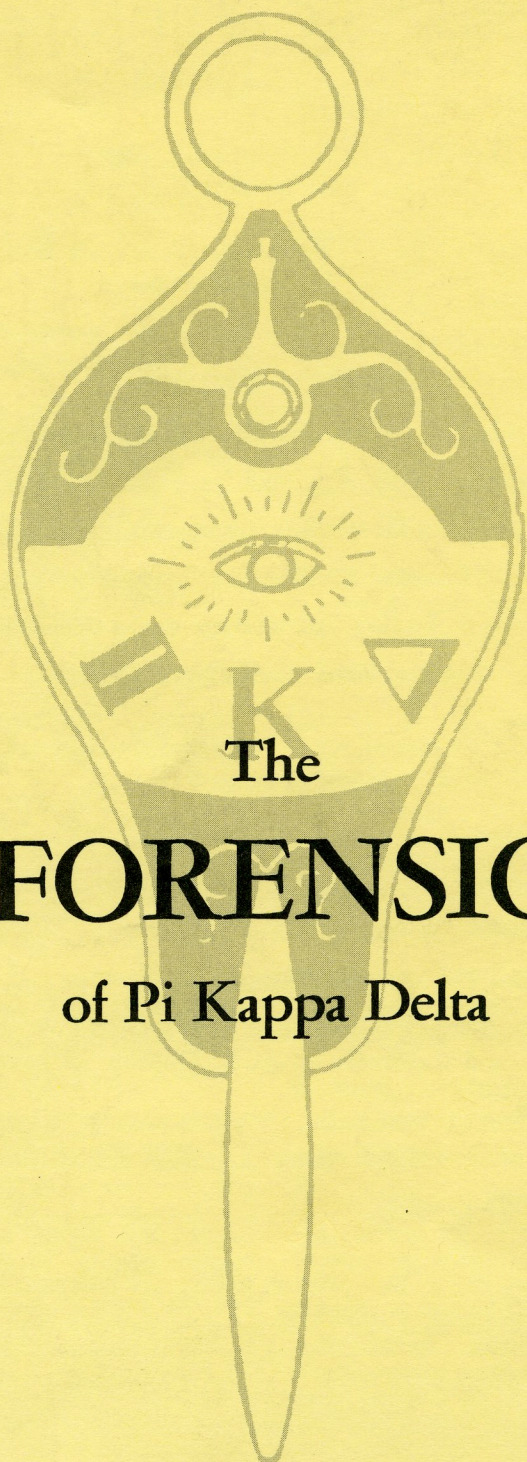


1985



The
FORENSIC
of Pi Kappa Delta

WINTER EDITION

The FORENSIC of Pi Kappa Delta

SERIES 70

WINTER EDITION

NO. 2

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Published four times yearly, Fall, Winter, Spring, and Summer by Pi Kappa Delta. Subscription price is part of membership dues. For PKD alumni and non-members the rate is \$12.50 for one year and \$30.00 for three years. POSTMASTER: send address changes to Anthony B. Schroeder, Editor, The Forensic, Eastern New Mexico University, Portales, New Mexico 88130.

Publication number is ISSN-0015-735X
Printed by Bishop Printing Co., Portales, New Mexico 88130

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PI KAPPA DELTA NATIONAL CONVENTION AND CONTEST RULES

March 20-23, 1985
Fayetteville, Arkansas

REMEMBER THESE DATES

- Feb. 15 Hotel Reservations
- Feb. 26 Entry with Reduced Fees
- March 8 Final Entry Deadline
with Full Fees
- March 13 Full Fees Assessed for
Drops
- March 19 Nuisance Fees Assessed
for Drops

GENERAL:

1. Each student and one faculty director of forensics from each college attending the convention must pay the \$35.00 registration fee. However, if entries are postmarked on or before February 26, 1985 this fee will be reduced to \$30.00 each. The fee for each additional judge or guest is \$15.00.
2. Each student delegate/participant must be a bonafide undergraduate student in good standing who has not already had nine semesters of forensic participation. S/he must be a member of Pi Kappa Delta or must have filed a membership application with the National Secretary and have sent in the initiation fee.
3. All tournament entries must be postmarked and sent to the Tournament Director (Dr. Robert S. Littlefield) by March 8, 1985. A school cancelling or dropping entries after 12:00 noon (Central Standard Time), March 13, 1985, will be obligated for full fees. A \$5.00 nuisance fee will be assessed for each drop/slot made after 9:00

a.m. on March 20, 1984. A consistent pattern of no-shows is considered a dropped slot subject to the \$5.00 nuisance fee. Failure to pay the nuisance fee will result in the school being ineligible for individual or team awards.

4. All questions regarding tournament events not covered by the rules will be decided by the specific contest committee and the Contest Chairman. Questions concerning interpretation of tournament rules should be directed to Dr. Robert S. Littlefield, Department of Mass Communication, Speech Communication and Theatre Arts, North Dakota State University, Fargo, ND 58105. Work telephone: (701) 237-7705 or (701) 237-7783. For drops after 7:30 a.m. on Monday, March 18, call the Fayetteville Hilton (1-500-442-5555).

**PLEASE NOTE:
THESE RULES HAVE
BEEN SIGNIFICANTLY
REVISED. READ
CAREFULLY!**

JUDGES:

1. All competing chapters must provide competent judges to cover the number of slots entered. A qualified judge can cover:
 - (a) Ten IE slots, or
 - (b) Two debate teams and six IE slots, or
 - (c) One debate team and eight IE slots, or

- (d) Four L-D debate entries and six IE slots.

A limited number of hired judges may be secured in advance with the Tournament Director at the rate of \$15/uncovered slot in IE; \$30/uncovered LD entry; \$60/uncovered team in debate.

2. Qualifications: All judges must be college graduates with sufficient training in competitive forensics.

3. Assignments: All judges are to be available to judge up to twelve rounds regardless of the size of their entry.

AWARDS

1. Gold plaques will be awarded to winners of superior ratings in each event (top 10%). Silver plaques will be awarded to winners of excellent ratings (next 20%).

2. Sweepstakes points will be awarded to each chapter participating according to the following formula:

In debate:

Superior rating	10 points
Excellent	8 points
Good	6 points
Participation	2 points

In individual events and L-D debate:

Superior rating	5 points
Excellent	4 points
Good	3 points
Participation	1 point

Each school may earn a maximum of one participation point in each individual event or two participation points in each division of debate if they earn no rating in that division. More than one entry

from a school may earn superior, excellent, or good ratings.

3. Superior sweepstakes plaques will be awarded to the 10 percent of the chapters accumulating the highest number of sweepstakes points. Excellent sweepstakes plaques will be awarded to the 20 percent of the chapters ranking next in number of sweepstakes points.

PLEASE NOTE: THESE RULES HAVE BEEN SIGNIFICANTLY REVISED. READ CAREFULLY!

DEBATE GENERAL

Divisions:

1. There will be five divisions: Senior CEDA, Junior CEDA, Lincoln-Douglas (one-person), Senior NDT, and Junior NDT.

2. Debaters are eligible for the Junior Divisions if they have had less than four semesters of collegiate debate experience.

Entries:

1. Each chapter may enter up to four debate teams/units in each division.

2. Sweepstakes points will be counted for the best 5 teams/units from each school entered.

Rounds:

1. In all divisions of debate, every team will be guaranteed six preliminary rounds and appropriate elimination rounds based on the number of entries. If there are 40 or more teams in a division, octofinals will be held; 20-39 for quarters; 12-19 for semis; and 11 or less for finals.

2. Eight minutes of preparation time will be allowed each team/unit in CEDA and NDT; three minutes for each speaker in LD.

Judges:

1. For all preliminary rounds, one judge will be used.
2. Judges are not to reveal decisions or provide oral critique.

Scheduling:

1. Teams will not meet teams from their own state, or be evaluated by judges from their state (elimination rounds exempt from this requirement). Guest judges from the Province of the Lower Mississippi may judge nearby teams if there is no affiliation.

SPECIFIC

NDT and CEDA Debate:

1. **FORMAT:** A cross-examination style of debate will be observed in these divisions. Time limits will be 8-3-4.
2. The CEDA topic for the second semester will be utilized for this Division.
3. The NDT topic will be the 1984-85 national topic.

Lincoln-Douglas (One Person) Debate:

1. **Subject:** The CEDA topic for the second semester will be utilized for this Division.

2. FORMAT:

Affirmative constructive	6 Min.
Cross-exam by negative	3 Min.
Negative constructive	7 Min.
Cross-exam	
by affirmative	3 Min.
Affirmative rebuttal	4 Min.
Negative rebuttal	6 Min.
Affirmative rebuttal	3 Min.

INDIVIDUAL EVENTS GENERAL

Entries:

1. Each chapter may enter three contestants in each event.
2. Contestants may enter one or two events in each conflict pattern. Unless double entered, contestants must be present at the beginning of each round (except in extemporaneous and impromptu speaking, see specific rules) and should remain until the round has been concluded.
3. No participant may utilize the same presentation in more than one event.
4. A manuscript or an outline, whichever is used by the speaker, in all prepared events must be made available to the tournament committee upon request.
5. Failure to meet either the general rules or the rules specified below for each event will result in a contestant's being ineligible for any final rating awards.
6. Judges will provide time signals to contestants in extemp and impromptu speaking. Time cards will be available for those who wish to use them.
7. In all events, the speeches shall not have been presented by the contestant in competition prior to the 1984-85 school year.

Rounds:

1. There will be three rounds of competition in each event. Each contestant must participate in all rounds to receive a final rating.
2. Events will be grouped in the following manner:
Group A: Extemp, Dramatic In-

terp, Persuasive Speaking

Group B: Prose Interp, Impromptu, Dramatic Duo

Group C: Poetry Interp, Informative, Speech to Entertain, Rhetorical Criticism

Group D: Discussion

Judging:

1. Judging for all individual events, except discussion, will be done by two judges in each section in each round. Judges will not reveal rankings or decisions to the contestants. No oral comments should be made.

2. Specific rules for judging discussions are listed under Discussion.

GROUP A EVENTS

Persuasive Speaking:

Speeches must be original and should not exceed ten minutes in length nor contain more than 150 words of quoted material exclusive of direct discourse, dialogue, or other stylistic devices created by the speaker. The speech may be delivered with or without notes.

Extemporaneous Speaking:

The general topic area will be: "The World of Today." Subtopics for each round shall be:

Round I "Economic Issues"

Round II "Political Issues"

Round III "Social Issues"

Topics for extemporaneous speeches will be posted in a designated room at five minute intervals. Speakers will choose from posted topics and must speak in the order in which they draw. Speakers will report to their as-

signed sections one-half hour after drawing. Speeches must not exceed seven minutes in length.

Oral Interpretation of Drama:

A cutting from a published play (or plays) of literary merit is to be used in Dramatic Interpretation. Maximum time limit must not exceed ten minutes, including introduction and/or transitions. Use of manuscript is required.

GROUP B EVENTS

Oral Interpretation of Prose:

The material must be taken from published novels, short stories, or essays. *Plays are prohibited.* The performance should not exceed 10 minutes. Use of manuscript is required.

Impromptu:

Topics will be developed to conform to the following areas:

Round I "Attack or Defend"

Round II "Creative" (Pictures, Cartoons, or Objects)

Round III "Philosophical Quotation"

All contestants will be given the same three topic choices in each round; therefore, contestants must wait outside the room until their turn to draw. Maximum time is seven minutes, of which at least four minutes must be speaking time.

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Dramatic Duo:

A cutting (scene) from a play, humorous or serious, involving the

portrayal of two characters must be presented by two individuals. This is not an acting event. Thus, no costumes, props, lighting, etc., are to be used. Presentation is from the manuscript and the focus should be off-stage and not to each other. Maximum time limit is 10 minutes.

GROUP C EVENTS

Oral Interpretation of Poetry:

The material must be taken from published verse literature. *Plays are prohibited*. The performance should not exceed 10 minutes. Use of manuscript is required.

Informative Speaking:

Informative speeches should be original and non-persuasive, dealing with concepts, processes, ideas, or objects. Audio-visual aids may be used but are not required. The tournament management cannot be responsible for supplying equipment or special facilities. The speech may be delivered with or without notes. Not more than ten minutes will be allotted each speaker.

After Dinner Speaking:

Speeches to entertain should be original and designed primarily for audience enjoyment. They should be thematically unified, in good taste, and develop a significant point. The speech may be delivered with or without notes, but no more than ten minutes will be allotted each speaker.

Communication Analysis:

The rhetorical criticism is an original critical analysis of any speech, rhetorical artifact, or group

of speeches, actually delivered by one or more speakers to an audience. The contestant should keep quotations from the analyzed material to a minimum. Attention should be given not only to analysis (explaining why and how the event is significant) but also to evaluation (appraising the success or failure of the event). The criticism may be delivered with or without notes but no more than ten minutes will be allotted each speaker.

GROUP D EVENTS (running concurrently with debate)

DISCUSSION:

The national discussion topic will be utilized.

Each contestant will participate in the same group all three rounds. Each group should follow the decision-making process.

Criteria for judging will be based on the following:

Round I A. Define and limit the problem

B. Analyze problem

Round II Criteria for solution

B. Suggest and consider solutions

Round III A. Selection solution

B. Actuation of solution.

Each group will have a resident judge (same all 3 rounds) and a visiting judge evaluate each round.

Schools having students who are qualified or willing to serve as chairpersons should put an asterisk by the individual's name. Otherwise, the tournament director will arbitrarily assign chairpersons.

TOURNAMENT PREVIEW

by Gina Borg Lane

Preparations are well underway for the 1985 Pi Kappa Delta National Convention and Tournament, March 20-23. Both the University of Arkansas and the City of Fayetteville are bending over backwards to help the Arkansas Iota chapter prepare for the big event.

We plan to keep you busy during your four day stay in the beautiful Ozarks. During the day tournament activities will be located on campus. Short breaks may be enjoyed in the snack bar across the street from the tournament headquarters. Longer breaks may be spent relaxing in your hotel room, (since none will be used for competition), or exploring historical Civil War sights and native arts and crafts shops around Fayetteville. The tournament has been scheduled to allow schools with only debate or individual events programs to have at least part of their day free. Afternoon and evening seminars will be held at the Fayetteville Hilton, along with several receptions and parties. The awards banquet Saturday evening will include an Ozark BBQ and hoedown. Bring your finest denim blues for a taste of the best BBQ and Bluegrass music around.

That's a look at our preparations, here's the vital information you need for your preparations:

TRANSPORTATION

Fayetteville is served by two commuter airlines. Skyways Airlines offers connections from Little Rock, Memphis, St. Louis, Dallas/Ft. Worth, and Tulsa. Metro Airlines has flights from Dallas/Ft. Worth. Also, Tulsa has a major airport and is two hours away by rented car. As for local transportation, the Fayetteville airport is served by all of the major car rental companies. The Fayetteville Hilton will provide free shuttle service to and from the airport. Free shuttle service will also be provided from the Hilton to campus everyday.

LODGING

Tournament headquarters are at the Fayetteville Hilton, which is located approximately one mile from campus. Tournament rates are: Single \$37.00, Double \$40.00, Triple \$43.00, Quad. \$46.00. Reservations must be made at least 30 days in advance of the convention. February 15 is the deadline. No deposit is necessary. The overflow hotel is the Mountain Inn which is located one block away and will have the same rates. If you desire to arrive early or stay late the same convention rates will apply.

MEALS

Fayetteville has a host of restaurants, most with moderate

prices. There are 14 restaurants within two blocks of the tournament hotel. For your convenience, a restaurant guide and a walking map (for those without local transportation) will be included in your registration packet. The Hilton will be offering a special Continental Breakfast Buffet for convention guests in the 2nd floor Atrium.

SIDETRIP

For those of you with extra time on your hands either before or after the convention, we would recommend visiting Hot Springs,

Arkansas. This resort town is located approximately three hours south of Fayetteville. Besides having several spa hotels located in the city, the thoroughbred horse racing season is open at that time of the year. Oaklawn racetrack is known as one of the best and most beautiful racetracks in the country, and is well worth the trip. Reservations should be made in advance. For more information, I'll be happy to answer your questions. Call Gina Lane at (501) 575-5953.

B.A. B.S. M.A. M.S. Degrees

Audiology
Communication Disorders
Speech Communication

Radio - Television
Speech Education
Mass Communication

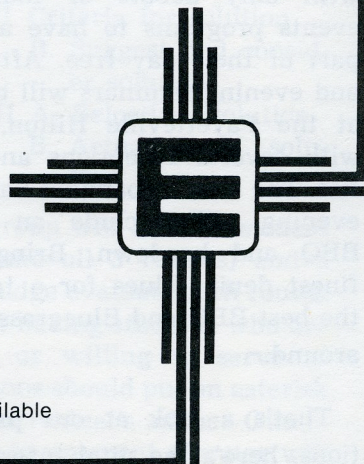
EASTERN NEW MEXICO UNIVERSITY PORTALES, NEW MEXICO 88130

For information about the programs and degree requirements write to:

Dr. Timothy M. Ashmore, Chairperson
Communicative Arts and Sciences Dept.
Eastern New Mexico University
Portales, New Mexico 88130

New Mexico Beta
Pi Kappa Delta

Graduate Assistantships paying \$4500
plus remission of out-of-state tuition are available



Pi Kappa Delta National Convention and Tournament

Fayetteville, Arkansas—March 20-23, 1985

Schedule of Events

TUESDAY, MARCH 19

6:00 p.m. National Council Meeting—Hilton Ridge Room

WEDNESDAY, MARCH 20

12 noon-6:00 p.m. Registration—Hilton Atrium (second floor)

6:30- 8:00 p.m. Province Meetings in Hilton

Colonies—Sequoyah II

Illinois—Stone 304

Lakes—Blossum 202

Lower Mississippi—Garland Exhibit Hall

Missouri—Sequoyah III

Northwest—Sequoyah I

Pacific—Ridge Room

Plains—Pike 204

Sioux—McIlroy II

Southeast—Walker

Upper Mississippi—Sequoyah IV

8:15 p.m. General Assembly and First Business Session of Convention—Sequoyah Ballroom I-II-III-IV

9:45 p.m. Performance by Country Singer Del Mack

10:30 p.m. St. Lieutenant Governor's Reception—Pike 204

Coaches' Reception—Rumours Lounge

THURSDAY, MARCH 21

6:00- 8:30 a.m. Continental Breakfast—Hilton Atrium

6:30 a.m. Meet the Candidates Forum—Sequoyah Ballroom

8:00 a.m. Draw for Extemp ROUND I—(on campus) Kimbel Hall 102

8:30- 9:45 a.m. ROUND I—Group A (Extemp, Drama Interp, Persuasive) on campus

9:45-11:00 a.m. ROUND 1—Group B (Pros, Impromptu, Duo)

National Council Meeting—Hilton Tibbetts Room

11:00-12:15 p.m. ROUND I—Group C (Poetry, Informative, ADS, Comm Analysis)

Governors' Luncheon with National Council—Hilton Ridge Room

1:00- 2:45 p.m. ROUND I—All Divisions Debate

2:45- 4:30 p.m. ROUND II—All Divisions Debate

3:00- 5:00 p.m. Convention Programs—Individual Events—Hilton Pike and Blossum Rooms

4:30- 6:00 p.m. ROUND III—All Divisions Debate

8:00-9:30 p.m. Second Business Session of the Convention—Hilton Sequoyah Ballroom

- 9:30 p.m. Student Dance—Garland Exhibition Hall
 Reception—Past and Present Council Members
 and Governors to honor all highest distinction
 members—Hilton Pike 204

FRIDAY, MARCH 22

- 6:00 a.m. Continental Breakfast—Hilton Atrium
 6:30 a.m. Meet the Candidates Forum
 8:00- 9:45 a.m. ROUND I—Discussion
 ROUND IV—All Divisions Debate
 9:45-11:30 a.m. ROUND II—Discussion
 ROUND V—All Divisions Debate
 National Council Meeting—Tibbetts Hilton
 11:30- 1:15 p.m. ROUND III—Discussion
 ROUND VI—All Divisions Debate
 Past Presidents Luncheon with National Council—
 Hilton Ridge Room
 1:30 p.m. Draw for Extemp ROUND II
 2:00- 3:15 p.m. ROUND II—Group A Events
 3:00- 5:00 p.m. Convention Programs—Debate Hilton Pike and
 Blossum Rooms
 3:15- 4:30 p.m. ROUND II—Group B Events
 4:30- 6:00 p.m. ROUND II—Group C Events
 7:30- 9:00 p.m. Province Meetings
 9:00 p.m. Third and Final Business Session

SATURDAY, MARCH 23

- 6:00 a.m. Continental Breakfast—Hilton Atrium
 (Early Debate Round, if necessary)
 8:00- 9:45 a.m. All Debate Divisions Elimination Rounds (as speci-
 fied)
 9:45-11:30 a.m. All Debate Divisions Elimination Rounds (as speci-
 fied)
 11:30- 1:15 p.m. All Debate Divisions Elimination Rounds (as speci-
 fied)
 National Council Meeting—Hilton Ridge Room
 1:30 p.m. Draw for Extemp ROUND III
 2:00- 3:15 p.m. ROUND III—Group A Events
 3:15- 4:30 p.m. ROUND III—Group B Events
 4:30- 6:00 p.m. ROUND III—Group C Events
 8:00-11:00 p.m. Awards Banquet—Ozark Hoedown at Fayetteville
 Fairgrounds (look your “country” best!)

A CALL FOR A SCHOLAR'S DIVISION

Michael W. Shelton

Director of Debate

Ohio Northern University

The old adage "those who can do, and those who can't teach" has been applied to forensic educators, particularly debate coaches. The debate community would be better served if a new adage were coined: "those who teach do so by doing." It is my contention that we could better educate and better coach by "doing"—through demonstration in actual debates. This is, in fact, a call for a scholar's or educator's division of debate. Such a division would provide an opportunity for debate coaches to present debates to students as an educational device.

The establishment of a scholar's debate division would produce a number of benefits. Most significant among them would be; creation of an active forum to deal with criticisms of debate and to test new theories, it would provide young debaters with a role model other than their varsity colleagues, it would reduce use of students as a vicarious outlet for coaches, and it would help sharpen the educator's instructional skills.

Intercollegiate debate has increasingly been the target of criticism. Both those within and outside the debate community have raised questions about a number of issues—speed of delivery, narrow cases, misuse of evidence, and overuse of "generic" arguments—to name but a few. Such issues are often addressed in scholarly

literature, but they are rarely dealt with in a pro/con, two-sided fashion. A scholar's debate division would provide an open, on-going forum for such criticisms. It would provide an opportunity for critics to present, debate, and perhaps resolve the criticisms. Both sides of the issues involved could be presented, and the debate itself would provide a ready context for examples and applications.

Such a forum would also provide an opportunity to formulate and test new theory. Imagine; Paulsen and Rhodes could face Ulrich and Keeshan in the ultimate counter-warrants debate.² Seriously, such debates would offer educators a chance to innovate and experiment with theory in the context of an actual debate. Theory and practice could be better meshed.

Coaches frequently complain of young debaters emulating their elder colleagues, often in the worst sort of ways. Some go so far as to argue that varsity debaters engage in behaviors which no one should emulate or imitate. A scholar's division would provide those commentators an opportunity to serve as role models themselves for novice debaters. They could, in other words, practice what they preach. If there are ills in the debate style displayed by students, a scholar's division would provide an alternative display—hopefully a

stylistically superior one.

A charge made against coaches themselves is that they frequently over-coach, that they seem to be living vicariously through their debaters. It's even been said that "old debaters never die, they just become ghost-writers." Complaints have been made of coaches doing too much research, of writing blocks, of structuring arguments, and doing everything but pull puppet-like strings to move the lips of their debaters. A scholar's division would provide an outlet for such energies and reduce the need to experience the thrill of debating vicariously through students. The sheer motivation for personal involvement and success should do much to produce such a result.

Although there are workshops, seminars, and short courses available on a number of topics for instructors, there are few refresher courses available for the debate coach. Many debate coaches have no opportunity to sharpen or refine their coaching knowledge and skills beyond their day-to-day duties. There are also those who have come to be debate coaches by chance or luck, and have no real background or experience in the practice of debate. A scholar's division would provide a number of benefits for instructors. It would provide a means for coaches to test and evaluate their own coaching and instructional methods. It would also provide practical debate experience for those who missed such an educational opportunity during their undergraduate

careers. Additionally, it could serve as a refresher and reminder of what it's like on "the other side of the ballot," and what debaters need in the way of instruction.

This is certainly not an exhaustive examination of the potential benefits associated with creation of a scholar's division; creation of such a division would likely stimulate research and discussion in other forums as well. It might serve as a model for other activities, individual events, for instance. Who knows? It might even be fun. The possibilities seem nearly limitless.

There will, of course, be logistical problems to be resolved. The specific format, eligibility requirements, and the like are issues likely to require resolution. Such issues could probably be resolved by individual tournament hosts or by national organizations such as Pi Kappa Delta.

A scholar's division could offer much for debate coaches and instructors, for student debaters, and for the debate community as a whole. The specifics of a plan to implement such a proposal have yet to be formulated, but the case has been made. I urge its affirmation.

ENDNOTES

¹See, for example, Cheryl J. Smith, "Points of view . . . Debate: The Game is Up for Me," *Forensic*, Fall 1980, pp. 10 and 14-16.

²Paulsen and Rhodes first advocated use of the counter-warrant strategy. See, James W. Paulsen and Jack Rhodes, "The Counter-Warrant as a Negative Strategy: A Modest Proposal," *Journal of the American Forensic Association*, 15 (1979), pp. 205-210. Keeshan and Ulrich formulated a critical response to the approach. See, Marjorie Keeshan and Walter Ulrich, "A Critique of the Counter-Warrant as a Negative Strategy," *Journal of the American Forensic Association*, 16 (1980), pp. 199-203.

EVALUATING THE STUDENT'S PERFORMANCE: A STATEMENT OF STANDARDS AND RATIONALE

C. T. Hanson, Ph.D.

*Associate Professor of Speech Communication
North Dakota State University*

Student competitors as well as coaches are frequently frustrated by the lack of adequate comments on the ballots the student receives from participation in a particular tournament. Of principal concern is the lack of constructive criticism which would facilitate an opportunity to improve the student's next performance based upon feedback received on one's past performance. Is there a means by which better feedback on a ballot might be a part of speaker/reader evaluations in the tournament setting? The national Development Conference on Forensics believes that better criticism can be afforded the student. In the September 1984 conference, the members of the forensic community endorsed the proposal to encourage the use of standards of evaluation as part of the judging process. Thoughtful consideration was given to what standards ought to be included in the judge's evaluation of a student's performance. The proposed standards of evaluation, to be included on the ballots at the upcoming Pi Kappa Delta national tournament, may be better employed if the critics have a sense of the rationale behind those standards. The intent of this article is to provide a brief rationale for each of those standards which will appear on the individual events ballots.

RATIONALE FOR THE STANDARDS OF EVALUATION IN PUBLIC ADDRESS

Standard #1: Does the speaker's presentation identify a thesis or claim from which the speech is developed?

Rationale: Incumbent upon the public speaker is the need to be clear in terms of the issue being presented to the listener. If there is one central idea that should be a factor in the listener's deliberations, the speaker should seek to communicate that global thought to the listener. Feedback on the student's ability to communicate the central thesis to the listener is a source of future growth and/or positive reinforcement of a desired accomplishment.

Standard #2: Does the speaker's presentation provide a motivational link (relevance factor) between the topic and the audience?

Rationale: Given the daily barrage of communication messages, assessing whether the speaker provides a motivation for attention seems to be a reasonable standard of evaluation. The student of communication needs to attend to the notion that the public selectively screens the messages directed at them. To create a more effective message, the