

## RECOMMENDATIONS FROM A RATIONALE FOR EVENTS TO BE INCLUDED IN I.E. COMPETITION

1. Competitive individual events function best when competitive forensics serves as a learning laboratory reflecting theories and practice from the classroom and from the real world.
2. Individual events themselves, the rules for individual events and the categories for individual events need to consider their educational rationales first versus pragmatic considerations of competition, time limits et. al. Educational objectives should be considered first vs. competitive or other objectives.  
Corollary A. Specific individual events need to be educationally justified.  
Corollary B. Descriptions and rules for individual events should be educationally justified.  
Corollary C. Event patterns and groupings should be educationally justified.
3. Education and competition in individual events can be complementary because competition provides for feedback and comparative excellence standards in rhetorical public address events and in oral interpretation. Competition is as superb motivator for students. Students in competition get extensive feedback and critiques from a variety of judges on their performance. Students can compare their own performances with other bright, hard working competitors with all gaining from the experience through participation alone whether they win or not much like Olympic competitors. Competitive forensics provides superb role models for participating students.
4. Event descriptions and rules should reflect the educational objectives behind the events. The descriptions and rules should continuously be revised to reflect the best of current theory in persuasion, rhetorical criticism, oral interpretation, et. al.
5. There is a need for diversity in individual events competition in terms of events, description of events and the rules for the events. Competition should not be stultified by standardized national rules. Continuous experimentation is part of a justification for the health of competitive individual events.
6. Noncompetitive individual events should be encouraged in addition to competitive individual events. Speakers' bureaus, festivals, et. al. add educational perspective and different audiences to forensics education and supplement and complement the competitive forums.
7. Anecdotal evidence from former participants and coaches, alumni, current participants and coaches, etc. is useful and valuable concerning the values

of forensics to participants but not conclusive. We need much more empirical evidence about the transfer values of forensics concerning each individual event and the events in comparison to one another and concerning how we do the events vs. the possibilities of alternative fashions for doing events.

8. We need to constantly consider alternative possible individual events such as conflict resolution or negotiation or legal communication. When new events are considered we need to determine whether to add them on to core of old events or to replace some old events with new events which we consider educationally possibly more valuable. When such decisions are made we need to consider the resource allocation implications after the educational implications though both must be considered.
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