

nature of forensic education today. Research has indicated that there are only approximately six doctoral programs and thirty-seven masters programs offering courses in forensic education (Hassenchal, 1993). Those numbers of programs have been decreasing rather than increasing in recent years. This lack of professional preparation has been blamed for a variety of difficulties with contemporary forensics. Some speculate that the dissatisfaction and early departure of forensic coaches might be tied to this lack of training (Hassenchal, 1993, p. 3).

There is no doubt that further training and development would be valuable. There are too many formats, regional styles, and organizational differences to allow us to assume that future coaches are familiar with forensics as it is practiced everywhere. The mentoring of new coaches and the training of all coaches could help prepare them to succeed in their programs.

Part of the requirement to successfully develop forensic directors for the future is the promotion of forensic scholarship. Good scholarship can aid the DOF in the search for employment and tenure. Scholarship can also generate the data and materials necessary for effective training. In the past national forensic organizations have contributed in many ways to research but they could expand their level of participation. The most valuable contribution to developing forensic scholarship is the sponsorship of journals. These have provided refereed, competitive places of publication that might not be suited for more generalist communication journals. Most national organizations also have research committees who screen research proposals for their national tournaments and who might also plan conferences and sponsor panels at conventions.

National tournament organizations with the assistance of this professional organization could go even farther to promote active scholarship. Each national tournament organization is currently positioned to conduct research. Through annual membership mailings and during national tournaments, these organizations could more actively collect data. There is not a lot of information about schools participating in forensics. Which national organizations do most schools belong to? How many national tournaments do they attend? How large are their staff and team? How many tournaments do they travel to? What budget range do they have? How are they funded and what type of university/college support do they receive? These questions and many others could be asked to member schools easily and perhaps with greater credibility than by independent researchers.

At the national tournaments more information could be collected from judges and competitors. Since participation is survey research is so limited, the national organizations may need to develop incentives and techniques for generating the support of its membership. All of this info could be made available to researchers to be used to evaluate the activity. A lot of anecdotal evidence is relied upon to make claims



about forensics. How many students are actually competing in speech and debate? What do the various events contribute to student learning? There is very little long-range research to help evaluate trends because individual researchers do not have the resources or interest to conduct long-term projects, but the national organizations do.

Events practiced at tournaments are an excellent example of a place where the national organizations can both foster research and conduct it. Experimental events have occasionally crept into tournaments and research literature. Some of the current events began experimentally and then were adopted by the national organizations. This is not successfully happening anymore. Experimental events often fall victim to our competitive practices. The national tournaments have tremendous influence on the events offered throughout the year. The standardization of events has occurred primarily because of the interest to qualify for nationals. Added events do not contribute to that goal. It is also difficult to get participants to compete in events that have little long-term benefit. If they are only offered once or twice in a season, the amount of time preparing may not justify the competitive benefit to the experience. Limited time and space tends to prevent national tournaments from offering additional events. The national tournaments do have the ability to change the events offered at their tournament. Although the competitive "fear" of such a substitution prevents national organizations from changing, the educational motive should be used to justify such a change.

In the end, it comes down to providing effective leadership. Current national organizations need to lead our community forward in professional development and improving our discipline. The continuing education and development of coaches, expansion of research, and well-run tournament structure and events, are the responsibilities of all the national forensic organizations. A new national professional association would also help to unite and build credibility for forensic professionals.

## PERSONAL DEVELOPMENT

This article has called for a lot of action on the part of the communication discipline and the national forensic organizations. Ultimately, however, the responsibility for individual programs lies in the hands of directors of forensics and all other forensic professionals. They must reconsider their responsibilities in areas including research, wellness, and program maintenance.

There will always be more room for good scholarship in forensics. The heavy schedules that coach's face tends to discourage research and publication efforts. More convention papers need to make their way into journals. A catalog and index for convention papers would also provide the potential for others to read or hear their ideas. Coaches also need to increase their visibility within the communication profession. Attendance at national and regional conventions



would be helpful. The current national tournament schedules makes this very difficult. An earlier end to the forensic season would make more extensive regional participation possible. A disturbing potential trend, is the offering of tournaments on the NCA convention weekend (AFA Newsletter, 2000, June, p. 35). Such a trend, if continued, also forces an unfair set of choices on coaches. Establishing limits to the season would clearly impact on the competitive nature of forensics, this is an example of how forensic educators need to consider competitive and educational needs together, and make decisions on which are considered more important.

The popularity of wellness initiatives in forensics is another area where coaches can develop and contribute to the activity. Since Carver and Hatfield's (1988) article, a small movement towards healthier competition has taken hold. Coaches should support this for themselves as well as their students (pp. 26-29). This wellness initiative needs to extend beyond better tournament hours and food to include the entire structure of the competitive season and the coaching expectations placed on forensic professionals. Although convention discussions have articulated a need for a healthier activity, there is little hard data available on the overall wellness of coaches and competitors. The National Forensic Journal is scheduled to publish a special issue on wellness in late 2000 or 2001.

Forensic professionals also need to consider their responsibility to help maintain and build additional forensic programs. Greater numbers of competitors mean more competition and variety of opportunities in coaching. Specialization in the activity is leading to fewer comprehensive speech and debate programs. In parts of the Midwest, for example, it is difficult to maintain any level of competition in policy debate. On-campus forensic activities and other public performances can be added to existing programs to showcase their efforts at home. Outreach efforts to high schools and other communities could add to the reputation and standing of forensics activities (Brand, 1996). Forensic educators have a responsibility to reach beyond the competitive elements of this activity and to pursue methods to teach students communication skills in more varieties of settings.

## CONCLUSION

Forensics is populated with coaches and students who fiercely believe in the value of their activity. That message needs to be communicated to the rest of the communication discipline. Forensic professionals need to reach out to the discipline and to reaffirm their roll as members of the communication profession. They need to develop a national structure that can serve their professional needs at departmental, state, and national levels. The success of forensics in this new millennium will depend on its ability to take the initiative, to make the situation better than it currently is. In the next century, forensics can still be a vital and valuable activity. By advancing our place in the field, we will always have a home and a community to share our experiences.



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## Book Review

Sharon Crowley & Debra Hawhee. *Ancient Rhetorics for Contemporary Students* (Boston: Allyn and Bacon, 2nd Edition, 1999).

**Reviewed by: Michael W. Shelton, Department of Communication, Western Illinois University.**

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In 1992 Halford Ryan, the respected rhetoric and debate scholar from Washington and Lee University, published *Classical Communication for the Contemporary Communicator*, and his work served a highly valuable function—helping to familiarize students in modern rhetoric and debate activities with the classical Greek and Roman underpinnings for both. Unfortunately, there has been no more recent edition to that informative text. However, a second edition of Sharon Crowley and Debra Hawhee's *Ancient Rhetorics for Contemporary Students* is now available. And, that second edition does an excellent job of serving as a basis for the illumination of classical theory and practice for today's students and debaters. Here, the contents of *Ancient Rhetorics* will be briefly highlighted. Next, the most salient features and functions of the text will be discussed. This review closes with some suggestions for scholarly productivity efforts for the authors of this text and other projects.

Crowley and Hawhee's text is subdivided into three parts containing the book's sixteen chapters. The three parts are almost commonsensical for rhetorical scholars—Invention, Arrangement, Style, Memory, and Delivery. It should be noted that prior to this categorization scheme, two introductory chapters offer an attempt at explaining the unique differences from modern rhetoric that characterized classical rhetoric and a very brief, but informative historical overview. The Invention section speaks to the importance of stasis theory, the commonplaces, and the ancient conceptualization of modes of proof. In the second section, Arrangement, one finds a detailed discussion of arrangement itself and a brief but concisely packaged treatment of the formal topics. The final section titled Style, Memory, and Delivery, works to explicate those concepts as well as offering discussions of immation and the progymnasmata. The body of the text is followed with a glossary and index, of course, as well as a chronological tracking of ancient rhetorical events and a collection of "sign posts" for these events. In addition to a standard bibliography, the book also contains a valuable component on "Suggestions



for Further Reading.”

In addition to being available from Allyn and Bacon, rather than Macmillan, as was the first edition in 1994, the content of *Ancient Rhetorics* is also somewhat improved. Although no counterfactual option exists for garnering a new assortment of theories or sample speeches, there is material that renders the second edition a richer text. For example, on a rather general level most all of the chapters contain discussions that are a bit more detailed and clearer in terms of what they attempt to shed light upon. Further, explanations of classical rhetorical concepts are often crisp, clear, and concise.

Several component features of *Ancient Rhetorics* warrant extended discussion. For example, many of the supplementary sections of the book help to facilitate learning for students. Appendix A, “A Calendar of Ancient Rhetorics” highlights important dates from the Greek Bronze Age, the Greek Dark Age, the Archaic period, what has become best known as the classical period, the Hellenistic period, and the Roman period, and their relationship to significant rhetorical events. The second appendix, titled “Sign posts in Ancient Rhetorics,” helps to provide a quick and handy summary of materials that discuss the Older Sophists, academic rhetoric, the Second Sophists, and much more. And, the listing of suggested readings offers a convenient site for the location of primary source works on subjects tied to the history, criticism, and legacy of ancient rhetorical theory and practice.

As noted, the historical overview of ancient rhetorics continued in the second chapter of the text is brief and concise, yet it is highly valuable. For much too long undergraduate students of rhetoric have confronted significant historical events from ancient eras without having a clear orientation to the historical context. That is, however, exactly what Crowley and Hawhee offer. Not intended as any sort of comprehensive treatment, the chapter makes the flow and ebb and tides of ancient history much more accessible for the contemporary students of rhetoric to whom it is targeted.

In chapter twelve of *Ancient Rhetorics*, Crowley and Hawhee provide one of the finest of introductory discussions of tropes—those devices used to make an artful substitution for one term in place of another. The discussion here is clear and very readable. Nine different tropes are discussed with detail and informative examples. For example, contemporary students may be somewhat surprised that metaphor—now one of the most common of language features—was an important language device thousands of years ago. Similar attention is assigned to a number of other items throughout the text.

As practical experience has demonstrated to this author, some contemporary students are surprised to learn how valuable classical concepts are to both debate and individual events. For example, Crowley and Hawhee’s discussion of rhetorical reasoning points to the ancient development of conceptions of evidence and proof that still guide much of contemporary debate. Those students who participate in



individual events can also glean much from *Ancient Rhetorics'* accounts of delivery and style. The contemporary student who participates in forensic activities can garner a solid foundation from this book for much of their competitive practice.

Chapter eight of *Ancient Rhetorics* provides a very readable and understandable discussion of many of Aristotle's contributions to rhetoric that still have significance millennia later. The discussion of induction and deduction, for example, helps illuminate two of the most fundamental components of reasoning. Additionally, the *erthymene* or "rhetorical syllogism" is discussed in a way that helps to facilitate cognition of the practical use of such discursive reasoning devices. This material alone would be sufficient to make placing *Ancient Rhetorics* on many student's shelves worthwhile.

*Ancient Rhetorics* and future works that seek to emulate it can do even more to serve the needs of contemporary students. The inclusion of entire orations or extended excerpts from ancient rhetoricians would be a useful supplement. Additionally, extended excerpts from Aristotle's *Rhetoric* and other classical works might help to spur an heuristic impulse on the part of students who far too often fail to follow-up on primary texts to which they are introduced. And, for the Crowley and Hawhee text in particular, much greater attention could be devoted to coverage of Latin rhetorical theory and practice. Although Roman scholars and rhetoricians drew heavily upon the works of the Greeks, they conceptualized, developed, and practiced rhetorical features that are too "thinly" covered, even in this second edition of *Ancient Rhetorics*.

Despite a few limitations the Crowley and Hawhee second edition of *Ancient Rhetorics* deserves a close reading by instructors and students. The text is clear, readable, and a handy introductory device. The several supplements help to facilitate student understanding. And, *Ancient Rhetorics* currently provides the best text of its sort available within the entire communication discipline. Reading the *Rhetoric* is a difficult pursuit for some that students should be encouraged to undertake, but they could do much worse if their introduction to ancient rhetoric comes from a source other than Crowley and Hawhee's *Ancient Rhetorics*.





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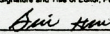
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