

Don R. Swanson

University of Guam

As a forensic educator and communication generalist for over a quarter of a century, I have always held the traditional pedagogic philosophy that forensics provides laboratory experience in communication principles and skills. Forensics as we practice it in intercollegiate competition, is certainly not an archetype for legal, legislative or economic advocacy, and probably should not be. Yet we cannot afford to lose sight of the utilitarian applications of rhetoric and argumentation in the "real world." The more elite our intercollegiate competition becomes, the more our rhetorical practices are estranged from pragmatic skills, the more difficult it becomes to justify how forensics is conducted. Forensic educators should recognize their solemn responsibility to promote the principles of rhetoric and argumentation, i.e., teach students "The art of persuasion, beautiful and just." Forensic educators also carry a responsibility to research and discuss pedagogy and practice in forums such as *The Forensic*.

In recent years I have become increasingly cognizant of how both forensics practice and the societal practice of advocacy are changing. It is a challenge to recognize the extent to which the principles and skills we employ in forensics are culturally bound and to examine how they fit the multi-cultural milieu of the twenty-first century.

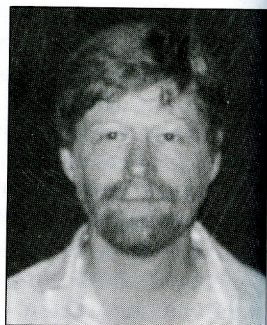


Robert Trapp

B.A. 1965/M.A. 1969, Texas Tech University

Ph.D. 1982, University of Denver

Mr. Trapp was a forensic coach at several universities (Texas Tech University, Austin Peay State University, the University of Northern Colorado, and the University of Denver) between 1969 and 1982. Between 1982 and 1990, he became heavily involved in research in argumentation. After being department chair at the University of Northern Colorado and Stonehill College (Massachusetts), he decided to return to forensics. For the past three years he has been an associate professor of rhetoric and director of forensics at Willamette University in Salem, Oregon.



Glenda J. Treadaway

UNC-Charlotte



I believe that my roles as a forensic coach are educator, friend, and professional colleague. As an educator, I attempt to help students develop skills which are much needed in today's world such as the ability to research, determine quality of evidence, use sound logic and reasoning, organize material efficiently, and communicate effectively. I attempt to provide opportunities for my students where such skills can be learned, practiced, and perfected.

As a friend, I attempt to work with my students in developing ethical standards which I view important to the viability of the forensics community. I not only strive to teach students the ethical issues involved in forensics but I also strive to be a good example of such ethics in my coaching, professional activity and personal life.

As a professional colleague, I hope to contribute to the learning experience of forensics competitors by being a good and fair judge. I also expect the same from colleagues judging competitors from my school. In this way, the forensics community can work together in this educational enterprise. In short, I recognize the tremendous benefits gained from competition, my primary concern as a forensics coach is the education of all competitors. As a professional colleague, through my research I would like to help in the development of theory, philosophical principles and practical coaching tools as well.

I would like to see *The Forensic* and the PKD as a whole work towards a betterment of ourselves by participating and promoting scholarly research, the development of practical teaching and coaching techniques, and debates among forensics educators on the issues and concerns of the debate community.

Glenda Treadaway has spent the last three years as Debate Coach and Lecturer at the University of North Carolina at Charlotte. She is currently finishing her Ph.D. from the School of Interpersonal Communication at Ohio University. While doing her course work at Ohio University, Treadaway was the acting Director of Forensics and taught both the introductory speech course and the argumentation and debate course. She coached debate and individual events at Ohio University. Prior to returning to school for her Ph.D., Treadaway was a lecturer and debate coach at UNCC for two and a half years. She received her B.S. degree in Human Services from Wingate College (where her forensics participation began) and her M.A. degree in Communication from the University of Georgia where she worked as a teaching and debate assistant.

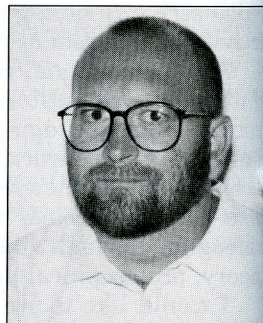
Treadaway has varied research interests. She has presented papers on forensics, rhetorical theory and public relations at numerous regional and national conventions. Recently, Treadaway had an article published in *Communication Studies* in the area of crisis management in the public relations field. However, Treadaway maintains a strong interest in the area of political and religious communication. She also has an interest in developing ways to make the transition from high school NDT debate to collegiate CEDA debate easier and more beneficial to students.

Treadaway has lectured on various topics at numerous college and high school debate workshops. A primary concern of hers has been to promote the development of new CEDA programs. While at UNCC, she has been involved in directing and assisting at numerous college tournaments on the regional and national level, hosting and directing high school forensics workshops, and this year will begin a high school forensics tournament to UNCC. Currently, Treadaway serves as Governor of the Southeast Province of PKD, and Southeast Regional Representative to the CEDA Executive Council.

I appreciate the warm welcome that I have received as a relatively new member of PKD. I hope that in future years I can contribute significantly to the growth and betterment of the organization. As an associate editor, I will strive to meet the high standards already set by previous associate editors. I look forward to my term as an associate editor and will help as much as possible to promote the educational goals of forensics.

T. C. Winebrenner

**Associate Professor and Director of Forensics
Speech Communication Department
California Polytechnic State University**



Forensics has the potential to provide a modern day renaissance education. I know of no other education forum in which students confront the opportunity to study important social and political issues in depth as a byproduct of learning how to think about those issues, and embrace the opportunity willingly. I attribute my own intellectual awakening to my debate experiences, and I honestly believe that I have seen countless students respond to debate in much the same way.

Competition (and that means gamesmanship) is a key element of the forensics experience, for without "the thrill of victory and the agony of defeat," few students would devote to forensics the incredible depth of involvement which is the activity's modus operandi. However, as educators we should never forget that victory is the attraction of forensics, not its purpose. Competitive success is fun and fulfilling, but every aspiration, every theory, and every strategy should recognize the ascendance of pedagogy. Whenever the demands of competition conflict with the demands of instruction, the latter must prevail.

BOOK REVIEWS

Critical Thinking and Communication: **The Uses Of Reason In Argument, 2nd Edition.** **Barbara Warnick and Edward Inch.**

Reviewed by Kristine M. Bartanen
Professor of Communication and Director of Forensics
University of Puget Sound

Two new chapters top the list of revisions which Barbara Warnick and Edward Inch have made in the second edition of *Critical Thinking and Communication*. In all, the revisions expand the theoretical orientation of the book and simplify some, though not all, of the pragmatic elements of the text. The book remains a strong resource both for combined theory-performance courses in argumentation where students have already been introduced to communication skills and for argument theory courses.

Chapter One now contains an expanded treatment of critical thinking, from the perspectives of both argument receivers and argument defenders. The first chapter also introduces the evidence-reasoning-claim model and its attendant concept of "level of dispute," formerly contained in Chapter Two. The new second chapter, entitled "Arguments in Context," sets forth four contextual elements: culture, fields, occasion, and ethics. While these are important elements, discussion of which provides sound theoretical grounding from which critical standards for received arguments could be drawn, the chapter does not yet provide the explicit guidelines found in other units of the text for students learning to make arguments. In fact, the Venn diagram which leads off the chapter confusingly invites students to be certain they are in the "locus for argument" if only three of four contextual elements are satisfied.

Chapter Three retains its useful treatment of issues, standards for formulating claims and propositions, and types of claims. Chapter Four on evidence has been appropriately updated to include both hard copy resources as well as CD-ROM sources such as InfoTrac, Newspaper Index, and Newsbank Electronic Index. The chapter concludes with a helpful new seven-step process for recording and organizing evidence.

Chapter Five on reasoning, already one of the few places outside of their original works where students can access the argument theories of Chaim Perelman and Lucie Olbrechts-Tyteca, is another place where Warnick and Inch have expanded their book. "Quasi-logical" arguments (transitivity, incompatibility, reciprocity) are introduced for the first time; argument by example is added to the treatment of generalization; sign, person/act, and authority are placed together under a category entitled "co-existential" arguments; and a discussion of dissociative arguments and value hierarchies rounds out the chapter. An innovation which students may find much more useful than learning the separate tests for reasoning for each type of argument contained in the prior edition (and most argument texts) is Warnick and Inch's

consistent use of three standards for all categories except the quasi-logical: tests of quality, tests of quantity, and tests of opposition.

"The dark side of arguments"—fallacies—is the subject of Chapter Six. Here, Warnick and Inch have reorganized their material into categories with names that may well make better sense to students, e.g. "fallacies of misdirection" rather than ad arguments. The fallacy types nicely parallel the standard forms of reasoning offered in chapter five; perhaps students will wonder, as I did, whether quasi-logical and dissociative arguments have identifiable fallacious forms.

The subsequent chapter, now seven, bases argument analysis and criticism in the tree diagrams for simple, complex, chain, and compound arguments and in the Toulmin model. Instructors who have had trouble integrating the three types of models in the first edition of the text will still have trouble. (A suggestion? In order to model "level of dispute," Warnick and Inch's initial diagram moves bottom-to-top. The tree diagrams move top-to-bottom. The Toulmin model moves left-to-right. Perhaps treating "level of dispute" akin to "latitudes of rejection and acceptance" in persuasion theory would allow the three basic Toulminian elements to be modeled left-to-right in chapter one; in chapter seven the tree diagrams could simply be turned left-to-right and the Toulmin model could be completed with the secondary triad of components.)

Chapter Eight is a new chapter on case construction. Here, Warnick and Inch have brought together discussions of presumption, burden of proof, major issues, *prima facie* burdens, rejoinder and refutation, some of which were dispersed in various chapters and appendices in the prior edition. This revision makes good sense; once students have a strong sense of various "micro" elements of argument, they are ready to work on the "macro" elements.

Chapters Nine and Ten treat value and policy argumentation, respectively. The main change in each chapter is a very useful restructuring which allows students to see supportive arguments and opposition arguments treated together, especially in the sample issues briefs which now outline pro and con positions side-by-side, rather than on separated pages. The concluding chapters on language and audience adaptation are unchanged.

While Appendix B, the answer key for selected end-of-chapter exercises, continues to provide a useful supplement for instructors and students who enjoy working with text exercises, Appendix A is significantly changed. "Basic Debate Theory and Practice" has been updated to present formats for Cross-Examination and Lincoln-Douglas debate. In addition, this appendix now treats resolutional stock issues of topicality, parametricity, jurisdiction, and generalizability rather than proposition specific issues of inherency, significance, workability, and solvency.

Strengths of the second edition of *Critical Thinking and Communication*, then, include the updating which recognizes technological advances in research and changes in emphases in competitive debate; organizational revisions of material on tests of reasoning and issues briefs; and sensible revisions in presentations of fallacies and case construction. The theoretical grounding of this book remains impressive and ample endnotes provide directions for extended study by instructors and/or students.

Areas of concern include some disconnectedness among chapters (e.g., in addition to items mentioned above, one wonders what students are to do with the discussion of functions of language and why Chapter Twelve on audience

is termed "rhetorical" in perspective while Chapter Eleven on language is not). The book creates a great deal of its own vocabulary—some of which is more sensible than traditional treatments—but the "jargon" does mean that an instructor would have to be careful to "translate" if he combined this book with another text or to adapt her own vocabulary to that of the text so as to not confuse students. Warnick and Inch do not treat alternative approaches to argument, such as narrative or non-linear forms, so an instructor interested in introducing those to students will need to supplement this text.

I learned from reading this book. I've long thought that argumentation and debate students could gain greatly by more access to Perelman and Olbrechts-Tyteca. So, if you're teaching a somewhat advanced argument course, looking for a strong theory book, and like to teach from—as opposed to supplement with—a text, then Warnick and Inch's *Critical Thinking and Communication*, 2nd edition, would be a great choice.

Debate and Critical Analysis: The Harmony of Conflict. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1991.

Reviewed by T. C. Winebrenner
California Polytechnic State University, San Luis Obispo

Robert Branham's *Debate and Critical Analysis* is packaged as a modern version of William Trufont Foster's turn-of-the-century *Argumentation and Debating*, which Branham describes as an "extraordinary model of what a text for classes in debate, argumentation and critical analysis could be" (ix). So inspired, Branham frames debate as ordinary human behavior rather than an esoteric academic exercise. The focus of his text is, as indicated in a passage borrowed from Foster, on debate "not as an isolated activity for specialized competition, but rather as the stuff of our political, moral and everyday lives" (ix). What Branham hopes is, in his own words, "to familiarize students with the range of argumentation resources and strategies that are available to the skillful disputant and to describe the process of reasoning and critical analysis through which these strategies may best be employed" (4).

Intentions aside, much of the text necessarily is devoted to standard argumentation and debate fare. Chapters Two through Six, for instance, cover such topics as burdens of proof, strategies of refutation and opposition, evidence and briefing. While the only formal treatment of competitive debating is relegated to a final chapter on "The Form and Techniques of Debate," familiar debate gamesmanship creeps into the discussion a number of times and in a number of ways. Finally, there are chapters devoted to "The Nature and History of Debate" (Chapter One), and "Strategies for Moral Argument" (Chapter Seven). In many respects, these two chapters represent the yin and the yang of the text.

Branham's populist philosophy is developed thoroughly in Chapter One, where the value of debating is addressed at length. Branham is strongly influenced by John Stuart Mill's *On Liberty*, a work he quotes extensively. Mill, Branham writes, "did not view the proper scope of debate as limited to political or legal questions or its proper forum as limited to the formal deliberations of organized bodies. He instead conceived of debate as a 'habit of

mind' that should be cultivated by individuals for application to all affairs, whether personal, religious, political, scientific, or those drawn from what he termed 'the business of life'" (3). An important dimension of this discussion is the way Branham distinguishes between declaiming ideas and debating them, a setting in which "conflicting opinions are compared and tested against each other in the process of decisionmaking" (2).

Unfortunately, Branham's enthusiasm for testing and comparing conflicting opinions is taken to excess. The text seems to encourage the argumentativeness and contentiousness which is the social malady of contemporary competitive debaters. Branham writes: "Debate is an attitude as well as an activity. Debate abides no limits: for a debater everything is debatable...For a trained debater, there are indeed two (or more) sides to every issue and these alternative perspectives must be examined and compared before a reasoned decision can be reached. For a debater, claims must be proven, supported by evidence that will withstand the most arduous scrutiny (which the debater is willing to provide). This attitude toward true debate is the hallmark of scholarship, citizenship, and...personal growth and independence" (20-21). In an abstract sense, everything is debatable, all claims must withstand scrutiny, and alternatives do deserve consideration. In a practical sense, debaters need to learn restraint. Declamation should metamorphose to debate when disputants have cause to suspect claims and a legitimate interest in the resolution of a dispute. Citizens who dispute claims merely because they can risk the predictable experience of little boys who cry wolf.

The chapter on moral argument is disappointing. Rather than describing the role argument should play in examining moral-ethical issues, which would be a substantial contribution to argumentation pedagogy, the chapter is essentially a discussion of argument by analogy, introduced by the comment that "[moral] disputes are best conducted through special strategies of argumentation...The most important of these is the analogy" (177). To Branham's credit, the discussion of analogies is exhaustive, as one might expect from twenty-two pages of descriptions, tactics and illustrations. However, no attention whatsoever is given to the epistemology of analogy, which is no small oversight given Branham's earlier comment that "For an opinion to be tested it must be given the strongest possible expression—the best available arguments must be advanced [and] it must be supported by the most powerful evidence and reasoning that can be mustered" (3). Whether analogies constitute the best way to conduct moral disputes (or even a good way), is questionable. Some attention is directed to a short collection titled "Other Strategies of Moral Argument" (198-205), but these strategies only deal with circumstances in which an opponent occupies moral high ground, and largely rely on ethically suspect tactics focusing on exceptions, extremes and reductions to the absurd.

On the other hand, the meat of the text provides considerable insight into the mechanics of advocacy and disputation. Branham's discussion of evidence (Chapter Three) includes an excellent section on authorities. An interesting feature of the discussion is that authority is addressed as a dimension of all evidence rather than a distinct mode of proof. Branham makes the point that the source of each item of evidence introduced into a debate affects its persuasiveness. He borrows from Foster a comment that contemporary debate students should heed: "Most grown-up people get rid of the notion that whatever appears in print is true, but many cling to the equally absurd notion

that the printing of a statement does give it some claim to dignity and precedence. For the purpose of argumentation, let us here make this point emphatic: The mere fact that a statement appears in print lends not one atom to its value. Every assertion that is brought forward—though it may have been printed a thousand times and repeated a million times—must be challenged and tested before it can be of any value as evidence” (77). Branham adds to the standard measures of authority, reluctance (the positive turn of bias), and what might best be termed fidelity (the degree to which the evidence fits the claim). Branham also makes the point that in addition to impeachment, authorities are subject to substantive challenges, particularly those supported by other authorities.

Branham’s treatment of refutation (Chapter Five) clearly is the strength of the text. Rather than providing a simplistic discussion of pseudo-logic, Branham chooses to focus on strategies of disputation. He devotes the bulk of the discussion to various forms of turning the tables, indicating that “the strongest evidence and arguments in any debate are those that are coopted from one’s opponent” (117). Accordingly, he describes a number of refutation strategies which involve co-opting arguments, from strategic agreement to turnarounds. Branham also provides an effective discussion of the techniques of refutation. For some reason, he uses nonstandard terminology, losing some of the mnemonic value of traditional catch phrases such as “deny, diminish and disbar” and “identify, state, support and conclude.” Nonetheless, the discussion remains clear and straightforward.

Branham gives considerable attention to a dimension of refutation which is passed over by most argumentation and debate texts. “Successful refutation,” he writes, “requires more than persuasive responses to the individual arguments of an opponent; it requires that these responses be fitted into some clear position that competes with and can be judged superior to that of the opponent” (145). Branham lists three steps to focusing attention on the “big picture”—framing contrasting descriptions of the positions, establishing a way to evaluate the positions, and explaining why one position is the superior. Readers are left with this sage advice: “The debater who fails to meet this responsibility gambles that the arbiter will assemble the many issues in the debate in the fashion that the debater desires but has not expressed. Gamblers usually lose” (146).

One recurring problem with the text is that Branham is overly attentive to the policy topic context. The section on burdens of advocacy focuses entirely on debates about policies, devoting some twenty-seven pages to various dimensions of policy topic debating, including such gamesmanship strategies as “plan spikes” (51) and “preempts” (66). This prolonged discussion follows on the heels of the comment that “each of the three types of propositions poses somewhat different demands for advocates and opponents, altering the structures and burdens of argument” (34). On wonders why the demands of debating about facts and values are overlooked. Branham would have done better to balance the discussion of fact, value and policy propositions by limiting the latter to identifying stock burdens and explaining how and why they are derived from the policy occasion and how to focus a debate on those issues, and then doing the same for propositions of fact and propositions of value. Even the perfunctory descriptions of standard formats for debate reflect the policy bias. While non-policy debating is addressed, it is only in the context

of interscholastic Lincoln-Douglas competition. Since thousands of college students participate in non-policy debating of an entirely different ilk, neglecting CEDA debate constitutes a significant oversight. Given that the basic structure of CEDA debate is largely similar to that of policy debate, dividing the discussion into parliamentary, team and individual debate would have made more sense than parliamentary, policy and non-policy debate.

Debate and Critical Analysis does have a good deal to commend it. The basic philosophy of the text comes through loud and clear, and frequent side trips into debate gamesmanship notwithstanding, Branham succeeds in demonstrating that debate is an important and pervasive human experience. This is no small part attributable to Branham's intelligent and inventive use of illustrations. He relies heavily on snippets drawn from such sources as a debate between Jack Watson and Arthur Schlesinger, Jr. on the *MacNeil-Lehrer Newshour*, the 1988 Bentsen-Quayle Vice-Presidential Debate, argumentative reports from Amnesty International and the National Abortion Right Action League, a letter from Abraham Lincoln to General McClellan regarding the deployment of the Army of the Potomac, speeches by any number of historical figures, and various judicial opinions. Many of these examples are extensively examined. For instance, the Watson-Schlesinger debate is used to illustrate argument extensions. Each argument is followed speech by speech, with attention given to the progress of the issues. A sidebar includes a flow-sheet of true relevant arguments. The cumulative effect of such illustrations is to reinforce the notion that debating is more than an enjoyable exercise in *estheria*.

Whatever its problems, *Debate and Critical Analysis* is one of the few texts which approaches argumentation and debate as a study distinct from formal and informal logic without becoming a simplistic handbook for competitive debaters. Hopefully, the first edition of the text is a work-in-progress. If so, Branham may eventually fulfill his promise to provide "a practical guide to the persuasion and sound expression of one's own opinions and to the powerful refutation of the positions one may oppose" (4).

Proceedings to the 1991 Professional Development Conference-- "Commitment to Forensic Education: The Challenge to the Twenty-First Century".

Reviewed by Scott L. Jensen
McNeese State University

The theme of responsibility in education threads its way through the proceedings of Pi Kappa Delta's 1991 National Development Conference. While much of forensics scholarship highlights strategies for competitive success, these proceedings add to literature that addresses pedagogy as a critical part of our activity. In her keynote speech to the conference, Carolyn Keefe draws important parallels between moral values and their applications within forensics activities, reminding us that "unless persuasion is beautiful and just it doesn't amount to anything" (p. 9). The value of these proceedings

is largely in their broad and thorough treatment of forensics education into the new century, as well as in the inclusion of responses to papers and recommendations from each panel.

Wonderfully ironic, if not intentional, is the discussion of ethical standards in teaching and competition as the first of the four panels of papers. The ideas expressed in this first section persuasively reinforce an important message in Keefe's keynote speech—unwavering ethical standards must guide forensics educators and practitioners. Robert Littlefield's paper begins the discussion on ethical standards with attention to the three most critical questions regarding ethics—need, standards, and on-going evaluation. Cindy Larson-Casselton presents a solid case for Pi Kappa Delta playing a key role in the establishment and maintenance of ethical standards for forensics. Margaret Greynolds reminds us that what we deem ethical in society must reflect what we deem ethical as educators and communicators. Noteworthy is her observation that "as teachers and coaches, we are role models, and the behavior which we endorse and personally practice will carry over into this marketplace and the legislative and judicial halls of our nation" (p. 31). Fran Hassencahl provides worthy insights into how we might integrate theoretical paradigms for ethical standards with forensics competition and teaching. The final paper in the discussion of ethical standards makes a compelling argument. Edward Inch notes the problematic implications of treating forensics as sport and not as an educational experience. Inch argues for reducing "the gap between what we advocate and what we practice" (p. 55).

The discussion of ethics is followed by a collection of papers that focus upon forensics directing and coaching as co-curricular. Julia Bodenhamer reminds us in the first paper that access is important if we are to provide meaningful forensics experiences to all who seek them. Joseph Cardot effectively articulates the problem in balancing between curricular and co-curricular activities, noting that the nature of the host institution must be a major consideration when shaping a forensics program. Kevin Dean's paper, "An Educational Justification for Forensics," tackles an issue that I believe to be of growing importance—defending forensics as an academic program rather than a student activity. As budgets become smaller, preserving forensics as fundamentally important educational experiences, consistent with the mission of any educational institution, grows more critical. Dean provides us with excellent arguments towards this end. John McCabe-Juhnke concludes the panel on a co-curricular focus for forensics with an intriguing position—that expanded opportunities for face-to-face interaction between "teaching coaches" (p. 99), students, and colleagues facilitates understanding of the complexities of the communication that takes place in forensics competition.

I share a concern with many colleagues that our activity will be only as strong as our ability to educate capable forensics professionals for the twenty-first century. It is this concern that makes the section of *The Proceedings* dealing with forensics education curriculum particularly important. C.T. Hanson discusses what defines a forensics educator, highlighting the role as "a facilitator and catalyst of change" (p. 129). I strongly agree with Hanson's notion that "the forensics director of tomorrow should be an individual who has a firm understanding of the educational process..." (p. 134). While his paper addresses primarily debate activities, E. Sam Cox provides an incredibly detailed plan for altering the debate climate to maximize educational goals. Cox's suggestions

highlight an important facet of forensics curricula—the activities in which our students participate provide the primary arenas in which forensics goals are achieved. Bob Derryberry argues for an integration of students' undergraduate curricula and forensics training, arguing that academic programs can both prepare students for individual event competition and enhance broader undergraduate experiences. The final paper in this section focuses on often ignored but essential concerns of graduate forensics education. Joel Hefling argues for more responsible treatment and training of graduate students as forensics coaches and directors, outlining excellent suggestions that are sensitive to the unique demands of a graduate student in forensics education.

The final panel of papers focus on responsibilities of a judge and educator critic. David Ray notes the importance of the continuing examination of judge as and educator and critic. This examination is extended in Kristine Bartanen's paper, "Judge as Educator-Critic: A Guiding Metaphor," in which the appropriateness of 'educator-critic' as the role of a judge is defended. Within this paper are excellent strategies for Pi Kappa Delta to consider in furthering responsible education and criticism. Sandra Alspach crystallizes the means through which competitive trends can be best influenced—the ballot. Alspach suggests more responsible, educationally-guided use of the debate ballot and judging philosophies to enable coaches to teach and debaters to adapt. Jaime Meyer reminds us that diversity is to be valued, and that critics should respect and treat fairly all students and accompanying perspectives. Finally, James Norwig helps to relieve debate critics of total blame for what some argue to be increasing negative trends in debate competition. Norwig suggests abuses, to exist, must begin prior to "the judge's observation of them" (p. 244). Consequently, "a debate renaissance is also dependent on fundamental changes in pedagogical, tournament, and organizational practices" (p. 241).

While each of these panels provide valuable and intriguing insight into critical questions that face our activity, an equally as valuable dimension of *The Proceedings* is the inclusion of responses and recommendations that follow each panel of papers. I have always felt that the most valuable and often underemphasized dimension of convention programs is the response of a critic and subsequent audience discussion that follows the presentation of papers. The dialogue that follows a presentation of ideas can provide critical critique, probing questions, and insightful suggestions. To ignore a respondent's review of papers or an audience member's reaction is to suggest that the only contribution that is valuable is that of an author. Such is obviously not the case. Papers should be the springboard for discussion and action. *The Proceedings* capitalize upon an integration of provocative scholarship and insightful critique of that scholarship. Suggested recommendations that conclude each of the four panels of papers and responses provided valuable crystallization that highlights what is fundamentally important from the respective panel.

In all, *The Proceedings* is a collection of ideas that contribute worthwhile insights to the growing body of forensics scholarship. I truly believe that our activity is at an important crossroads. Resources such as *The Proceedings* can help take us into a new century with confidence that what we teach is valuable. More importantly, this book is proof that there is no replacement for pedagogy as the guiding force in forensics activities.

Mary G. "Jorji" Jarzabek

When you're born in a place called Uchitamari, Okinawa, you learn to explain yourself early and well. Ms. Jarzabek's background was a military dependent with the literal benefits of a worldwide education. She earned her bachelor's degree in speech from Louisiana State University in Shreveport and her master's degree in theatre from Northeast Louisiana State University. She is currently working on her terminal degree in broadcasting at the University of Southern Mississippi.



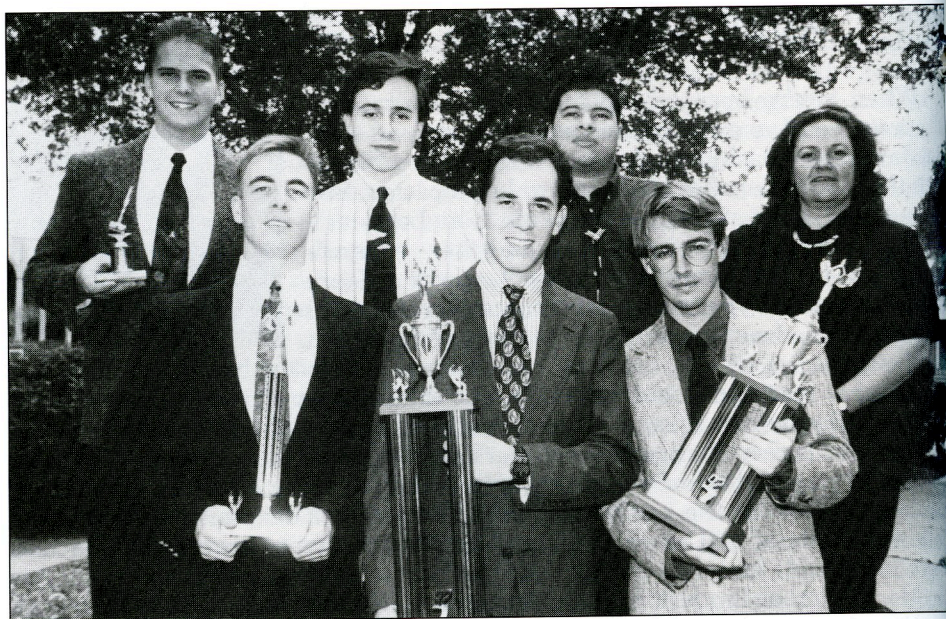
Theatre was and is her first love, but the need for a living wage brought her to a 12-year career as a director/producer in television. In 1990, a much thought out career change brought her back to her alma mater, LSU-S, as a speech, drama and television production instructor. She has been the debate coach at LSU-S for the last three years. She and her debaters now roam the hallowed halls of LSU-S in search of knowledge, lively argumentation and (dare it be said) fun.

Ms. Jarzabek makes it clear that she is glad to be in PKD. She likes meeting new people and facing new challenges. She, in turn, is easy to get to know. Could it be the early travel and adaption to various cultures that so influenced her?

**PI KAPPA
Π K Δ
DELTA**

**THE
IOTA CHAPTER
OF**

**LOUISIANA STATE UNIVERSITY
SHREVEPORT**



TOP (left to right): Gideon Lincecum, Jeff Harrell, Toney Miller (National Council) and M.G. "Jorji" Jarzabek (Director of Forensics) BOTTOM (left to right): Jeff Cheney (graduating senior), Kevin Hammond (graduating chapter president) and Trey Gibson (newly elected chapter president). Not shown are two newest members of our debate team: Danielle Colliton and Colby Walker.

PKD - LA Iota Chapter Background

Submitted by: M.G. "Jorji" Jarzabek
Director of Forensics, LSU-S

The Louisiana Iota Chapter of PKD is trying to live up to the fine standards and traditions established by both the fraternity and our original sponsor, Dr. Frank Lower. Dr. Lower was my debate coach when I was an undergraduate here at LSU-S. He dubbed our chapter members "The Persuaders" and harkened back, as we do, to the national motto of "Persuasion, Beautiful and Just." It was Dr. Lower who established high academic and ethical standards for the debate program at LSU-S. He was adamant in his belief that debate should build the mind and the character of its participants. He saw debate competition as a means to develop the thinking and speaking skills of the students involved. These are the foundations upon which our chapter was built and upon which our chapter will continue to rely for guidance.

Five years ago, Dr. Lower left LSU-S. The chapter missed his strong influence and direction. Membership in our chapter dropped and its focus was unclear. Three years ago I took over the program and have been trying to fill Dr. Lower's shoes ever since. I am a relative newcomer to the coaching scene and have a great deal to learn. Yet, I remember my former coach's

enthusiasm and determination. I, like he, believe that debate is one of the finest ways to develop the minds of our students. I will continue to follow his example.

Over the past few years I have been very fortunate to be part of the rebuilding of the Iota chapter here at LSU-S. I have been lucky enough to see some very talented students join our ranks. In the spring of 1993, the LSU-S Persuaders were state champions in the open division at the Louisiana Intercollegiate Forensics Association competition. Outgoing chapter president, Kevin Hammond and his partner, Jeff Harrell, also took first and second-place open speaker awards. Trey Gibson, our newly elected chapter president, took second-place honors in the L/D division at the LIFA tournament. I was very proud of the entire squad when we were awarded the third-place state sweepstakes trophy. We have had a good year and hope to have many more.

The Iota chapter is still growing and developing. We are a small group with a small budget from a small school. However we are dedicated and energetic. We are sure of the benefits which can be derived from an active debate program. We are well aware of the standards which have been set for us. We will continue to adhere to the PKD motto and to the motto of our chapter, "Our All and Our Best: Not One Iota Less."

MEMORIES OF TACOMA

