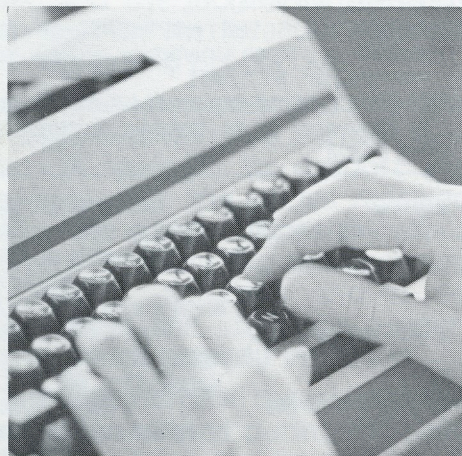
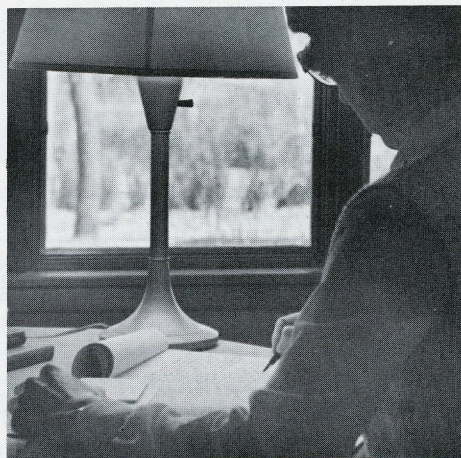
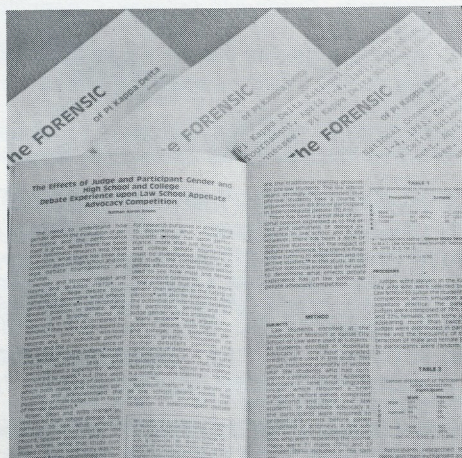


The FORENSIC

of Pi Kappa Delta

SPRING 1981



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Series 66

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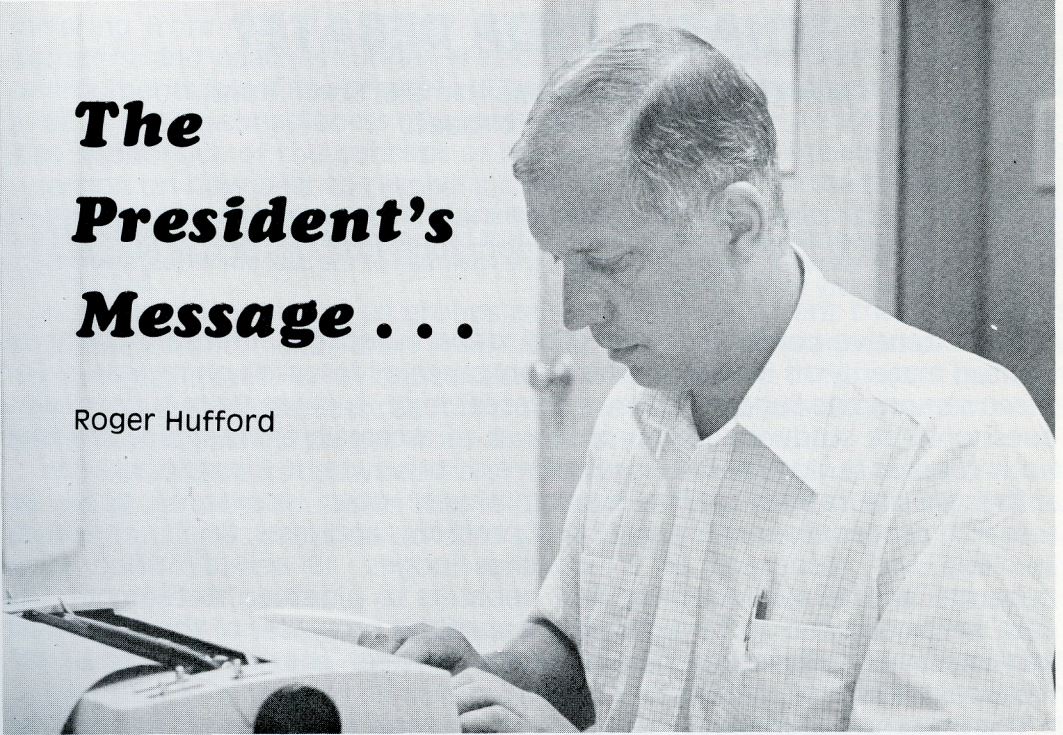
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The President's Message . . .

Roger Hufford



This issue of **The Forensic** has been designated the "research" issue, as advocated by Associate Editor Walter Murrish, and executed by his Blue Ribbon committee on Research and Public Relations.

It could be argued that Pi Kappa Delta has received more good ideas from Walt Murrish in the last two years than from any other ten Directors of Forensics you might care to name, and the judgment does **not** imply that the mythical ten have not been active and productive.

Dr. Murrish has reminded us in **The Forensic** that we need a strong program of research to support the argument that the values received justify the costs, especially in a decade of cost-cutting and declining enrollments. Speakers should be receptive to the idea that supporting evidence helps to persuade.

I am proud to have this issue of **The Forensic** published during my term of office, though the credit belongs to Walter Murrish, Harold Widvey,

and others who have done the work to make it happen. The focus of this issue may indicate changing goals for **The Forensic** in years to come. Some the "news" is old by the time you receive it, and might be more promptly and inexpensively distributed in the form of a newsletter. Our Chapter News looks like yearbook stuff, and lists of new members could come out once a year rather than quarterly, along with tournament results and pictures. We may have to redesign the editorial burden to conform to what a busy director of forensics can reasonably be expected to do during an active season. Our research findings, though, and discussion of implications for forensics, may be just what our magazine ought to feature.

By the time this issue reaches you, these issues should have received full discussion at Gatlinburg. We may have reached conclusions, but we will not have disposed of the questions. Your new editor will be anxious to hear your views.

WHAT IS CEDA DEBATE?

Wayne N. Thompson, Dale Hample, Steve Hunt,
and Robert Pruett

The four authors are members of the National Pi Kappa Delta Subcommittee on Research. Dr. Hample is at Western Illinois University, Dr. Hunt is at Lewis and Clark College, and Dr. Pruett is at Wright State University. Dr. Wayne Thompson, the Chairman of the Subcommittee, assumes the primary responsibility for the article.

The extensive participation in CEDA debate and the limited amount of printed material on it suggest the importance of research on its status. For these reasons the Subcommittee on Research of Pi Kappa Delta supervised a questionnaire study whose purpose was to ascertain the perceptions that both coaches/judges and students have of this type of forensic activity.

The official report of the subcommittee¹ goes into some detail on research procedures and on statistical problems and tests. Briefly, the study involved the responses of 37 coaches/judges, 19 self-identified CEDA debaters, and 49 self-identified NDT debaters to nineteen statements. The data were collected at the 1980 meetings of the provinces of the Northwest and the Lower Mississippi. The statistical test for the significance of differences was chi square.²

The present paper is both a statement of results and a commentary. The appendix is a report of responses to the questionnaire.

Style and Delivery

The founders of CEDA were hopeful that debates occurring on value questions would be more relaxed and communicative than those held in the so-called NDT type tournaments. To a considerable extent, respondents saw this goal as being at least partly realized. About three fourths answered that they believed that delivery in CEDA is slower and more conversational than in NDT. On this topic there were no geographic differences for CEDA debaters and for coaches/judges, but the NDT speakers of the Lower Mississippi were markedly stronger than those from the Northwest in noting differences in delivery.

Overall, the respondents thought that CEDA has less jargon than NDT, but subgroups differed considerably in how sure they were of this statement. Self-identified CEDA debaters overwhelmingly agreed that their form of debate has less jargon, and more than two thirds of the coaches/judges from the Northwest concurred. On the other hand, NDT debaters and coaches/judges from the Lower Mississippi were almost evenly divided between those who agreed and those who disagreed.

Subgroups, also, responded differently to the statement "in CEDA conduct during cross-examination periods is more courteous." Whereas CEDA participants agreed strongly that conduct during cross examination is more courteous in CEDA rounds than in NDT contests, the Northwest NDT speakers disagreed. On this question the Lower Mississippi NDT students did not differ greatly from CEDA participants.

Content

A second general question is "Does the forensic community see CEDA as

differing from NDT in content?" All three subgroups—CEDA debaters, NDT debaters, and coaches/judges—rejected the statement that the extension of arguments is less important in CEDA, and all supported the statement that in CEDA the reasonableness of argument is of relatively greater significance. Also supportive of the concept of reasonableness was the response to the question on how best to resolve a conflict between two teams over values. Reasoning or operationalizing were strongly preferred over attempts at proof through a contrasting of quotations and a contesting of the qualifications of sources.

In regard to evidence, all groups rejected the statement that quantity is more important in CEDA than in NDT. Most CEDA debaters agreed or strongly agreed that quality of evidence is more important to the judge's ballot in CEDA than in NDT; about three fourths of the NDT speakers disagreed or were undecided. Coaches/judges were almost evenly divided.

In several respects CEDA debaters perceived their activity as coming closer to the goals of its founders than did students who were NDT participants. The perceptions of judges/coaches were intermediate.

Affirmative Options

Fourteen of nineteen CEDA debaters either agreed or strongly agreed that judges are more likely to penalize affirmative teams for "squirrel" cases than in NDT. Judges/coaches tended to concur, but NDT debaters were almost equally divided among the "agree," "undecided," and "disagree" categories.

A large number of CEDA students said that they thought an affirmative plan was forbidden, but no coach/judge in the Lower Mississippi thought so. A majority of the coaches/judges from the Province of the Northwest, like the CEDA debaters, marked "forbidden."

A third question bearing on affirmative options dealt with the possibility of debating "policy changes"—that is, something less structured than a plan but bearing on the feasibility and/or likelihood of making values operational. CEDA debaters and coaches/judges were almost evenly divided. More than half of the Northwest NDT students thought that proposing policy changes was forbidden in CEDA, whereas Lower Mississippi students favored their inclusion.

The reactions toward the affirmative plan and toward policy changes can be construed as either strengths or weaknesses in CEDA as currently practiced. Viewed in one way, the affirmative can either present or not present a plan, depending on whether doing so is a reasonable or strategic approach to a particular resolution. Exercising the option to offer a plan, however, is risky in the Northwest, where more than half the coaches/judges marked "forbidden." "Suggesting" policy changes would be a safer choice.

Viewed in a second way, the diversity of opinion is evidence of a weakness in CEDA debate, which seems to lack a stable theoretic and philosophic foundation.

Negative Options

Perceptions of CEDA indicates that negative options are restricted when compared with those available in NDT. A counterplan is not acceptable, according to an overwhelming number of CEDA debaters and coaches/judges. Most NDT debaters, also, opposed counterplans, but about one third

thought them acceptable. Contesting inherency, likewise, was perceived as less acceptable in CEDA than in NDT. All subgroups except the Lower Mississippi NDT speakers, who saw little difference between CEDA and NDT on inherency, thought this issue to be less important in CEDA than NDT. Many, though, saw it as optional.

Responses on the "spread" show that it is not more likely to lead to winning decisions in CEDA than in NDT.

Discussion

Surveys, such as this one, never supply conclusive answers to complex questions, but the present results should be of interest to both participants and theorists. To the former group, the findings indicate certain norms of delivery, style, and content; knowing and observing those norms should be of some value in the successful pursuit of the judge's ballot. The preceding sections on affirmative and negative options provide guidelines in critical areas of case construction. When the debater knows nothing about a judge, such data as the present suggest probabilities helpful in making strategic choices. Norms on such topics as the affirmative plan, however, vary geographically, and no doubt they will change through the years.

For the theorist the present study means that much work needs doing. The formal report of the Subcommittee on Research closes with a series of recommendations, one of which calls for workshops, convention papers, journal articles, and monographs on a series of topics. Whether CEDA debate is training in rational communication or in dialectic encounter is basic to practical questions pertaining to case construction, conduct during a round, and judging. Whether teams have a responsibility to demonstrate that the values they espouse can be operationalized is a second major question that the theorists must address before CEDA as a forensic form has a sound theoretic and philosophic underpinning.

Research typically raises more questions than it answers; the present study is no exception.

Appendix I

Responses to the Questionnaire "What Is CEDA Debate?"

(NW refers to data collected at the Northwest Provincial Convention of Pi Kappa Delta; LM refers to data from Province of the Lower Mississippi Convention. Totals are omitted when subgroups differed significantly.)

Coaches/Judges			CEDA debaters			NDT debaters		
NW	LM	total	NW	LM	total	NW	LM	total

A significant difference between NDT and CEDA debate is that:

1. . . .in CEDA delivery is more conversational.

Strongly agree	2	4	6	1	1	2	1	9	10
Agree	12	10	22	4	8	12	8	17	25
Undecided	2	1	3	1	2	3	1	4	5
Disagree	1	2	3	2	0	2	4	3	7
Strongly disagree	2	0	2	0	0	0	0	2	2

2. . . .in CEDA the rate of speaking is slower.

Strongly agree	3	3	6	5	3	8	1	10
Agree	11	14	25	2	5	7	7	21
Undecided	0	0	0	0	1	1	4	1
Disagree	4	0	4	1	1	2	2	1
Strongly disagree	0	2	2	0	1	1	0	2

3. . . .in CEDA conduct during cross-examination periods is more courteous.

Strongly agree	4	2	6	2	3	5	0	4
Agree	4	6	10	3	2	5	2	8
Undecided	5	7	12	3	2	5	3	11
Disagree	4	3	7	0	3	3	9	7
Strongly disagree	1	1	2	0	1	1	0	5

4. . . .in CEDA there is less jargon, such as "top of the flow."

Strongly agree	2	3		2	2	4	0	5	5
Agree	11	5		5	7	12	8	11	19
Undecided	0	7		0	1	1	2	12	14
Disagree	5	2		1	0	1	4	5	9
Strongly disagree	0	3		0	1	1	0	2	2

5. . . .in CEDA judges are more likely to penalize affirmative teams for using "squirrel cases."

Strongly agree	2	4	6	2	4	6	2	7	9
Agree	6	5	11	3	5	8	1	6	7
Undecided	5	3	8	1	1	2	5	9	14
Disagree	5	5	10	1	1	2	5	8	13
Strongly disagree	0	2	2	1	0	1	1	4	5

6. . . .in CEDA spread tactics are more likely to lead to winning decisions.

Strongly agree	0	0	0	0	0	0	2	0
Agree	0	0	0	0	2	2	2	2
Undecided	3	5	8	2	0	2	4	2
Disagree	11	9	20	5	6	11	4	20
Strongly disagree	4	4	8	1	3	4	2	8

7. . . .in CEDA the extension of arguments is less important in determining the judge's ballot.

Strongly agree	1	0	1	0	0	0	0	5	5
Agree	1	2	3	1	4	5	2	4	6
Undecided	1	3	4	3	0	3	1	7	8
Disagree	12	9	21	3	6	9	8	13	21
Strongly disagree	3	5	8	1	1	2	3	5	8

8. . . .in CEDA the amount of evidence is more important to the judge's decision.

Strongly agree	0	0	0	0	0	0	0	3	3
Agree	1	1	2	2	3	5	2	0	2
Undecided	2	3	5	0	2	2	3	6	9
Disagree	12	9	21	3	5	8	9	18	27
Strongly disagree	3	6	9	3	1	4	1	7	8

9. . . .in CEDA the quality of evidence is more important to the judge's ballot.

Strongly agree	2	2	4	0	3	3	0	3	3
Agree	9	4	13	4	6	10	3	7	10
Undecided	1	3	4	3	0	3	2	11	13
Disagree	6	6	12	1	2	3	8	9	17
Strongly disagree	0	4	4	0	0	0	1	4	5

10. .in CEDA whether arguments seem reasonable is of relatively greater importance to the judge then whether they appear on the flow sheet and go unanswered.

Strongly agree	2	1	3	3	2	5	0	5	5
Agree	10	8	18	3	6	9	7	13	20
Undecided	1	5	6	1	2	3	3	8	11
Disagree	4	4	8	1	0	1	3	4	7
Strongly disagree	1	2	3	0	1	1	1	4	5

11. . .in CEDA the participants generally are more competent.

Strongly agree	0	0	0	0	1	1	0	0	0
Agree	1	1	2	0	5	5	0	4	4
Undecided	6	6	12	5	1	6	1	5	6
Disagree	6	6	12	3	3	6	2	13	15
Strongly disagree	5	6	11	0	1	1	11	12	23

12. . . .in CEDA the value nature of the proposition produces a resolution that is noticeable different.

Strongly agree	1	3	4	0	0	0	1	6	7
Agree	9	8	17	4	7	11	5	12	17
Undecided	1	0	1	3	9	12	3	4	7
Disagree	4	2	6	3	4	7	5	5	10
Strongly disagree	0	2	2	0	0	0	0	2	2

13. . . .in CEDA inherency is of lesser importance.

Strongly agree	3	3	6	3	0	3	2	5	
Agree	8	6	14	4	6	10			
9 7									
Undecided	2	8	10	1	2	3	1	8	
Disagree	4	2	6	0	1	1	1	10	
Strongly disagree	1	0	1	0	2	2	1	3	

14. In CEDA, inherency is

No different than in NDT	5	2.5	7.5	0	4	4	2	15	
An optional issue	9	11.5	20.5	5	5	9	4	11	
Irrelevant	4	5	9	4	2	6	8	5	

15. In CEDA an affirmative plan is

A requirement	0	0		1.5	1.5		0	9	9
Desirable	6	3		1.5	1	2.5	3	7	10
Helpful but should be brief	12	4.5		4	4	8	6	10	16
Forbidden	0	10.5		2	5	7	4	6	10

16. In CEDA a negative counterplan is

Forbidden	8	9	17	4	7	11	4	5	9
Permissible but tricky	5	9	14	4	3	7	7	13	20
Acceptable	5	1	6	0	1	1	2	11	13

17. A consideration of policy changes in the course of CEDA debate is

Forbidden	0	0	0	1	0	1	2	1.5	
Inappropriate	8	5	13	4	1	5	6	4	
Optional	3	3	6	1	1	2	1	8	
Desirable if relevant to enhancing values	7	9	16	1	7	8	4	7	
Essential if the debate is to be meaningful	0	1	1	0	2	2	1	11.5	

18. In CEDA a case that consisted solely of arguments derived from philosophic and other theoretic sources would be

Consistent with the true purpose of CEDA	6	5	11	1.5	2	3.5	3	18
An acceptable option	9	12	21	4.5	5	9.5	11	9
A tricky approach to be condemned	1	0	1	0	.5	.5	0	1.5
Without force because of the absence of empirical support	2	2	4	0	3.5	3.5	0	3.5

19. The best way to debate when the two sides favor conflicting values is to

Engage in reasoning	11.5	9	20.5	5	7	12	8	17.5	25.5
View the values in operation	4	10	14	1.5	4	5.5	5	13.5	18.5
Contrast quotations and qualifications of sources	2.5	0	2.5	.5	1	3			

REFERENCES

¹To obtain a copy of the report, write to: Walter H. Murrish, Department of Communication Studies, University of Missouri-Kansas City, Kansas City, Missouri 64110.
²Because of the small number of subjects, tests of significance include Theodore R. Anderson and Morris Zelditch, Jr., **A Basic Course in Statistics**, third ed. (New York: Holt, Rinehart and Winston, 1975); Dennis J. Palumbo, **Statistics in Political and Behavioral Science**, rev. ed. (New York: Columbia University Press, 1977); and Frederick Williams, **Reasoning with Statistics** (New York: Holt, Rinehart and Winston, 1968).

Research Theme

Announced for 1981-1982

Dr. Wayne N. Thompson as chairman of the national PKD subcommittee on research announced the following as the research theme for 1981-1982: "Individual Events: Theories and Practices." The subcommittee, Dr. Thompson stated, encourages research on all aspects of forensics; the only purpose in designating a theme is to emphasize the importance of a particular area and to stimulate research relevant to it.

Research papers may be of such different types as historical, critical, descriptive, and experimental. The expectation is that the Spring, 1982, FORENSIC will be a research issue giving preference to papers on the theme.

EMPIRICAL EVIDENCE ON THE JUDGING CRITERIA IN USE IN THE CROSS-EXAMINATION DEBATE ASSOCIATION

Robert K. Norton

Mr. Norton has a B.A. from the University of Southern California in Speech Communication. As an undergraduate, Mr. Norton won over 200 trophies in forensics, including several in CEDA debate. Mr. Norton is currently the Director of Forensics at the University of California, Riverside.

In the last few years the debate of value propositions and the nature of the debates of the Cross-Examination Debate Association have been of considerable interest. One result of this interest is the publication by the Cross-Examination Debate Association, under the editorship of Don Brownlee, of a booklet which makes convention papers and articles on judging non-policy propositions more readily available.¹

This concern about judging CEDA-type debates can be divided into two parts: advocacy of how these debates **can be**, and **should be** judged, and reports of how these debates **are being** judged. Although these two types of study interact and although a paper could deal with both types of study, the concern of this report is the latter.

The writer makes no claim of definitive status for the present research, which is a survey taken at one particular tournament during one particular debate season. The actual purposes are modest: (1) to report the results of one study on CEDA judging, and (2) to suggest possible areas of future study.

Method

The survey on CEDA debate judging practices occurred at the Great Western Invitational Speech Tournament, held at the University of Nevada, Reno, from April 3-5, 1980.² This tournament is regularly the final tournament of the year whose results count toward the awarding of the CEDA team championship. The trophies symbolic of that championship are awarded at this time. Partially as a result of these factors, this tournament is often considered, "CEDA Nationals," although that label is without official sanction.

During the last two days of the tournament the survey questionnaire was distributed in the judges' lounge. Of the 44 persons judging at the Great Western Invitational 28 responded, a rate of 63.6%.³

The three-page survey contained eighteen questions. The instructions included the name and the address of the writer and the fact that the survey was part of his study for the M.A. degree.⁴ Judges were asked to write comments on the questionnaire as a whole and/or in any particular question. Those who did not regularly judge NDT debates were instructed to mark "Uncertain or Neutral" on questions asking for comparison of NDT and CEDA judging.

Research Results

The first six questions were demographic. The responses identified five subgroups: California faculty members (mostly directors of forensics),

California assistants, faculty from outside California (again mostly directors), assistants from outside California, and others. The two "others" were persons with high school or college experience recruited as extra judges.

The answers to these questions were not surprising. Faculty members were older than their assistants and more experienced in coaching forensics. Assistants, probably because CEDA is still a young activity, were most likely to have debated in CEDA themselves.

Comparisons of Californians with non-Californians and of faculty members with assistants yielded a statistically significant difference only once. Assistants were more likely to disagree with the statement that discussions of non-policy propositions in argumentation literature affected their judging criteria. Comments by assistants indicated that the reason for this difference was the unfamiliarity of assistants with argumentation literature on non-policy propositions.

Question # 7, although open ended, produced responses on personal judging criteria that could be categorized. Four judging factors were mentioned most frequently. Several judges included more than one.

Question # 7

Briefly explain your judging criteria in CEDA debate (that is, on what basis do you make decisions for the CEDA debates which you judge?)

Delivery Skills	NDT Judging Criteria	Criteria Argued in Round	"Value" vs. "Value Objections"
10	3	6	15

Comments: Some judges indicated that they felt that the weighing of "value" and "value objection" was a function of the 1979-1980 CEDA topic. Others noted they would penalize "spreads." One judge used the label "hypothesis tester."

The final eleven "questions" consisted of a statement and a request for the judge to react on a scale from strong agreement to strong disagreement. The statements, responses, and comments follow.

Question # 8

When one team in CEDA debate does the better job of speaking but the other team wins critical arguments, I am likely to vote for the team winning arguments.

Strongly Agree	Agree	Uncertain / Neutral	Disagree	Strongly Disagree
14	12	1	1	0

Question # 9

When one team in NDT debate does the better job of speaking but the other team wins critical arguments, I am likely to vote for the team winning arguments.

Strongly Agree	Agree	Uncertain / Neutral	Disagree	Strongly Disagree
17	10	1	0	0

Comments: These results do not support the expectation that NDT and CEDA would differ. Many judges felt that the two statements assumed a false dilemma-that a team could do the better job of speaking and lose the critical arguments.

Question # 10

The "Note to Judges" on some CEDA ballots affects my judging of CEDA debate.

Strongly Agree	Agree	Uncertain / Neutral	Disagree	Strongly Disagree
2	4	6	10	6

Comments: Some judges took issue with specific statements appearing in the "Notes." The sole California faculty member who agreed with the statement is the author of one such note.

Question # 11

The discussion of value proposition in argumentation literature affects my judging of CEDA debate.

Strongly Agree	Agree	Uncertain / Neutral	Disagree	Strongly Disagree
3	8	8	7	2

Comments: Assistants were more likely to disagree with this statement than were faculty members. This difference met the chi-square standard of significance.⁵ Several judges who disagreed with this statement commented that they had not read argumentation literature on value proposition.

Question # 12

The value or values a team defends in CEDA debate must be made quite explicit by the team before it is likely that I would vote for them.

Strongly Agree	Agree	Uncertain / Neutral	Disagree	Strongly Disagree
5	16	1	5	0

Comments: Many judges who disagreed or were uncertain objected to the word "quite." They indicated that a clearly implied value was acceptable.

Question # 13

I judge the issue of topicality in CEDA debate almost exactly as I judge that issue in NDT debate.