 pages. Though brief, his treatments stimulate thought, imagination, and emotions. He was a master of abstraction.

The author of *Communicating Literature*, another Lewis, has also learned how to abstract. Rather than producing a tome—not an uncommon size for an oral interpretation textbook – he has condensed what the student needs to know into less than 200 pages. His minimalist book clearly sets forth the basic principles and practices that focus on literary study, but the text itself does not provide a plethora of literary selections. The author, believing in the value of the search, relieves students of the burden of paying for and carrying between residence and class the literature available in the stacks. The pieces that Lewis includes in the text – and they are interspersed throughout it – were chosen judiciously for illustrative purposes. They point and then send students into a serendipitous hunt.

It would be hard to find anyone in the forensic community better equipped to instruct on oral interpretation than Todd Lewis. He has been grounded in the subject at Ohio State and Louisiana State Universities and honed through teaching, coaching, creative writing, script preparation, performance, scholarly writing, and paper presentation. Not only does he understand the world of forensics but that of performance studies. Therefore, he can write authoritatively on literary analysis, an area that some performance studies scholars see as deficient in forensics coaching. He is able to explicate the rhetorical elements of oral interpretation, even the argumentative perspective that was struck but not amplified at the 1974 First National Developmental Conference on Forensics. Since then no oral interpretation textbook has developed that incipient idea for forensics educators, although Jay VerLinden published a seminal article on the topic in the fall 1987 issue of the *National Forensic Journal*. By training and experience, then, Lewis is a credible bridge-builder between those who study literature for competitive performance and those who delve into it for non-competitive performance.

To assist the student in finding and preparing worthwhile material the book suggests, explains, describes and prescribes. It suggests authors and selections that experience has shown lend themselves well to the oral communication of prose, drama, and poetry. Crucial

explanations concern the method of analyzing a piece according to the rhetorical/argumentative approach. The book also describes specific ways that performance can be enhanced, some of them recognizable as forensics norms such as off-stage focus for dramatic due. And lastly, in the Appendix are various tear sheets that prescribe ways to evaluate how well the performer has applied the principles and suggestions laid down in the book.

For a text short on verbiage, *Communicating Literature* is long on instruction. It is readable, comprehensible, usable in the classroom (exercises are even included), and highly applicable to forensics. Although stylistically the book cannot compete with the brilliant prose of the late author with the same surname (if it could, many undergraduates would be inundated), it does give C.S. Lewis a run for his money in succinctness. And that, after all, is a worthy trophy for an author to capture.

Carolyn Keefe, West Chester State University

COACHES CORNER

KEEPING EDUCATIONAL DEBATE ACCESSIBLE: THE GOALS OF THE NOVICE DEBATE ASSOCIATION

by Larry Underberg & Gary Horn

■ There are two persistent problems faced by many debate coaches. First, how can debate be made accessible to students, particularly those in communication classes, when the increasing level of competitive intensity in novice divisions at traditional tournaments makes participation for "first timers" grueling at best and completely demoralizing at worst? Second, can an environment be created that reinforces the notion that debate is more concerned with refining advocacy skills that will serve the participant "outside" the narrow confines of the tournament setting and less focused on the accumulation of trophies?

The Novice Debate Association is a response to these concerns.

What began as an "end of the year tournament" for first time debaters attended by a handful of institutions (three) has grown into a formal organization that in 1990-91 had 26 member institutions from a 5 state area.

Organizational Mechanics

Schools may join the Association for a fee of \$25.00. This fee entitles member institutions to enter an unlimited number of teams (provided judges are available) in three Association sponsored tournaments per year. Funds in the Association's treasury cover the cost of certificates and modest awards at each tournament, plaques

Larry Underberg is Director of Forensics at Manchester College and Gary Horn is Director of Forensics at Ferris State University. Both are founders of the Novice Debate Association and currently serve on its Board of Directors.

for the Association's outstanding coaches in each of the 5 member states, a tri-annual newsletter, and administrative expenses. Tournament hosts absorb event costs and while money from membership fees is adequate, unsolicited donations (money, awards and services) from member institutions have made life easier for the Association.

The affairs of the Novice Debate Association are conducted by an executive secretary and a five member board of directors. Virginia Chapman is our executive secretary. The board of directors consists of one coach from each member state. The current board is comprised of Jerry Banniga (IL), Gary Bayliss (OH), Jeanne Gallagher (PA), Gary Horn (MI), and Larry Underberg (IN). Officers serve 2 year terms.

Tournament Mechanics

Tournament entry is available to students with 7 or fewer rounds of competitive high school or college debate experience. This restriction, instituted this year, has insured competitive balance. Judging responsibilities are shared by coaches as well as varsity debaters who volunteer their time. The expectation has traditionally been that the judge's role is more that of critic/educator than arbitrator. Judges typically provide extensive oral or written critiques and liberal doses of assistance plus positive reinforcement for students undergoing their first competitive experience. This more "compassionate" approach to judging strongly mitigates against the combative atmosphere inherent in most tournaments while buttressing the notion that the objective of participation is to learn – not simply win.

Participants uniformly leave NDA tournaments with new found self-confidence, and positive attitudes about competitive debate. Two unanticipated benefits of the NDA style tournament are that 1) varsity debaters serving as judges learn a great deal about how judges typically perceive and evaluate debate rounds; 2) a sense of collegiality has developed among program directors due in part to their shared commitment and reinforced by their interaction during the tournament during frequent "off rounds."

Modest team and individual awards are given to participants in overall and "first timer" categories while certificates of recognition are given to ALL participants. Despite some initial reservations about the possibility that trophies would unduly reinforce competitive aspirations, we have found that NDA's focus on the educational and cooperative dimensions of the tournament experience has consistently keep the emphasis on winning in check. The fact that simple participation merits recognition further restricts the competitive juices.

Organization Philosophy

The best indicators of the Novice Debate Association's outlook are contained in the constitution adopted by the group in the Fall of 1990:

The primary objectives of this association shall be to encourage

novice level competition in CEDA debate through:

a) The establishment and support of novice debate tournaments which allow participation in a competitive environment that is non-threatening, supportive, and competitively balanced.

b) The provisions of a mutual support network designed to promote debate participation and assist with program development in member states.

In addition, the constitution expresses a view of debate that enjoys considerable support among coaches and competitors:

The Association values debate as a practical educational activity and endorses the notion that tournament debate practices by debates should mirror both stylistically and analytically the skills required in other public forums.

While codifying a view of debate and tournament practices may strike some as narrow or heavy handed, we have found it a source of strength. The Association's commitment to "educational debate" and a reasonably consistent understanding of how that concept might be operationalized has tended to attract rather than repel potential members. We believe that the NDA experience should supplement, not replace, the "traditional" tournament experience. We are aware that our vision of the activity is one of many possible outlooks and won't pretend that the NDA experience is the only or best way to attract students to CEDA debate. Nonetheless, the approach has proven quite successful in cultivating student and institutional interest in competitive debate while fostering a climate of mutual respect and support that has yielded substantial benefits.

More information on the Novice Debate Association may be obtained from Virginia Chapman at Anderson University (IN).

DEBATE IN THE SUMMER

THE NINTH ANNUAL CEDA DEBATE WORKSHOP

Jim Springston, Director

■ In 1979 Pi Kappa Delta perceived a need for a summer forensic workshop. There seemed to be a particular need to discuss and practice non-policy (CEDA) debate that had spread rapidly among the ranks of Pi Kappa Delta schools. The National Council organized a forensic workshop that was held at YMCA of the Rockies in Colorado in the summer of 1980, and council members Larry Richardson and Gary Horn developed a CEDA debate component for the workshop. Debate instructional staff included Don Brownlee, Terry Cole and Don Swanson. The first workshop was such a success that a second was held in the summer of 1981. Pi Kappa Delta had demonstrated the viability of holding a summer CEDA

debate workshop. Thus in 1984 Cal Poly State University, San Luis Obispo, began an annual series of CEDA workshops.

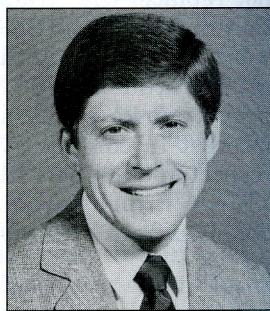
One of Pi Kappa Delta's most successful debate coaches, Jim Springston of Marist College announces the 1992 workshop: *Although this workshop has been traditionally held in California, last year it traveled to the East Coast for a one year hiatus. This summer the workshop returns to its roots in California. **The Ninth Annual Western CEDA Workshop will be held at California State University - Chico, July 31st - August 10th, 1992.** The workshop will continue the philosophies and educational concepts which have been the distinguishing characteristics of this institute over the past eight years. This is a workshop with a focus on the educational approach.*

*"Give a person a fish - they eat for a day.
Teach them how to fish - they eat for a lifetime."*

FRATERNALLY SPEAKING PRESIDENT'S COMMENTS

by Robert S. Littlefield

■ As I approach the midpoint of my term as President of Pi Kappa Delta, I am mindful of the contributions being made by those on the National Council to keep the fraternity moving forward in a positive manner. Despite a range of family crises, Secretary-Treasurer Harold Widvey has kept the records of the National Office in good form and the finances of the fraternity stable. President-Elect Sally Roden continues the efforts of the Site Selection Committee to locate a campus and city for our 1995 convention and tournament. Tournament Director Bill Hill, Jr., has put together a set of proposals to revolutionize the national tournament. The planning for programs at the 1992 Speech Communication Association's convention in Chicago are under the watchful eye of Council Member Ed Inch, who completed his Ph.D. this fall and was awarded tenure at Pacific Lutheran University. In addition, PKD's developmental conference planning is also under Ed's purview; and from all accounts thus far, PKD will again engage its membership in meaningful discussions pertaining to its purposes and activities. Council Member Margaret Greynolds reports that there are a number of new chapters ready to be inducted in Tacoma. Immediate Past President Terry Cole has begun the awards selection process and Historian David Ray and Past President Penny Kievet appear to soon have the PKD archives at William Jewell College ready for public viewing. *The Forensic* is on schedule, due to the efforts of



Editor Don Swanson, and his assistant editor, Cynthia Carver. Our Student Council Members have completed work on the logo for the Tacoma convention and tournament that will soon be unveiled to the membership.

But the National Council is not the only group at work. New province officers have just taken office and are preparing to lead their chapters to the National Convention and Tournament. Several committees have been at work reviewing constitutional amendments (Michael Bartanen, chair), seeking candidates for office (Robert Ridley, chair), discussing a national alumni association (Carolyn Keefe, chair), and planning convention and tournament activities (Kris Bartanen, local lost). The Endowment Board is promoting the Chapter Challenge to sell the remaining copies of Larry Norton's book, *The History of Pi Kappa Delta*. By themselves, each of these individuals or groups might feel somewhat insignificant. But together, we are a strong force, propelling this fraternity forward to an exciting future.

The National Council's summer meetings are scheduled for July 9-11, 1992, in Tacoma. Although there will be continuing discussions about how Pi Kappa Delta can move forward to reach short and long-term goals, from this point on, most of the Council's attention will focus on the 80th birthday celebration of Pi Kappa Delta in Tacoma, scheduled for March 17-20, 1993.

Even though my time as President seems insufficient to put into motion all that I had hoped to accomplish, I am gratified by the enormous amount of energy I sense from those around me. What I have learned thus far is that each of us can make a difference. I called upon everyone to be, what Thomas Jefferson referred to as, "citizen leaders" of Pi Kappa Delta. I am getting the feeling that students and coaches are taking me seriously. Let us continue to move forward into another school year full of excitement about what lies ahead for Pi Kappa Delta.

I look forward to seeing and warmly greeting you in Tacoma!

PROFESSIONAL DEVELOPMENT

by Ed Inch

■ The 1993 Professional Development Conference

The time is quickly approaching. Plans are being made now for the 1993 Pi Kappa Delta Development Conference to be held in conjunction with the national convention in Tacoma. Please give serious consideration to the types of conference programs in which you would like to participate. I have spoken with some who are interested in submitting ideas and I want to hear from more of you.

The time is quickly approaching. Plans are being made now for the 1993 Pi Kappa Delta Development Conference to be held in conjunction with the national convention in Tacoma, Washington. My hope is that you have been giving serious consideration to the types

of conference programs you would like to see and I have already spoken with some who are interested in submitting ideas.

The theme for 1993 is **RESOLVED**: That Pi Kappa Delta should be significantly changed. This is a broad topic and I am very interested in any program that addresses it. To submit a program please include the following:

- Program Sponsor:** (your name)
Format: (it could be a standard panel presentation with papers or some alternative format such as a debate)
- Chair & Participants:** (Include peoples names, addresses, and title of paper/presentation. Abstracts should accompany the title of the paper)
- Description:** (Include a brief description, roughly 50 to 100 words of the program to appear in the Development Conference program)
- Special Requests:** (If the program needs some special considerations, equipment, etc. please let me know)

Additionally, if you have a paper that is outstanding but have no panel to place it in, I would still like you to submit it. My hope is to have one competitively selected papers panel. And, by the way, all facets of this conferences are open for undergraduate, graduate, and faculty submissions.

Send your proposals to:

Edward S. Inch
 Professional Development
 Department of Communication & Theatre
 Pacific Lutheran University
 Tacoma, WA 98447
 Phone: 206-535-8873

We had a number of outstanding proposals for SCA convention papers and I am very happy to announce that nine proposals were accepted. We should make every effort to attend these programs at the convention this fall and I think we are truly fortunate to have so much quality in our organization. The accepted programs are:

Title	Sponsor
Getting into Print in Forensics Journals	Don Swanson U. of Guam
The Novice Debate Association Development and Operation	Gary Horn Ferris State U.
Should CEDA Debate Policy Questions?	Gary Horn Ferris State U.

Guild of American Forensics
Educators: An Open Discussion

Michael Bartanen
Pacific Lutheran U.

An Audience of Peer Judges:
A Response to CEDA's Call for
Experimentation

E. Sam Cox
Central Missouri St. U.

Theoretical Implications Applied
to CEDA Debate

Anthony E. Schroeder
Eastern New Mexico U.

Ethical Choices in Directing
Forensics

Bob R. Derryberry
Southwest Baptist U.

Scholarship and Theory about
Non-Policy Debate: Past,
Present, and Future

Bill Hill
University of North
Carolina, Charlotte

Presidential Roundtable on
Forensics

Robert Littlefield
North Dakota State U.

Meet Harold Widvey, National Secretary-Treasurer

■ *The Forensic* has asked members of the National Council to provide introductory statements so that newer members of the fraternity can come to know their officers. In this issue we focus on a year-round focal position in the organization. Perhaps the most arduous and time consuming task on the National Council is the position of Secretary-Treasurer. It requires the dedication of someone who places a very high value on the goals, activities and fraternal fellowship of Pi Kappa Delta. Harold Widvey's enthusiasm for this task is obvious, and his long-term devotion to the ideas of Pi Kappa Delta are conveyed in his introduction.



Harold Widvey, Member Number 30399, a card-carrying Pi Kappa Deltan since 1957, I still carry my original membership card signed by Larry Norton, President, and D.J. Nabors, Secretary-Treasurer. My national convention-tournament as a student was the convention held on the campus of South Dakota State College of Agriculture and Mechanic Arts in 1957. I had no idea that I would be welcomed to that campus as a director of forensics in 1972 and stay to complete the rest of my professional career.

My first position as a debate coach was in a small high school in Beardsley, Minnesota. By my fourth year at Beardsley High, we had

a debate team which could boast a 50% win-loss record and a positive squad image as the tiny school that had defeated teams from schools ten times larger.

But winning has not been the criteria by which I have valued debate and forensics. I was a high school dropout, a Korean veteran, and what is now called a non-traditional student when I entered Northern State Teachers College in 1954. I was drafted by Dr. Donald R. Dodge to be part of the debate squad after I had delivered a campus political speech. I had a disastrous first year. In the 1956-57 year another member of the Northern squad, B. Aubrey Fisher (later to named president of ICA) and I decided that we could debate together. We had a great year! I became convinced that forensics, and especially debate, had brought me more educational benefit than any other part of my college education.

As a coach of forensics and debate, I always kept that value uppermost. I found that Pi Kappa Delta province and national tournaments fitted that philosophy. A PKD school could nurture a program that encouraged large numbers of students to participate not only in the early tournaments of the year, but in the final tournament. PKD did not demand that each student have a large number of wins. It did not require eliminations. It provided a provincial base and a national forum for those who are its members. At Northern State University and South Dakota State University, the schools at which I have coached, I was able to attract young people who had little or no high school experience in forensic activities and watch them become superior speakers. At SDSU from 1972 through 1981, I worked with young people who learned to believe in themselves. During that time my SDSU novices became squads that rated superior in sweepstakes at nationals five times.

I have tried to keep forensics from becoming an elitist activity. I feel that membership on a forensic team has value for every person who is willing to commit the time and effort needed to become a more effective communicator. I was offended by judges who once wrote ballots for my novices that suggested that they should try some other activity. And I was supported by other judges who saw the possibilities of these young people and offered them suggestions that helped them become competent and confident!

For myself, Pi Kappa Delta provided a number of rewards. Certainly, those end-of-the-season plaques and trophies at PKD events were evidence that my approach was worthwhile. More than that, I have been granted the chance to serve in positions of responsibility. I treasure my Governor's ring. I shall always keep the copies of *The Forensic of Pi Kappa Delta* that I was privileged to edit. The highest honor of all has been your acceptance of me as National Secretary-Treasurer.

For me, Pi Kappa Delta and forensic activities are more than "The Art of Persuasion, Beautiful and Just;" they are human communication bringing people together: the art that unifies.

Results

Pi Kappa Delta Convention and Tournament Provinces of the Colonies and the Lakes March 6-8, 1992

Overall Sweepstakes

1st	West Chester University
2nd	Heidelberg College
3rd	Longwood College
4th	Wilkes University
5th	Monmouth College

DRAMATIC DUO

Superior

Ehrlich/Taylor West Chester

Excellent

Anderson/Koons Bloomsburg
Thomas/Cirucci West Chester

ADS

Superior

Thomas West Chester
Sarchione Heidelberg

Excellent

Mueller Wilkes
DeLancey West Chester

POETRY

Superior

Evans Wilkes
Birchfield West Chester

Excellent

Blevins West Chester
Lockwood Geneva
Sarchione Heidelberg

IMPROMPTU

Superior

Mueller Wilkes
Grill West Chester
Wronko Monmouth

Excellent

Kraus York
Hyland Mansfield
Taylor West Chester
Kleinbeck Heidelberg
Nimmons Towson

INFORMATIVE

Superior

West Chester
West Chester

Excellent

Wilkes
Wilkes
West Chester
Monmouth

PROSE

Superior

Bloomsburg
Heidelberg
Longwood

Excellent

Wilkes
West Chester
West Chester
West Chester
West Chester

EXTEMP

Superior

Mansfield
West Chester

Excellent

West Chester
West Chester

SINGLE INTERPRETATION OF DRAMA

Superior

West Chester
Heidelberg

Excellent

West Chester
Monmouth

Thomas
Sarchione

Carusi
Nicosia

RHETORICAL CRITICISM

	Superior	
Grill		West Chester
	Excellent	
Oiler		West Chester
Wronko		Monmouth

PERSUASION

	Superior	
Orndorf		York
Langnas		West Chester
Nimmons		Towson
	Excellent	
Mueller		Wilkes
Cinch		West Chester
Oiler		West Chester
Grill		West Chester
Russell		Heidelberg

STORYTELLING

	Superior	
Nicosia		Monmouth
Fiege		Longwood
	Excellent	
Evans		Wilkes
Chinch		West Chester
Birchfield		West Chester
Hodge		Longwood
Pohl		Longwood

IMPROV. PAIRS

	Superior	
Ehrlich/Carusi		West Chester
Kleinbeck/Sarchione		Heidelberg
	Excellent	
Blevins/Gerken		West Chester
Weekly/Schmidt		California
Hodges/Settle		Longwood

CEDA DEBATE - TEAM AWARDS

	Superior	
O'Neil & Albowicz		Towson
	Excellent	
Prior & Armada		Towson
Lorrello & Miller		Otterbein

CEDA DEBATE - SPEAKER AWARDS

	Superior	
DeLeonardo		Towson
Gregory		Manchester

Excellent

O'Neil		Towson
Albowicz		Towson
Norton		Manchester
Walsh		Towson

NDT DEBATE - TEAM AWARDS

	Superior	
Rown & Roach		Shippensburg
	Excellent	
Workman & Fitzpatrick		Shippensburg

NDT DEBATE - SPEAKER AWARDS

	Superior	
Brown		Shippensburg
	Excellent	
Bass		Mansfield

LINCOLN-DOUGLAS DEBATE

	Superior	
Hyland		Mansfield
	Excellent	
Wronko		Monmouth
DeLancey		West Chester

DISCUSSION

	Superior	
Grill		West Chester
Evans		Wilkes
	Excellent	
Birchfield		West Chester
Taylor		West Chester
Gerken		West Chester

**PUBLIC ADDRESS:
ALUMNI EVENT**

	Superior	
Miller		Bloomsburg
	Excellent	
Jones		West Chester
Corcoran		York

INTERP.: ALUMNI EVENT

	Superior	
Novelli		Bloomsburg
	Excellent	
Bleen		West Chester
Pearce		West Chester