

Chester University chapter was in its formative stage, I asked the National Office if a sample was available. The negative reply left us with no indication of what might work. As could be expected, we allowed ourselves to be sidetracked. Finally, we formed a Constitution Committee, and in the fall of 1993, after eight and a half years of noncompliant operation, we ratified our constitution. Perhaps if a model had been available, we would not have flagged in our task. The same might be said for other chapters.

4. *No enforcement*—Missing from the PKD Constitution is a workable enforcement provision,⁹ a plank crucial to a defensible debate case and a well-managed organization. A chapter can fail to carry out its few obligations—to write a constitution, hold at least one meeting a year, and send membership changes and an annual report to the National Secretary-Treasurer¹⁰—and still be accorded chapter status year by year in the *Pi Kappa Delta Directory*. In fact, two recent surveys have revealed that five chapters found in the 1994 Directory are not even functioning. The status of six others can be considered “most likely non-functioning.” Once chartered, the alumni chapter is free from fines, fees, and assessments,¹¹ minimum membership numbers,¹² and review by the Charter and Standards Committee.¹³ It is not surprising that many chapters exist in limbo. All are deprived of a constitutional provision “with teeth,” the incentive that might convince alumni chapters to make constitution writing a high priority item.

After suggesting major reasons why alumni chapters in general have not moved ahead to organize themselves on paper, I now present an approach that alumni leaders might want to consider for reaching that goal. A qualification, however, is necessary here. The proposed plan for rectifying the constitution problem takes considerable time, an element in short supply. Perhaps chapters that find themselves in this bind should carry out their alumni work without chapter status. Merely securing a charter, coveted as that may be, is not the *sine qua non* of alumni involvement in PKD.¹⁴

Steps in Writing a Chapter Constitution

When planning to write a constitution, the leaders should include in the process as many of their alumni as they can find. By so doing the members will know that the chapter has a serious purpose and the structure to carry it out. The progression outlined below is geared for existing chapters, but incipient chapters can easily adapt the plan to their own needs.

1. *Appoint a Constitution Committee*—The sponsor and key leaders meet to identify the alumni with the knowledge, skills, and experience most helpful for service on the committee. These include: knowledge of parliamentary law and political science; the ability to propose, analyze, attack, defend, harmonize, write, and codify; and a background in student or governmental assemblies.¹⁵ Usually the sponsor is a vital resource person on the committee. Considering the geographical and time constraints of members, the committee itself is best kept small. Three members can do the job.

Upon appointment the committee undertakes these functions:

A. *Review*—The committee looks at the history of the chapter, particularly in terms of its goals, ¹⁶ membership involvement, leadership roles, on-going projects, and finances. Description, not evaluation, characterizes this step.

B. Evaluate—Now the committee takes a critical look at the chapter. Have chapter goals been realized? What has and what has not worked? What are the factors contributing to the successes and the failures? How well has the chapter carried out the directives of the National Constitution?

C. Assess—The committee takes stock of the resources available to the group. Time, expertise, loyalty, facilities (those of the school and the members), and monetary sources come under discussion.

D. Study—The committee considers the forms of organization used by the “functioning” PKD chapters. 17

The Director Model: The sponsor serves as the head of operations by initiating and supervising the chapter activities. The alumni are on call, as needed.

The Teamwork Model: Key alumni who are emergent leaders by virtue of their interest and availability share chapter oversight with the sponsor.

The Executive Board: This plan has two forms—a board consisting only of officers elected by the members or an elected board that chooses its own officers. The sponsor serves in roles such as motivator, resource person, coordinator, link between forensic generations, liaison with the university, and, perhaps, committee member. A chapter using the second arrangement has four standing committees: Nominating, Public Relations, Projects, and Finance.

E. Select—The committee chooses the organizational model that best suits the chapter’s goals and resources.

F. Consult—The committee seeks advice from Robert’s Rules of Order, Newly Revised on writing a constitution.¹⁸

G. Propose—The committee, through the hammering-out process of group composing, prepares a draft of the chapter constitution.

H. Submit—The committee solicits review of the draft by as many members as feasible and provides a procedure for collecting the feedback.

I. Revise—The committee prepares a proposed constitution that reflects the usable suggestions from the reviewers. The bulk of the committee work is now complete.

2. *Ratify the Constitution*—The sponsor and key leaders confer about setting a date, time, and place for a general meeting to ratify the constitution. Notice of the meeting, along with a copy of the proposed constitution, is sent to all members. At the meeting the committee makes its report, and the person presiding entertains motions for amending the proposed constitution. Unless otherwise noted, the constitution goes into effect upon ratification.

3. *Follow through on the Process*—As changes affecting governance occur within the chapter, the authorized leader appoints a Constitution Revision Committee that carries out the applicable steps in the above process. In this way the rules and regulations are always organic to chapter life. The individual responsible for mailings then sends the updated constitution to the members.

Benefits of a Constitution

The gains that can be expected from adopting a constitution depend upon the chapter framework and the degree of adherence to the provisions. The many variables and the lack of data make generalizations difficult; however, I can point to several positive outcomes from the ratification of the WCU constitution.

1. The chapter now has a mechanism for leadership succession. Geographic mobility had begun to deplete the former Advisory Board, which included some members who had served for eight and a half years. The current two-year term, with one successive term permitted, has encouraged the emergence of new leadership. Five of the seven Executive Board members had not served in this capacity.

2. The chapter constitution stipulates that Executive Board candidates, if possible, should be drawn from across the forensic generations since undergraduate chapter chartering in 1969. As a result, the decades represented by the Executive Board went from two to four. This increase provides a broader perspective on WCU forensics and a more equitable alumni representation.

3. With the creation of an active membership category (those who endorse the intent of the chapter and pay the annual \$5.00 membership fee can hold office, serve on committees, and vote), there has been a marked increase in number of contributions and submission of news items for the yearly newsletter. These changes indicate greater interest and chapter viability.

Each chapter that develops and enforces a constitution will thereby set into motion its own effects. Even if the effects resemble the ones identified above, they will have a significance of their own. They will become an autobiography about the growth of yet another chapter that without a constitutional spur might have lapsed into nothing but an entry in the annual *Pi Kappa Delta Directory*.

Conclusion

This discussion has centered around the National Constitution directive for alumni chapters to organize themselves around a constitution. After pointing to the major conditions that impede the task, a step-by-step process for drawing up the document was outlined. Finally, some benefits that a chapter might expect from implementing a constitution were presented.

Underlying this discussion is an axiom: to maintain the honorary as a well-functioning organization, each level must adhere to the provisions of its governing instruments. No segment of the honorary has been more random in fulfilling this obligation than the alumni. Uninstructed and unregulated, they are floundering in a sea of potential. With the 1993 Alumni Task Force paper in print¹⁹ and both the Alumni Committee and National Alumni Secretary in place, 20 the time for rescue by fraternity leaders has never been more opportune.

Throwing out a string, that is, merely patching up the National Constitution with an enforcement provision but failing to consider alumni work as a whole, will not do the deed. Instead, the National Council should convene an "Alumni Summit" for discussing all the issues pertinent to PKD alumni life and for making plans that will produce concerted, on-going action.

In view of the need for extended discussion and expert advice, the summit would best be held at a time other than the Nationals and at a university with an alumni association professional willing to serve as a consultant. Holding such a meeting would be a challenge, but an even greater challenge—perhaps a futile one—is keeping our chapters alive under the present conditions.

NOTES

- 1 Although current usage suggests that bylaws would be a more appropriate term than constitution for PKD's governing documents, I am using constitution to follow PKD's practice. For the distinction between the two terms, see Henry M. Robert, *Robert's Rules of Order Newly Revised*, 9th ed. (Glenview, IL: Scott 1990) 12-14.
- 2 For the content and results of the 1988 and 1992-93 surveys, see Carolyn Keefe, "What Is the History and Current Status of the Pi Kappa Delta Alumni Chapters?" *Proceedings of the Pi Kappa Delta Developmental Conference, March 17, 1993*, ed. Edward S. Inch (Fargo: U of ND, 1993) 12-13. In 1994 the 1992-93 survey questions were sent to the three new chapters chartered at the 1993 PKD Nationals in Tacoma, and the balance of the chapters (25 in number) were asked, "Is your PKD chapter now operating or has it ever operated under a constitution?" A request for a constitution, if available, was included.
- 3 The author thanks Jan Buzbee, West Chester University's Director of Annual Giving, and Sheryl Brust, formerly with the WCU Office of Development, for graciously providing publications from the Council for the Advancement and Support of Education.
- 4 The Alumni Task Force pinpointed the fraternity's need to propagate the idea that membership in PKD is lifetime. See Helen R. Pearce, "Panel Recommendations: Should Pi Kappa Delta Develop a National Alumni Association?" *Proceedings of the Pi Kappa Delta Developmental Conference, March 17, 1993*, ed. Edward S. Inch (Fargo: U of ND, 1993) 33.
- 5 In this survey "functioning" was defined as "having identifiable alumni that as a chapter are doing something related to PKD's values and goals." See Keefe 12.
- 6 In discussing this time problem, Robert Littlefield cites a number of related studies. See "The Challenge and Opportunity of Finding a New Administrative Role for an Ex-Director of Forensics," *The Forensic* 78.4 (1993): 23-31.
- 7 Out of the 16 chapters that in 1994 can be categorized as "functioning" or "possibly functioning" (see definition of "functioning" in note #5), 13 have a sponsor who also serves as director of forensics.
- 8 See Larry Norton, *The History of Pi Kappa Delta 1913-1987* (Henry, IL: M&D Printing, 1988) 245-46.
- 9 Although Art. III, 320.7 of the National Constitution provides for alumni chapter charter revocation for "good and sufficient reasons," the criteria governing such action have not been established, and no alumni charters have ever been withdrawn.

- 10 *The Constitution of Pi Kappa Delta*, Art. III, 320.4.
- 11 *PKD Constitution*, Art. III, 320.6.
- 12 *PKD Constitution*, Art. III, 320.1.
- 13 The Alumni Task Force recommended at Tacoma 1993 that the Charter and Standards Committee should be empowered to review the alumni chapters in regard to their compliance with the National Constitution. See Pearce 32.
- 14 No study has been made of alumni service in PKD schools without an alumni chapter, but the author knows that alumni support predated for many years the chartering of at least seven of the nine alumni chapters in the Colonies. Therefore, alumni activity does not necessitate chartering.
- 15 As undergraduates PKD alumni in large percentages were involved in campus activities useful for this committee. See Hal H. Holloway, Carolyn Keefe, and Robert Cowles, "Who Are Pi Kappa Deltans and Why Do They Gravitate to Forensics?" *The Forensic* 74:2 (February 1989): 1-12.
- 16 In this connection the committee might review the chapter's purpose as stated on its petition form.
- 17 These models are based on information gained from the 1992-93 survey and the 1994 follow-up.
- 18 See Robert 559-92.
- 19 See Inch 9-33.
- 20 The appointment of Harold Widvey as the National Alumni Secretary recommended by the 1993 Alumni Task Force, was made by the National Council. To date this office does not have a constitutional base.

NOMINATIONS NEEDED FOR NATIONAL COUNCIL JAIME MEYER PKD NOMINATING CHAIRMAN

Although letters have already gone out to each Province Governor and to each PKD chapter, we would like to take this opportunity to make you all aware that the Nominating Committee is seeking the names of potential candidates for The National PKD Council.

We need a solid slate of candidates for Shreveport/Bossier City. Potential nominees must be in the Order of Instruction and from an active chapter.

Your nominations could effect the future of Pi Kappa Delta. The nominations committee will consider all names submitted. Please respond as soon as possible in an effort to be fully prepared for next year's national convention.

Send your responses to:

Jaime Meyer

Chair PKD Nominating Committee

Dept. of Communication

University of Mary

7500 University Drive

Bismarck, N.D. 58504.

ESSENTIALS OF PERSUASIVE SPEAKING: THEORY & CONTEXTS

Reviewed by:
Catherine H. Zizik
Seton Hall University

I have taught an undergraduate speech course entitled *Persuasive Speaking* for ten years. In my search for an appropriate textbook, I was bombarded with books that were receiver-oriented, chock-full of critical reception and acceptance/rejection theories of persuasive messages. Sandwiched between endless chapters of argumentative models, rhetorical theories, interpretive devices, and persuasive media innovations were a few pedagogically rooted chapters dedicated to the practical methods of strategizing effective persuasive speech. Although I utilized many of the popular persuasion texts written by Charles Larson, Herbert Simons, and Joseph DeVito, I found myself assigning only sixty to seventy percent of the chapters in these texts and supplementing approximately fifty pages of practical hand-outs, journal articles, and how-to guidelines. Despite the importance of persuasive speaking across the liberal arts, very few contemporary speech textbooks focus solely on the development of the craft of persuasive speaking. Fortunately, for those of us who are speech practitioners and who employ a laboratory approach to persuasive speech in the classroom, Rudolph F. Verderber's textbook, *Essentials of Persuasive Speaking: Theories & Contexts*, published by Wadsworth Publishing Company, 1991, concentrates entirely on skill development theories of persuasive speaking. In fact, Verderber beseeches his audience as he poses a classified ad in the beginning of Chapter One: "Wanted: People who have the creative insight to find solutions to problems and the persuasive speaking skills to affect people's attitudes and to move them to action" (3). Hence, this review will examine the organization and contents of *Essentials of Persuasive Speaking* and probe its distinguishing features.

The physical text of *Essentials of Persuasive Speaking* is a convenient nine by six inches, 248 pages; it is easily transportable in its manual-type size. The book is divided into three parts. Part One: Orientation, which consists of only twenty pages, serves as an introduction to persuasive speaking as a means of achieving goals in a democratic society. Here, persuasive speaking is defined and speaker ethos is emphasized and explained. Although this text is source-based, Verderber dedicates five pages to learning, social judgment, and consistency theories while establishing their relevance to persuasive speakers. Part One concludes with a discussion of the responsibilities of persuasive speaking.

Part Two: *Guidelines of Persuasive Speaking* explores the steps in preparing a persuasive speech. The eight chapters (142 pages) that comprise Part Two serves as the vital organs, giving life to this text. Particularly noteworthy is the organizational formula of Part Two in which the chapters parallel the procedural evolution of a speech to persuade from determining the goal of the speech to developing an effective delivery style. This sequential development passively stresses the importance of performing the tasks of persuasive speech making in the same order that the chapters are arranged. Chapter Two is quite succinct in explaining matters that are goal related: selecting a topic, writing a persuasive goal, classifying the goal, and analyzing the chances of success with that goal. Verderber effectively uses many examples of actual goals (27-29) but what is troubling is that he never uses the word *thesis* in his discussion of goals.

Chapter Three instructs the speaker how to effectively draw audiences profiles and analyze speaking occasions as the second step of speech preparation. Verderber posits the kinds of information a speaker needs to make predictions about an audience, but does not profess any ways to adapt messages based on these information variables. For example, he asserts that gender differences affect persuasive messages and that "you need to make sure that language and illustrations relate to differing orientation" (39), yet he does not explain *how* a speaker should adapt. On the other hand, he explains how to adapt messages based on male and female terminal and instrumental value schemes. Further, the audience analysis and setting checklist provided on pages 46 and 48 synthesize the chapter's themes.

Chapter Four accomplishes in twelve pages what other persuasion texts generally need upwards of twenty-five to do. Through use of clear examples, this chapter efficiently inspects evidence and information sources to support oral arguments. Not only does the chapter compare and contrast modes of evidence, but it suggests where to look for it, how to gather it and most importantly, measures to evaluate it after it is found. Especially significant is the small section on how to use tag statements to orally cite sources in a speech.

Verderber asserts, "audiences learn attitudes through reasons and evidence" (64). Chapter Five develops this belief by clarifying how the speaker composes logical reasons based upon evidence to support the persuasive speech goal. This chapter defines reasoning with the assistance of the Toulmin model and analyzes seven different types of effective reasoning processes. Within Verderber's explanations he uses the persuasive premise that *landfills can no longer be depended upon to meet our waste disposal needs in the United States* as he adapts different reasoning strategies to one goal. This can be very

useful for students to see the same speech goal being adapted to diverse reasoning methods. Further, this chapter illustrates how to construct a master outline as a vital foundation for a speech. A three page outline is presented at the end of the chapter to show how data is used to support major and minor reasoning claims.

Verderber believes that after a master outline of goals is created, reasons are formulated, and evidence is gathered, the student is ready to move into the *strategy stage* (85). The first part of this *strategy stage* is depicted in Chapter Six as he analyzes several organizational models, discusses ways to structure an introduction and a conclusion, and presents guidelines for writing a complete speech outline. By keeping with the landfill speech goal that he establishes in the previous chapter, Verderber's attention to example is laudable.

It is in Chapters Seven and Eight that Verderber switches to the creative gears in the process of persuasive speech-making. He contends that the most creative part of the preparation process lies in forming the *speech plan* (103). Chapter Seven, *Forming Your Persuasive Speech Plan*, offers detailed motivational and emotional strategies for adapting the speech for specific audiences and making a speech more interesting as well as credible. Verderber's attention to detail in developing personal, clear, vivid, and emphatic language within Chapter Eight is one of the most perspicacious sections of the entire text. Entitled *Implementing Your Speech Plan: Developing a Persuasive Speaking Style*, this chapter looks at the elements of effective language style. In essence, Verderber proposes a powerful blueprint to maximize the persuasive presentation through the implementation of personal pronouns, rhetorical questions, precision, simile, and metaphor. Descriptions of what should be avoided in language choice are also offered. Further, after perusing this chapter the reader will understand how to add to audience retention through careful use of proportion, repetition, and internal and external transitions.

The next chapter fulfills the logical progression of the speech process with its focus on the positive benefits of developing a powerful delivery style. Although weak on the nonverbal dynamics of persuasive speaking, Chapter Nine highlights the important components of verbal expressiveness and clear articulation. The two-page section on identifying vocal interferences like "uh", "er", and "OK" is extremely useful. Verderber also poses a practical three step process to rid such irritating interferences. Part Two is neatly brought to a close with a sample speech plan and outline, along with the full manuscript of a speech. Abutting the right margin, next to the speech is the author's analysis of the speech with references from the content of previous chapters. Here we see how the author's criteria for an effective speech are actually applied.

Although delivering a single persuasive speech is one approach to persuasion, Part Three of the text explores a variety of long term persuasive campaigns as well as unique principals of refutation and guidelines for writing speeches for others. Rather than Chapters, this final part is organized into five *modules* of persuasion.

Module A, *Social Action Campaigning*, emphasizes the premise that a single speech may not be sufficient in bringing people to action. This module considers the types of social action campaigns and the steps that one must follow to launch such a persuasive endeavor. Module B analyzes a diverse

campaign, *Election Campaign Speaking* by reviewing election campaign contexts and stages and the content requirements of election campaign speaking. Verderber attempts to reach his immediate audience by using examples from a student body presidential campaign and a city council campaign. *Sales Campaign Speaking* is addressed in Module C. Here Verderber briefly, yet concisely reveals the planning stages of long-term sales campaigns and explains the characteristics of an effective salesperson.

Modules D and E do not follow the goals of campaigning as the prior modules do; rather, they attempt to add polish and expertise to concepts that have already been presented within Part Two of the text. Module D, *Opposing Persuasive Arguments*, defines refutation and offers strategies to identify popular fallacies of argument. Although Verderber does not identify it as such, this Module seems to present the nuts and bolts of preparing a first negative constructive speech in a debate through an analysis of the speech goal: *that drugs should not be legalized*. Module E is the shortest module entitled: *Speech Writing: Preparing and Delivering Speeches*. Suggestions are presented for techniques of composing speeches for others. Since it would be rare that students would become speech writers for others at such a developmental stage in their rhetorical education, the most useful information within this module is for the physical preparation of an effective speech manuscript.

Essentials of Persuasive Speaking is replete with several distinguishing features. First, the manner in which the information is presented reinforces the goals of the author. Written in the second person, the book establishes a personal tone. This style enables the reader to immediately relate and apply the information to his/her frame of reference. For example, phrasing like: "you must use your creativity to increase the perception of urgency" (104) or "you cannot rely entirely on opinions for evidence in your speeches" (58) motivates the reader to actually *do* what the author suggests. This affirms the conviction that this text is truly designed for students to understand the *how-to* of persuasive speaking.

Perhaps the most distinguishing feature of this text is Verderber's integration of *persuasive tools* throughout each part of the book. He offers a plethora of examples to support, to define, and to enhance the persuasive premises he presents. In this way, students will better understand *how* to integrate the practical concepts within their own speeches. Appendix A and B also provide additional information to enable students to gather support documentation and to better prepare for the interviewing process.

Finally, students will be able to recognize the text's concepts as they read six sample speeches with the author's commentary written in the margins. In this way students see the stages of persuasive speech making as well as the finished product. These speeches are by no means perfect, yet Verderber's commentaries offer further suggestions for improvement.

After an examination of the organization, contents and distinguishing features of *Essentials of Persuasive Speaking*, I believe that Verderber clearly achieves his goal in presenting a text devoted solely to the development of persuasive speaking effectiveness. In a skills-oriented, mechanics class like *Persuasive Speaking*, a student must be equipped with a useful *toolbox*. Therefore, Rudolph Verderber's *Essentials of Persuasive Speaking: Theory & Context* should be the first *tool* within our students' persuasive speaking *toolbox*.

RHETORIC IN POPULAR CULTURE

by Barry Brummett

reviewed by Glenda Jenkins Treadaway
Assistant Professor and Director of Forensics
Appalachian State University

Brummett's discussion of rhetorical theory and criticism attempts to "apply the cutting edge methods of critical studies to the study of rhetoric and to link these new approaches to the rhetorical tradition" (vii). He divides the book into two sections. Part I deals with the theoretical and methodological concerns of a rhetorical critic of popular culture with discussions on popular culture, rhetoric, the rhetorical tradition, the critiquing of popular culture and some specific schools of thought in the rhetorical criticism of popular culture. Part II further explains how critical methods can be used to study popular culture through the presentation of three critical analyses. Sprinkled throughout Part I are exercises which can be used in class to prompt group discussion or as an out of class assignment. These exercises are thought provoking and allow students to discover for themselves through the experience of doing the assignment the principles discussed in each chapter. Within each chapter numerous citations are used and suggested for further reading. These sources are all indexed in the bibliography or suggested readings lists at the end of the text. Each chapter in Part I also includes a summary section and a "Looking Ahead" section which helps the reader move quite easily from one chapter to another. In Part II a "Stepping Back" section at the end of each chapter leads the reader into his/her own critical analyses of the critique presented. These sections could be used as a tool to get students started in the process of applying the concepts they learned from earlier chapters. The strengths of Brummett's book far outweigh any weaknesses which can be found within the text. However, one weakness is noteworthy because of how it may limit the usefulness of this text in an introduction to rhetorical theory and criticism course. Brummett chooses to leave out some significant schools of thought in the history of rhetorical theory, and hence, criticism. Little attention is given to theorists such as Foucault and Habermas and methodologies such as fantasy theme criticism, genre criticism, and metaphoric criticism are omitted as well. These theorists and methodologies have to some degree (some less/some more) influenced our current view of rhetorical theory and criticism. Thus, these viewpoints offer readers viable ways of seeing the experiences and meanings of life and of critiquing texts within our culture. An instructor wishing to give students a huge variety of options to choose from may find themselves supplementing significantly the material presented within this book. This may be especially true for those instructors teaching an introduction to rhetorical theory and criticism class who purposes to cover extensively the rhetorical tradition of theory and criticism.

While this weakness may appear to be one of significant size, the strengths of this text make this weakness one with which you are willing to deal. Anyone who wishes to focus on more current perspectives of theory and criticism will find this book extremely helpful. First, the book demonstrates, leaving little doubt, the usefulness of applying methods from critical studies to

rhetoric. The three critical analyses presented in Part II give the reader examples of how to use different critical perspectives and of how enlightening the use of different critical methodologies to popular culture can be. Second, the explanations of these various critical perspectives are extremely inclusive. All of the major elements of each perspective are discussed in easy to understand language. Yet the complexity of each perspective is preserved as well. A very difficult balance to achieve. Brummett does an excellent job explaining the primary characteristics of each perspective without simplifying each perspective into a set of standard beliefs and procedures. (Which would be a dangerous categorization at best.) Third, the numerous examples cited within the text are extremely helpful. They are ones to which most students can relate and understand. The use of advertisements and movies most readers have at some time or another seen helps the reader grasp concepts usually difficult to understand. The exercises, as mentioned earlier, help in this process as well. Lastly, and probably most important, the first three chapters introduce the student to ways to look at popular culture, rhetorical theory, and rhetorical methods in critical studies in a most challenging and guiding way. Students would benefit greatly from these chapters. Each student is introduced to the different ways one can view a text and then given the range of choices available to them as rhetorical critics. The text provides them with choices available to them as rhetorical critics and explains how these choices affect the critical process. Once again, while these chapters are written in such a way students can easily understand all of the different perspectives on rhetoric and criticism, the complexity of doing rhetorical criticism is still obvious but not overwhelming. Overall, the usefulness of Brummett's book as an introduction to modern rhetorical theory and criticism and/or mass media criticism is obvious. I would highly recommend its use in the classroom to help students understand the criticism of popular culture and to help them begin their journey towards becoming enlightened and enlightening rhetorical critics.

BOOK REVIEW/VIDEO AND SOFTWARE CRITIQUES NEEDED FOR THE FORENSIC

The editor is seeking book reviews and video and software critiques for the Winter and Spring issues of *The Forensic*. Reviews or critiques for the Winter issue are needed by December 15, 1994 and for the Spring issue by March 15, 1995 in camera ready condition with both a hard copy and a 3 1/2 inch disk with the review in Microsoft Word or Word Perfect Mac or DOS. See reviews from the Fall, 1993 or Winter, Spring, or Summer, 1994 issues of *The Forensic* for models. When you have picked something to review, please get in touch with Steve Hunt so we may avoid too many people doing one book, video, or program.

Suggestions for review include but are not limited to the following:

Douglas N. Walton *Plausible Argument in Everyday Conversation* 1992 St University of New York Press

Douglas N. Walton *The Place of Emotion in Argument* Penn St University Press 1992

David Vancil *Rhetoric and Argumentation* Allyn 1992

John Reinard *Foundations of Argument: Effective Communication for Critical Thinking* 1991 Brown and Benchmark

Championship Debates and Speeches 1991 SCA / also 1992 edition

Argument in Controversy: Proceedings of the 7th SCA/AFA Conference on Argumentation ed. Donn W. Parson 1991 SCA

Argument and the Postmodern Challenge : Proceedings of the 8th SCA/AFA Conference on Argumentation ed. Raymie McKerrow 1993 SCA

Van Eemeren, and R. Grootendorst *Argumentation, Communication, and Fallacies: A Pragmadiialectical perspective* Hillsdale, NJ: Lawrence Erlbaum 1992

____ *Reconstructing Argumentative Discourse* U of Alabama Press 1993

Robert Pinto and John Anthony Blair *Reasoning: A Practical Guide* 1993

Ed David Thomas and Stephen Wood *CEDA 20th Anniversary Assessment Conference Proceedings* Kendall Hunt 1993

Michael D. Bartanen *Teaching and Directing Forensics* Gorsuch Scarisbrick 1994 (is out now)

CEDA Yearbook 1992 / also 1993 edition/ also 1994 edition

Michael Pfau and Roxanne Parrott *Persuasive Communication Campaigns* Allyn and Bacon 1993

Rich Edwards of Baylor debate management program*****

Gary Larson of Wheaton debate management program***

Michael Bartanen and David Frank Nonpolicy Debate Gorsuch Scarisbrick
1994

J. Michael Sproule Speechmaking: An Introduction to Rhetorical Competence
1991 Brown Benchmark

David Thomas and J. Hart Advanced Debate: Readings in Theory, Practice
and Teaching 4th ed National Textbook 1992

Eds. Frans H. van Eemeren Rob Grootendorst J. Anthony Blair Charles A.
Willard Proceedings of the 2nd International Conference on
Argumentation U of Amsterdam 1990

Seth Hawkins Intercollegiate Speech Tournament Results 1992

Seth Hawkins Intercollegiate Speech Tournament Results 1993

Robert V. Friedenberg ed Rhetorical Studies of National Presidential Debates
1960-1992 2nd ed Praeger 1993

William Benoit, Dale Hample, Pam Benoit, eds. Readings in Argumentation
NY: Foris Pub. 1992

Ronald Matlon Opening Statements and Closing Arguments Stuart Allen 1992

2nd National Conference on Individual Events when it is finally out?????????

Theresa Enos and Stuart Brown Professing the New Rhetorics: A Sourcebook
Englewood Cliffs, N.J. Prentice Hall, 1994

David Berube Tuna Snider and Kristan Pray Nonpolicy Debating: University
Press of America, 1993.

C.T. Hanson et al The Practice of Public Speaking: A Practical Guide For
Beginning Speakers 2nd ed Dubuque, Iowa: Kendall Hunt Publishing Co.
1991.

Raymond Zeuschner Communicating Today Allyn 1992

Rudolph Verderber Essentials of Informative Speaking: Theory and Context
Wadsworth 1991

Charles Mudd and Malcolm Sillars Public Speaking: Content and
Communication 6th ed Waveland 1991

Donald Klopff and Ron Cambra Personal and Public Speaking 4th ed Morton
Publishing 1993

D. Leith and G. Myerson Rhetoric, Reason, and Argument—The Power of
Address: Explorations in Rhetoric

Susan Hellweg, Michael Pfau, Steven Brydon Televised Presidential Debates
Advocacy in Contemporary America Praeger 1992

Brian MacArthur editor The Penguin Book of Twentieth-Century Speeches
Ed Inch, editor Proceedings of PKD Third Development Conference

REQUESTS FOR THEME ISSUES

The editor requests scholarly papers, editorial opinions in the form of coaches' and students' corner remarks perhaps even in pro and con debates, and book reviews, software and video critiques on two themes for future issues of *The Forensic*.

I. Call for Papers 1995 Pi Kappa Delta National Developmental Conference "Constructing the Deconstruction: Re-Formulating Forensics for the New Century"

Papers, panels, and abstracts are now being considered for the 1995 preconvention and tournament's National Development Conference. The conference will take place on Wednesday immediately prior to the national tournament and convention. In addition to the Wednesday conference, forensic forums during the convention and tournament will feature extended discussion of each conference panel.

This year's theme asks participants to focus past criticisms into strategies for taking forensics into the next century. Individuals are encouraged to submit papers, abstracts or panels for consideration. Student submissions and panels with a panel abstract are particularly encouraged. Final versions of the papers available at the conference will be forwarded to reviewers for possible publication in a special summer issue of *The Forensic*. Conference proceedings will be printed for all participants and interested parties. The deadline for conference submissions is November 1, 1994. Please forward submissions to:

Scott Jensen
PKD Developmental Conference
PO Box 90420
Lake Charles, LA 70609

II. Outcomes Assessment of the Values of Forensics Participation Materials due May 15, 1995

Topics might include but are not limited to: what is outcomes assessment research, what methods can/should be utilized in outcomes assessment research, what are the values of forensics participation in general and from each activity within forensics: public speaking classes, rhetoric classes, debate class, competitive debate, extemporaneous speaking, impromptu speaking, persuasion/oratory, informative or expository speaking, after dinner or speaking to entertain, rhetorical criticism or communication analysis, oral interpretation, etc. etc. , how can the values of forensics participation be defined and operationalized, and most of all empirical research in outcomes assessment. This call is made a year in advance so that interested parties can do some actual outcomes assessment during a semester or year of forensic activity. Quantitative research will be preferred but qualitative research will also be considered.