

sory examination on the initial page under poetry, offers up for example, Slovene Culture, an illustrated tour focusing on national poetry of Slovenia; Angel Exhaust, a UK magazine with works of contemporary poets: poetry in Turkece with translations, Chinese poetry by various authors including Wang Wei, Tu Fu, T'ao Ch'ien among others. In addition, through the joint resources of University of North Carolina Press and the UNC Office of Information Technology comes the Internet Poetry Archive. Here, contemporary poets are featured with sound and graphics and include actual audio clips of the poets reading their work. The initial installment highlights the works of Nobel Prize winners Seamus Heaney and Czeslaw Milosz. This is a far cry from the continuum of the American ethnocentric issues of bulimia and abuse, currently the staple of American oral interpretation events.

The area of drama offers an equally auspicious opportunity. The Dramatic Exchange, URL [http:// www.dramex.org/](http://www.dramex.org/) offers hundreds of plays categorized alphabetically, with a synopsis, most with full text available.

However, for the competitor and coach, the retrieval of and access to this potential information is not as seamless as one might hope. As with any nascent innovation there are bound to be some wrinkles, and for many, the Internet is a Sharpei. The Internet is still considered a very "noisy environment", which means that much of the information on the Internet is garbled, confused, or lost. Search engines that find information are improving but still generate dozens of useless hits. And often one needs an enormous amount of energy to locate exactly the information in question. Much information is available, but with a myriad number of search engines, often searching different, though sometimes overlapping data banks, it takes a good deal of time to access precisely what one is looking for. And in the case of forensics, one is doubly hindered by the dual meanings of the words. A most recent search using excite yields over 6000 entries. Quite unfortunately, a good many of them are related to police and legal work. (In fact, one of the most disappointing is ostensibly a list of over five hundred people involved in forensics- only after deeper delving will this reveal the intricacies of blood, saliva and hair pathologists). This is clearly a problem that occurs repeatedly as evidenced on the IE [Individual Events] list from a person looking for information regarding Zebra burns. Of course, due to the eclectic nature of forensic competitors and coaches, someone was actually able to provide the answer (Reeves, 1997). Whatever the Web Directory, e.g. Yahoo, or a search engine like excite or infoseek, it is critical to remember that the information is available, and once it is discovered it will be quite illuminating.

Along with the veritable troves of information available for the finding on the Internet, for many the Internet acts primarily as a conduit for communication. Chat rooms and e-mails have become a part of our cultural norm with the desire of many to converse with others

who share similar vocations, avocations or simply passing fancies. Unfortunately, forensics has apparently not reared its global head as much as one might desire.

There are a number of List-serves that primarily connect forensic competitors and coaches nationally: CEDA-L and IE-L. are arguably two of the most popular as well as useful, with the IE listing over 283 subscribers at the end of last year. Both entertain issues on the minds of the respondents including justification for debate programs, gripes about judging, criteria for the same along with the occasional job announcement. However, the range has not reached a global audience. Similarly the University of Georgia's gopher sports a directory of people interested in NDT debaters and coaches, yet there is not an address outside the United States. One Internet NewsGroup board, alt.speech.debate discusses debate and other rhetorical issues but again, there is limited interaction outside the U.S. Which is not to say that the possibilities for interaction on a global plane or not there. As previously mentioned, this is a communication vehicle in its infancy. It just takes a little more work for the forensic coach to make the connection as such ready made connections do not seem to currently exist.

What does exist are sites that locate universities and their web pages throughout the world. As in College and University Home pages-Geographical Listing, URL <http://www.mit.edu:8001/people/cdemello/geog-html>., which lists schools from Argentina to Brunei Darussalam to Malta and Zambia. Here there is limited information per school but adequate for one to begin a search for a colleague in the field. Other international collegiate home pages are often linked to the Web. (Cornell has a Web Page which lists "Forensic Teams on The World Wide Web", however at present time it contains only 13 schools, 12 U.S. and the Canadian University Society for Intercollegiate Debate.) In addition, the World Wide Web's Virtual Library, <http://www.csu.edu.au/education/library> lists education by country, also offering potential sites for interaction.

Delving deeper into the Internet will reveal that forensics is alive and well around the world but though connected to the WEB, oddly disconnected to each other. For example, on a site entitled One World, a letter was posted on January 13, 1997 (Demsey, 1997):

I am a 10th grade student at the International School of Kuala Lumpur, Malaysia. This year for our annual Forensics tournament I am writing an Original Oratory speech on the Nuba people of Sudan. Your article entitled "Facing Genocide: The Nuba of Sudan " is a wonderful resource. Do you have any more information I could use or know of people I could write to and request information from?

Bettina Dempsey, Kuala Lumpur, Malaysia

Other evidence of the health of forensics around the world include:

The National Association of Forensics and Argumentation, a Japanese organization whose Web page lists information and results of major tournaments both in English and Japanese debate; Web page from Monash University in Australia, announcing their involvement in the World Intravarsity Debating Championships in South Africa; and a press release from last September promoting the debate between the British International Debate Team and the University of Nevada at Las Vegas. Yet, clearly at this juncture there is much to be done to implement further global communication between those involved in forensics using the Internet as a tool.

It would be remiss to leave our discussion without mention of the enormous potential of on-line courses and the on-line university to forensic students. Colleges and universities around the world are preparing for a time when large numbers of students will enroll in classes delivered via computer or satellite (Slater, 1997). Innovators such as Jones Intercable and the Mind Extension University have concluded that a mixture of videotapes, readings, interactions with CD-Roms and Web sites, and e-mail chat groups can teach more than a lecturer in a classroom (Pelton, 1997). And so it would seem, that the potential for instruction of forensics by means of the Internet should be an eagerly anticipated venture. Students from around the world would have the opportunity to talk to and work with a variety of coaches. And though debate and individual events are "performance oriented" disciplines that would seem to require live interpersonal communication, we must not forget that in 1989, North Dakota State University successfully held the first forensics tournament via satellite (Holm, 1996).

The future for forensics connections in cyberspace is bright. Everyday, new inventions, modifications and services appear on-line, many of enormous potential to the forensic world. In the future, Push services, like Pointcast, which customizes information that is delivered to a particular e-mail address, will be able to cut down considerably on the hunt for information. In the future the Internet will support more and more nontextual applications. "Talk Internet" (the digitization and transmission of actual voices) already exists. On May 22, 1993 "Wax, or The Discovery of Television Among the Bees" became the first movie to be transmitted, however crudely, over the Internet (Cartwright, 1997). All of which bodes well for a future for forensics on the Internet, a future that will simplify the quest for multicultural material, thereby freeing the coach and competitor to do what forensics was made for, to hone the skills involved in thinking and communicating.

APPENDIX ONE: INTERNET ADDRESSES

URL: <http://debate.uvm.edu>
Debate Central- University of Vermont

Comprehensive site listings cases, resources, theory articles, coaching material.

URL: <http://falcon.jmu.edu:80/~goodwitd/ssca-sf/resources.html>

The James Madison Site. Excellent source for links to a myriad of national and international periodicals and data banks along with national material, i.e. U.S. Senate etc.

URL: <http://www.collegiate.net:80/infoa.1.html>

Listing of sites that locate universities throughout the world including Web66: International WWW School Registry.

URL: <http://www.crayon.net/using/links.html>

Crayon's Newspaper List. Create your own newspaper from hundreds of newspapers as well as magazines. Categorized by subject as well as geographically.

URL [http:// www.dramex.org/](http://www.dramex.org/)

The Dramatic Exchange. Offers hundreds of plays categorized alphabetically, with a synopsis, most with full text available.

URL: <http://www.ecola.com>

The Ecola Newspaper. A searchable guide offering links with a good selection of foreign newspapers including 1500 English language periodicals.

URL: <http://www.fedstats.gov>

Federal Agencies e.g. Center for Disease Control, listing useful statistics.

URL: <http://www.forensics.cornell.edu:80/dsr-tka/teams.html>

Cornell- DSR-TKA. Similiar to the James Madison page.

URL: <http://www.geocities.com/collegepark/9463/index/extemp-sources.html>,

Mike's Truck Stop. Similar to the James Madison page.

URL: (<http://www.lehigh.edu/injrl/public/www-data/news/asianews.html>)

Southeast Asia Newsmedia on the Web

URL: <http://www.mit.edu:8001/people/cdemello/geog.html>.

College and University home pages-geographical listing: from Armenia, through Brunei Darussalam to Slovenia and Zambia.

URL: <http://www.sccd.ctc.edu:80/international>

Lists and links of colleges and universities nationally and internationally.

URL:[http://www. Senate.gov/~appropriations](http://www.Senate.gov/~appropriations)

URL: <http://www.vsi.com/~vyborney/index.htm>

The Competitive Speech Forensics Site. Includes topic ideas and suggestions for poetry, prose and drama along with a short synopsis and critical comments. Also detailed teaching aids on Informative Speaking, Impromptu etc.

REFERENCES

Becker, J. "Curriculum Considerations in Global Studies." Global education: From Thought to Action. The 1991 ASCD Yearbook. Ed. K.A. Tye. Alexandria VA: Association for Supervision and Curriculum Development. 1991.125-141.

Benedikt, Michael L. Cyberspace: First Steps. Cambridge: M.I.T. Press, 1991.

Cartwright,Glenn. "Virtual or Real?" Futurist, 1 March 1994 Online. Internet. 7 March 1997.

Deemer, Charles. "The Humanities In Cyberspace." Oregon Humanities, December 1994. Online. Internet. 26 May 1997.

Dempsey, Bettina. E-mail to One World. Online. Internet. 13 Jan. 1997.

Holm, Todd. "Making Global Connections in Forensics Via the Internet." Paper presented at SCA National Convention, San Antonio, Texas. Nov. 1996.

"Japanese Temple to Open Cemetery on the Internet." 18 Feb. 1997. CNN Interactive. Online. 2 March 1997.

Pelton, Joseph. "Cyberlearning vs. The University: An irresistible force meets an immovable object." 1 Dec. 1996. Futurist. Online. 18 May 1997.

Reeves, Christopher T. E-mail to IE-Listserv. On-Line. Internet. 22 Jan. 1997.

Slater, Eric. "On-Line Classes Launch CSUN Into Cyberspace." Los Angeles Times. 2 Jan. 1997: 9.



Educational Resource Reviews

David Vancil, Rhetoric and Argumentation, (Boston: Allyn and Bacon, 1992).

Reviewed by Michael W. Shelton, Department of Communication, University of Kentucky

Argumentation textbooks have made major strides in recent years in terms of extending the domain of the discipline beyond a singular focus on competitive academic debate. Indeed, virtually every contemporary argumentation text weaves general knowledge of reasoning, logic, and critical thinking with the standardized dosage of debate theory and practice. Many of the texts accomplish that end in valuable and creative ways that add to the wealth of information undergraduates in introductory courses may glean from their encounter with the formalized study of argument. Branham (1991), for instance, provides an historical context for the study of debate which demonstrates that its roots extend beyond western civilization to classical India, China, and other cultural sites. Robert O. Weiss (1995) has recently placed emphasis upon the role of the debater—public relationship with an audience-centered perspective on argumentation. And, Hollihan and Baaske (1994) illuminate the discursive role of argument in such specialized forums or contexts as the law, politics, and business. None of these texts, however, connect to the traditional foundational basis of argumentation as explicitly and effectively as does David Vancil in Rhetoric and Argumentation.

Vancil's text serves many of the same ends as those pursued by other argumentation texts—it highlights the reasoning process, it provides clear explication of common fallacies, it illuminates the role of evidence and its evaluation, and it lays the groundwork for an understanding of the debate process. The text does much more with its thematic (and title-related) focus on the centrality of rhetoric to the study of argumentation. Vancil reveals that the roots of argumentation are planted deeply in a ground plowed by the study of suasory discourse. From an embrace of Aristotelian logic and emphasis upon persuasion, to a vigorous attachment to Karl Wallace's conception of "good reasons", Vancil establishes the rightful place of argument in the more comprehensive and complex study of rhetoric.

At first glance, Rhetoric and Argumentation's organizational framework may be misleading. The twelve chapters of the text are not grouped into disciplinary, thematic, or other categories in any explic-

it manner. The twelve chapters do, however, fall into a logical pattern of separation and connection that permits the work to flow along more smoothly than what one might expect of a mere "textbook". For example, the first chapter establishes the perspective-both theoretical and structural-that is employed throughout the text. Chapter One draws the initial connection between Aristotelian rhetoric and the study of argumentation. The first chapter also develops the idea that discursive conflict is central to the practical understanding of argument.

The next several chapters of the text lay out the "applied" process of analyzing substantive issues centered around discursive conflicts. Central questions or principles related to conflictual issues are discussed in Chapters Two and Three. The fourth chapter explores the process of research, while Chapter Five draws upon the work of Wallace, Toulmin, and others to discover the essential components of the theory and practice of reasoning through conflicts. Both Chapter Six and Seven explore common features of any good argumentation text including general types of arguments and the role of argumentative backing or support. The argument brief is explicated in Chapter Eight as a method for synthesizing the research and evaluative process guided by one's reasoning.

Chapters Nine, Ten, and Eleven are connected together with a focus on the "rules" or "procedures" of the argumentative process; those standards and formats that serve as a means for framing discursive dispute resolution. Specifically, Chapter Nine develops a general perspective regarding the nature of advocacy and the process utilized by competing advocates to assess claims. Chapter Ten and Eleven turn the attention of the text to the unique advocacy forum of competitive debate. The affirmative case is examined in Chapter Ten and Chapter Eleven turns the tables and explores the refutational functions of the negative case.

The closing chapter of the text is a forum for Vancil to speak with "an almost evangelistic zeal" (p. x) in support of the central place of argumentation in both a liberal arts education and in shaping the public sphere of a healthy democracy where the citizens are engaged as active advocates and as critical appraisers of other advocates. It is in Chapter Twelve that Vancil explicitly focuses upon discursive conflict, both its nature and the various methods with which one may seek to terminate it. As a closing chapter, this material is an effective capstone to a work devoted to the interrelationship and mutually complimentary nature of rhetoric and the process and practice of argumentation.

Five appendices are attached to Rhetoric and Argumentation. In addition to providing samples and reference materials handy for review by the reader, Vancil also provides an illustration of a public policy debate concerning the Equal Rights Amendment which demonstrates the type of reasoned advocacy that can occur on a con-

tentious issue of governmental policy. All these data permit readers to harvest much that was not developed within the body of the text.

The structural dynamics of Vancil's text include more than the substantive elements outlined above. The text employs many case studies and examples that permit the reader to better visualize the way in which concepts actually operate in "the real world". Further, each chapter begins with a numbered list of "central ideas" that previews the ground to be covered in that component of the text. Similarly, each chapter closes with summary comments again in numerical order. These elements not only function as effective previews and reviews, but also as mnemonic methods that may help the memory process-and therefore, with hope, the understanding process-of the reader. For those who develop a heuristic drive from their examination of materials, each chapter also includes citations for specific readings.

Vancil's work can be valuable to two different undergraduate audiences, those in the first introductory course in argumentation and debate and those in upper division courses that seek to move beyond the fundamentals. At lower levels, the text serves as a clear and well written introduction to the study of argument and its central components such as reasoning and evidence. Further, the department that is guided by a programmatic emphasis upon rhetoric and public address will embrace the Vancil text as part of that framework and as a way of covering argumentation without abandoning its core. At the upper level, more advanced classes may benefit from using Vancil's text as an anchor for collections of readings and specialized perspectives. My senior level argumentation students have, for example, found Rhetoric and Argumentation valuable as both a reference and refresher when examining critical case studies.

In many ways, the limitations associated with the Vancil text parallel its benefits. At the introductory level, a student who is not only a novice in the study of argument, but also in the study of rhetoric may find parts of the text difficult to comprehend and process. Most of us specializing in argumentation, can read the text and readily say "oh yeah", while the uninitiated might more readily say "oh what?" Those students who have had no exposure to rhetoric and public address may well be overwhelmed with the need to assimilate Aristotelian and contemporary rhetorical perspectives just to understand a little bit more about how to argue or debate. For upper level undergraduates, use of Vancil's text without a wealth of other materials leaves a vast expanse of contemporary argumentation theory and social science contributors in the field unearthed. The seminal work of Walter Fisher (1987) regarding judgments of competing narratives is no where to be found. Nor is there any connection to the social science or communication studies perspective that has informed such works as Bartanen's (1994) systems theoretic perspective on coaching and directing forensics.

Despite the risk of some peril, Vancil's text should not be dismissed. It displays and discusses the common path upon which Rhetoric and Argumentation travel better than any other undergraduate argumentation text available today. Indeed, Rhetoric and Argumentation is not only the title of the text, it is the thematic focus and the core of the content.

REFERENCES

- Bartanen, M.D. (1994). *Teaching and directing forensics*. Scottsdale, AZ: Gorsuch Scarisbrick.
- Branham, R.J. (1991). *Debate and critical analysis: The harmony of conflict*. Hillsdale, NJ: Lawrence Erlbaum.
- Fisher, W.R. (1987). *Human communication as narrative*. Columbia: University of South Carolina Press.
- Hollihan, T.A. & Baaske, K.T. (1994). *Arguments and arguing: The products and process of human decision making*. New York: St. Martin's Press.
- Weiss, R.O. (1995). *Public argument*. Lanham, MD: University Press of America.

Karlyn Kohrs Campbell, Women Public Speakers in the U.S. 1925-1993: A Bio-critical Source Book. (New York: Greenwood Press, 1994).

Reviewed by Mabry M. O'Donnell, McCoy Professor of Speech Communication and Director of Forensics, Marietta College

For thirty years, Karlyn K. Campbell has been a model of scholarly accomplishment in the field of rhetoric and public address. She continues to uphold that standard as editor of the current volume. For this useful anthology Campbell has gathered 32 sketches about women activists during the period from 1925 to 1993. Not only has she provided a reflective introduction to the entire volume, but her own scholarship also has been part of the inspiration for the appraisals provided by the contributors. Ranging in length from eleven to nineteen pages, the essays provide basic biographical information, an analysis of the activists' rhetoric, and bibliographical data.

Any reader interested in the subject of women public speakers will find this volume helpful. From each essay one may gain insight not only into the individual's life circumstances but also into how they functioned as rhetors. Thoughtful and evenhanded in their approaches, the contributing scholars have offered us introductions to a wide range of activists from early civil rights pioneers like Mary Church Terrell to current theorists such as Catharine A. MacKinnon. As the editor observes in the introduction, however, the publication is not as thoroughly inclusive as it should be. Campbell admits that she has omitted the readily accessible corpus of well known figures such as Freidan and Steinem, but unfortunately, the work of Angela Y. Davis also is not represented.

Those who use this publication will find an advantage in the length of the essays. Too often with inclusive resource books the authors are under such constraints with respect to word limitations that their brevity is not the soul of wit. Each contributor in this volume, however, has been allowed sufficient space to present a biographical sketch providing useful information without being either severely truncated or overly extended. Readers who go to this collection will find adequate information at an introductory level that will permit further investigation if needed. If these women public speakers are placed in categories, the largest group is made up of eight actively involved in politics either by election or appointment. These are Helen Gahagan Douglas, Geraldine Ann Ferraro, Martha Wright Griffiths, Clare Boothe Luce, Frances Perkins, Ann Willis Richards, Margaret Chase Smith, and Patricia Scott Schroeder. Two closely allied individuals are in a class by themselves—model citizens of the world, Helen Adams Keller and Anna Eleanor Roosevelt. Two groups of five include those active in civil rights and those who are feminists first and foremost. Fannie Lou Townsend Hamer, Pauli Murray, Jesse Daniel Ames, Mary Church Terrell, and Ella Baker devoted their careers to civil rights while Robin Evonne Morgan, Catharine A. MacKinnon, Andrea Dworkin, Mary Daly, and Ti-Grace Atkinson have marched in the forefront of feminist causes. Four groups of two representatives each are crusaders for birth control (Margaret Higgins Sanger and Alyce Faye Wattleton), world peace (Emily Greene Balch and Helen Broinowski Caldicott), women's working rights (Leonora O'Reilly and Dorothy Day), and conservative religious views of women (Beverly Davenport LaHaye and Phyllis Stewart Schlafly). Women whose lives and works captured the public emancipation, yet who defy categorization are Charlotte Perkins Gilman, Aimee Kennedy Semple McPherson, and Rachel Louise Carson; Gilman's "Yellow Wallpaper", McPherson's *Angelus Temple*, and Carson's *Silent Spring* are testaments to their lasting contributions to society.

As one might expect from a collection edited by Karlyn Kohrs Campbell and including work from her former students, the most insightful sections of each sketch focus on the rhetoric of the individual under examination. Whether discussing the attack metaphors of Ti-Grace Atkinson, the medical approach of Helen B. Caldicott, or the powerful emotionalism of Aimee Semple Kennedy McPherson, the authors have provided students with excellent models of rhetorical analysis. Although this publication and its earlier companion are most likely to be found in library reference collections, they could also be used as basic guides for an outstanding readings course in women's rhetoric.

As the editor noted in the introduction, some critics will question the omission of certain activists and the inclusion of others. Was, for example, Margaret Mead not sufficiently rhetorically active as a public speaker to include her in this collection? Her presence as a panelist or speaker certainly suggested a lively discussion. By and large, however, the selection of subjects is both representative and inclusive.

One minor point of correction worth noting, however, has to do with geography. Followers of Rachel Carson will know that Chincoteague Island is in Virginia, not North Carolina. All readers interested in Women's Studies, American Public Address, and Rhetorical Analysis should read this publication.



Editor's Notes: Call for Submissions for Future Editions

The deadlines for submissions for the Summer and Fall editions have been set. The Summer edition will, depending upon the number and quality of submissions, feature articles by undergraduate and graduate students. Submissions should be submitted in the manner listed elsewhere in this journal. The deadline for student submissions is **May 1st, 1998**.

The topic for the Fall 1998 edition has also been determined. The topic is:

Essays in Honor of Lawrence E. Norton: The Forensic Educator as Teacher, Scholar and Citizen.

Potential authors are invited to put together a prospectus for submission of a commissioned essay on a subject generally related to the theme which seeks to understand the challenges and opportunities provided by working as a forensics educator. Essays that analyze Professor Norton's unique contributions to the discipline will be especially encouraged.

The prospectus should be three to five pages and include sufficient information to allow a reasoned judgment as to the quality and suitability of a finished essay.



The Department of Communication and Theatre Arts
at the
University of Puget Sound
congratulates the

Washington Alpha Chapter of Pi Kappa Delta
for 75 years of Excellence in

Forensic Education
Competitive Success
Service to the Forensic Community
1922-1997

The Forensic of Pi Kappa Delta

LIBRARY RECOMMENDATION FORM

(copy and forward to your library acquisition officer)

Name _____

Department _____

Institution _____

Address _____

City _____ State _____ Zip Code _____

Please enter a subscription to **THE FORENSIC** at the subscriber rate of \$30 per year. Unless otherwise specified, your subscription is for a complete series which begins July 1st of each year. At the time of subscription, you will receive all previous issues that have been published during the subscription year.

Check one:

☐ One Year \$30 ☐ Two Years \$60 ☐ Three Years \$75

On subscriptions outside of the United States, add \$12 per year for foreign postage.

Prices effective through June 30, 1998

Make checks or money orders payable to PI KAPPA DELTA NATIONAL

Order from your subscription agent or directly from:

Pi Kappa Delta National Headquarters

125 Watson Street, P.O. Box 38

Ripon, Wisconsin 54971

Other Pi Kappa Delta publications available through the National Headquarters

THE HISTORY OF PI KAPPA DELTA by Larry Norton

_____ copies @ \$10/each

THE PROCEEDINGS OF THE 1989 DEVELOPMENTAL CONFERENCE

edited by Robert S. Littlefield - _____ copies @ \$5/each

THE PROCEEDINGS OF THE 1995 DEVELOPMENTAL CONFERENCE

edited by Scott Jensen - _____ copies @ \$5/each

Articles from past issues of THE FORENSIC are available upon request.