

would likely be very productive.

The stock issues for deliberative policy yield a means of analysis to help the debater determine the actual, specific issues to use in his discourse. Writers on argumentation provide various justifications for stock issues, none of which appears to be adequate. Some wish to make debate a science through stock issues. Others relate the stock issues to ill-formed social, political, or psychological theories. Some just like stock issues. Others need a device with which to train their students. The suggestions I have made, if taken, would clarify the purposes to which stock issues are put and the roles that they might play. Some of these suggestions might lead to radically different methods of rhetorical invention; theorists should remain open to the possibility that sound principles of analysis might vary from the traditional stock issues.

END NOTES

¹Ray Nadeau, "Hermogenes on "Stock issues" in Deliberative Speaking," *Speech Monograph* 25 (1958), 59.

²Warren Choate Shaw, *The Art of Debate* (Boston: Allyn and Bacon, 1922), p. 185. See the similar definition in James H. McBurney, James M. O'Neill, and Glen E. Mills, *Argumentation & Debate: Techniques of a Free Society* (New York: The Macmillan Company, 1951), p. 29.

³Glen E. Mills, *Reason in Controversy: An Introduction to General Argumentation* (Boston: Allyn and Bacon, Inc., 1946), p. 59.

⁴George W. Ziegelmüller and Charles A. Dause, *Argumentation: Inquiry and Advocacy* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975), p. 21.

⁵George Pierce Baker and Henry Barrett Huntington, *The Principles of Argumentation* (Boston: Ginn and Company, 1925), p. 57.

⁶Warren Choate Shaw, "Systematic Analysis of Debating Problems," *The Quarterly Journal of Public Speaking*

2 (1916), 345.

⁷Mills, p. 60.

⁸Otto F. Bauer, *Fundamentals of Debate: Theory and Practice* (Glenview, Ill.: Scott, Foresman and Company, 1966), p. 6.

⁹J. R. Pelsma, "Contest Orations," *Public Speaking Review* 2, no. 6 (Feb. 1913), 167. This curious journal sometimes uses continuous pagination within a volume; other times it does not.

¹⁰*Ibid.*, p. 169.

¹¹J. R. Pelsma, "A Difficult Problem for the Debater: The Special Issues," *Public Speaking Review* 3, no. 3 (Nov. 1913), 2.

¹²Pelsma, *Contest Orations*, p. 168-69.

¹³Harry Bainbridge Gough, "Formulas for the Special Issues," *Public Speaking Review* 3, no. 3 (Nov. 1913) pp. 6-7.

¹⁴Pelsma, "Contest Orations," p. 168.

¹⁵Shaw, "Systematic Analysis of Debating Propositions," p. 345.

¹⁶Russell H. Wagner, *Handbook of Argumentation* (New York: Thomas Nelson and Sons, 1936), pp. 22-23.

¹⁷Ziegelmüller and Dause, pp. 21, 32-33.

¹⁸Shaw, "Systematic Analysis of Debating Propositions," pp. 344, 349-350.

¹⁹Shaw, *Art of Debate*, p. 146.

²⁰Wagner, p. 23.

²¹Bauer, pp. 6-7.

²²See Robert P. Newman's perceptive attack on the mechanistic, positivistic assumptions behind the usual versions of the logical position, "Analysis and Issues—A Study of Doctrine," *Central States Speech Journal* 13 (1961), 43-54.

²³Craig R. Smith and David M. Hunsaker, *The Bases of Argument: Ideas in Conflict* (Indianapolis: The Bobbs-Merrill Company, Inc., 1972), p. 42.

²⁴Lee S. Hultzen, "Status in Deliberative Analysis," in Donald C. Bryant, ed., *The Rhetorical Idiom: Essays in Rhetoric, Oratory, Language, and Drama* (Ithaca, N.Y.: Cornell University Press, 1958), pp. 111-12. Hultzen's article is a fairly successful attempt to relate stock issues back to ancient theories of status. For another example of the self-evident argument, see McBurney, O'Neill, and Mills, p. 38.

²⁵Robert P. Newman, "The Inherent and Compelling Need," *Journal of the American Forensic Association* 2 (1965), 71.

²⁶Shaw, "Systematic Analysis of Debating Propositions," pp. 345, 351.

²⁷Gough, pp. 5, 8.

²⁸I owe this insight to J. W. Wenzel.

²⁹See Arthur N. Kruger, "The Inherent Need: Further Clarification," *Journal of the American Forensic Association* 2 (1965), 113.

³⁰J. W. Patterson and David Zaret-sky, *Contemporary Debate* (Boston: Houghton Mifflin Company, 1983), p. 23.

³¹Nadeau p. 59.

³²*Ibid.*, p. 61.

³³In my reading of most of the works cited, I was struck by the peripheral nature of the author's justification for stock issues. Often two or three readings were necessary to find these justifications. The explanations were invariably brief, Pelsma's being the longest.

Comparing my references for the four positions discussed above will show that some writers relied on two or three justifications.

³⁴Newman, "Analysis and Issues," pp. 43, 51.

³⁵Bernard L. Brock, et al., *Public Policy Decision-Making: Systems Analysis and Comparative Advantages De-bate* (New York: Harper & Row, 1973).

³⁶See Hultzen.

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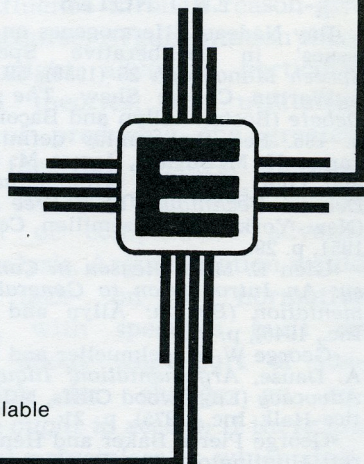
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FISCAL AFFAIRS IN AFA LAND

Larry G. Schnoor

Mankato State University

Recent economic woes have placed heavy burdens on all facets of higher education. When administrators are forced to make cuts, the areas most affected are those determined as being "less crucial" to a university's or a department's survival. In the area of speech communication, one of the "less crucial" areas may be forensics. This is especially true if the forensic program, while attached to a department, may be fully or partially funded by grants from a student allocations activity committee. With the factor of declining enrollments and shrinking dollars as a result, forensic programs across the nation may be facing a cut-back, or worse yet, elimination. In an attempt to determine the current status of forensic programs in terms of fiscal arrangements and staffing, it was felt that a survey addressing this issue could generate information that would provide a basis to examine the health of programs as they presently exist.

In an effort to approach this study in a manageable form, the decision was made to use the 1982-83 mailing list of the American Forensic Association's National Individual Events Tournament. The number of schools subscribing to the NIET would serve as a national cross section of active forensic programs, or at least schools that were supportive of forensic activities. It

was a desire to obtain the most current information possible; and for this reason, the survey was not mailed until early October, 1983. A total of 200 questionnaires were mailed and responses from 117 (58.5%) were returned. Of the 117 responses, 105 were from four-year institutions and 12 were from two-year schools. There were 2 responses from schools which indicated that while they had a program in 1982-83, the program was presently terminated. The specific identity of responders was not requested as it was felt that schools would respond more honestly if confidentiality was maintained.

The questionnaire was prepared to obtain information in three areas: (1) budget figures for the immediate past year, current year, and if possible, a projection for 1985-85; (2) information concerning budget procedures; (3) information concerning staffing operations; and (4) opinions on budget maintenance and support. The four areas were selected based upon interviews with active directors of forensic programs as well as from the experience of the author of this study.

The information received concerning budget allocations revealed a great range in the fiscal support of programs, as indicated in Table I.

In considering the variance of the budgets, it can be clearly stat-

ed that the size of the school is not necessarily related to the size of the budget.

The comparisons of budgets for the immediate past, current, and projected years are found in Tables II and III. The expected growth

rate by 48 schools and the maintained budget in 34 responses would seem to indicate that the current status of forensic budgets is relatively stable. Only 21 schools (18%) revealed a decrease in their budget for 1983-84 from 1982-83.

TABLE 1
1983-84
FORENSIC BUDGET
(All Schools)

Budgets	A	B	C	D	E	Total	Percentage
\$ 0 to 1,500	1	2	1		1	5	4.3%
\$ 2,100 to 3,000	6	1				7	5.9%
\$ 3,100 to 4,000	2					2	1.7%
\$ 4,100 to 5,500	7	1	1		3	12	10.2%
\$ 5,600 to 6,500	2	1	2	1	2	8	6.8%
\$ 6,600 to 7,500	5	2	3	1	2	13	11.1%
\$ 7,600 to 8,000	1	1		1	4	7	5.9%
\$ 8,100 to 9,000	1		3		1	5	4.3%
\$ 9,100 to 10,000	3		1		4	8	6.8%
\$10,100 to 11,000	1				5	6	5.1%
\$11,100 to 12,000	2	1	1		2	6	5.1%
\$12,100 to 14,000	1	2			3	6	5.1%
\$14,100 to 16,500	1		1		6	8	6.8%
\$16,600 to 19,000	1		1		4	6	5.1%
\$19,100 to 20,000	2				2	4	3.4%
\$20,100 to 22,500				1	7	8	6.8%
\$22,600 to 27,000	1				3	4	3.4%
TOTAL	37	11	14	4	49	115	

(2 programs terminated: School populations: A=3,000 and below; B=3,100 to 5,000; C=5,100 to 7,000; D=7,100 to 9,000; E=9,100+).

The lowest budget was \$700 and the highest was \$27,000. In determining the average, mode, and median of each of the school sizes, the following breakdown was obtained:

School Size	Mean Average	Mode or Bimode	Median
3,000 & below	\$ 8,126.00	\$ 2,500.00	\$ 6,500.00
3,000 to 5,000	\$ 6,935.00		\$ 7,192.00
5,000 to 7,000	\$ 8,673.00	\$ 7,000.00	\$ 8,100.00
7,000 to 9,000	\$10,965.00		\$ 7,750.00
9,000 & over	\$13,685.00	\$15,000.00 & \$22,000.00	\$11,000.00

however, in looking at the projected figures, it is quite clear that the growth of budgets will be limited. A total of 50 programs (43%3) hope to be able to maintain their current budgets while 14 schools (12%) anticipate a decrease in their 1984-85 budget. In comparing the increases for 1983-84 (41%) with the projected increases for 1984-85 (33%), a difference of 8% is revealed. Given the current economic instability and the prospect of future declines in enrollment, thus

generating less revenue for fiscal support, the prediction could be made that further decreases than presently anticipated may take place.

It is expected that the budget for a forensic program should be able to cover the normal activity of the forensic season. It is another question when the aspect of National tournaments is considered. The survey revealed that there is a significant difference in the funding of National post-season

TABLE II
Budget Comparisons
1982-83 to 1983-84

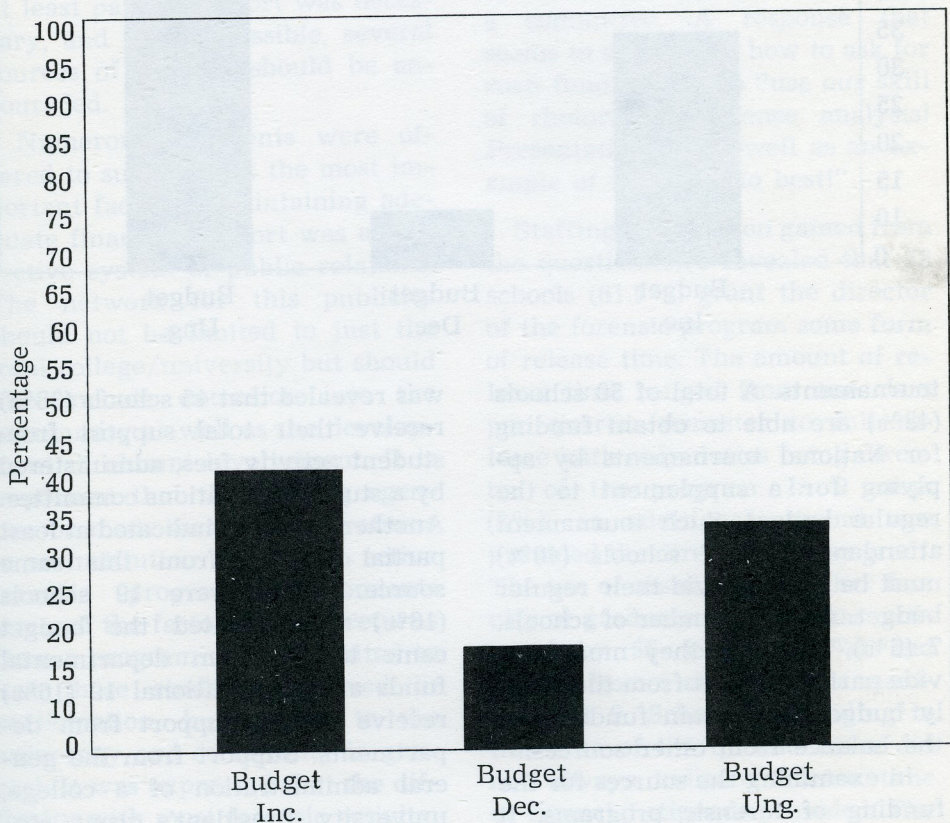
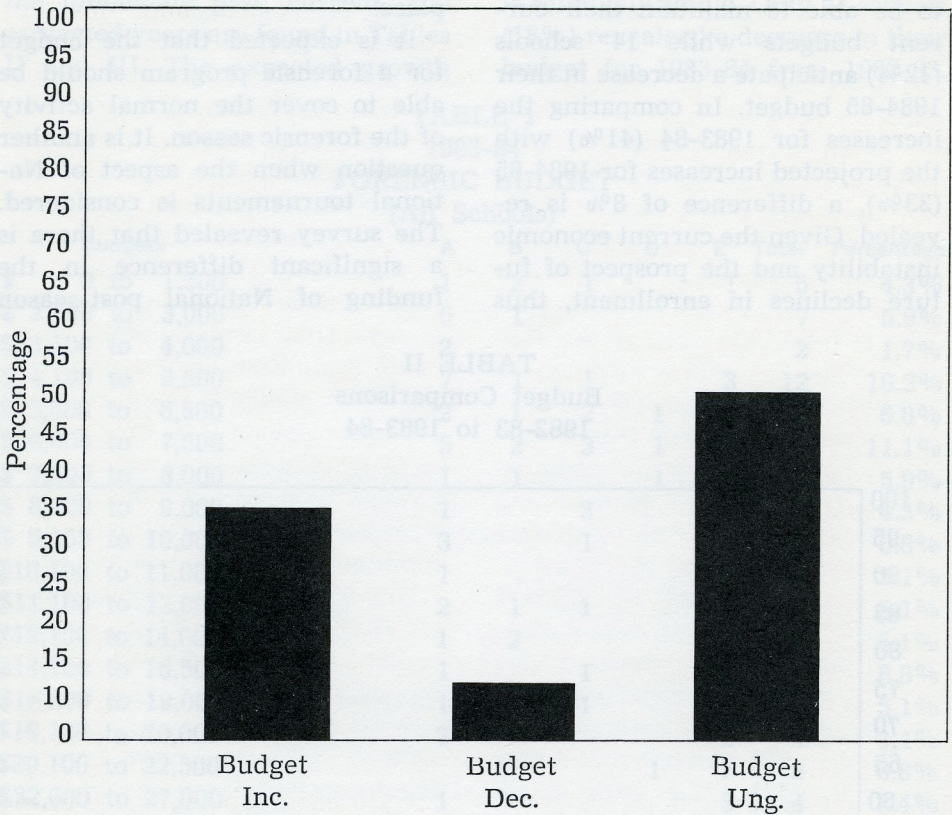


TABLE III
Projected Budget Comparisons
1983-84 to 1984-85



tournaments. A total of 50 schools (43%) are able to obtain funding for National tournaments by applying for a supplement to the regular budget. Such tournament attendance for 47 schools (40%) must be financed via their regular budget. A small number of schools, 7 (6%), indicated they must provide partial support from the yearly budget and obtain funding for the balance from other sources.

In examining the sources for the funding of forensic programs, it

was revealed that 45 schools (38%) receive their total support from student activity fees, administered by a student allocations committee. Another 13 (11%) indicated at least partial support from this same source. There were 19 schools (16%) which stated the budget came totally from departmental funds and an additional 19 (16%) receive partial support from departments. Support from the general administration of a college, university, President's grant, etc.,

was indicated by 33 (28%) of the respondents.

The commentary concerning sources of financial support clearly revealed that dependence upon student allocations was not desirable. It was felt that student financing was undependable and at best requires "groveling" before student organizations. The aspect of attempting to maintain continuity while depending upon the whims of a student organization where the committee composition changes from year to year was hard to imagine. The most frequent response revealed that departmental responsibility for all or at least partial support was necessary, and that if possible, several sources of funding should be encouraged.

Numerous comments were offered to suggest that the most important factor in maintaining adequate financial support was an effective system of public relations. The network for this publicity should not be limited to just the local college/university but should also include extension into the community as well as the development of alumni involvement. It is important that the funding agencies be made aware of the returns to an institution that has an active forensic program. Respondents stressed the factor that the returns from a program are not limited to just those students involved in participation, but extend to the university and community in general. It was expressed that the difficulty with most forensic activity,

is that most of the action takes place away from the campus, thus visibility may be low. Programs may need to discover ways by which the participants involve themselves in highly visible school and community functions, thereby increasing the awareness of the benefits of maintaining and supporting a forensic program. In addition, the largeness of the program, as related to the number of students involved, was indicated as a factor in obtaining funding, especially if one needs to work with a student allocations committee. The more students involved, the greater the chance of being able to "make your case" before such a committee. A response that seems to summarize how to ask for such funding was to "use our skill of rhetoric". Audience analysis! Presentation! Do it well as an example of what we *do* best!"

Staffing information gained from the questionnaire revealed that 72 schools (61.5%) grant the director of the forensic program some form of release time. The amount of release time ranged from one class per quarter/semester to full release with only duties being director of the program. In 9 cases (8%), an additional stipend was provided the director of a program. The use of assistants, whether faculty or graduate students was indicated by 56 schools (49%) and ranged from 1 assistant to a maximum of 9. Schools responding to this area of the questionnaire did not always indicate release time or financial stipends provided. The

range for those who did respond with financial information ranged from a low of \$600 to a high of \$11,000.

An additional factor of financial support for forensic programs is related to the availability of scholarships. A total of 54 schools (46%) have some form of scholarships to provide financial aid to students in the forensic program. The number of scholarships ranged from 1 to as many as 20. The financial aid covered a range from \$80 to \$7,000, with 14 schools (25.9%) providing full tuition scholarships.

In summary, the study revealed significant factors in all 4 areas surveyed. Budget information indicated that while the current status of forensic programs may be considered stable, significant changes could take place in the future as funding becomes more difficult to obtain. Student allocation support was recognized as being generally undesirable, but if necessary, must be developed through an aggressive public relations campaign. There was no evidence to suggest that budget size had any relationship to the size of the school. The funding for National tournaments was split between supplemental allocations and designated forensic budgets. While most programs operated with a single director, a sizeable number had assistants to help in the direction and development of the program. The most prevalent comments concerning the maintenance and support of forensic budgets clearly indicated that al-

ternate and multiple sources of funding be investigated and developed. These sources ranged from departmental support to alumni support to fund-raisers of various kinds. The conclusion can be drawn that in order for forensic programs to enjoy comfortable financial support in the future, the director of the program may have to rely on more than just rhetorical skill.

PRESIDENT'S NOTE



PENNY SWISHER

President

As we begin a new school year the National Council extends warm greetings to each of you. This will be an exciting year with our National Convention and Tournament to look forward to March 20-23, 1984 in Fayetteville, Arkansas. So many have done so very much to provide an excellent four days of competition and fellowship. Already I have received notes from many chapters telling of their excitement and provincial plans of organizing group transportation to Fayetteville.

This year we will again be recognizing our outstanding chapters at the Convention. I know many of you are interested in having your chapter considered for these awards. It is my hope that many chapter sponsors will take a moment and share with me the basis for consideration. For each chapter wishing consideration I ask you to send me the following

information before February 25, 1985:

1. A list of current PKD members.
2. Chapter officers.
3. Sponsor's name, address, office phone and home phone.
4. College/University President and Department Chairperson.
5. Detailed description of the activities of your chapter.
(i.e, tournaments attended, social events, tournaments hosted, etc.)
6. Detailed description of any service projects your chapter has initiated (service to school, community, or Pi Kappa Delta.)
7. Please send your packet of materials to:
Penny Swisher
Director of Forensics
William Jewell College
Liberty, MO 64068
8. Remember the deadline for consideration for the "Outstanding Chapter" awards is February 25, 1985.

The National Council joins me in wishing you a very successful year. Please contact any of us if we may be of service to you.

EXAMINING DEBATE OPTIONS AND ALTERNATIVES

*By Bob R. Derryberry
Southwest Baptist University*

As coaches and participants in intercollegiate debate, we often justify our courses, organizations and activities by emphasizing the educational benefits derived from preparation and competition. With frequent pride professors stress in opening lectures that debate experience fosters research, augments the testing of claims and hypotheses, adds to the development of verbal and nonverbal communication skills, and offers training in "real life" situations through encounters with agreement and disagreement, winning and losing. Indeed, the benefits are often set forth to form a sound rationale justifying the activity that consumes many hours, energy and financial resources.

In recent years, the debate community has been enriched and fragmented with the dual focus upon two resolutions, the Cross Examination Debate Association proposition and the traditional National Debate Topic. Many of us have attended workshops and conferences where the values and practices of each debate approach are often set forth with an aura of competition: each claims specific advantages in topic selection and judging criteria. Responding to paradoxical claims, each coach and forensic squad must deliberate the virtues of debate options that are available. Among considerations are research facilities, the exper-

ience and composition of the squad, the availability of coaching assistance, budget limitations, the educational philosophy of sponsoring departments or universities, and the degree of involvement by debaters in other forensic events.

As supporters of educational debate, we recognize and appreciate the benefit of dual debate options. In fact, many of us hold that a sound forensic philosophy allows programs to reflect the needs, goals, and interests of students as well as the departments and universities that we serve. There is frequent agreement that a multi-dimensional program is superior, for it allows involvement by more students in a diversity of events.

There is little doubt that the dualistic approach to educational debate has a clear impact upon competitive experiences available for students. One result of recent developments is the diminishing number of tournaments that offer beginning or junior debate divisions. In an effort to offer both CEDA and NDT competition, directors frequently make the choice to host two open divisions instead of planning a category for novice debaters to try their developing skills. The result is often discouragement and frustration for the beginner.

Another result reported by some coaches is the practice of attempting to do too much with the spon-

sorship of both types of debate. The frustration is especially evident in small programs where research facilities and coaching hours are limited. Further, the frustration increases for those of us who feel that both debate options offer strong merits that are academically sound. The value topics utilized by CEDA hold strong educational incentives, and yet many feel that policy debate is an effective vehicle for introducing and teaching debate theory and practice. Additionally, some of us maintain that sound debate theory should introduce students to a variety of propositions and formats. However, to assist students in preparing to debate multiple topics competitively in a single semester is often difficult to accomplish with a sense of success.

The proposals for resolving the problems associated with dual propositions reflect diversity of thought. Some possible solutions include adopting the resolution and philosophy of greatest interest to debaters, coaching teams in both NDT and CEDA competition, or as is the case in some programs, simply choosing to drop debate competition and channeling efforts into individual event programs. Still other voices of compromise urge a return to one resolution with a regular rotation between policy and value propositions. Indeed, as some observers note, debate is now in a liquid state, but there is potential for increased participation and greater satisfaction from quality programs that

are carefully planned and meet specific objectives.

One remaining suggestion set forth by this observer is to consider the added option of Impromptu Lincoln-Douglas Debate. This debate event seems to fill specific needs while offering excellent opportunities to enhance forensic programs and tournaments.

Although a variety of Lincoln-Douglas approaches and formats exists throughout the nation, a number of common benefits are frequently mentioned. As a one-to-one debate, the event allows a person without a colleague to research and develop individual skills in argumentation and debate. In essence, debate features such as organization, reasoning, support, advocacy, refutation, and rebuttal are utilized without the demands of time and coordination experienced by two person debate teams.

One added feature of Lincoln-Douglas Debate is that it can enhance the scope and options of tournament competition. It provides a valuable alternative for forensic directors wanting to offer two or more kinds of debate experience in a given tournament. Since the task of planning for competition in both NDT and CEDA may become formidable for some, the blend of Lincoln-Douglas can easily lend itself to a junior division restriction, thus encouraging the beginning "solo" debater to try. A very important related benefit is that Lincoln-Douglas can help to lessen the disap-

pointment experienced in some small tournaments when the NDT division is eliminated often at the last minutes from a tournament schedule. Clearly, the Lincoln-Douglas alternative can fill the participating gap while creating or adding interest in the total forensic program.

Although numerous variations of Lincoln-Douglas Debate are found in tournaments, one procedure followed in the tournament held on our campus provides early debate experience while also strengthening preparation for impromptu and extemporaneous speaking. Debaters are encouraged to use extemporaneous speech files as evidence resources. All speakers in a given round speak on the same topic, but resolutions of value and policy change from round to round. Since our tournament is held in late September or or early October, the scope of questions is usually limited to major national and international items of the previous month.

A possible procedure for Impromptu Lincoln-Douglas includes: The judge opens the ballot and shows the resolution to the two debaters. The affirmative speaker selects the resolution from two possibilities and writes the resolution "down" carefully. Preparation time before the first speech may vary from 10 to 15 minutes followed by affirmative constructive, 6 minutes; cross examination, 3 minutes; negative constructive, 6 minutes; cross examination, 3 minutes; affirmative rebuttal, 3 minutes;

negative rebuttal, 6 minutes; closing affirmative rebuttal of 3 minutes.

In summary, the emphasis of this brief article underscores the position that alternatives in debate propositions and philosophies can provide healthy options. However, the impact of dual debate topics clearly influences our choices regarding time, expenditures and the existence of beginning debate divisions. In addition to carefully planning and determination of forensic objectives, the Impromptu Lincoln-Douglas format can provide an alternative to or an enhancement of current debate options.

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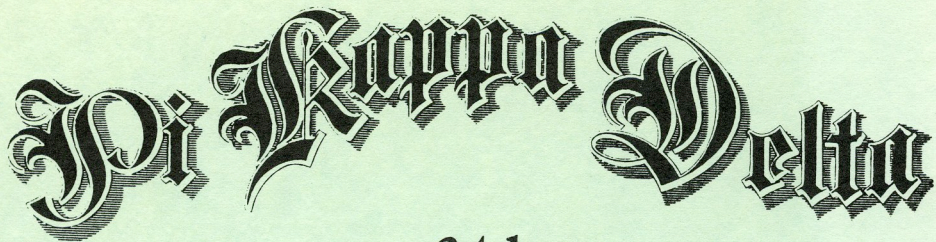
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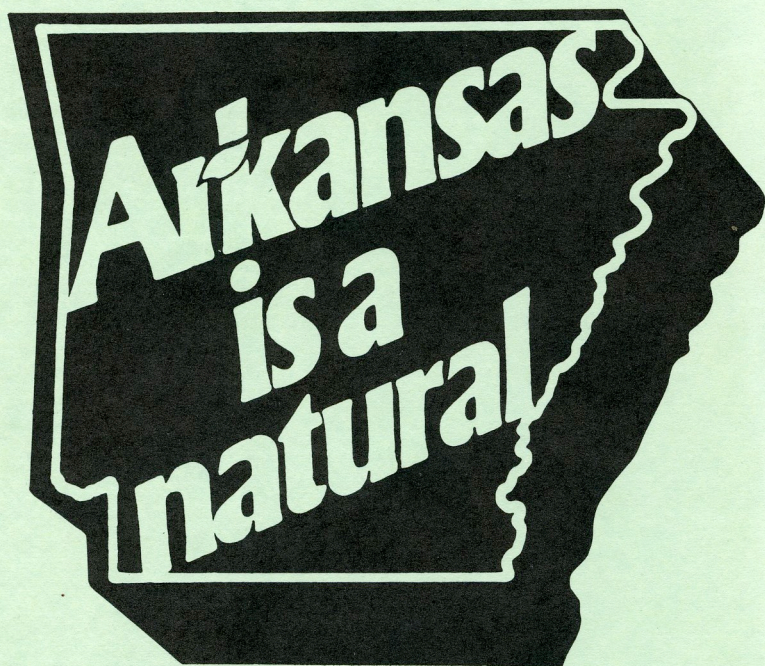
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