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WHO NEEDS "REASONS FOR DECISION" ON INDIVIDUAL EVENTS BALLOTS

By Clark Olson, Arizona State University

■ The judging of individual events can be a difficult and frustrating experience. Likewise, for the student participant, reading a ballot can be an equally frustrating experience. While admittedly intercollegiate forensics is a subjective activity, the subjectivity as revealed on individual events ballots can be disconcerting for both competitors and coaches. Despite the growing popularity of participation in individual events, there are no clearly articulated standards for comparison when evaluating individual events participants. The purpose of this essay is to explain how encouraging judges to include a reason for decision on their ballots may clarify comments and further enhance the educational objectives of the activity.

Recently, many studies have noted that individual events judges do not often justify their decision of rank and rate on the ballots themselves. In 1981 Murphy noted, "It is in writing of reasons for the decision that many judges seem to have some problems. (p. 92)." Pratt (1987) found only 1 of 170 public speaking ballots (.58%) contained an explicit reason and only 6% contained explanations. Bartanen (1987) found that only 12 of 1292 comments analyzed qualified as reasons for decision or 5.3% of the 225 limited preparation ballots she analyzed. Carey and Rodier (1987) found that only 5 of the 170 interpretation ballots (2.9%) gave any justification for the rank assigned. Their findings were confirmed by Olson and Wells (1988) who found only 3.5% of interpretation ballots contained reasons for decision.

Since it is obvious that reasons for decision are not often included, it is perhaps prudent to ask if they are really necessary, and what purpose they might serve if they did occur with greater frequency.

The forensic counterpart of individual events, debate, has long had a clearer set of guidelines for evaluation. While the procedures for judging debate have continually evolved, basic stock issues remain consistent. Even since the introduction of the Form C ballot, debate judges have been encouraged to include "reason for decision" on their ballots in both NDT and CEDA debate, so that participants and their coaches may be aware of the reasons they won or lost a debate. While it is not uncommon for the judge to be the only one to view an entire round of individual events, nevertheless, he/she does have a similar task of evaluating the contestants in comparison to each other. While individual events judges may see their task as similar to debate, they are, consciously or unconsciously creating and using a reasoning process in their evaluation.

However, currently there is no standard request for "reason for decision" from individual events judges. Pratt (1987) speculated that most individual events judges write comments immediately after each speech

and then rank the speakers at the conclusion of the round so that the rank and the rating are probably not known as the ballot is being written. Time pressures at current tournaments may not allow judges to return their partially completed ballots to include a reason for decision at the conclusion of the round, yet undoubtedly as judges rank contestants they have their "reasons."

Participants in individual events have long lamented problems with individual events ballots and judging. From a competitive standpoint, it is important for contestants to know the standards a judge employs and the reasons a judge uses in making his/her decision. Too often, contestants are left with a series of random, occasionally illegible, comments to try to make an educated guess as to the reasons behind their rank and rating. Wide differences from a span of judges on a similar performance can further frustrate even the most advanced student. Undoubtedly this is a major reason why so many competitors become disconcerted with the great variety in the judging of individual events. Many contestants have been frustrated to receive a ballot marked "5-15 or 5-75: Good job-tough round." Equally frustrated is the competitor who receives a ballot "1-25 or 1-100: Great job!" While individual events have very few specifically articulated rules, it seems common for judges to be at times inconsistent between their scores and their comments. It is often the ballots with negative comments which receive the most attention from coaches and students, to glean suggestions for competitive improvement. Yet inconsistencies here can cause even more consternation. Often, well meaning judges do not even realize their comments are being construed as ambiguous. Carey and Rodier (1987) suggest that judges believe they are justifying their ranking indirectly, by merely providing negative comments. They wrote, "There's often no clear logical or apparent reason for the rank or rate." The ballot, often the equivalent of a blank sheet of paper, offers little guidance for the judge in attempting to clarify his/her own process of evaluation.

One solution to the "blank ballot" problem is to have criteria referenced ballots which include on the ballot various content and delivery oriented criteria for judges to consider. However, deciding which criteria to include may be pejorative to judges who determine that criteria other than those listed on the ballot are important for their decision. Criteria referenced ballots also risk placing students into molds that may fit or may not fit, which could easily discourage innovation. Consequently, this solution has had negative results as Preston (1990, 174) reports, "[C]riteria on ballots bring about little if any difference in the types of comments critics make to students in the limited preparation events, and that printing criteria on ballots actually decreases the total average number of constructive comments per ballot critics offer students."

Not surprisingly, any critic who has judged for any period of time finds his/her comments becoming more uniform. More than one judge has wished for a handy stamp to write their stock comments on several ballots. However, as comments across ballots tend to become more repetitive, their meaning tends to blur, even in importance for the critic. Repetitive and/or ambiguous comments foster judges to be more arbitrary in their rating and ranking process. Comments like "flowed

well," "performance off a bit," or "solid performance," are meaningful only within the context of each individual performance. Hence, once the performance is over and the contestants leave, so too, does their recollection of the high and low points of any individual round. Reading ballots a day or several days later, the contestants try to recall what these comments mean, when often their memory of that particular round has faded. Hence, comments which help a contestant recall a specific round can be more effective. And contextual comments greatly help a coach who was not present during the round.

One solution to the problem of ballot ambiguity, albeit easier and less controversial than criteria reference ballots, is to encourage judges to include a "reason for decision" on their ballot. This request can take the form of an explanation in the judging instructions to a specific reminder on the ballot, devoting perhaps one-third of the "white space" under comments for "reason for rank and rate." This action, while perhaps simplistic, has several benefits, both for the judge and the students involved.

Initially, being faced with having to write the reason for decision, a judge will be more likely to think about what criteria he/she deems most important in a performance. They will be encouraged to reveal their internal ranking process on the ballot. This process may cause a judge to consider whether their rankings are arbitrary or whether they are being consistent in employing their judging standards.

From the competitor's perspective, a reason for decision can reveal what portion of their performance needs additional attention. Most students are working to be successful competitors so that the comments which are deemed important enough to be decision-making criteria can be highlighted for improvement. Indeed, Hanson (1987) noted that the most frequent trait students associate with a "good" judge is writing concrete, helpful, truthful comments in sufficient amount that you can learn from them."

Finally, and perhaps the most important benefit, is that a reason for decision can have the effect of providing greater focus for the comments written about the performance as it happens. A reason for decision statement can put into perspective all of the comments on the ballot relative to the total performance and entire round. Consider the following two ballots, the first with ambiguous comments written during the performance, and second with the same comments listed within the context of a reason for decision statement.

Ballot One:

Good Introduction. Flowed well. Character off a bit. Solid overall performance.

Rank: 3rd Rate: 89

Ballot Two:

Good introduction. Flowed well. Character off a bit. Solid overall performance.

Reason for Decision: Third place was given because although the performance was good, the character's reactions weren't as spontaneous as the characters created by the 1st and 2nd placed competitors.

Rank: 3rd Rate: 89

Although simplistic, the above example serves to show that additional focus which could be given to seemingly ambiguous comments in a particular event. The reason for decision encouraged a judge to be specific. And that specificity serves to allow the contestant to recall a situation with more clarity, and perhaps make comparisons with other contestants they may have watched in the round. While multiple entries may prevent a competitor from viewing the entire round, any cues which help a student recall a specific performance can only prove more valuable. And at some tournaments, even considering multiple entries, students frequently do have the opportunity to view at least some of their fellow competitors. Without a doubt, reasons for decision are extremely valuable for novices, who are just beginning and may not be able to articulate what they did well and what they need to improve. Being directly compared to the other contestants they observe in their round can be a valuable learning experience. Furthermore, noting a reason for decision allows a judge a second opportunity to develop the problem or strength of a particular performance within the round for the contestant, thus helping both judge and contestant to understand each other more clearly.

An immediate reaction to having judges include a reason for decision is that it will take too much additional time. While some tournament directors may want to allow a few extra minutes after which no more contestants may perform to allow for ballot writing, most judges can complete their reason for decision statements within the current time. As the practice receives greater acceptance, it will become easier for judges to quickly articulate their reasons.

While not a total solution to the problem of ambiguous ballots, the inclusion of a reason for decision can be a first step to benefit both contestants and judges. While noting that judges must be careful not to overemphasize competitive aspects over educational considerations, Bartanen's (1990, 139) study of 1002 ballots found that "providing a 'reason for decision' on ballots did appear to promote a few more comments justifying students' placement in rounds." Including a clear reason for rank and rating on a contestant's ballot is a simple and reasonable way to provide added clarity to often ambiguous ballots. Greater clarity and reasoning can only lead to greater educational and competitive benefits for all who participate in individual events.

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VALUES ADVOCACY AND CEDA DEBATE - BOOK REVIEWS

Debating Values. Bartanen, Michael and David Frank. Scottsdale, AZ.: Gorsuch Scarisbrick Publishers, 1991.

■ There was a time when all college textbooks on debate concentrated on the confrontations over propositions of policy. With the dramatic growth of CEDA, and debating propositions over value, several texts in the last decade either have included substantial sections on debating values or considered exclusively this form of debate. Michael Bartanen and David Frank's *Debating Values* fits into this new category of debate text. Both the title and preface clearly suggest that this text is for students interested in debating in CEDA, not for those wedded to policy debate.

Neither Bartanen or Frank could be considered new-comers to the subject of value debate. Both have considerable coaching and judging experience in CEDA dating back to its first decade. As such, their understandings of the traditions of CEDA and their insights on the strategies and tactics of debating values ought to be accorded great credence. Their collaboration in the preparation of *Debating Values* is an extension of previous jointly-authored development of the issues-agenda paradigm, originally presented in the Fall 1983 issue of *The Forensic*. Interestingly, when the authors site this work they refer only to its republished version in *Advanced Debate*, not in *The Forensic*.

The focus of this book is narrow. It is written, in the authors' words, for the "thousands of college students [who] participate in college debate tournaments and classroom debates on value resolutions" (vii). While these students dominate the current ranks of college debaters, they are a small fraction of the students in college argumentation classes each year. Given this audience, though, *Debating Values* has several valued features that commend it.

An appendix to the text contains a sample debate that was the final round of the first CEDA National Tournament in 1986. Other texts include sample debates, but Bartanen and Frank use the sample throughout their work to illustrate the concepts discussed. For example, the authors use selected portions of cross-examination from the debate to demonstrate strategies that can be employed by both the questioner and

the respondent. Readers can see the specific questions and answers, as well as the larger context in which they were generated. It is also possible to see how the debaters made use of the answers in later presentations. For another example, in the section on value hierarchies the authors display both the terminal and instrumental values that they have abstracted from the sample debate. Such coordination between the concepts and application of debating value propositions makes this text a better teaching instrument.

The connection between the textbook and the sample debate could be enhanced, though, if students were able to witness that first CEDA championship final, not just read the transcript. Here is a perfect case for combining a textbook with an accompanying videotape. Even the authors contend, "A written transcript is an imperfect way of illustrating some of the ideas regarding demeanor that we believe are important in cross-examination" (103). Instructors who adopt this text might wish to try to obtain this videotape from other sources.

In keeping with the founding philosophy of CEDA, the authors take a rhetorical approach to the activity of debating. Both in their discussion of debate dynamics and debate paradigms, Bartanen and Frank stress the audience-centered nature of debate. The authors go so far as to detail the reasons that the "spread strategy" as advocated by others lacks theoretical grounding. Their objections to "spread debate" are based in both rhetorical and information theory.

Two other elements of this work make it particularly useful in training debaters. The authors do an excellent job of specifying the expectations and duties of each speaker in each presentation in a typical debate. While the authors may not do enough to warn prospective debaters to be prepared for unusual strategies by the opponents, the suggestions provided would more than adequately inform the novice as to what to anticipate in each speech. Bartanen and Frank also include a chapter on debate paradigms. Though greater detail could be given on the strengths and weaknesses of each approach, this section is certain to assist the beginning debater in understanding the manner in which debates are evaluated. A student who has read this section should be better able to make sense of ballot feedback.

Debating Values is not a book for every college student interested in studying argument or for those who prefer policy debate. Undoubtedly the authors were aware that their intended audience was principally among those teachers and students in the CEDA community. Their royalties may be smaller as a result. *Debating Values*, however, does fit the niche well and should be at least in the library of every CEDA program and the personal library of every CEDA coach.

Don Brownlee, California State University, Northridge

Moving From Policy to Value Debate: A CEDA Handbook.

Richards, Jeffrey A. Lincolnwood, IL:

National Textbook Company, 1992.

The values debate community is patiently waiting for a good book which will combine the general argumentation and debate theory, values theory, and CEDA debate theory into a good CEDA handbook. Each of

the values debate books produced in the last five years has contributed something towards this goal, but no one book has accomplished all three objectives.¹ The latest book on values debate theory frankly doesn't even try to accomplish all three objectives. Author Jeffrey A. Richards states that his book "is written for the debater who is already familiar with both the essentials of debate in general, and the basics of NDT in particular, and who is faced with making a transition into CEDA."² In other words, this book is concerned not with general argumentation and debate theory and not with general values theory but specifically with CEDA debate theory alone. This is the strength of its ninety two theory pages and its great weakness.

To review Richards' *CEDA Handbook*, this reviewer will discuss first what the book is not and why this detracts from its possibilities. Then, there will be a discussion of what the book proclaims to be and the strengths and weaknesses of the text in this regard.

First, the book is not concerned with general argumentation and debate theory. Richards is not concerned with the general educational philosophy of argumentation and debate, research methods, logic and reasoning, tests of evidence, burdens of proof and rejoinder, cross-examination techniques, listening and notetaking for flowsheeting, or any other number of issues that regularly receive coverage in basic debate texts. Instead, he wishes to deal with CEDA debate theory exclusively. This is useful but without an overall argumentation and debate context it is difficult to see where Richards is coming from. Also, this kind of coverage perpetuates what this reviewer believes to be a myth that CEDA debate is considerably different than NDT debate and that studying argumentation and debate theory in general is somehow different than studying CEDA theory.

Second, Richards almost totally ignores general values theory and values argumentation theory that occurs outside the context of CEDA Yearbook theory. Despite his own caution in Appendix #1 on "The Authority of CEDA Yearbooks" that "CEDA Yearbooks are an extremely valuable resource, but they must be used with caution. They are not the final word."³ Richards relies almost exclusively for his theory on CEDA Yearbook theory articles. He doesn't really cite classic values authors such as Milton Rokeach, Nicholas Rescher, and John A. Rawls.⁴ He also ignores classic values argumentation theory from Stephen Toulmin, Chaim Perelman, and others.⁵ This prevents the book from having a real fundamental philosophic position regarding values controversies or the place of CEDA debate within such controversies. This is a very serious weakness.

But enough of criticizing Richards for what he does not do. There is plenty to critique about what he does do vis his personal interpretation of current CEDA theory. Basically, what Jeffrey A. Richards tries to do in 92 pages is differentiate between NDT and CEDA debate, talk about CEDA propositions, analyze CEDA affirmative case construction, discuss negative strategy in CEDA debate, and finally, set forth a theory called "the burden of communication" as he thinks it applies to CEDA debate.⁶ In each arena this reviewer would argue that Richards' interpretations are too idiosyncratic to himself, too seemingly firm and conclusive whereas CEDA theory is really in much flux, and too slant

ed towards a most conservative view of CEDA, a view hardly held by all, or perhaps even most, members of the CEDA community.

The first thing that Richards tries to do in his preface and in chapter one "Why CEDA" is to differentiate between NDT debate and CEDA and to justify CEDA as at least an equal if not superior debate option. In this brief section Richards tries to alleviate some of what he thinks are myths concerning the inferiority of CEDA debate. This author would agree that CEDA in no way is an inferior form of debate. Good values debating may well be more difficult than good policy debating since the theory is so muddled, the practices imprecise, and the substance extremely complex and difficult to pin down. However, by buying into a clear, clean cut separation between NDT policy and values CEDA, I think Richards does a disservice to both. Good debate is good debate whatever the format. The old bromide that NDT is failing because of "the breakdown of communication as a goal..., the development of the spread, and the squirrel case"⁷ is not necessarily true. Some policy debating is very concerned with communication and topicality argumentation is sophisticated enough to remove many squirrel case interpretations. On the other hand, the long standing cliché that CEDA balances the use of evidence, analysis, and effective communication in debate also isn't necessarily true.⁸ Anyone who has heard CEDA debate in elimination rounds in the last five years at CEDA nationals can attest that this balance isn't always the goal of the debaters involved in the round nor what is necessarily rewarded by the attending critic judges. It is long past time for members of the debate community to be casting aspersions at one another or at various forms of debate whether policy or values. Richards is right to push for balanced, well evidenced, logical, analytical, communicative debates but wrong to perpetuate the idea that either NDT or CEDA has a monopoly on truth, justice, or the "American Way" of good debating.

The second thing that Richards attempts is to analyze CEDA debate propositions. He does some good work here explaining that CEDA debate resolutions have not always been nor are they prescribed to be strict, straight forward values resolutions. Some past CEDA resolutions have been resolutions of fact or of policy. Few have been straight forward comparisons of values as has often been the case in high school Lincoln-Douglas topics. Many have been what Richards calls "quasi-policy"⁹ resolutions and because of this "no complaint is heard more frequently among CEDA debaters (and many coaches) than that of not knowing what constitutes a stock issue in value debate."¹⁰ Richards, however, does not really have any solution to this difficulty. After his good analysis of the difficulty of the many types of CEDA supposedly values resolutions and his good points about the difficulties of quasi-policy resolutions, Richards cops out with coverage of only two sorts of stock issues for values debate, topicality and presumption. Here Richards prescribes theory as gospel that is not really firmly set in the CEDA community or the debate community as a whole. Richards says that there are four primary topicality attacks in CEDA: inadequate definitions, parameter violations, noncompliance with common usage, and whole resolutionality.¹¹ Many would agree with these in general, but Richards' use of common usage and best definitions as mandatory CEDA

theory is incorrect. Also, Richards writes that the "whole resolutionality is unique to CEDA."¹² This would also surprise some NDT theorists especially those who believe in counter-warrants. He does better with presumption where his idea of "psychological presumption"¹³ taken from Whately is positive.

The third major area in Richards' *CEDA Handbook* is his analysis of affirmative casing in CEDA debate. This critic believes this is the strongest section of the book even though it too has some weaknesses and even some flatly incorrect information. In two chapters Richards lays out the theories of the definitive stock issue and the designative stock issue. By means of the definitive stock issue the affirmative team lays out a value and a criterion then by means of the designative stock issue the affirmative justifies the resolution by showing that their judgement of the resolution meets the criterion.¹⁴ Essentially, the CEDA affirmative team must define terms, establish a value and its justification, set a criterion and its justification, then apply these to the resolution. As Richards states, "in its simplest form, the designative issue is the application of the affirmative value, as measured through the criterion, to determine if the evaluation in the resolution is true."¹⁵ Clarifying and interrelating these issues helps the CEDA community considerably since many debating in CEDA haven't heard of the definitive and designative issues despite these issues having early CEDA theory impact.¹⁶ The overall views presented in these chapters are helpful and positive, but Richards hurts his presentation again somewhat vis personal didactic specification as to theory which really aren't CEDA gospel.

Richards claims that the best definition is a requirement in CEDA.¹⁷ This just isn't true. Richards also proclaims that there are five types of CEDA affirmative case structures: the comparative values, the goals criteria, the piecemeal indictment case, the value benefits case, and the policy implications case.¹⁸ These general categorizations may be useful, but this is Richards personal view of case types not CEDA gospel.

The fourth substantive area in Richards' book concerns "Negative Strategies in Value Debate."¹⁹ This is one of the weakest areas in the book, but this is not Richards fault as he correctly states that Negative theory vis the division of labor between the negative speakers in values debate is quite weak.²⁰ There are clear things for the first negative speaker to do such as attack topicality, attack values and/or criteria, and attack case justification through direct clash. What the second negative is to do is much more problematic. Richards argues in a way that it is unfair for the 2nd negative constructive to launch new procedural attacks.²¹ Many would disagree with this and this is another case of a Richards opinion being made to seem as iron clad gospel. What Richards argues for is that the second negative utilize offcase arguments, arguments that negate the resolution itself instead of the particular affirmative case. Richards argues that offcase arguments are counter-warrants, countervalues, counterjustifications, and value objections.²² This is a fascinating concept and if it were clear just what all these arguments were and how they were distinct from first negative arguments, it would resolve a long-term problem in CEDA. But here, as elsewhere, Richards doesn't analyze and synthesize to get values debaters or critics out of a muddle, he just repeats the muddle as it exists in CEDA

Yearbook values debate theory. Then, too, this chapter also has some didactic Richards' prescriptions that aren't necessarily the CEDA laws Richards would make them seem to be; such as, "Spreading the 1st affirmative rebuttalist thin with a plethora of underdeveloped value objections to minimize time allowed to rebuild a case is an unethical practice."²³ This may very well be a bad debate practice, but stating it as unethical is a bit strong.

The last area that Jeffrey A. Richards covers is something he calls the Burden of Communication. Richards states "CEDA seeks to restore the balance between evidence, arguments, and delivery, attempting to establish and reward effective uses of all three in conjunction with one another. As such, greater importance is attached to delivery in CEDA than is usually found in NDT. In CEDA, there has emerged a somewhat nebulous voting issue that has more or less significance depending on the particular judge or round. This is called *the burden of communication*."²⁴ (Emphasis is Richards) While this author agrees with the thrust of the argument that debaters need to analyze their audiences (judges) and one of the key purposes of good debate is communication. Richards probably overemphasizes this issue maybe for effect but definitely merely representing his own opinion and that of CEDA conservatives.

To sum up, Jeffrey A. Richards' *Moving from Policy to Value Debate: A CEDA Handbook* is a useful, yet flawed book. The book doesn't even attempt to set CEDA debate theory within the general contexts of argumentation and debate theory nor values theory. The book is an interesting compilation of CEDA Yearbook debate theories but its conclusions are idiosyncratic to Richards and to some, usually conservative, CEDA theorists. Richards' pronouncements are overly didactic and firm whereas CEDA theory is incipient and in flux. The book is useful for CEDA debate theory for beginners as long as they don't take it for gospel. Richards unfortunately buys into CEDA vs. NDT myths. His analysis of CEDA propositions is good, but he has no answers to the long asked question of what should be the clear stock issues in CEDA. Richards performs a service in synthesizing theory about the definitive issue and designative issue in CEDA affirmative casing, but some of his pronouncements about topicality, defining terms, and Affirmative case types are wrong or his opinions only. Richards has no real breakthrough answers for CEDA negative speakers. The problems of how to divide ground between negative speakers and how to integrate on case and off case arguments into a coherent negative which clashes with the affirmative remain endemic to CEDA. Richards has his heart in the right place vis the importance of analyzing audiences and judges and communicating with them, but he probably overemphasizes the "burden of communication." A starting CEDA debater could get quite a few ideas about CEDA debate by reading this book. The starting debater or coach or judge reading this text would especially start to appreciate CEDA debate theory jargon as it applies to debate. The book performs a service to the CEDA community, but it is quite an incomplete service and a flawed service. This book is not the CEDA handbook the CEDA debate community needs and wants which will more

thoroughly, more accurately, and more in depth integrate argumentation and debate theory, values theory, and CEDA debate theory into an integrated whole.

Steve Hunt, Lewis & Clark College

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3. *Ibid.*, p. 92
4. Rokeach, Milton. *Beliefs, Attitudes and Values*. San Francisco, CA.: Josey Bass, 1976. and several other texts, Rescher, Nicholas. *Introduction to Values Inquiry*. Englewood Cliffs, N.J.: Prentice Hall, 1969, and several other texts, and Rawls, John A. *A Theory of Justice*. Cambridge, MA.: Belknap Press, 1971 along with much other writing.
5. Toulmin, Stephen. *The Uses of Argument*. Cambridge; Cambridge University Press, 1958. Perelman, Chaim and L. Olbrechts-Tyteca. *The New Rhetoric: A Treatise on Argumentation*. Translated by John Wilkinson and Purcell Weaver. Notre Dame, Indiana: University of Notre Dame Press, 1969. Gauthier, David P. *Practical Reasoning*. Oxford: The Clarendon Press, 1963. Gottlieb, Gidon. *The Logic of Choice*. N.Y.: The Macmillan Company, 1968. There is a whole literature on choice making, practical reasoning, and values argumentation. Richards is not alone in ignoring this literature. The CEDA community itself has been guilty of not applying much of this literature to values debate.
6. Richards. *Moving from Policy to Value Debate: A CEDA Handbook*. P. 82.
7. *Ibid.*, p. 2.
8. *Ibid.*, P.p. 4-5.
9. *Ibid.*, p. 6.
10. *Ibid.*, p. 11.
11. *Ibid.*, p. 25.
12. *Ibid.*, p. 26.
13. *Ibid.*, p. 29.
14. *Ibid.*, p. 31.
15. *Ibid.*, p. 47.

16. Ronald Matlon forwarded these concepts in the late 1970's, but they have not always been used by other values theorists and have not become standard issues. Richards' attempt to make them, standard issues is probably a good one as an understanding of the definitive versus the designative issues integrates much CEDA affirmative debate theory.
17. Richards Moving from *Policy Debate to Value Debate: A CEDA Handbook*, p. 35.
18. Ibid., p. 53.
19. Ibid., p. 63-79.
20. Ibid., p. 63.
21. Ibid., p. 66.
22. Ibid., p. 68.
23. Ibid., p. 75.
24. Ibid., p. 82.

EDITORIAL BOARD PHILOSOPHY

■ The examination of our forensic pedagogy and practice is essential to maintain the health of forensics. New ideas, insights, reactions, pedagogical innovations or time proven methods should be explicated in a forum that is accessible to forensic professionals and competitors. *The Forensic* intends to provide that forum and to broaden the universe of forensic discourse. We know that there are numerous issues that merit consideration. The two Pi Kappa Delta Developmental Conferences have suggested a broad spectrum of concerns and issues that need to be examined and discussed in print. The editorial board of the *The Forensic* encourages you to submit both research papers and commentary. For example, if you have a convention paper that can be polished for print, make it a priority to send it to us. If you know of a new book that should be of interest to the forensic community, write a book review or suggest that we find a reviewer. We also encourage you to send us special reports, chapter news and feature stories. Every chapter and its unique contributions are of interest and value to others in the forensic community. The editor also encourages suggestions for thematic issues.

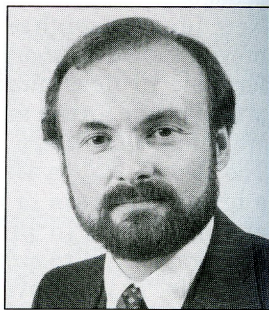
The Forensic chronicles the current activity of our forensic fraternity and provides a significant outlet for forensic scholarship. In recent years, editors C.T. Hanson, Penny Swisher-Kievet, and Anthony Schroeder have worked to increase the scope of the scholarly material in the journal. Their success and the contribution of Clarence Steadman's editorship of an index to the 1915-1990 issues of *The Forensic*, makes our journal an indispensable tool for forensic professionals. It is important for the forensic community to realize that the editorial board is committed to the traditions of *The Forensic* and to the goal of publishing quality scholarship.

MEET THE EDITORIAL BOARD

The 1991-93 Editorial Board was selected on the basis of their experience and ability to assist others in getting their ideas into print in *The Forensic*. There are editorial board members in all parts of the country and they are eager to discuss *The Forensic* with you. The board includes: editor Don Swanson of the University of Guam, assistant editor Cynthia Carver of Concordia College, MN, and review editors Don Brownlee, California State University, Northridge, Vicky Bradford, Regis University, CO, C.T. Hanson, Moorhead State University, MN, Steve Hunt, Lewis & Clark College, OR, Carolyn Keefe, West Chester State University, PA, and Willis Watt, Ft. Hays State University, KS. The board's diverse range of forensic experience and philosophy, academic training, teaching and coaching interests, scholarship and editing experience assures that submitted materials receive a thorough and appropriate review. When authors submit material for review they have a normal curiosity about those who will referee their submissions. Consequently each editorial board member was asked to provide a statement of forensic philosophy and some background information that might enable readers of *The Forensic* to know them better. A brief profile of each board member follows:

Don R. Swanson, Editor University of Guam

■ *Forensics is a laboratory for the application of the principles and skills learned in the speech communication curriculum. In twenty-seven years of forensic coaching I've learned that operating from that assumption is superior to employing the assumption that forensics is primarily a competitive game. Weird irrelevant things happen in forensic competition when the sole goal is winning. My task as a forensic educator is to not only teach theoretical techniques, but to assist students to see how the theoretical choices and tactics they employ in forensic competition will serve them in numerous other situations in their lives. I believe that when the art of persuasion is practiced well, winning ballots and trophies will naturally follow.*



Like many other forensic educators, Don Swanson was initially drawn to forensic activity and the field of speech communication because he was interested in discourse on current events and politics. He competed in forensics and earned his B.A. in speech and theatre at Augustana College, then proceeded to the University of Montana where he coached and earned his M.A. in communication. Don began his teaching career as the Director of Debate at Washburn University, KS, for one year and then moved to the University of Southern Colorado where he directed the program for nineteen years with two breaks, a sabbatical to finish doctoral studies and a year's leave to serve as Associate Director of Forensics at Cal Poly, San Luis Obispo. In 1985 he became the Director of Forensics at Williamette

University, OR, and then during 1990-91, served as a visiting professor and Director of Forensics at Western Washington University. He is a communication generalist holding an interdisciplinary Ed.D. degree from the University of Northern Colorado and his teaching has included graduate classes in management and lecturing on trial advocacy in a college of law. This background has enabled Dr. Swanson to serve as a consultant and trainer for a variety of organizations, professionals and political campaigns.

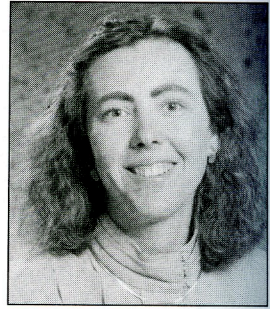
Forensics has always appealed to me because of the opportunities it provides to apply the theories learned in the classroom. I love to coach and many of the same principles and skills I have taught forensic students I have taught executives, lawyers and politicians when I have served as a consultant for them. When I work with these professionals I am constantly aware of how important forensics will ultimately be to the students I coach.

For the first time in his career Don Swanson is not actively coaching an intercollegiate forensic program since he recently moved seven thousand miles to teach at the University of Guam. But he hasn't really left forensics. This new position allows more time for *The Forensic* editorial duties. He is teaching a course for Guam high school teachers on directing forensics, is hosting the high school semi-final and finals NFL qualification tournaments, developing a UOG campus speech activities program, and is studying the applications of argumentation and forensics in the Pacific and Pacific Rim regions.

Don's research interests have frequently focused on the pedagogy of forensics and he has presented numerous papers on these subjects. These interests have often been stimulated by his involvement in forensic organizations. For example, he is a former President of CEDA, was a member of the AFA committee that instituted the NIET, and was a former Executive Board member of the Interstate Oratorical Association. He has served as a review editor for *The CEDA Yearbook*, *Argumentation and Advocacy*, and *The Forensic*, and is an Associate Editor of the *National Forensic Journal*. His recent forensic publications reflect a holistic interest: "The Future Role of Pi Kappa Delta: Our Challenge for the Year 2000 and Beyond," *The Forensic*, October, 1989; "Elite and Egalitarian Rewards in Forensics, The Search for Balance," in the proceedings of the second developmental conference on the individual events, 1990, and "CEDA, Vision, Change and Uncertainty," in the proceedings of the CEDA assessment & developmental conference, 1991. Dr. Swanson has a strong continuing research interest in conflict management, which was the topic of his dissertation, and he plans to use his multi-cultural environment to examine intercultural differences in dispute resolution.

This is a very exciting academic year for me with the opportunity to focus my forensic interests on editing The Forensic. I am committed to publishing quality scholarship that serves the forensic community at large, while upholding the tradition of including commentary and news notes that chronicle the ongoing history of Pi Kappa Delta. Please contact me with ideas that you have for the journal. Keep me in the office and off the beach.

**Cynthia R. Carver, Assistant Editor,
Concordia College**



■ *If there is a theme that guides my efforts as a forensics educator and coach, I would tend to say that it is my belief that forensics is an educational activity which is well served by competitive practices. In other words, I would not have dedicated as much of my career to forensics if I did not believe first and foremost that it is a tremendously beneficial educational activity; At the same time I am not only challenged as a coach by the competitive nature of the activity, but I also feel strongly that the competitive nature of the activity lends itself to the educational goals of forensics and contributes to the fun of the activity. I think it is this basic belief that has led me to be associated with programs which although successful at a regional and national level are also programs which are open to all student competitors, are programs in which students are encouraged to set personal and squad goals and challenge themselves to achieve those goals, and are programs in which competition is a means to an end and not an end in itself.*

Professor Carver explains her involvement in forensics: *I became involved in forensics in high school, mainly for the wrong reasons, and have been coaching for the past eighteen years, mainly for the right reasons. The wrong reasons were that my best friends were being highly successful on the high school debate team and I wanted a piece of the action. I soon fell in love with the activity and between high school and college competed on the debate circuit for seven years which was highlighted by qualifying for the NDT while a junior at Concordia-Moorhead. After coaching for a year at the high school level Cynthia has served as a coach and/or Director of Forensics at Bradley University, Winona State University and at Concordia College. In sum she indicates: My own forensics experience was invaluable in shaping me as a communicator and person. I find it challenging and satisfying to help assure that other undergraduates are afforded that same experience. Additionally, forensics coaching continues to give back to me as a result of the intensive work involved with students and the opportunity to interact with my colleagues on the circuit.*

Cynthia Carver's undergraduate degree included teaching majors in political science and speech communication and theatre arts. She detoured from an initial career goal of going to law school and earned a Masters degree in speech education at Bradley University. She is putting the final touches on her dissertation to earn a Ph.D. from the University of Minnesota. Her current research interests focus on investigating the link between characteristics of communication networks and organizational climate. Cynthia's forensics research interests have included the areas of wellness and applications of mentoring to the forensics activity. Papers in both of these areas have been presented at the First and Second National Developmental

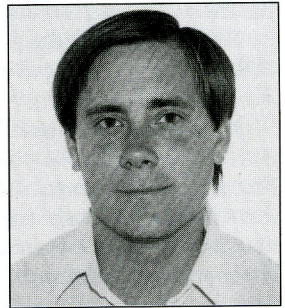
Conferences on Individual Events and at Speech Communication Association Conventions.

It appears to me that research in the forensics community has grown both in amount and quality in the past several years possibly in part stirred by developmental conferences which has been sponsored by a variety of forensics organizations including Pi Kappa Delta. The opportunity exists for The Forensic to expand its function in promoting and sharing that research to consider the idea of once a year publishing an adjunct to the current The Forensic which would only contain scholarly work and research.

As anyone associated with forensics knows, there is often not a lot of time for interest beyond the classroom and forensics circuit, but when the opportunity presents itself, my other loves and passions find me far afield from the colleague you often see on the forensics circuit. My husband, Del and I are avid outdoor enthusiasts. On our nearby farm we can often be found in our huge summer garden, cutting wood, hunting grouse with our Brittany, Alex or just walking and enjoying the beauty of Minnesota. Tennis and cross country skiing are our choices for exercise, the value of which is often cancelled out by our love to cook. And if I really need to escape it will mean I am buried in a mystery novel or working on a new antique.

**Don Brownlee, Review Editor
California State Univ., Northridge**

■ *Forensics is like any other legitimate subject at the university, athletics excepted. Students can benefit substantially from forensics, but it is not an activity for all, at least as currently designed. Forensics can supplement training in other subjects, but should never be seen as a substitute. In other words, sacrificing learning in science, the arts, mathematics, etc., just to compete in forensics is a bad choice, one that I discourage as a forensic director. I also view the competition room as similar to my classroom. I anticipate students will treat me and each other with the same decorum expected in the academic classroom. As the "judge" I'm there as an educator, not a game referee or score keeper. That means I reward demonstrations of useful learning, not gaming prowess.*



Dr. Don Brownlee began debating as a student in 1964 and has been actively involved in forensics ever since. He competed as an undergraduate at Texas Christian University and then was a graduate assistant at North Texas State University where he earned an M.A. While working on his Ph.D. at the University of Texas he was the Director of Forensics. He returned to NTSU for five years to direct their forensic program, then moved to Wingate College in North Carolina for two years, and now has been the Director of Forensics at California State University - Northridge for the past ten years.

Don is recognized for his tireless efforts on behalf of educationally