

The Debater

(usually suffering from presenile dementia)

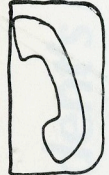
The
FORENSIC
of Pi Kappa Delta

JANUARY 1978

extra casein the event
you keep losing the one
you've worked on for a
whole year.

state of total confusion....
usually reserved for first
negative

debater's smileworn
only for the first two
rounds.



home
ing
store

book of phone num-
bersincluding:

- 1) debate coach
- 2) psychiatrist
- 3) a good retirement
- 4) U.S. archives build-
- 5) a good clothing

extra ballotin case you
don't like the judge's decision



three piece suitnever
worn for anything but
debate (waste of money)

mild heart attack when
you realize you haven't
got the slightest idea of
what you're talking about

Black's Law Dictionary
for topicality arguments
only (may also be used to
hide National Lampoon
magazines)


debate boxcontaining
no more than two cards
on each subject

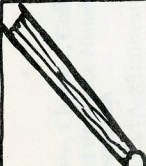
affirmative fiatwhatever
that means

cyanide pill..... saved for
rebuttals and judge's
decision

sweaty palms....
debater's disease

empty debate box....to
psych out opponents

 key to library.... you end
up spending so much time
there you could declare squatter's
rights

 flow sheets.... usually
written in hieroglyphics
(to be used to start
fireplace fires only)

tranquilizers....for the
mild heart attacks

ulcers....usually occur
after second debate

hernia truss....for
when the burden of
proof becomes too heavy
for you

briefcase....full of
information that
you'll never use, and
a 40th place trophy
in case you don't get
one at the awards
dinner

trembling knees....or the
"what-am-i-doing-here"
syndrome.

foot....to be inserted
into your mouth during
each debate

Sandy Matchica

The FORENSIC of Pi Kappa Delta

SERIES 63

JANUARY 1978

NO. 2

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A TIME FOR DEBATE REFORM

"You can't invite a large audience to a debate. Debaters live in a world of their own, so to speak." I am not certain that those words, uttered by James J. Unger of Georgetown University and quoted in the October 25, 1977, issue of the *Wall Street Journal*, were meant to be a criticism of debate, but in my own mind they constitute perhaps the most severe indictment to be made against contemporary forensics.

I write this column having just returned from one of the nation's largest and most high-powered tournaments, and I can assure you that Professor Unger is exactly right. The style of debate that I saw displayed last weekend in virtually every round from preliminaries through eliminations was so far removed from anything that could legitimately be labelled "communication" that no audience ought to be subjected to it. You are no doubt familiar with the style. Its hallmark is a rate of delivery so fast that debaters gasp for breath and cannot control their own saliva. But beneath the delivery there is more. Affirmative cases are often so di-

vorced from reality as to be absurd. Analysis is practically non-existent as teams race to present (in what has been accurately described as verbal shorthand) as many responses as possible to each opposing argument. Consequently, even the simplest argument is divided into several subpoints, none of which may be logically subordinate to the initial assertion. To drop an argument, no matter how weak or unimportant, is a sin. Claims frequently go so far beyond the evidence used to support them as to be preposterous. Last weekend, for example, I heard a second negative speaker argue that the affirmative plan would, among other things, "destroy society." Also, the judge is admonished to accept nothing unless there is an evidence card to prove it. Last weekend I overheard a debater ask his colleague for the card that showed race wars were harmful. Yet, ironically, debaters disdain to waste precious time presenting evidence orally, preferring instead to let the other team read it silently between speeches or the judge read it

(Continued on page 23)



AS I REFLECT ON DEBATE

**Larry Norton,
Historian**

Debate is one speech activity which continues to be a popular subject for writers, especially those who are semiretired from the circuit. In the last two or three years, I have revisited most of the hundreds of journal articles relating to forensic activities, especially debate. The highlights of this experience were reported in an article entitled, "Debate Survives Fifty Years On The Tournament Circuit," published in *The Journal of the Communication Association of the Pacific*, Vol. 6, No. 2, July 1977. In 1923, the year that the first debate tournament was held in the United States, I participated in inter-society debates on the Carleton College campus and have been involved with debate continuously, in one way or another, to the present time. What follows is a blended reflection from both sources.

Rereading and reliving the debate experience of more than fifty years continues to be informative, stimulating, depressing, and even, at times, hopeful. Those of us who have devoted a large portion of our lives to debate learned at an early age to accept it as an academic and highly respected activity. Through active

participation, teaching, coaching, and judging, we dedicated ourselves to the promotion of its highest ideals. We took pride in the fact that debate had its roots well-established in the disputations of the Middle Ages and the Renaissance. We learned that the disputations, which closely resembled modern debate in form, developed from the scholastic debates, which, in turn, were influenced by the work of Plato and Aristotle. It now appears that debate has relied heavily on this traditional strength to combat the criticisms and to survive the many weaknesses which have developed in recent years.

Early problems of the twenties and thirties were recognized and accepted as growing pains. In those years many positive things were happening, such as the inclusion of academic courses in debate, a credit for intercollegiate debate activity, the incentives created by the honor societies, and the standardization of criteria for judging. The forensic contributions to the journals were, for the most part, offering constructive criticism combined with positive suggestions for

new approaches. The non-decision debate, the introduction of a variety of other forms into many tournaments, and a new focus on other competitive speech activities helped to restrain and to pacify the critics — for a time.

By the late forties, the number of critical opinions had greatly increased, both in print and in conversation. In the early fifties, the North Central Accrediting Association issued a strong warning about the increasing competitiveness of debate activity. However, warnings both subtle and direct were largely ignored, and the problems facing debate continued to attract increasing attention through the next two decades.

Factors contributing to the mounting controversy surrounding debate, according to the most frequent criticisms in recent years, were: the lengthening of the debate season, the large number of debates per debater in one season, the unwieldy spread and general acceptance of multiple topics, the rapid rate of delivery combined with a jargon meaningful only to the cloistered few, individual research replaced by professionally produced evidence cards and materials, the quality of evidence replaced by quantity, the activity rapidly becoming more of a game in the worst connotation of the word, elimination and qualifying rounds contributing little value and requiring too much time off-campus, the lack of effective communication, and the increase of ethical problems.

The above criticisms lead to three depressing observations, each of which reflects a lessening of respect for debate as it is currently practiced in many of the major tournaments. First, many small colleges — and several large ones — have dropped out of debate. The reasons, of course, are varied and complex, but philosophical considerations appear to be basic and outweigh all others. Second, there is evidence of increasing loss of respect for debate practices by scholars and teachers in the field of communication. Third, and closely related to the other two, debate has become isolated from campus and community. It has taken flight for many long weekends and gone behind closed doors where it is compelled

led to practice imperfections before those judge-coaches who dare not halt the momentum because they are too much a part of it.

Going into the seventies, debate was very much on the defensive. Then, in 1971, plans were started for a developmental conference on forensics supported by the Speech Communication Association, the American Forensic Association, and the forensic honorary organizations. A National Task Force, composed of outstanding forensic educators, met at the Sedalia Retreat House near Denver during September 1974. The complete story is well-known by now. In July 1975, the full report of the conference was published as the now familiar *Forensics As Communication: The Argumentative Perspective*. Roger Nebergall in his "Third Review," *Journal of the American Forensic Association*, 12, No. 4, Spring 1976, wrote, "This book is an ambitious effort to conceptualize forensic activities as they presently exist, to articulate a coherent rationale for them and to propose a series of guidelines to define their future."

The implementation of the recommendations set forth in the report has been left to the directors of forensics, encouraged by the organizations sponsoring Sedalia. Whether the directors have the courage to follow through remains to be seen. The tournament continues to be the core of the debate program, and those who believe it has inherent weaknesses as a tool for teaching argumentation will expect more than minor changes.

Through the ingenuity of a new generation of academically oriented directors, we may learn to use the tournament to achieve results more acceptable to educators and scholars in the academic environment where debate actually belongs, or we may just decide that more significant results can be achieved without the tournament. In the meantime, debate needs all possible encouragement to break out of its cloistered retreat and to develop an educational perspective.

This is what I read and listen to as I hopefully anticipate that debate is about ready to turn the corner leading to renewed respect.

SHALL WE DANCE?

A COMMENT ON CONTEMPORARY TOURNAMENT DEBATE

Michael Volpe

It is not news to report that competitive tournament debate has fallen to low repute in our profession. Nor are the reasons for debate's demise difficult to perceive. Little of what happens in the course of a typical competitive debate would be intelligible to a reasonable person, even one who has a specialized knowledge of the issue. Competitive debate is not in touch with the reality of this world.

At no time was this situation so vividly apparent to me than during a recent weekend (April 29-30, 1977) when I served as nominal director for the Virginia High School League State Debate Tournament.¹ The debate topic concerned penal reform. I judged many of the teams that ultimately won trophies but was not favorably impressed by what passes for good debate nowadays. I will be more specific.

The team which finished first in the AAA, 4-man, negative division argued that an affirmative case was "unconstitutional." They showed no awareness that this was not a debatable issue. What was worse, their argument was obviously shabby, and the affirmative case, despite its other weaknesses, was certainly constitutional. It was evident that the negative team was repeating something taught them without the slightest bit of thinking on their own part.

A different negative team raised the following plan objection to an affirmative case giving the voting franchise to prisoners. The negative argued that it would be "impossible" to hold an election *in* the prison (no proof given), so the prisoners would have to be taken to the polls. This would create grave logistical problems and "thousands of innocent citizens would be murdered" by the prisoners when they attempted to vote. The negative was perfectly serious in this argument and pressed it at every oppor-

tunity. Where, you may ask, did this team finish? They were second.

I will cite one more example. I judged an affirmative team which was going to fund its plan through "the federal budget surplus." I asked later what surplus they were talking about. They responded that there would be a \$40,000,000 surplus in 1981 and they had "a card to prove it." They were deadly serious. They finished third in their division. What was worse, the negative team never so much as uttered a syllable of objection to this ludicrous argument.

These examples indicate clearly enough that reason has departed the world of debate. Yet these experiences are not atypical. Other judges told me that they witnessed equally incredible displays of pleading. For example, an affirmative member asked a negative in cross-examination whether or not he "knew what the status quo was?" The negative debater responded, "Yes, I have it on a card." The affirmative then asked, "Would you please read the card?" Another judge reported hearing a "conditional counterplan." If the judge rejected the affirmative's need arguments, the counterplan would not count, but if the judge did accept the needs, then the negative "absolutely" won because of the counterplan. Heads the negative wins; tails the affirmative losses! Another case was reported where the debater cited a handbook as evidence — not evidence reprinted in the handbook but the handbook itself.

Even more extraordinary, the most successful teams commit these sins more often than losing teams. There is a

Michael Volpe, assistant professor of speech communication at the University of Virginia, participated extensively in debate while he was an undergraduate at Temple University. His Ph.D. dissertation focused on argumentation and Plato's theory and practice of rhetoric.

widespread belief among coaches and judges that effective debating is a unique activity not to be compared to any other. The result of this attitude is that debaters are encouraged to use practices which no one else could understand or endorse. The rules of effective speaking as well as constructing and refuting arguments which have been developed over thousands of years are ignored or contradicted as if they had no relevance to tournament debate.

It is a regrettable fact, but none the less true, that today's debaters are a grossly ignorant lot. This may seem a harsh statement. It is, unfortunately, also an objective statement. Although debate topics encompass the most far-reaching issues that affect our lives, one almost never hears debate over the philosophical premises of social action. Debaters consider discussions of values to be unrealistic — a view espoused by all Philistines! Intelligent people recognize the relationship of abstract values to the concrete actions of men. Debaters do not. Why? Because values cannot be "quantified"; to the debate mentality, if a card cannot "prove" it, it cannot be important. Failure to deal adequately with the philosophical underpinnings of all actions is one of the principal reasons that most all debates have a surreal quality. While they seem to discuss real situations, they, in fact, operate in an internal pseudo-reality unrelated to real life. Do you doubt this? How many times have you heard affirmative teams purpose "the establishment of a commission which will consist of recognized experts from relevant fields appointed by the affirmative team and their coach; the commission will be self-perpetuating with reasonable retirement dates imposed as well as munificently salaried; it will be provided with all necessary staff, data, research facilities, and monitoring and protective devices to carry out its mandate"? Salvador Dali was never more surreal than this.

Another egregious reflection of debater ignorance is the handling of "methodology." The epistemology of both historical-critical and quantitative approaches to learning is treated in the most superficial way imaginable. Debaters confidently

dismiss the results of studies after making some glib statements about sample size, control procedures, or replicability. It is clear from their presentation that they have little or no conception of what these terms mean precisely.

It seems quite astounding that debaters have so little understanding of the issues they discuss when one considers the enormous amount of paper they tote about in the form of index cards and briefs. It is not unusual to see a team wheeling about several thousand pieces of "evidence." Most of this material turns out to be factual statements researched by someone else and invariably quoted without any knowledge of the context in which they were first published. Many of the opinions quoted are sweeping generalizations — again quoted out of context — which debaters use to "prove" propositions stated in the most absolute terms possible. Never is a point *proven* in a way consistent with accepted argumentation theories. At best the points at issue are illustrated. One doubts that most debaters know the difference between proof and illustration. I will cite an extended passage from the final round of the 1975-76 National Debate Tournament on the topic of land use. What follows is a complete argument by the first negative speaker in his constructive speech:

At this point I would argue one plan attack in first negative; I will argue (IV), the switch to grass-fed beef will be disastrous because (A), it will cripple the cattle industry. I will give you a number of independent reasons. (1), They are now verging on bankruptcy. Turn to Representative Risenhoover, Oklahoma, in 1975: Many cattle ranchers "are teetering on bankruptcy." Independently (2), the risk, the ravage of the weather. Senator Domenici in May, 1975: "Droughts, such as occurred in 1974 and reduced roughage supplies, would cause more severe disruptions in the cattle market" than would occur with grain-fed beef. (3) It will cripple industry confidence. Robert Samuelson, 1975: The confidence of the industry is at the point where any further set-backs would lead to a panic situation. I would argue (4), increased costs. Orville Sweet in 1975: "We have seen our feed cost soar by 300 percent in one year's time through USDA's aggressive efforts to export our grain." I would argue (5), you will have reduced farm demand. Farm Journal, October, 1975: We [the consuming public] will only accept forage-fed beef if it is priced well

below grain-fed beef. E.C. Gustafson: *The biggest single factor in the problem of the cattle industry is the drop in the prices demanded.* (6), Reduced output. Oren Staley in 1975, *Production in Grain Feeding: Instead of having a steer that weighs 1,500 pounds in 15 months, you will have a three year old steer maybe up to 1,000 pounds. Available meat output will be cut unbelievably. Finally* (7), eliminate liquid assets. Bruce Coleman in 1975: *"Without economic relief the desperation marketing of nonfed cattle will continue until most all of our cows and calves are gone."*²

A careful reading of this passage reveals many things. The negative debater would have us believe that the affirmative plan would destroy the cattle industry for seven "independent" reasons. We should note right off that there is a contradiction in organization because the seven reasons are subordinate in the outline. Perhaps we should simply conclude that this fellow is ignorant of proper outline form. More importantly, however, none of the evidence either separately or collectively says that the cattle industry will be crippled. In fact, much of it suggests that the status quo (and not the affirmative plan) is defective. Furthermore, the gross overstatement of the argument is rationally indefensible. The speaker talks of disaster, panic,³ a ravaged and bankrupt agriculture, and yet his evidence is describing our present agricultural situation which, as everyone knows, is the most productive in the world's history and the envy of every other nation on earth. While there may be some merit in the issue, it clearly is not discussed intelligently, let alone proven by the debater's argument.

Although this passage fails to prove a disaster to the cattle industry, it clearly illustrates the disaster befallen competitive debate. By debate standards this is solid practice, a substantial plan attack by the national championship winners. Clearly there is time to present one argument soundly if one can cite seven points and use seven pieces of evidence. The only conclusion we can draw is that the speaker chose not to present a sound argument, or, what is worse, he does not know what a sound argument is. Rather than exercise rational thought, the strategy is simply to proliferate. Such strategy reveals all too clearly a sorry lack of intelligence.

When substance is ignored it should come as no surprise that good style and delivery will also be wanting. I will not even try to list the numerous verbal offenses perpetrated on our language by current debate practice. Let me cite, merely as an illustration, the following conclusion of the first negative rebuttal in the 1976 NDT final:

*Now this debate is just absolutely "cold" for the Jayhawks. The disadvantage was punted absolutely. The solvency was punted absolutely. Topicality was punted absolutely. Extratopicality was punted absolutely, and inherency as well. And that's just the first negative.*⁴

One wonders what further abasement of the language the second negative contributed.

Debaters are so fond of inventing technical argot that they occasionally fall victim to their own imprecise understanding of what is meant. I judged a young man who claimed the affirmative "needs" had no "solvency." What he meant was that the "plan would not solve the problem." He did not realize this, however, and thought he was using a need attack of some sort. As a result, when he turned to the plan he could do nothing but repeat himself. He soon realized that his plan attack was a shambles, became more flustered, and ultimately lost a debate he probably would have won had he only used a nice English word like "solution" instead of a misleading, arcane use of "solvency."

When technical argot is combined with the debater's peculiar dislike for good grammar, the following jibberish results. Again, this example comes not from a neophyte but the national finalists themselves:

*In terms of Malthus: One, Robin wins all PMNs case side — decreased significance in terms of Malthus. Two, over-compensation beats. Deaths translate into birth rate increase in specific 2AC evidence; it is dropped. Three, prove that saving five million people will cause Malthus and please prove specifically how it will do this. He has not done so at this point.*⁵

Further examples of this absence of both intelligence and reasonableness abound. For instance, even the simplest organizational skills are ignored. Despite an incredible amount of point labelling and traffic direction, it takes enormous

concentration to follow the convoluted peregrination of issues through a debate. Many debaters now preface their rebuttals with asides so that the judges will not become completely lost. These asides often can be rather disorienting themselves as shown by this example from the NDT final: "I will go to the plan attack, solvency, some involvency [*sic*], topicality — straight out."⁶

When combined, misuse of language, hideous delivery, and overstated arguments supported by blurb quotations add up to a total absence of debate skill. I will cite one last example from the NDT final. Surely no one could claim that this type of debate illustrates the slightest indication of intelligence.

On (A), the fact they kill, the five million: That is handled by Malthus. (B), Malnutrition ravages, damages the brain: There is no significance here. How much is it? It doesn't damage the brain; I gave you the specific study. And the other cause — poverty — is granted. As far as blindness, he gives me that. Societal harm: There is no significance to this loss, and they do not provide any harm. As far as the underview, we say prove they do not die. He says, I won't do that. Then he says any significance to Malthus. He gives me that; some of them will die. Finally, on food — as far as inherency — current allocations: I will pull through (a) there is no motive, and (b) it is still merely money. He says that we've cut it back. But that's not inherency — we could expand it; we just shouldn't. Finally, five million people: That's a lot of people if they tell you they don't care. Now he says his answer is they are spread out. No evidence. And, even if they are spread out, it still seems to me like five million deaths would be a crisis. And he has no evidence.⁷

Obviously the substantive issues are so truncated that intelligent analysis is impossible. There are apologists who rationalize that debate is a specialized activity where a sort of shorthand exists which allows the initiates to communicate more easily and quickly. I question this assumption, for nowhere is there any hard evidence that debaters can argue effectively outside the specialized situation of competitive tournament debate. They do what they do well, but what they do is not intelligent argument.

The situation is only exacerbated by the incredibly rapid rate that most debaters speak. Most all championship debaters speak well over 200 words per minute — a

rate difficult to comprehend. In the NDT final, the speeches averaged over 250 words per minute with one speaker at 293. Even the cross-examinations average 212 words per minute.⁸ Stanley Rives, the editor of the NDT final round text for JAJA, cites various argumentation texts which claim that it is possible for "an argumentation professor" to understand what is happening.⁹ I find this difficult to accept. Analysis of argument cannot exist while listening to such rapid speech and taking notes. What we see in debate is not thinking but the meticulous conformity to the accepted pattern of argument. So long as the debater conforms to the common pattern he is presumed to be arguing soundly. The above citations from the NDT final clearly reveal the absence of thought, and just as clearly they accurately reflect the standard practice of contemporary tournament debate.

The problems with debate are self-evident. What is the cause and what steps can be taken to correct the situation? In my opinion the answer to both these questions is surprisingly simple. The cause is bad judging. It is an axiom of public speaking that audiences get no more from speakers than they demand. Debate judges have been more than willing to accept bogus practices and so debaters find greater reward in using such tactics. Were judges to suddenly reverse course and severely punish the various offenses we have seen, these indefensible practices would disappear almost instantaneously.

The debate situation in the twentieth century is remarkably similar to the practice of declamation in ancient Rome. Once an activity used to train the leaders of state, declamation eventually degenerated into a closed world of its own. Rome's greatest orator, Cicero, prepared for his legal speeches by daily declaiming with friends.¹⁰ Less than a generation later, however, Seneca the Elder reported that Roman boys were declaiming such bizarre subjects as this:

A man captured by pirates wrote to his father about a ransom. He was not ransomed. The daughter of the pirate chief forced him to swear to marry her if he was let go. He swore. She left her father and followed the young man. He returned to his father, and married the girl. An orphan appeared on the scene;

the father orders his son to divorce the daughter of the pirate chief and marry the orphan. He refuses. His father disinherits him.¹¹

As Roman students became increasingly more proficient in dealing with these surreal topics, they lost their ability to speak effectively in real life situations. George Kennedy, professor of classics at the University of North Carolina at Chapel Hill, summarizes the problems of declamation:

Declamation did not encourage careful observation of the world and an imaginative recreation or presentation or analysis of it. It did not give the student any challenge in searching out materials for rhetoric or demand of him any profound background knowledge. . . . The result of the Roman system was an art form with a great deal of imagination, extraordinarily limited.¹²

One suspects the same is true of today's debate world. Increasingly more segregated from other activities, it retreats into its own world. When suddenly confronted with the reality of normal standards of speaking and arguing, it defends itself by eschewing any relationship with these acts.

I mean this quite literally. After giving several debaters the lowest possible point totals, I was confronted by their coaches and asked my qualifications. Having listed them, I concluded that I felt quite qualified to judge argumentation. I was promptly told that "debate is not argument" and asked what were my "debate qualifications." Similarly, in explaining to one student why he was scored so low, I related his numerous problems in speaking. "Debate is not public speaking," I was informed. "You can't judge debate by those criteria."

To these people a tournament debate is not an argument conducted through successive speeches. Rather, it is a form of dance with its own highly stylized movements and procedures which only coincidentally approximate natural movement. A debater is to be judged by his skill in performing this dance. The metaphor of dance seems appropriate since most debaters deliberately model every aspect of their presentation — style, delivery, tactics, substance — to conform with those few practitioners who share the greatest reputation for success. Dancers also spend seemingly endless hours copy-

ing every aspect of the most successful of their profession. This explains why most tournament debaters lack any truly individual style. They are differentiated by idiosyncrasy and mannerism rather than by any unique approach. They offer the audience, particularly the judge, an invitation to participate in this ritual movement. By accepting this invitation, a judge follows his own prescribed set of movements. Outside standards are never recognized.

I refuse to accept this view of debate. I believe debate consists of both public speaking and argumentation. I will continue to apply the standards of these activities when judging and will give low points to those debaters who show no understanding of effective speech technique and argument. I hope that I am not alone in this belief. When invited to dance at the next debate tournament, I will continue to refuse, and I hope that you will join me.

Notes

¹Credit for the running of the tournament is due my assistant, Leslie Phillips, and his staff.

²See *Journal of the American Forensic Association*, 13, No. 4 (Summer 1976), 1-43, for the text of the debate. This passage comes from pp. 13-14 and is quoted in full except for the notes.

³While the debater claims that "further set-backs would lead to a panic situation," his evidence source says merely that there would be a "a near panic situation in some areas." See *JAF*, p. 13, note 48.

⁴*Ibid.*, pp. 34-35.

⁵*Ibid.*, p. 35.

⁶*Ibid.*, p. 32, note 132.

⁷*Ibid.*, p. 34.

⁸*Ibid.*, p. 47.

⁹*Ibid.*, p. 48.

¹⁰Cicero, *ad Fam.*, 9, 16, 7.

¹¹Seneca, *Cont.*, 1, 6.

¹²George Kennedy, *The Art of Rhetoric in the Roman World* (Princeton: Princeton University Press, 1972), p. 333.

What's Ahead

Postponed but coming — the Webster-Calhoun article by Charles Kneupper More on debate parameters and the "game"

Chapter News from MO Delta, AR Iota, IA Kappa, OH Xi, PA Delta and Omicron

Cover Design: Sandy Matchica, senior speech communication major at West Chester State College

ROGER HUFFORD

NEW COUNCIL MEMBER — OLD DEBATE PRO

Roger Hufford is professor of speech and director of forensics at Clarion State College, Clarion, Pennsylvania. He received his B.S. and M.S. at Illinois State, then was awarded a Rotary Foundation Fellowship for one year of study at King's College, Durham University, Newcastle-Upon-Tyne, England, where he subsequently earned the British M. Litt. degree. He completed his Ph.D. at Southern Illinois University.

Rog has recently served Clarion State as director of development, as acting dean of liberal arts, and as acting dean of academic services during two summer sessions, always maintaining his responsibilities as director of forensics. In 1969 he was tournament director of the National Debate Tournament. He was one of thirty coaches selected to participate in the National Developmental Conference on Forensics at Sedalia in 1974, which generated the book *Forensics as Communication*. He has served as chairman of three national PKD committees —



Nominating, Championship Debate, and Judging. Clarion State College placed first in Jack Howe's national sweepstakes ratings for colleges with enrollments between 3,000 and 9,000 in 1974-75 and again in 1975-76. For the past two years, Rog has been the Pi Kappa Delta representative on the Topic Selection Committee, and this year he inaugurated the off-topic section of the ballot.

The Debate Pro on . . .

- * Shaping the debate game
- * Debate parameters
- * Experimental debate

People who like to compete like it even better when they win. The desire to win motivates people to spend hours jumping over their own heads on a balance beam, putting the shot, or swimming the 200-yard butterfly. It motivates debaters to spend hours in the library collecting evidence (which has some advantages not found in the other three examples). Competition is big business when people will pay to watch it, and it will thrive on

large gate receipts no matter how silly the skills involved. Forensics thrives on the usefulness of the skills learned by the participants, and the value of those skills must justify the expense. Coaches have the responsibility of shaping the game to promote skills that are desirable.

I prefer debate competition that emphasizes good analysis and effective speaking, including persuasion, wit and humor. Other coaches value evidence