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THE FORENSIC of Pi Kappa Delta

SERIES 76

FALL, 1990

NO. 1

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P.O. Box 5462

University Station

Fargo, ND 58105

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Manuscripts/Research Notes submitted for review should follow the guidelines of the **A.P.A.**, 3rd ed. Two copies should be sent to the Editor at the address listed above. Other news items may be mailed to the Editor or faxed to C.T. Hanson, 701-237-7784.

THE FORENSIC of PI KAPPA DELTA (ISSN: 0015-735X) is published four times yearly, Fall, Winter, Spring, and Summer by Pi Kappa Delta Fraternal Society. Subscription price is part of membership due. For alumni and non-members the rate is \$12.50 for one year and \$30.00 for three years. Second Class Postage paid at Fargo, ND. Postmaster and Subscribers: Please send all change of address requests to Dr. Harold Widvey, Dept. of Speech Communication, S.D.S.U., Brookings, S.D. 57007-1197. THE FORENSIC of Pi Kappa Delta is also available on 16 mm microfilm, 35 mm microfilm, or 105 microfiche through University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Printed by Fine Print, Inc., Fargo ND 58102

Cover Design by Charoltive Productions, Detroit Lakes, MN 56501

A BEGINNER'S GUIDE FOR PERSUASIVE SPEAKING*

Dr. Deborah S. Ballard-Reisch and Mr. Robert J. Reisch
University of Nevada-Reno

The aim of true rhetoric . . . is nothing other than improvement and education; the only proper use of persuasion is to make us better. (Plato in Helmbold, 1952, p. vii)

■ What is "persuasion"? According to Herbert Simons, persuasion is "human communication designed to influence others by modifying their beliefs, values, or attitudes." (1976, p. 21) Mary John Smith puts it very simply: persuasion is "people influencing other people." (1982, p. 4) Persuasion occurs in many forms and situations, but we as forensic coaches and novice speakers are faced with the peculiar, distinct notion known as "contest persuasion" or "oratory." The authors hope to shed some light on contest persuasion by exploring the types of persuasion that are being practiced around the country at tournaments, and then offering what we feel to be the best methods of helping the newcomer conquer this labyrinth.

The ability to influence others is not one to be taken lightly. History has shown us what can happen when this skill is used for both good and evil. We are hardly suggesting that one student's speech on the snail darter can cause the fall of civilization, but we do feel that persuasion is a serious occupation. We **do** think that changing a judge's or contestant's attitude or actions concerning a given subject is an important issue, and one that should be taken seriously. After all, the power to persuade is what sets us apart from other species, and we can use that power wisely and in significant ways, even in the contest setting.

Unfortunately, we are hampered somewhat by the way "persuasion" is defined by current tournament rules. It is important to note that even though many contests use AFA or NFA rules, not all do. It becomes especially important for the novice contestant to check the particular rules for each tournament.

The accepted formats of a contest persuasive speech are few. We feel that the novice would do well to stay close to these formats.

The AFA defines Persuasive Speaking as follows:

An original speech by the student designed to inspire, reinforce or change the beliefs, attitudes, values or actions of the audience. Audio-visual aids may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech. Minimal notes are permitted. Maximum time limit is 10 minutes.

The NFA sets the rules for Persuasion:

A speech to convince, move to action, or to inspire on a significant issue, delivered from memory. Maximum 10 minutes.

Since changing attitudes and values is not easy for a beginning speaker, we feel it is also better for a novice to start with long-accepted organizational formats for persuasion.

*An earlier version of this paper was presented at the SCA Conference, Denver, Co., in 1985.

Most tournaments have set 10 minutes as the maximum for a persuasive speech. While this may seem initially like an eternity to a novice, we have found few topics that do not resist being squeezed in to this time limit.

While the novice may not fully understand what his/her coach means by "contest persuasion" or "oratory," the first major task is one of finding a topic for the speech.¹ It is enough for the student to know that s/he is looking for an area that is important, significant, and is also a topic about which the student feels strongly. Some of these topics will undoubtedly have been "done to death" as persuasive topics, but there are bound to be one or two that are worth exploring. Coaches can help the novice steer away from those subjects that have been overdone. Judges often are tired of hearing stale topics, and some are known to be very cruel in letting the contestant know just that. And who needs that grief?

If as a novice, you are really having trouble with finding a workable topic, you might watch the news on TV or catch some editions of the "newsmagazines" like "60 Minutes" or "20/20." Even the smallest local TV station does investigative reporting, which may lead one to a topic of national concern. National magazines such as *Mother Jones* and the *Village Voice* are also excellent sources for topics. What is important is that the novice finds a subject that s/he will feel committed to. The closer the student feels to the topic, the more s/he seems willing to work on the speech. Commitment to the topic adds a level of perceived sincerity. On the other hand, we have all been subjected to the novice speaker who is overly committed to the subject, often at the expense of good logical proof. A strong connection between speaker and speech goes a long way toward success.

Another point to keep in mind when selecting the topic is the possibility of the reality of the expected outcome. It's sometimes easy to find a broad topic, but then almost impossible to find a solution to the problem. Also, the novice should be aware of the already existing beliefs in his/her audience. Some moral questions, especially, are very difficult to work into a good speech simply because people's minds are closed to any options. Abortion and school prayer seem to be so emotionally laden that any attempt to be rational about these subjects often seems to be doomed to failure. So, practicality and commitment go hand-in-hand to assure a good topic selection.

If the novice has chosen a topic that both s/he and the coach feel is important and workable, it's time to do some research on the subject. The AFA rules for persuasion specifically call for multiple sources cited in the speech, and most judges assume that research has been conducted. Your team's extemp file might be a good place to start looking for sources on your topics. The student should be keeping in mind that several areas will necessitate the inclusion of supporting material. How extensive is the problem? How important is the problem? What sample cases and anecdotes are available to illustrate my point of view? What statistics are available? It is not always important to have decided exactly what position the speech will take while doing research. In fact, it's often a good idea to research both sides of the question before finalizing one's position.

¹The authors are indebted to David M. Green's article on Persuasive Speaking in the 1984-85 Handbook from the Northern California Forensics Association for the suggestions on topic selection.

Once most of the research has been completed, it is time to start thinking of what form the speech will take. You will find two of the most common models for contest speaking, the need/satisfaction (motivated sequence) outline and the problem/cause/solution outline. We have found these models to be the most effective for the beginning student. The subject largely determines which avenue to pursue. We have found it most helpful for the student to view the speech as an argument in support of a specific perspective. With this focus in mind, the most important point we can make here is to insure that both the novice and the speech have a specific goal. Ask yourself, "What response do you want from the audience?" If you can't identify a concrete answer, then you may have to re-think the focus of the speech. There should be one specific goal to the entire speech, whether it be writing your representative, filling out a form letter to mail, or a changing an attitude. The specificity of the goal to be accomplished can not be emphasized enough. The more precise the wording of the anticipated response, the better the chance the speech has of achieving that response.

It's often a good idea to start with a thesis statement, which clearly outlines the goal of the speech. You can sometimes cut down on later problems of length and breadth by examining the thesis. It's important for the novice to keep the limitations of the situation, already discussed, in mind. You only have 10 minutes. You don't have a general audience; rather, you'll usually be talking to college professors and college students for the most part. What arguments would convince them? Does existing information adequately support those arguments? A concise thesis statement provides a strong foundation on which to base answers to these questions and alert the student to little danger signals indicating potential problems.

We have found that outlines work very well for beginning students, even though they can add an extra step to the speech writing process. The primary advantage of an outline is that it keeps the student's arguments before them at all times. It serves as a visual representation which allows the student and coach to check the logic of the speech throughout the preparation process.

Another advantage of the speech outline is that it allows the speaker to make certain that s/he has used a consistent organizational pattern throughout the speech. Often referred to as parallel structure, this technique involves solving all problems or shortcomings presented in the need/problem section of the speech in the same order in the satisfaction/solution section. By organizing the problem and solution sections consistently, the audience is aware of the speaker's argument and its logical progression at all times. The outline will also force the student to focus his/her thoughts on specific parts of the speech instead of being overwhelmed by the entire project. Visualizing the speech by breaking it down into its component parts will make it easier to concentrate on those sections which need the most work. The outline may also make one discover that the entire speech has too much material or the subject is too broad. Outlines can be a pain, but they can also be the perfect visual tool in helping the novice.

Allow us a small personal prejudice here. Both authors come from a forensics background involving more than one individual events coach. We have found that it can be confusing for young speakers to be exposed to a multiple of approaches and coaching styles. We suggest that the student find one principal coach for the developmental stages of the speech, and later offer the speech to other coaches for comments and refinement.

By this point, the novice contestant should have a strong, significant topic, a concise thesis statement, and a workable outline. The time to write the speech is at hand. This should be a simple process, if the outline is clear enough. The novice should be able to lead the listener step by step to a logical conclusion. Notice the use of the word "logical." We feel very strongly that a persuasive speech should most of all be a logical argument. As Aristotle pointed out, "the art of Rhetoric truly considered,...consists of proofs (persuasions) alone — all else is but accessory." (Cooper, 1932, p. 1). He further adds, "the man who is to judge should not have his judgement warped by speakers arousing him to anger, jealousy, or compassion." (p.2). It is important to understand the differences between the three kinds of artistic proofs defined by Aristotle and the importance of each in the persuasive process. "Logos" should stand out as the speech follows an inevitable pattern to a solid conclusion. What kind of evidence is used to support your position? Does it fit the pattern and give weight to the argument? One of the problems we see in the current practice of contest speaking is the over-dependence on "pathos," emotional proof. While it is very important to engage the listener's emotions in the speech, too much emotion can cloud the issue. Nothing can "turn off" a judge faster than a seemingly endless string of sad stories and abysmal anecdotes. Without logical proof to back up those stories, it can be very difficult to achieve the desired goal. A proper balance between logical proof and emotional proof may be the most powerful weapon.

The audience is also influenced by the character of the speaker, or what Aristotle called "ethos." Modern use has broadened the meaning of ethos, we believe, to include not only what we can discern of the speaker's character but how that speaker uses the evidence presented.

In terms of the contestant's character, dress, poise, and presentational style are all important. The biggest problem facing many novice speakers is stagefright. Stagefright is natural and, for most speakers, unavoidable. Relaxation techniques and practice go a long way in alleviating tension for the untrained speaker.

Another major concern in this area is the ethical use of evidence. As Simons stated:

Other things being equal, it's more ethical to speak truthfully and sincerely rather than to traffic in deliberate falsehoods, distortions, or ambiguities; to encourage rational choice rather than to subvert reason; to appeal to the best motives in people rather than to their worst impulses (1976, p. 39).

We feel that while Simons' definition is a good beginning, it is not explicit enough. As forensics is, above all, an educational activity, the accurate use of evidence is not only desirable — it is imperative. As McBath noted in his summation of the Sedalia conference, "Thoroughness and care must be exercised in finding, recording and documenting evidence. Advocates should recognize their ultimate responsibility for all evidence they use" (1976, p. 33).

Toward this end, we argue that it is ultimately the student's responsibility to use evidence ethically. It is the coach's responsibility to make certain that the student understands the implications of this charge. A piece of evidence must be quoted in context, and no key words or phrases may be omitted which change the intent or the meaning of the message. Evidence should be clearly credited to the author, and the date and source of the information should be included. Acknowledging the fact that while it may be impossible for the coach to check

every piece of evidence in a speech, steps should be taken long before a speech is written to teach the student about the ethical responsibility of giving a speech. Trust between a student and a coach is crucial to an effective working relationship.

Often a beginning student is under the misconception that evidence speaks for itself. It is also important that a student understand how evidence fits into the argument that is being made in the speech. In most cases, evidence must be explained in the context of the speech in order for it to have any impact on the perception of the audience. When using statistics a student should use an analogy that makes the numbers meaningful to the audience.

Once the speech has been written and all the evidence and support material are used to both the student's and coach's satisfaction, the novice speaker is ready to learn how to deliver the speech. It's time to speak. There is some disagreement among coaches as to the advisability of having novices memorize their speeches right away. We believe that few things are more impressive for the beginning speaker than a polished, poised delivery. This can only be obtained with memorization. Often, this area is the hardest for the novice to master, but memory does pay off in the end. Of course, not all new speakers can learn to memorize easily, so it may be desirable to allow note cards to be used in competition for the first or second tournament. Make sure that the tournament in question allows the use of notes in its rules before using them. In any case, note cards should not be used as a crutch. The sooner the student learns to speak naturally without cards, the sooner the student will feel at ease in the speaking situation.

As in any speaking situation, if a student needs to use notes, it is advisable to write a detailed outline on the cards rather than to attempt to write or type the whole speech on cards. There are a number of reasons for this. First, it is extremely difficult to find one's place on cards when looking at an entire script of the speech. As valuable time is being wasted, the student often becomes more flustered and the process becomes even more difficult. A consistently indented, clearly organized outline alleviates this problem. It also decreases the time spent "away from the audience," (the second major reason not to put the entire script on cards). If the contestant began the speech writing process with an outline, s/he will be familiar with the organization of the speech and glancing at an outline will (usually) help you find your place.

The greatest and most important factor in polishing delivery is **PRACTICE, PRACTICE, PRACTICE**. This point cannot be emphasized strongly enough. Practice at any time, in any place will do more to bolster the self-confidence of a novice speaker than any other single factor. A good mnemonic device is to practice the speech right before falling asleep. This helps to place the speech in the subconscious mind, which can aid the conscious mind in recalling salient points later. Also, varying the place for practice will allow one to become accustomed to speaking in a variety of strange places. We all have that one story to tell about the round we heard or competed in that took place in the bathrooms of the mansion at Monmouth College in New Jersey or some other such place. These things do happen; and one needs to be prepared for the unexpected.

We have already alerted you to the ogre of stagefright, but these are techniques that anyone can use to help conquer those annoying symptoms of nerves. Simple breathing exercises will often help calm the speaker while preparing

one for the actual speech.

Through the years, we have found a number of exercises to be particularly useful. There is no alternative to sitting in a comfortable chair, closing one's eyes and breathing deeply. However, the student still has to get up and speak! For tension in the back of the neck and shoulders, shoulder rolls and head rolls are very useful. The key is to gain conscious control over the muscles. Learn to utilize muscle relaxation techniques. Clasp your hands together (much as in the children's 'here's the church, here's the steeple' game). Next, place the hands (still clasped) behind the head at the base of the neck. GENTLY press down with the hands and up with the head. If done properly, the student will feel tension all across the shoulder area. Once the student has felt (and caused) the pressure, s/he can control it. Now the student should release the pressure gently. When speaking one might center one's weight and keep it a bit forward. This will prevent dreaded swaying but it will also help relax the knees so they don't become locked while the student is speaking. Tensing and relaxing one's arms and legs will also help get those muscles under control. A drink of water (a small one) will help a bit with dry mouth.

Persuasion, in any form, is an important and valuable human event. Even within the confines of the forensics tournament, the novice speaker has the opportunity to influence fellow contestants and judges concerning a topic that you truly care about. Having fully researched the topic and chosen good, solid evidence that supports your position, the novice persuader may change how we look at the world and point out ways we can alter how we live. We have heard and read any number of complaints about how Persuasion and Oratory are being practiced around the country, and many of these complaints are legitimate. But that doesn't mean we should give up trying. As contestants, we can do a great deal to encourage positive change by making sure we understand the ins and outs of contest persuasion.

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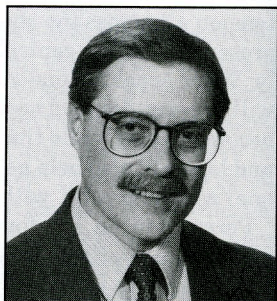
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Fraternally Speaking

President's Comments

Dr. Terry W. Cole
President of Pi Kappa Delta

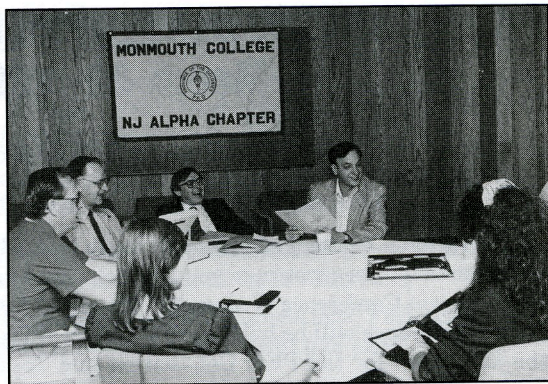
■ As I write this page, your National Council has recently completed its annual Council Meetings held in conjunction with the Speech Communication Association. At those meetings, each member of the Council reported on events and actions under their respective responsibilities and we finalized plans for the 1991 National Convention and Tournament in New Jersey. I am pleased to report that your Order is healthy both in terms of finances and numbers and that the several activities of the Council are proceeding as planned. The SCA Convention also demonstrated the scholarly scope and depth of Pi Kappa Delta as six well received programs were presented under PKD sponsorship. Through its efforts at SCA, this year coordinated by Sally Roden, Pi Kappa Delta is becoming a force to be recognized in the forensics-scholarly field. This role is consistent with Pi Kappa Delta's objective to encourage maximum diversity of forensics, both forensics competition and forensics scholarship.



Speaking of scholarship in Pi Kappa Delta, the Summer 1990 issue of *The Forensic* presented our membership with a comprehensive index of *The Forensic* from 1915 to 1990. C.T. Hanson, Editor, and his collaborators at North Dakota State University are to be commended for this significant contribution to the Order. This work, plus the work of earlier indexers, Don Brownlee, Ian Fielding, Jerry Winsor, and Robert Brewer, place both the affairs and the scholarship of Pi Kappa Delta before interested researchers and scholars. Thus it enhances the commitment of Pi Kappa Delta to the dissemination of knowledge in forensics communication.

Likewise contributing to the scholarly pursuits of the Order is the pre-convention conference in the final stages of development under the able direction of Sally Roden and her program chairs. Under the title: COMMITMENT TO FORENSIC EDUCATION: THE CHALLENGE OF THE TWENTY-FIRST CENTURY, Professor Roden has organized four working groups: A. Commitment to Ethical Standards in Teaching and Competition, B. Directing and Coaching a Forensic Program as Co-curricular Activity, C. Responsibilities of a Judge and Educator Critic, and D. Forensic Education Curriculum on the Undergraduate and Graduate levels. These four programs hold the promise stimulating much thought provoking discussion and inquiry. More details will be forthcoming on this vital part of our 1991 Convention and I would encourage all to plan to participate in this educational augmentation of our convention program.

The 1991 Convention also is planning programs for students under the able direction of our student National Council members, Anthony Capazzolo and Dana Weihs, assisted by the PKD Chapter at Monmouth College, our hosts in 1991. Likewise, Professor Carolyn Keefe is working hard on planning activities for our Alumni. Unlike any other previous



convention, 1991 is seeking special participation by Pi Kappa Delta alumni and developing special recognition of them. Our alumni are one of our most valuable resources, as any chapter with an Alumni counterpart will attest. We are looking forward to these special activities as we prepare for 1991 in New Jersey.

As we look to New Jersey in 1991, I would encourage each Chapter to redouble its efforts at membership development. Our Chapter Development Coordinator, Bill Hill, had exciting progress to report at our recent Council meeting regarding new chapters in the works. Likewise, Harold Widvey, National Secretary Treasurer reported positive statistics on new members. However, the convention year is the year when growth takes on its greatest incentive and tends to make up for the off year when growth is down. So, I would encourage all to consider the growth of your Order a personal responsibility. Please share the Pi Kappa Delta spirit with others and let Bill Hill and his Committee on Charter and Standards know if any help is needed.

Finally, as we approach the Convention we also approach a time when we select our leadership. Brad Kinney at Wilkes College has agreed to chair the Nominations Committee and Joy McClintock (Univ. of West Florida), Willis Watt (Fort Hays State Univ.), Kris Bartanen (Univ. of Puget Sound), and Brenda Marshall (Linfield College) have all agreed to serve on the Committee. Those interested in serving on National Councils or those who have nominations should



convey them to Professor Kinney or a member of his committee as soon as possible. The leadership of your Order is in your hands.

As I close, I would again urge each Chapter to consider attending the 1991 Convention. We are entering the most exciting time of our biennium and I would invite all to plan to share in its events.

PROFESSIONAL DEVELOPMENT CONFERENCE

March 20, 1991

Coordinator - Sally A. Roden

INVITATION:

The National Council of Pi Kappa Delta and all of the Professional Development participants encourage you and your students to attend the Professional Development Conference Wednesday, March 20, 1991. The Professional Development Conference will be held in New Jersey at the Eatontown Sheraton Hotel, the host hotel for the PKD Convention and Tournament.

KEYNOTE:

The Professional Conference will begin with a luncheon featuring speaker Carolyn Keefe, recent recipient of the Pennsylvania Professor of The Year Award.

FEES:

There will be no conference registration fee. However, a \$20.00 fee will be assessed for those who want to purchase lunch and materials.

PROFESSIONAL DEVELOPMENT CONFERENCE TIME SCHEDULE

10:00 - 11:00	Registration
11:00 - 12:00	Lunch/Key-Note Address
12:00 - 1:45	Presentation of Papers/Responses
1:45 - 2:00	Refreshment Break
2:00 - 3:15	Resolutions Evolving from Presentations
3:15 - 4:15	General Session of Conference
4:15	Adjournment

TRANSPORTATION FROM AIRPORT:

A bus will be provided for Professional Development early arrivals on Tuesday, March 19, 1991. The bus will leave the Newark, New Jersey Airport at 5:00 p.m. The cost of the bus is \$8.00 for each individual. Reservations will be necessary to ride this 5:00 p.m. November 19 bus to the Sheraton. **THE RESERVATION FORM FOR THAT BUS CAN BE FOUND AT THE CONCLUSION OF THIS ARTICLE.**

PANEL PRESENTATIONS:

PKD instructors and students who attend the Professional Development Conference will choose one of four panels addressing different topic areas to attend. The panel members and topic areas are outlined below.

1. COMMITMENT OF ETHICAL STANDARDS IN TEACHING AND COMPETITION

Chair: Cindy Larson-Casselton, Department of Speech Communication and Theatre Arts, Concordia College, Moorhead, MN 56560 (218) 299-3730

Presenters: Fran Hassenchal, Department of Speech Communication and

Theatre Arts, Old Dominion University, Norfolk, VA. 23529
(804) 683-3828

Margaret Greynolds, Department of Communication Arts,
Georgetown College, 1000 East College, Georgetown, KY,
40324-1696 (502) 363-8011

Ed Inch, Department of Communication Arts, Pacific Lutheran
University, Tacoma, WA 98447 (206) 535-8873

Respondents: Gary Horn, Department of Humanities and Speech, Ferris State
University, Big Rapids, MI 49307 (616) 592-2775
Willis Watt, Department of Communications, Fort Hays State
University, Fort Hays, KS 67601 (913) 628-4284

2. DIRECTING AND COACHING A FORENSIC PROGRAM AS CO-CURRICULAR ACTIVITY

Chair: Julie Bodenhamer, Department of Humanities, Bartlesville
Wesleyan College, Bartlesville, OK 74006 (918) 333-6151 X371

Presenters: Joe Cardot, Department of Communications, Abilene Christian
University, Abilene, TX, 79699 (915) 674-2293

Kevin Dean, Department of Speech Communication and
Theatre, West Chester University, West Chester, PA 19383
(215) 436-1000

Jon McCabe Junkie, Department of Communication Arts,
Bethel College, North Newton, KS 67117 (316) 283-2500

Respondents: Mabry O'Donnel, Department of Speech Communication and
Theatre Arts, Marietta College, Marietta, OH 45750 (614)
374-4684

Catherine Zizek, Communications Department, 400 South
Orange, Seton Hall University, South Orange, N.J. 07079 (201)
761-9528

3. FORENSIC EDUCATION CURRICULUM, UNDERGRADUATE AND GRADUATE LEVELS

Chair: C.T. Hanson, Department of Communication, North Dakota
State University, Fargo, ND 58105 (701) 237-7789

Participants: Bob Derryberry, Department of Communications, Southwest
Baptist University, Bolivar, MO 65613 (417) 326-5281

Sam Cox, Communication Department, Central Missouri State
University, Warrensburg, MO 64093 (816) 429-4459

Joel Hefling, Department of Speech, South Dakota State Univer-
sity, Brookings, SD 57007 (695) 688-6131

Respondents: Carol Gaede, Speech and Theatre, Moorhead State University,
Moorhead, MN 56560

Steven Hunt, Department of Communications, Lewis and Clark
University, Portland, OR 97219 (503) 244-6161 X6325

Robert Ridley, Department of Speech, Southwest State Univer-
sity, Marshall MN 56258 (507) 532-3435

4. RESPONSIBILITIES OF A JUDGE AND EDUCATOR CRITIC

- Chair:** Kristine M. Bartanen, Department of Communications and Theatre Arts, University of Puget Sound, Tacoma, WA 98416 (206) 756-3463
- Participants:** Sandy Alspach, Department of Communications, Hope College, Holland, MI 49432 (616) 394-7594
 Jaime Meyer, Communication and Theatre Arts, University of Wisconsin-Eau Claire, Eau Claire, WI 54702 (715) 836-4177
 Jim Norwig, Department of Speech, Louisiana Tech University, Ruston, LA 71272 (318) 257-4766
 Kelly Wright, Department of Speech, 147 Northwest Missouri State University, Maryville, MO 64468 (816) 562-1827
- Respondents:** Terry Cole, Department of Communication Arts, Appalachian State University, Boone, NC 28608 (704) 262-2401
 Brenda Logue, Department of Speech and Mass Communications, Towson State University, Towson, MD 21204 (301) 321-2888

**BUS RESERVATION FORM
MARCH 19, 1991**

If you plan to ride the 5:00 p.m. bus from the Newark Airport to the Eatontown Sheraton Hotel, please complete the following form.

Reservations for the bus should be made by March 1, 1991, and returned to:

Sally Roden
 Department of Speech, Theatre, and Journalism
 University of Central Arkansas
 Conway, AR 72032

Bus Reservation

Name of School _____

Please reserve _____ seats on the Tuesday, March 19, 1991, bus to Eatontown Sheraton. I realize that once I make these reservations, I will be required to pay for all the seats which I have reserved.

Signed _____

NATIONAL COUNCIL PROPOSES IMPLEMENTATION OF PI KAPPA DELTA ENDOWMENT FUND

*The National Council of Pi Kappa Delta has discussed the implementation of an Endowment Fund during the past two years. The following documents are the product of Council discussion. These two items will be presented to those attending the convention for ratification.

PI KAPPA DELTA ENDOWMENT FUND

At the direction of the National Council of Pi Kappa Delta, a Finance subcommittee has researched and put together the enclosed proposal. It will be discussed by the National Council at its summer meeting in 1990 and will subsequently be presented to the National Convention in March 1991.

1.1 There shall be a separate component of this organization known as the PI KAPPA DELTA ENDOWMENT FUND.

1.2 The general purpose of the PI KAPPA DELTA ENDOWMENT FUND shall be to receive monies, gifts, bequests of real or personal property, or both, and subject to the limitations and restrictions set forth in the Bylaws of the ENDOWMENT FUND to use and apply such funds for the purposes of education that are consistent with the goals of Pi Kappa Delta.

BYLAWS OF THE PI KAPPA DELTA ENDOWMENT FUND

Purpose

Section 1.0: The general purpose of the PI KAPPA DELTA ENDOWMENT FUND shall be to secure monies, gifts, bequests of real or personal property, or both, and subject to the limitations and restrictions set forth herein to use and apply such funds for the purposes of education that are consistent with the goals of Pi Kappa Delta.

Board of Directors

Section 2.0 - Directors: Affairs of the PI KAPPA DELTA ENDOWMENT FUND shall be conducted by a Board of Directors consisting of five (5) members, one of which shall be the National President of Pi Kappa Delta National Forensic Honorary Fraternity. Each member shall have one vote.

Section 2.1 - Qualifications of Members: The Board of Directors of the ENDOWMENT FUND shall be members of Pi Kappa Delta. Termination of membership in Pi Kappa Delta shall automatically result in termination of office in the ENDOWMENT FUND.

Section 2.2 - Election of Members: Directors of the ENDOWMENT FUND shall be nominated and elected at the biennial national convention of Pi Kappa Delta.

Section 2.3 - Term of Office: Election to the Board of Directors (Exclusive of the National President of Pi Kappa Delta) shall be for a term of two (2) years. The four other members constituting the first Board shall be divided into two classes, one class of two members shall serve for two years and one class of two members shall hold office for four years. Thereafter, two members shall be elected or re-elected at each biennial national convention of Pi Kappa Delta. Directors

may be re-elected for successive terms.

Section 2.4 - Resignations: Any Director may resign at any time by giving written notice of such resignation to the Secretary of the Board of Directors.

Section 2.5 - Vacancies: Vacancies on the Board of Directors occurring during the term, shall be filled by appointment by action of the National Council. Such appointments shall be in effect until the next biennial national convention of Pi Kappa Delta.

Section 2.6 - Organizations: The Board of Directors shall organize itself at its first meeting each two-year term by electing officers consisting of a Chairperson, a Vice Chairperson, a Secretary, and a Treasurer. The National President of Pi Kappa Delta shall serve as a Director only, and will not be eligible to serve as an officer in the ENDOWMENT FUND.

Section 2.7 - Duties of Officers: Duties of the Officers of this ENDOWMENT FUND shall be as follows:

Chairperson of this ENDOWMENT FUND shall preside at all meetings of the Board of Directors, sign all instruments requiring such signature and perform such other duties as are usually assigned to the office of Chairman.

Vice Chairperson shall perform all duties of the Chairperson, in case of absence or disability of the Chairperson or in case the office of Chairperson should at any time become vacant.

Secretary should issue notices for all meetings, shall keep their minutes, shall have charge of the corporate books, shall sign with the Chairperson all instruments requiring such signature, shall prepare reports and perform other duties incident to this office as assigned by the Board of Directors.

Treasurer of this ENDOWMENT FUND shall receive and take charge of all monies, title papers and investment securities of the ENDOWMENT FUND and disburse the same from time to time as ordered by the Board of Directors. Checks and other disbursing documents shall be signed by the Treasurer and one other officer of this Board. The Treasurer shall have custody of all monies and securities of the ENDOWMENT FUND and shall keep regular books of account, sign or counter sign all instruments requiring such signature and perform other duties incident to the office of Treasurer as may be assigned by the Board of Directors.

Meetings

Section 3.0 - Meetings: Regular meetings of the Board of Directors shall be called by the Chairperson on at least an annual basis. Special meetings may be called by the Chairperson or at the request of any two Directors. The Secretary shall issue a written notice of meetings to all members of the Board of Directors at least one month prior to each meeting.

Section 3.1 - Quorum: At all meetings of the Board of Directors, a majority of Directors shall be present to constitute a quorum for the transaction of business that may come before the Board.

Application of Funds

Section 4.0 - Investments: All funds and property of the ENDOWMENT FUND shall be invested or reinvested in such manner and form as the Board of Directors shall prescribe. The Board of Directors shall be responsible for the accomplish-

ment of the purpose and objectives of the ENDWOMENT FUND. The Board may cause to be selected and/or appointed a competent and experienced administrator or such personnel as, in the sound judgement and discretion of the Board, necessary for the proper operation and management of the ENDOWMENT FUND and to pay any fees, costs, or expenses incurred for such purposes.

Section 4.1 - Undesignated and Designated Funds: Undesignated funds, gifts or bequests are those received without directions, limitations or conditions as to the use of the principal and/or income therefrom. Such funds shall be utilized at the discretion, and in the best judgment of the Board of Directors to accomplish the purposes of this ENDOWMENT FUND. Designated funds, gifts or bequests are those received subject to directions, limitations or conditions specified by the donor. These funds shall be used in accordance with such directions, limitations or conditions provided such use constitutes an activity permitted to be conducted or carried on by an organization exempt under Sections 501 (c) (3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended; and further provided that such use shall be for the exclusive benefit of, or to perform the functions of, or to carry out the purposes of the ENDOWMENT FUND. The Board of Directors of the ENDOWMENT FUND, shall accept no gift or bequests if such acceptance would jeopardize Pi Kappa Delta National Forensic Honorary Fraternity's status under either Section 501 (c) (3) or Section 509 (a) (3) of the Internal Revenue Code of 1954.

Section 4.2 - Withdrawal of Principal: In order to accomplish the primary purpose and objective of this ENDOWMENT FUND the principal shall be allowed to accumulate. Withdrawal of the principal will not be permitted until assets of the ENDOWMENT FUND reach \$100,000. After attaining assets of \$100,000 withdrawal from the principal will be permitted, for specific puposes, not to exceed 10% of the principal in any one calendar year. However, in no case shall withdrawal be made which would cause the principal to be less than \$100,000.

Section 4.3 - Disbursement of Funds: The Board of Directors shall prepare a detailed report to reach the National Council prior to their summer meeting immediately preceeding the National Convention and Tournament. This report shall cover activities of the ENDOWMENT FUND for the previous two years and set forth the amount of earning from both designated and undesignated funds for the year stated. Such earnings shall be considered income and may be made available to the National Council upon request. No disbursement of funds from either the principal or earnings of the ENDOWMENT FUND shall be made except by written request from the National Concil, and upon approval by a majority vote of the Board of Directors, at a duly constituted meeting of the Board. Upon receipt of a written request from the National Council, and upon approval of the Board of Directors, these funds will be disbursed by the Treasurer of the ENDOWMENT FUND in accordance with instructions of the National Council. Earnings from the ENDOWMENT FUND shall be distributed biennially. It is not intended that funds received by the ENDOWMENT FUND, or earnings from such funds be used for the day-to-day on-going expenses of the National fraternity. No part of the earnings of the ENDOWMENT FUND shall inure to the benefit of any member, director, officer or any private individual having association with the ENDOWMENT FUND, provided however, that

reasonable compensation may be paid for services rendered to the ENDOWMENT FUND affecting one of its purposes.

Section 4.4 - Audits: The financial records of the PI KAPPA DELTA NATIONAL FORENSIC HONORARY FRATERNITY ENDOWMENT FUND shall be subject to biennial audit by an audit committee established by the National Council.

Amendments

Section 6.0 - Amendments: The Board of Directors shall have the power to amend, alter, repeal or change these Bylaws by a vote of two-thirds (2/3) of the Directors, at a duly constituted meeting, and upon approval of the National Council. A majority vote of the National Council will be deemed as approval from that body.

Dissolution

Section 5.0 - Dissolution: In the event of dissolution or liquidation of the ENDOWMENT FUND, the assets and properties belonging thereto shall be assigned and turned over to the Pi Kappa Delta National Forensic Honorary Fraternity. If, in the event that Pi Kappa Delta ceases to exist, all assets will be assigned and turned over to the Speech Communication Association.