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O R I G I N A L   A R T I C L E

Running Topicality on Trichotomy

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The ability to accurately identify and classify different types of debate resolutions is of central importance to debaters involved in extemporaneous based intercollegiate debate formats. This paper problematizes the idea that current trichotomy based understandings of resolutional analysis is sufficient to accurately describe all possible types of resolutions. Specifically, this paper questions the ability of modern trichotomous thought to accurately classify or define resolutions that are predictive and future based.

Debate as an educational activity can be traced back to its earliest roots in fifth century Sicily. The skills of argumentation were viewed as extremely important assets in a culture where local citizens were expected to be involved in legal and political structures (Poulakos & Paulakos, 1999). The study of rhetoric and argumentation in America can be traced back to the eighteenth century. It was during this time period that American collegiate institutions began holding formal debates on topics ranging from politics to science (Potter, 1944). Often times, these debates were extemporaneous in nature with topics being given out only hours before the debates took place. The formalized process of extemporaneous debate is still alive and well in the halls of many American educational institutions. Two intercollegiate organizations that practice the art of extemporaneous debate are the National Parliamentary Debate Association and the International Public Debate Association.

Of central importance in the context of extemporaneous based debating is the ability to accurately identify and classify different types of resolutions (Hill and Leeman, 1996). Theorists have pointed out that resolutions become the starting points for in round discussions, hence framing the central focus and burdens for both the affirmative and negative debaters. (Brodack & Taylor, 2002; Herrick, 1998).

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The predominant theoretical construct used to identify resolutional typologies in intercollegiate debate spaces is known as Trichotomy. This framework asserts that there are three possible types of debate resolutions: Fact, Value, and Policy. This paper will advocate that these three typologies of resolutional categories are not sufficient to classify all possible sets of debate propositions. Specifically, this paper will argue that a trichotomous view of debate typology cannot accurately identify or classify resolutions that are predictive/future based in nature.

Defining Resolutions

Modern extemporaneous debate formats such as The International Public Debate Association and the National Parliamentary Debate Association have predominantly adopted historically accepted typologies of resolutional analysis. Both of these intercollegiate debate spheres typically use the trichotomy of fact/value/policy as a framework for defining resolutions. Put simply, this means that debaters tend to define and perceive resolutions through either the lens of fact, value, or policy. Swift (2012) argues that these three typologies can function as mutually exclusive categories. Other scholars have argued that these three types of resolutions display a great amount of overlap and/or interconnectedness in function (Firodo, 1985; Knapp, 1996). For example, it is virtually impossible to have a discussion of policy that is absent of values and facts.

An accurate understanding and advocacy of resolutional typology has several benefits (Swift, 2012). First, it creates a clear understanding of burdens for both the affirmative and negative (Hill and Leeman, 1996). Second, it helps to identify sets of arguments that are relevant to the central question of the resolution (Herrick, 1998). Third, Kuster (2003) argues that recognizing three distinct typologies creates an educational benefit for debaters because they allow debaters to explore a broad range of topics and categories. Finally, it helps to guide the conversation in such a way as to increase the chances of clash within the given debate round.

Defining Trichotomy

The concept of trichotomy as used in modern forensics and argumentation spheres can be traced back to the early work of Aristotle. In Aristotles text "Rhetoric," he advanced the idea that there were three types of rhetorical claims: These were claims of fact, value, and policy. These three types of propositions are uniquely different in both ontology and epistemology. Each specific category describes a unique set of characteristics that define the parameters of conversation within the given space of a specific resolution. These three typologies are the foundation for a trichotomous understanding of resolutional analysis. The popularity of the trichotomous understanding of debate resolutionality has been advanced in large part by the fact that this teaching has been the dominant mode within contemporary argumentation textbooks (Swift, 2012).

Propositions of policy deal specifically with the advantages and/or disadvantages of a proposed policy change aimed at solving a specific set of problems within the confines of the status quo. These resolutions are typically shaped in a way that asks affirmative debaters to advocate a policy change that will be advantageous compared to the status quo and/or a competitive counterplan offered by the negative speaker/team (Freelty & Steinberg, 2008). An example of this type of resolution would be: "Resolved: The United States Federal Government Should Change its

Foreign Policy Toward Mexico." This resolution clearly calls for the affirmative debater to advocate a policy change by the United States toward Mexico.

The second type of debate propositions used in intercollegiate debates is known as resolutions of value. Where as policy-based resolutions focus on the merits or demerits of a proposed policy action, resolutions of value ask debaters to make arguments comparing two different sets of competing values (Lundsford, Ruszkiewiez & Walters, 2004). An example of this type of resolution would be: "Resolved: State Sovereignty is More Important Than Individual Rights." This resolution clearly asks the affirmative debater to advocate that state sovereignty has a higher level of importance than the competing value of individual rights.

The final type of debate proposition predominantly used in intercollegiate debate is known as resolutions of fact. These types of resolutions ask debaters to develop arguments centering on the factuality (truth or falseness) of a given resolution. These resolutions are written in such a way that it asks an affirmative debater to establish a truth claim in reference to a given proposition (Freeley & Steinberg, 1999). In essence, individuals debating factual resolutions are asked to answer questions whose answers exist in reality in some objective/empirical way (Corcoran, Nelson, & Perella, 2000). The idea of a factual resolution denotes that there is some external evidence that can be used as proof of the objective reality of the statement (Inch & Warnick, 2002). One major criticism levied against resolutions of fact is that they force debaters to argue from a position in which one set of debaters is on the "correct" side or true side of the resolution (Brodack & Taylor, 2002). An example of a factual resolution would be: "Resolved, The United States has the Worlds Strongest Military." This resolution asks the affirmative to make an objective truth claim about the strength of the United States military in comparison to that of other military superpowers.

A cursory glance at the definitions and examples listed above identifies the validity and justification for each of the three listed typologies. Each typology defines a unique and specific set of burdens placed upon affirmative debaters. Each typology also defines a unique space of conversation that differentiates the discussion from the other competing typologies (McCulloch, 2000). Clearly these three terms create a clear distinction between what does and does not constitute a resolution of fact, value, and policy. The question this paper would like to posit is simple, "What happens when debaters are asked to debate a resolution that does not accurately fit into one of these three categories?"

The Problem

Take for example the following resolution: "Resolved: The San Antonio Spurs will repeat as NBA Champions in 2015." If you were asked to categorize this resolution using one of the typologies listed above it would be very difficult. In fact, it would be impossible. The resolution does not focus on the merits of a specific course of action, which rules out the possibility of a policy resolution. This resolution does not ask debaters to compare competing value sets, which rules out the possibility of a value debate. Hence, using current trichotomy-based logic, debaters would then be forced to classify the above topic as a resolution of fact by default. So let's examine the viability of that option.

To make the claim that this resolution is a resolution of fact would mean that this resolution has a "correct" answer (Brodak & Taylor, 2002). In other words, to prove this resolution true in a fact-based paradigm, affirmative debaters would have to demonstrate that the resolution is "true" in an objective sense. Notice that a fact-based understanding of this resolution would necessarily force affirmative debaters to make a truth claim about a specific event (the 2015 NBA Championship) that does not at the moment of the debate own a truth claim. In laymen's terms, since we have not played the 2015 NBA Championship (at the time of the writing of this article), it is impossible for the affirmative to advocate a factual claim about who will capture that crown. This is impossible because there currently exists no factual answer to the question of who will or will not win the 2015 NBA Championship (as of the time of this writing). In other words, truth claims about futuristic statements can never be determined in the realm of fact, because no such truth claim is possessed by an event until the actual event takes place.

At this point in the debate, good affirmative debaters would be forced to frame criteria arguments that in all actuality are mutually exclusive with the factual paradigm of resolutional analysis they have already advocated within the round. For example, it is easy to imagine that many affirmative debaters would ask judges to evaluate the round based on the "probability" or "likelihood" of this event actually taking place in the future. Put simply, this would be debaters' recognizing in the round that traditional modes of resolutional interpretation and typology have failed them. Any reasonable human can quickly see that it is impossible for an affirmative individual to advocate the factual nature of a future event. The natural appeals to "probability" or "likelihood" are common sense arguments aimed at a more accurate understanding of the ways in which futuristic claims can actually be articulated both epistemologically and grammatically. It takes only a cursory glance at this resolution to notice that the best any affirmative team can actually do is to argue that the futuristic statement should/can only be affirmed on the grounds of it being more likely/probable than not. Clearly the burden of "likelihood/probability" is a much different burden than one demanding an affirmation of the objective factuality of the given resolution.

If debaters are allowed to default into discussions of likelihood/probability they can make arguments about the talent of the teams' offense and/or defense. They can also access arguments centering around the weaknesses of other teams comparatively. But notice these types of argument sets can only point to the fact that a specific team is more likely or more probable to win the future game in question. These types of arguments add no credibility to the factual claim that the San Antonio Spurs "will" win the coming NBA Championship. Negative teams would be correct in arguing that while a specific team (in this case San Antonio) is more talented and more likely to win the coming NBA Championship, these arguments do not prove the resolution true in a factual sense. In fact, negative teams could actually grant out that San Antonio is a huge favorite to win the pending championship, while at the same time arguing this probability/likelihood does not meet the grammatical and/or epistemological standards demanded under a fact-based paradigm.

A common sense-based viewpoint of this scenario tells us that we need to add a fourth category of resolutional analysis that will allow for a more accurate representation of future-based predictive resolutions. This author suggests that we as a community adopt a fourth category of resolutional type, "probability". Resolutions of

probability would identify the unique set of debate questions that allow debaters to focus on future-based predictive resolutions. The name "probability" seems accurate because it inherently suggests to debaters that the focus of the resolution deals with the probable likelihood of future events taking place. This new typology would provide debaters the missing framework needed to accurately identify and describe resolutions that deal with futuristic claims of prediction.

Conclusion

It is time that the debate community either discontinues the use of future based resolutions or rethinks the concept of trichotomy debate in favor of a more comprehensive theoretical framing that will allow debaters to more accurately deal with the unique nuances of predictive/futuristic-based resolutions. This author would suggest that the community select the second option and adopt a new framework that focuses on probability as a unique fourth resolutional type.

This decision would provide several possible benefits. First, this new typology would more accurately represent the actual nature of burdens in relation to futuristic claims of prediction. Second, this expanded view of resolutional analysis could create an increased focus on the intentional creation of future-based predictive resolutions by tournament directors. These resolutions would be extremely valuable in an academic setting, because debaters would be forced to gain a deeper understanding of the real world types of systemic thinking used in the fields of economic and/or political forecasting. While debates about policy and value often delve into the realm of systemic forecasting, this part of the discussion is often overshadowed by the fact that these resolutional types have different primary foci.

The creation of a fourth category that focuses specifically on probability will be empowering to both debaters and educators, because it will create a greater level of clarity and shared understanding. On this ground alone, it is important that we as a community of argumentation theorists and practitioners begin to identify a typology that will allow for more accurate and fair predictive/futuristic discussions in intercollegiate debate spaces.

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ORIGINAL ARTICLE

Disclosure in IPDA: Redressing Disclosure and its Ethical Implications

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The International Public Debate Association (IPDA) is a unique format of academic debate which places critical emphasis on lay or "real world" argumentation (IPDA Constitution, 2013). Yet, even in a "real world" debate format there arise arguments of technique and ethical conduct. Scholars, coaches, and debaters often discuss topics about the burdens each debater must meet and disclosure's place in IPDA style debate (Brown, 2014; Duerringer & Adkins, 2014; Key, 2014; Welch, 2014); however, little discussion has been placed on the ethical implications of definitional disclosure[2] other than Duerringer and Adkins's (2014) analysis paper. This essay will address this critical aspect of the debate over disclosure by extrapolating lay judging, reasonability, and negative definitional defenses. It continues the dialogue from the 2014 IPDA journal themed topic of disclosure. This article is aimed at programs new to the IPDA format but is also useful for older programs struggling with how to cope with the disclosure process.

Lay Judging

Founders Alan Cirlin and Jack Rogers placed a failsafe in the format to keep it as "real world" as possible. Lay judges became the great equalizer in the format. The IPDA Constitution (2013) states, "tournament directors are encouraged to use as many real-world judges as possible. Training should be minimal and should emphasize fairness and how to properly conduct the round and fill out the ballot." Simply stated, a lay judge is someone any debater could encounter in his or her daily life and career and not an individual specifically trained about debate. The only

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[2] Disclosure can mean letting a debater's opponent know the definitions the debater plans to frame the round with or it could mean the adjudicator announcing who won the round after the round's completion. This essay will focus on the definitional approach to disclosure.

constitutional stipulation is that the person is eighteen or older (IPDA Constitution, 2013). The focus of the format is audience analysis rather than the technical skill of a debater to manipulate a set of specific rules and procedures or obliterate an opponent with a landslide of data and meta-arguments/kritiks. While nuclear war is a thought in the back of many peoples' minds, it often is not a real world decision point when contemplating whether or not a local municipality should have pet leash laws.

The lay judge is of great importance in IPDA debate when a debater prepares definitions. As Freeley and Steinberg (2014) state when discussing definitions, "a satisfactory definition is one that meets the expectations of those who render the decision …" (p. 148). Thus, the decision renderer could be anyone who is eighteen or older. So the judges' preference leads to the question at hand. If the adjudicator is lay and the ultimate power in a debate round, how should definitions be handled? Specifically, should disclosure be a part of this process? Rather than examining this issue from manifest meaning, it would be more practical and insightful to dig deeper into the latent meaning of defining and disclosing.

At the latent level, definitions become an issue of not only clarification but an issue of fairness and burdens that must be met (Freeley & Steinberg, 2014). The issue becomes how are definitions, and thus disclosure by link, a practice of fairness or ethical deliberation. The IPDA Constitution (2013) states,

Fairness: Debaters will, as much as possible, be left to their own devices. Affirmatives are allowed to define resolutions; however, Affirmative interpretations and definitions must fit within the resolution and leave Negatives fair ground for the debate. If an Affirmative's case is too lopsided and/or tautological (used to define itself as winning by definition), this opens the door for the Negative to provide an alternate set of definitions. But the Negative can only redefine terms if the Affirmative has abused its prerogative. If the Affirmative can demonstrate they have met the aforementioned burdens when challenged, then Affirmative definitions will have presumption. The judge is the final arbiter of definitional squabbles.

While the author agrees with Key's (2014)[3] stance that the community should focus on the educational benefits of debate, the author, as well as Herbeck and Katsulas (1992)[4], disagrees with Key's conceptualization of the affirmative's burden of proof as not inherently more difficult. In fact, as previously stated in the IPDA Constitution (2013) above, "Affirmative interpretations and definitions must fit within the resolution and leave Negatives fair ground for the debate." Therefore, it does fall to the affirmative to define fairly, which does make the affirmative's position more difficult. In a sense, the affirmative must construct two debates at once to insure fairness. First, it must affirm the resolution. Second, it must ensure fair grounds for argumentation.

The concept of fair or reasonable definitions is not unique to IPDA or modern debate (see: Alexander, 2006; Herbeck & Katsulas, 1992; Freeley & Steinberg, 2014;

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[3] While the author and Key (2013) disagree on the place of disclosure in IPDA, both agree on the education value of the format.

[4] The author uses sources from other debate formats such as CEDA and NDT to illustrate that the definitional argument is not unique to IPDA or modern discourse. While these formats are drastically different than IPDA, there are still basic argumentative practices in each.

Parson & Bart, 1992; Spradley, 2006; Unger, 1992). As Unger (1992) jovially comments in the early 1990s, "mischief-seeking affirmatives may be content to employ perfectly conventional[5] definitions, but to apply them in totally unconventional and educationally disruptive ways" (p. 141). Unger's description reveals that certain affirmative teams or debaters purposefully muddle definitions for a strategic advantage. NAFTA in the resolution; NAFTA is obsolete, is no longer "North American Free Trade Agreement" but skewed to "Nudist Alliance For Terrific Abs."

In classic debate theory there are standards that, if followed by ethical debaters, help limit the need for disclosure, as well as abuse arguments and definitional challenges. Herbeck and Katsulas, (1992) explain the need for the affirmative to define in three positions. First, simply, "the affirmative initiates the controversy" (p. 157). Since the affirmative is the first to speak, from a completely practical position, she or he must provide the basic foundation of the round. Defining also compliments the affirmative's burden of a *prima facie*[6] debate. Defining keeps the affirmative from shifting the debate in subsequent speeches. Defining also limits the round and therefore locks the affirmative in to a specific position. Second, "allowing the negative to define is unworkable" (Herbeck & Katsulas, 1992, p. 157). Logically, what would be the purpose of the first affirmative constructive if there was not a grounded definition foundation to begin arguing. In effect, the negative would switch roles/burdens and become the advocate since she or he would have to defend the definitions. Finally, the negative has the right to challenge the affirmative's interpretation and definitions.[7]

Therefore, it is imperative that the affirmative define the resolution in order to begin the debate and lay the frame work for the judicator and negative. The next question to answer is, how should the affirmative choose definitions that are debatable and fair to all involved in the round?

Reasonability

The answer lies in the term "reasonability." The concept of reasonability may seem simple enough. Yet, as with many aspects of argumentation, debaters and scholars must explore its parts to understand it holistically. Parson and Bart (1992) develop the concept reasonability of definitions well in their work. They do so with three major criteria. First, a reasonable definition will give equal grounds to argue for both the affirmative and negative. The affirmative may not use definitions that are abusive, one-sided, or truistic. IE, the affirmative cannot argue the definition of Earth from a dictionary and ask the negative to argue that the Earth is not the dictionary definition while using the dictionary as bright line evidence. Second, the key terms of the debate should be universally understood. Especially in IPDA, a lay judge should be able to recognize the usage of the word within the context of the resolution. There was a varsity semi-finals round at IPDA Nationals many years ago. The two debaters

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[5] Unger (1992) refers to the practice of defining via a credible source but often the most extreme or aberrant manner in CEDA/NDT formats.

[6] The NDT dictionary (Hanson, 1991) defines prima facie as, "to make a case when first presented." The affirmative must present the case (including definitions) up front (or on face). If the Affirmative fails to meet its prima facie burden, the negative may call abuse and interpret the resolution.

[7] The author will discuss counter definitions in a separate section of the essay.

argued over the term "fly." One debater stood up and decried, "when I fly to New York, it is understood that I board an airplane which flies me to New York. I do not stand at the end of the runway and flap my arms like a bird."[8] The point was well taken by the judges. While flight, as in the avian type, is technically correct, an average person would understand flying to a destination and the more conducive definition. Finally, context itself is a key component of reasonability. The definition of the word must fit within the contextual setting of the resolution. To use the flying example again, when a person and place or part of a resolution about flying, it is fairly easy to piece together the resolution as a topic about mechanical flight, specifically airplanes. However, if the resolution had biological terms and environmental terms, it would be easier to deduce the avian form of flight.

Reasonability allows the affirmative to meet its burden of providing definitions while still allowing a fair and progressive debate. Reasonability gives the affirmative a more credible and therefore ethical approach to the definitional/disclosure conundrum. Debaters who use the reasonability standard to define should have no concerns about disclosure or abuse arguments. Both parties can assume that the definitions will be fair and commonly available. The reasonability approach builds a level of trust amongst debaters in the community. There is always the possibility that debaters may squirrel[9] a definition anyway to their advantage. However as Duerringer and Adkins (2013) and Welch (2013) have agreed, there is no rule that states a debater must stick to her/his disclosed definitions. Simply put, a dirty debater is a dirty debater, no matter what rules and ethics are in place.

Negative Definitional Defense[10]

It may seem easy to just get angry at the affirmative over poor definitions, but there are options to the negative that early debate scholars (Freeley & Steinberg, 2005) theorized. By far the most successful and sometimes overused technique is to call foul or in debate lingo, call abuse. While many negative debaters use abuse as a stock argument, the author does not promote this practice, but prefers to examine abuse as a last resort argument (see Hobbs, 2006).[11] While abuse arguments are varied in scope and complexity, there are some common threads. The author approaches abuse by using Unger's (1992) as well as Parson and Bart's (1992) three criteria as a bases for calling abuse.

The author chooses to add a first step to Unger's (1992) as well as Parson and Bart's (1992) original three criteria. First, the negative must clearly state that this is a topical argument and reasons the affirmative's definitions are abusive. A debater cannot assume all in the room understand the violation. This allows the judge and the negative to clearly understand the argument and flow it. Second, to keep the debate progressing, the negative must provide an alternative definition. If not, the debate ends. The judge either sides with the affirmative's definition or the negative's abuse claim at which point the judge signs the ballot. Third, just because there is a new

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[8] The debate was many years ago and the author is pulling the wording from memory, the exact words may have been slightly different but general meaning is still applicable.

[9] To squirrel a definition is to fundamentally alter the common meaning. See aforementioned NAFTA example.

[10] The author shifts the nature of the essay slightly in the negative definitional defense section by exploring some avenues the author uses when coaching young debaters about abusive definitions.

[11] Hobbs (2006) explains the burdens of the negative well in his chapter The Negative.

definition put forward, does not imply the need. The negative must prove the superiority of the new definition over the old abusive definition. In a sense, the negative takes on the burden of defining in an abuse claim. Finally, the definitions must be mutually exclusive. The two definitions cannot both exist in the same realm. Otherwise, the affirmative can claim both and win the round by default. Muddled definitions by the negative can cast doubt on the negative's credibility.

To use the flying example. If the resolution clearly states mechanical flight and the affirmative squirrels the topic and discusses birds, then it would be appropriate to call abuse. The negative would first claim the abuse. Then explain that this is not the reasonable definition and skews the fairness of debate. The negative would offer a more mechanically inclined definition of flight. Continuing, the negative would explain the importance of the new definition within the context of the resolution, as well as outside data such as a recent airplane crash. Finally, the negative would state that both definitions cannot exist at once. A person cannot board a plane a fly at the same exact time as they stood at the end of the runway flapping her or his arms.

By using abuse as a last resort argument, there is a checks and balance system between the affirmative and negative debaters. This allows the negative to check the affirmative's ethical obligations in the round while giving an opportunity to continue the round and come to better decisions. Similar to disclosure, it is not a perfect solution. However, when debaters use abuse correctly, it should alleviate the need for disclosure because debaters can assume the other party is honest. Plus, there are repercussions for dishonesty.

Final Thoughts

Disclosure should not be a stock issue. While D.-S.H.I.T.S. has a nice ring, it does not promote the academic endeavor of argumentation as an issue that must be weighed in each round. The author instead suggests that disclosure should be viewed from an ethical vantage point. If the affirmative debater feels her or his definitions are reasonable, there is no need for disclosure. The negative debater can justly assume the topic will be debated in a straightforward manner with reasonable and predictable definitions. If not, the negative has the option to call abuse. However, if the affirmative finds him or herself in an ethical dilemma because he or she want to squirrel the topic, then the debater and the coach must determine if disclosure is a fair scenario to insure a competitive and educational round. Time is of the essence in debate, especially during preparation time. The coach and debater should take no longer than five minutes from draw to disclose the squirrelled definitions. By using more time, the affirmative is being inconsiderate and abusive of the negatives preparation time.

The disclosure option, because of squirreled definitions, should be a rare option with significant educational value to the round rather than a standard debate practice used to confuse, befuddle, or downright lie to an opponent. Ethical debate should take the topic at face value especially in IPDA where there are five topics to choose from. In the same vein of thought as Key (2013) , debate is an academic venture to gain knowledge and skills to better ourselves, community, and world.

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R O U N D T A B L E

The IPDA's Pasts, Presents, and Futures.

Alan Cirlin, Christopher Duerringer, Cole Franklin, Adam Key, Patrick Richey, & Bob Steinmiller[1]

In November of 2014, a panel of long-time IPDA coaches and debaters gathered at annual meeting of the National Communication Association in Chicago for a discussion entitled: "International Public Debate Association (IPDA): Pasts, presents, and futures." In a loosely organized session, panelists discussed the origins of the format, the challenges the association faces, and its possible futures as the IPDA continues to expand. An audio recording of that discussion was transcribed, edited for clarity, and is now available for your review here.

[1] Alan Cirlin (Ph.D., University of Iowa) designed the IPDA format in the 1980s and 1990s based on his experiences and pedagogical concerns about the increasing technicality and stylistic bombast in the NDT and CEDA. He directed debate teams at the University of Richmond and at St. Mary's University in San Antonio. He currently serves as the undergraduate coordinator for speech communication at St. Mary's.

Christopher Duerringer (Ph.D., Arizona State University) debated in the IPDA between 2001 and 2007 as an undergraduate and graduate student at Stephen F. Austin State University. He directed the debate team at Arkansas Tech University between 2011 and 2014. He is an assistant professor of communication studies at California State University, Long Beach.

Cole Franklin (Ph.D., University of Southern Mississippi) began debating in the IPDA as an undergraduate member of the Louisiana College debate team. He currently directs the debate team at East Texas Baptist University and competes in the professional division. He also serves as a professor and the chair of the department of communication studies at East Texas Baptist University.

Adam Key (M.F.A., Minnesota State University, Mankato) began debating in the IPDA in 2003 as a member of the Stephen F. Austin State University debate and forensics team. He directed the Sam Houston State University debate and forensics team between 2008 and 2012 and the debate team at Tennessee State University between 2013 and 2015. He is currently a doctoral student in the department of Communication at Texas A&M University.

Patrick Richey (Ph.D., University of Southern Mississippi) debated in the IPDA between 1999 and 2006 as an undergraduate at Louisiana College and a graduate student at Stephen F. Austin State University. In 2012, he was named the director of the debate and forensics team at Middle Tennessee State University where he is as an assistant professor of communication studies.

Bob Steinmiller (Ph.D., University of Iowa) directed the debate and forensics team at Henderson State University until his retirement in 2014. Under his direction, the HSU team regularly hosted the Caddo Classic and Reddie to Rumble IPDA tournaments each year. At present, Dr. Steinmiller continues to serve Henderson State University as a professor emeritus of communication.

PR: How do we focus on the public side of public debate, and keep true to the foundation of the IPDA; and how do we deal with regional growth?

AC: I am going to hold my fire for most of this meeting; because I came to deliver a sort of a warning. I founded the association, but that doesn't mean that I necessarily know what's going on [in the association] anymore. But if you'll indulge me for five minutes or so toward the end, I'll say what I have to say.

BS: Since you've started, I think one of the opportunities we have here is, for our thinking, to get together a little background on the instinct or the hunch that…you're like the founding father. So what's the primary instinct?

AC: Usually, the founding father is someone who's running off from someone's home with a shotgun. But…

I grew up thinking of debate as an oratorical process. I was weaned on movies like Mr. Smith Goes to Washington and Julius Caesar, with the funeral speech, and I just thought—when I first was enticed into debate—that it was just people giving speeches. Then I heard what they were doing, and I was like a frog in water: it starts off lukewarm, [slowly heats to a boil], and he'll cook in it. I was in high school in Southern California and it was not the 70s or 80s yet; it was still the 1960s. Debate had not wandered as far off the stylistic course as it has now. And when I started doing it, I just bought into the speed thing.

When I got to college and finished with that, I thought about writing a paper called 'De-programming the College Debater,' because I defy you to find me a lawyer, a businessperson, or a politician that speaks anywhere near the speed of NDT debaters, or as abusively, stylistically as jargonistically. So that's not what we want people to do. I was out a couple of years working; came back to graduate school at Cal State Northridge. Bud Zeuschner, who was one of the founding fathers of CEDA, was there. My first reaction was the typical NDT reaction: "Ah, this CEDA…fluff! Debating 'values'…Bah!" But by the end of the first year, I was sold.

Then, I went to graduate school and debate was peripheral. My first job was at Richmond where I spent three years as a debate coach. But during that period of time, I had a chance to watch CEDA deteriorate. I think 1981, was it, when Jack Howe wrote "CEDA's Objectives, Lest We Forget."[2] By that time, I had been doing a lot of research on what was happening to CEDA; and I wrote a paper on it.[3]

Basically, the coaches couldn't afford to keep up with NDT anymore, but they still had the NDT philosophy and whatnot, so they started going to local CEDA tournaments because they were cheaper and closer. But then when your tournament is overwhelmed with coaches who are doing NDT—bringing their judges with them— they just sort of stylistically take over the tournament, because debaters do what they have to do to win. I did a content analysis paper, where I took the seven or eight hundred ballots from the tournaments and broke it up into ethos, pathos, logos and

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[2] Howe, J. (1981). CEDA's objectives: Lest we forget. *CEDA Yearbook, 2*, 1-3.
[3] Cirlin, A. (1984). Judging, evaluation, and the quality of CEDA debate. *National Forensic Journal, 4*, 81-90. Cirlin, A. (1997). Public debate: A format for making global connections. Paper presented at the convention of the International Forensics Association, London. Reproduced in Appendix.

positive and negative comments.[4] And I had a graduate student code them, and I coded them. The reliability was like .94 or something. I noticed that every ballot was biased in favor of logos. Because you had logic and content and evidence and reasoning and…down at the bottom…delivery. And 85% of all the comments on the ballot had to do with logos. The reason for decision correlated very strongly with logos, but not with ethos or pathos. There were comments made, but they just seemed to be [peripheral to the decision].

So I thought I knew what was needed. On my first job at the University of Richmond I began hosting tournaments. I had some limited experience with Parliamentary Debate in Chicago, Houston, and some tournaments hosted by a student run Eastern Parliamentary Debate Association. I was very impressed with the student run tournaments because they relied on relatively novice team members and their friends to judge. It eventually occurred to me that the student judges were the anchor that held both the quality and the enjoyment of the activity in place. So I designed a debate event and added it to an early tournament. When I saw the results I made some adjustments. Afterwards, I just kept tinkering with the event from tournament to tournament.

My next job was at Indiana University Northwest which had no debate program. For four years, I researched the quality and governance of academic debate. Why did CEDA fail? How could it have been successful?

Then I came to Saint Mary's in 1988 and started hosting tournaments again, I took up where I'd left off and included my experimental debate event. We had two tournaments a season, so twice a year I could tinker with format and rule changes. I also ran a few debaters ragged over a couple of summer breaks, practicing different variations of the format—different time limits and different rules. By the early 90s I'd pretty much settled on the formula that I thought encouraged best debate style and the best educational experience. But it never occurred to me to try to start a new debate association.

But there was a woman, a young graduate student, who was very impressed with the debate format who said, "You need to start a debate association." Then, Trey Gibson came and picked it up. He said, "Let's have a meeting tonight." It was at the University of Texas at Tyler tournament that Jack Rogers was running. And so at this meeting, it was Trey Gibson's enthusiasm. To him, it was a done deal: "We're going to start an association, and you and Jack Rogers are going to do all the work."

AK: To hear Trey tell it, it was your idea.

AC: The idea actually came from Lisa Coppoletta. She had been a graduate student in Texas and had some experience with my experimental debate event. When she became DoF at UNCC she added the event to her own tournament and invited us. We came. And during that tournament she pushed me to start a new debate association. The name "Public Debate" first came up as part of our discussions. I'm not sure how Trey heard about this, but that fall, at a business meeting at Jack Rogers' tournament,

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[4] Cirlin, A. (1986). *Comments on ballots: What are we saying and what are we really saying.* Paper presented at the annual meeting of the Speech Communication Association, Chicago, IL. Reproduced in Appendix.

Trey proposed Jack and I start a Public Debate Association. — I thought the idea was nuts. But Trey's enthusiasm was contagious and a number of other coaches jumped on board. Before the meeting broke up Jack and I found that we had agreed to give it a try.

The next morning, Jack and I looked at each other like a couple of drunks recovering from a serious bender — What had we had committed ourselves to? But we had said OK, so we agreed to give it a try.

So the following year was like a pre-season to the IPDA. It was 1995-1996, and I ran a couple of IPDA-only tournaments at the school. I ran one tournament with a ream of typing paper—no documents, just a ream of typing paper. And when I had all the entries and judges, I wrote the pairings and everything, and put a posting on the wall. The ballots were just typing paper with some instructions for the judges. I kept all the records—the "cumes"—on typing paper. I wanted to see: Could I run a tournament, all by myself, using just blank paper? And, to my pleasurable surprise, it did run fairly smoothly. And that's when I was convinced that the Public Debate event was simple enough to make the event doable.

The whole thing was always about "speed bumps." CEDA proved that telling debaters to debate nicely, by itself, had very little effect because they're not influenced by what you tell them; they're influenced by what wins. So between studying the downfall of CEDA and the success of some of the student judged Parliamentary Debate Tournaments, I concluded that getting the judging right was the key to making debate work the way I thought it should work. And so I found myself one of two leaders of a new debate association. Jack was president and he was great. Jack was very important because he had more clout than I did at the time (and still does). Jack was respected and brought legitimacy to the new association. Very early on we discussed if and when to bail. I told him, "If we can just get ten legitimate tournaments a year for my students to attend, I'd be happy. . .If we couldn't do that in five years, then the heck with it.[5] And the very first year, we busted that. We went bigger than that. It's never grown in leaps and bounds, and I was glad for that because I think slow, careful growth is better than just wild explosion—that's what happened to CEDA.

I designed the governance structure, based on what I'd learned about the collapse of CEDA, specifically to guard lay-judges. That's the lynch pin. Lay judges are the lynch pin. I know there's some resistance on that. [Some will say,] "We need better quality decisions; we need more knowledge on the judge's part, more theory." No you don't. But the whole idea was to create something that self-perpetuated and remained able to maintain its integrity as it grew.

The document I wish I'd left behind is a message to the executive committee about what their real role was. Their real role—if you read the Constitution, you'll

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[5] In fact, the new association sponsored 12 tournaments the very first season (1997-8), 17 the next (1998-9), and never looked back. Dr. Cirlin had actually been very hopeful and optimistic about the eventual fate of IPDA. You can hear this in the paper he wrote during the academic year preceding IPDA's first season:

Cirlin, A. (1997). *Confessions of a co-dependent coach: A Public Debate manifesto.* Paper presented at the Pi Kappa Delta National Convention, Prospects Heights, KY. Reproduced in Appendix.

find that they have a lot of power to block change but they don't have a lot of power to initiate change—so their job is to swat down all the well-meaning, paved with good intention, suggestions for changes that would "improve" the activity by increasing the quality of the judges. I'm not sure that each new person coming on to the executive committee is getting that orientation about what his or her primary function should be. I like change; change is good; you need change. But not random, "this sounded like a good idea at the time," change. You're going to attract more and more people who are coming not because they are drawn to the IPDA philosophy, but because they can't afford to keep up with CEDA and NDT. They're looking for something a bit easier, but they still have those ideas about what good debate is, which involve evidence and speed.

This is where the lay judges come in. If the judges will listen to speed, debaters will talk faster. They may be encouraged. I know coaches who'd run speed drills, practice reading the cards fast. If they will listen to abusiveness, if they listen to jargon, debaters will use jargon. All of the excesses of NDT and CEDA are there because the judges are not just willing to listen to it, but they almost encourage it and they expect to listen to it. The only way to get away from that is to just use real people, the normal constituents, the customers, and the clients. Like I said, you're never going to find lawyers who speak like NDT debate. People say that lay judges are quirky—they make strange decisions. Yes, they do! So do jurors; so customers; so do voters.

But there's a different kind of quirkiness that comes from the well-trained judges. Bud Zeuschner and I were at a tournament (before IPDA) in California toward the end of the outrounds, and we were playing bridge. There was a graduate student there who had been at the Harvard tournament the week before. He had a complete schematic of the outrounds for the major two divisions including who hit who, who was Affirmative and Negative, and the judging panel. And Zeuschner said, "You tell me which school hit which school—don't tell me who was Affirmative and Negative or what case they ran—and tell me who the judges were, and I'll tell you the outcome of the round." Without knowing who was higher ranked, what case they were running, who was Affirmative or Negative, just knowing the schools and the judges, he went through something like 50 total rounds and, with three exceptions, called them all. And he usually got it right in terms of whether it would be a 3-0 or a 2-1 decision. Now that's not quirkiness like with a lay judge, but that's a bias. People are voting for the team or school they want to vote for and covering up with debate theory and jargon to make it look like it had come out that way because they won on logic.

Anyway, that's more than I was going to say. I've said what I needed to say. Just that the executive committee members have got to grab the reigns, not to change things but to keep them from changing. And if someone wants to make a change, don't vote for anything because someone just raises his or her hand and says, "this is a great idea" at a meeting somewhere. Wait until you test it, get some evidence, and show us that it will actually work the way you think it's going to work. Then we'll talk about it. At the first national meeting, Trey Gibson raised his hand and said, "the format needs to be changed"--and with no evidence, no pre-testing, no nothing. Jack

said to let him have it, so I did.[6]   But I've regretted that ever since. Because if you give debaters a little more time in rebuttals, they will feel that they can and have to cover more and have to start talking faster. It was because they couldn't cover everything and knew they couldn't cover everything that the negatives would start to synthesize. And the final speeches sounded so much better when it was the 3-4-3 instead of 3-5-3. And that is all I've got to say about that.

BS: As the ballot goes, so does the association, and if you keep it simple… [indistinguishable].

CD: Could I raise two issues about judging, because I agree that judging matters a lot? You can tell debaters, "You're not allowed to read evidence," but they will memorize it if their judges let them get away with it. A simple ban on reading will not, by itself, stop debaters from ramping up the use of cited evidence. So you really do need lay judges who will simply not allow you to have an evidence war.

Now, we say that we use lay judges. And we do until prelims are over: then we start cannibalizing our debate pool for judges in outrounds. Doesn't that create a problem?

AC: Yes, it does. But it's better off cannibalizing your debaters who have learned IPDA style than bringing in NDT-type judges, because they are more qualified.

CD: That's what happens at nationals, and that's the second issue I wanted to raise. At nationals, schools that are not ordinarily IPDA schools sometimes decide that they might want to drop in and see if they can run the table. And not only do they bring their debaters, but they bring their judges. Last year at nationals, my students returned from a number of rounds in which the judge was saying to the debaters, "Let me tell you why you lost. You lost because should have run a time specification argument" or "You should have run a kritik." In effect, you now have a judge dictating how a round should go—dictating on the basis of the debate theory and jargon they've learned outside the association and are now importing to our national tournament. So I wonder if the association should think about how we can encourage people to bring lay judges or, at least IPDA judges, to nationals.

AC: If you're going to use judges from the debate pool, use the novice debaters. I think the person who assigns judges at the national tournament is the key sticking point. The executive committee needs to make it clear that you do not want experienced judges in the round, if at all possible; and that the person that's running judges has to heed this priority. Put pressure on the tournament director to have a pool of lay judges for the later rounds, people that haven't been used at all. And let your final round be judged by four or five fresh new people.

AK: I understand that it is a logistical issue to provide enough judges for nationals, which is why teams are required to bring judges. But that means, especially with travel to a location like Boise this year, a debate coach is not going to pull someone off the street and pay for his or her expenses. [This policy encourages teams to bring trained judges.]

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[6] The change to which Dr. Cirlin refers was a modification to the time allotted to the negative debater. The original format allowed a 7-minute negative constructive and a 4-minute rebuttal; Trey Gibson's revision subtracted a minute from the constructive and added it to the rebuttal.

CF: Actually, there are a couple of other tournaments where all entries are required to be covered: mine [East Texas Baptist University] and Mississippi College to be specific.

CD: So that means most teams will have their coaches judging [rather than coaching].

CF: Right.

AK: I understand that schools in small towns don't have the judging pool of Tennessee State University or Middle Tennessee State University. But even then, at nationals or not, I'm finding that schools are just using debaters or training their judges [as if they were debaters]. At the University of Arkansas Monticello tournament this year, I had a bunch of very new students and not a lot of computer access [for the purpose of finding preparing cases]. So it was just stock arguments and not a lot of evidence to cite. We were going up against Arkansas Tech, a team that makes a point to not use a lot of cited evidence. And the ballot we got back was from a judge from one of these schools that's been around for a while; and the judge voted against my debater because he didn't have evidence for his claim. Gabe Adkins and I were both looking at the ballot and saying, "I know your student didn't raise that argument." So you've got judge interventionism going on now for people running sources. I guess my point is that it becomes a fetishization of information, that no one believes you unless CNN also says it. And when that happens, the entire format becomes a giant appeal to authority.

AC: That's right. Because evidence includes stories and examples, and if that doesn't count because it doesn't have a citation on it from CNN or Time Magazine, it's just fetishization of evidence.

CD: The result, in this case, of using trained judges is that we have an example of a judge-directed evidence press.

AC: The trick to coping with experienced NDT/CEDA judges is not to use them in the first place. Or if FORCED by circumstances to do so, be sure they are only sent to judge debaters who can deal with it. But don't impose them on your novices.

AK: Aren't lay judges also conditioned to like sources and authority appeals?

AC: Each one is different. That's why people don't like lay judges: they're not consistent or uniform; they're quirky. And I'll take their quirkiness over biases. Don't give me a biased expert, give me a quirky lay judge.

CD: The lay judge's biases will, at least, be broader, cultural biases. [I am thinking here about Adam's point about even the average lay judge sharing contemporary society's preference for technical argument.]

AC: Yeah. And I can try to charm them. I can go in there and try to out-oratory my opponent and schmooze the judge. Because that's what we want [our debaters] to learn.

BS: I still think you need to say something to judges.

AC: We do.

BS: There's a need to at least get out a basic hope that the judges are not trained; that we'll keep it simple and valuable to the most people. Does the ballot give enough guidance, or do we need to give more coaching of the judges? In other forms of debate, they inquire about a judge's judging philosophy.

AC: I'm not going to ask a lay judge for his or her judging philosophy.

CD: I wouldn't want that, but I would want what Jorji Jarzabek used to offer, at the Red River Classic tournament: a very basic ten-minute speech where she would say to all of the judges, "Look, don't let these people tell you that you have to judge on the basis of stock issues or on the basis of standards imported from NDT." She would just lay it out: here are the only reasons that they can talk to you about topicality; otherwise, pick the side that was most persuasive.

BS: That would be useful, because when debaters bring up topicality to lay judges, they roll their eyes back. They think they're not smart enough to judge.

AK: Or debaters will quote rules that do not exist.

CF: Of course, the standards for topicality abuse are written on the back of the ballot.

AK: I'd like to give a quiz at the end of the tournament to see how many judges have actually read the back of the ballot. Because I don't think that they are.

I'd like to throw something else out there. When Chris and I were debaters back at Stephen F. Austin, there was a distinctly different debate style. And I think a lot of the reason for that was that Wi-Fi didn't exist and laptops were far too expensive for the average student to own. So we were well read; we read the news; and we watched the news constantly. But this was also a Golden Age where smokers were allowed on campus. We would get resolutions, and there would be a giant cloud of smoke with half the people outside smoking and prepping cases together. And arguments were more nuanced, I think, because we weren't spending thirty minutes digging up sources.

These days, the kids are glued to their laptops and even on their phones digging up sources as they walk to the round. And at the tournaments where the Internet has gone out or, in my case at Sam Houston a few years ago, where we purposefully did not have it, you can actually recreate that environment. It's much less cutthroat and the speaking is so much better. And it's because even if you tell them, like in Parliamentary debate, that you can't cite sources they can still Google for canned arguments. I can find a stock case on almost any resolution.

AC: Not a problem. It's the way that you choose to package it and present it to the judges that's important. And we do want to have extemp files or have them Google things. Just don't bring the physical stuff in the round with you.

PR: Most of us in this panel are pretty much in agreement that the old system in the IPDA—the focus on lay judging—is where we need to stay. How do we take this idea into the future as we expand into the northwest and the southeast? How do we present this idea to these programs—tell them they should do it—without scaring them off?

AC: I tell my students that it's extemporaneous speaking and they need to stay current on what's been going on in the last sixty days.

CF: I love what you had at Henderson State University a few years ago. I think it was the final round—or maybe it was all elimination rounds—where the propositions dealt with something that had happened within the last 24 hours. And we had to find out about it. It keeps you fresh.

AC: To speak to your question Pat: orientation. Do something to standardize the orientation that the judges receive. And make it a point when new programs enter, that somebody gives them a call and talks to them, a heart to heart, and get them to buy into the philosophy.

And if they have reservations, that's fine. We used to get NDT debaters at Central Missouri State University—Scott Kuttenkuler was one of them, and his partner was another one—and they just absolutely hated everything about IPDA when they first started doing it. But within a year, they had become enthusiastic supporters. Because once they bought into it a little bit… They were frustrated that they weren't winning more. I sat with them on the banister of a Motel 6 outside of Tyler and taught them about ethos. That's when they suddenly became monsters and started winning everything in sight; because they'd changed their philosophy of speaking to audience-friendly and persuasive. Then they found that they loved it. So orientation is, I think, the big thing to bring in new programs and to deal with the judges.

CD: Perhaps we should consider ways that we can incentivize teams to bring lay judges. It's very hard to say to a director of forensics, "Spend money on hotel rooms and food for a person who will not win [or even debate] for you."[7] So their tendency is to make themselves the judge.

AC: Well, you could give them points or something…

CD: I was thinking maybe you could reduce their fees or find some way to [make it financially attractive to choose to bring a lay judge.]

CF: You did that at Tennessee State University, right? If you covered…

AK: Yes, we did something where you could get one for two instead of one for four.[8]

PR: How successful was it?

AK: Web Drake brought a lot of judges. But when I did it at Sam Houston State University, where it was a much more central location, I got a lot more judges that way. I don't think it was as successful at Tennessee State University because most people weren't willing to come to Nashville, just because of where everybody in the IPDA is [geographically] concentrated.

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[7] Dr. Duerringer's point here is not that the IPDA is particularly competitive, but that IPDA programs are typically under-funded. As such, the temptation to bring as few bodies as possible to a tournament is significant. In order to reduce the number of people she or he must bring, coaches are tempted to serve as judges.

[8] Mr. Key is referring to a policy in which competing programs at the Tennessee State University tournament were offered a reduced entry fee if they provided one judge for every two entrants rather than the traditional one for every four.

AC: Put some pressure on the tournament director: "Look, this is your tournament. You've got [potential] judges walking the streets." Come up with ideas for how you get local people.

AK: At my tournaments last year, I went the opposite direction. We had over 100 students show up to judge, because extra credit and service hours were offered. My response would have been to sit all the school judges down and let the lay judges have the tournament. My boss's response was, "I don't want to feed these people." So she sent them home. But I've found that, especially with college students, if you feed them, they will show up.

BS: We do bribery by pizza. You get pizza if you give us 8 hours of your time.

AK: I don't care how small your campus is, college students are starving and lazy. And if you offer them an opportunity where you can say, "Hey, show up. We'll keep you fat and happy and you can crush peoples dreams," you'll get a lot of takers.

AC: Lean on your local population rather than expecting people to cart folks from half-way across the country to judge.

BS: Communication majors take newspaper, yearbook, theatre, and dance practica. I said that they should all take a communication practicum. They asked, "Well, what are they going to do?" It's a debate practicum. That's how we hosted our two tournaments each year. I get twenty-five people and teach them debate and use them as judges. They all were proud, "Hey, I judged your tournament two years ago!"

AK: To get back to Chris's question: Could we simply incentivize and say, "A lay judge covers four spots and a coach covers two?" If you hit them in the wallet, that's going to make them think.

CF: What about the situation where I bring a debater and she's not going to debate at this tournament; she's going to judge? Is that a lay judge?

AK: At the point where someone's out of novice eligibility—if they have the ten tournaments judging or competing—I'd say that they're no longer a lay judge.

CF: What if they have 8?

AK: You have to draw the line somewhere.

CF: I'm just asking, because I've had that experience many times. I've got someone who's not debating at this tournament; she's judging. So is she a lay judge or is she an experienced?

AK: I'd [draw the line] once you lose novice eligibility. But you raise an interesting point: there are some people, and I know of at least one program that with people on scholarship just to judge, who almost become professional IPDA judges. And they come to every tournament and they never debate…

CD: But they're hardly a layperson at that point.

AK: Right.

BS: Is that necessarily bad, though?

AC: Well, you're only talking about one judge.

CF: But if you're talking about three judges from every school who do that…

AC: If you've got fifty judges at the tournament that are lay judges and two or three of these questionable cases, it doesn't really matter.

PR: This is a plug for my own tournament, but I like the Monticello Pledge.[9] So I very rarely put my debaters in, and when I do, I put them in a minimal amount and then flood the tournament with my own judges. So there's no worry that you flooded the tournament with your own people *and* your own judges so you're going to win. We don't want a Fayetteville repeat.[10] But I think you should make it clear in your tournament invitation that you're going to run a service tournament for the organization where you provide the judges and they provide the competitors, and they will be lay judges. That takes some of the pressure off the teams to bring judges.

AC: You can also turn it around and say to the coach, "If you don't like having so many of the folks from around here judging, if you'd like to see greater diversity, bring judges! You only brought one judge to cover fifteen entries, and the other coaches did the same thing. Either I come up with local judges or we spend hours sitting here twiddling our thumbs waiting for time to pass so we can get everybody in. Come back and complain to me about the judging pool after you've covered your entry and the other coaches are doing the same thing. Cover your entries with lay judges and you'll have lay judges and diversity!"

BS: Is there any mechanism during the tournament where somebody's looking at the ballots and they see that judge out there that's just not with it? Who sees if there's a judge that's really a trainwreck?

AC: I used to assign a person at the ballot table to check all the ballots to make sure everything was filled out and things were not stupid on the ballots, because we want to grab the judge before they disappear since we may not ever see them again. And in doing so, I told them to look out for anything that jumps out at you as being inappropriate; and if so, grab me immediately and I'll see if I can't alleviate it.

PR: I think it comes down to running tab and really keeping an eye on coaches and competitors coming and complaining. Every coach is going to complain about a judge; but if you have different people complaining about the same judge, then you

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[9] Here, Dr. Richey is referring to a pledge made by the University of Arkansas, Monticello while under the direction of Scott Kuttenkuler. In order to eliminate concerns about home-court advantage or any sort of conflict of interest between competitors and judges from the host school, UAM pledged to simply administer their tournament and not to compete; where the entry of a small number of their debaters might help to push a division to an additional outround, UAM pledged to enter their least qualified debaters and to bow out of any outround. For a period of time, this pledge became ubiquitous in the association.

[10] Dr. Richey refers here to IPDA tournaments hosted by the University of Arkansas, Fayetteville where that program competed in and won quite a lot of the debates in rounds often judged by its own students. This led to the uncomfortable situation where a host school won many of its own trophies in front of its own student judges. The UAM Pledge works to forestall such perceived conflicts of interest.

know this is a hot judge—turn them off. Or if you're looking at ballots and see the reason for decision is a smiley face, you see that twice and you turn that judge off.[11]

AC: I judged a tournament in Pennsylvania—it was Naval Academy against someone—and I told them my judging philosophy: I don't like speed and jargon. And they gave me an absolutely classic, speed-driven, ridiculous round. In the reason for decision, I wrote: "Why ask my judging philosophy if you're going to ignore it? [The debate] was so fast and so jargonized, I couldn't tell you what anybody said. So I could vote for the Affirmative based on lack of Negative clash, or I could vote for the Negative because the Affirmative failed to provide a prima facie case. I have no reason to vote either way; so I'm going to vote for Navy because their shoes are polished so nicely."

AK: I had a similar experience a few years ago at NPDA Nationals. They ask for your judging paradigm, so I basically paraphrased a good part of the IPDA constitution. They were very perplexed by this—I was using terms like "real world" and "persuasion." For years, they had done that 5-3 thing.[12] I was judging the eighth round, which was a break round where the team that won would move on. I told them: do not start playing with definitions, I hate that. The resolution was "The United States Senate should stop supporting filibusters." And the government team[13] used a definition of filibuster from the early 1900s, which referred to rogue extra-military forces akin to Blackwater. I hate topicality abuse arguments, but as soon as the opposition team said it, I circled their side on the ballot, put down the pen, and just glared at the government team the rest of the time. It was just kritiks on top of counterkritiks and t-shells. And I wanted to write on the ballots, "Why did I fly all the way from Texas to Washington to watch you people not debate?" Because that's what was going on. That is the direction that we're heading, because as you expand, people bring their [old tactics] in. We can police ourselves down here in the southeastern United States because we all know each other; but as the format expands [north] and spreads out, IPDA will become the sponge for whatever format they used to do.

BS: At the National tournament, we had West Point. I was quite impressed with them. But what kind of cases were they running? How happy were they with the format? Were they invested in the IPDA model?

CF: They won.

PR: They won team IPDA and, in my opinion, they ran clean cases. I can tell you from experience that we're expanding the IPDA into Georgia and we're really having a hard time trying to convince them that this is public debate and not individual policy debate.

AC: The best debate round I've ever heard in my life was at an NDT tournament in the junior division. When they asked my judging philosophy, I explained it to them. I said, "If you've got some case with three independent justifications, I recommend

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[11] "Turning a judge off" refers to changing settings in tabulation software to take a judge out of rotation in the judging pool.

[12] Mr. Key is referring to a policy, common in some debate formats, in which debaters who have less than a 5-3 record are denied entry to elimination rounds, regardless of their position in the bracket.

[13] In parliamentary style debate, the equivalent of the Affirmative.

you pick one and debate that." I heard the most amazing, well-presented debate—both in terms of content and style—that I'd ever heard in my life. So NDT debaters can do it. If they want to, any debater can adjust. But right after that one was the one with the Naval Academy with the polished shoes.

BS: It would be interesting if these academies embrace the style, because these are the leaders of the future.

PR: I plan to invite them more in the future; I know part of the reason that they came Middle Tennessee State University was we have a huge battlefield and an airport, so it was a multiple point trip.

CD: I watched several of their rounds and they were excellent. They were very clearly well trained policy debaters who had figured out how to explain [policy arguments] to average judges.

BS: I think those institutions could be highly valuable as liaisons [to other similar institutions that debate].

AC: Can you get the coach from West Point to do a little training video for you explaining what the philosophy is and how they got their debaters to perform so successfully in the IPDA? Because that might make an excellent thing to show to coaches who are on the borderline.

AK: We're concerned about preserving the format as we expand to new schools; we should turn the mirror on ourselves and preserve the format with schools that have been around. Because the IPDA is already changing, and not in a good way. And it's not because we're bringing new people in. Part of it is the rise of technology. But when I have a school judge from a school that's been in the IPDA for over a decade make an evidence-press against two debaters that purposely did not bring up evidence in the round, that's a problem. And that's not a new school doing it. There was an issue at one recent tournament where it appeared that debaters were making up sources. That's not a new school problem. What I'm saying is that there has to be something we can do as coaches to stem the tide. I honestly don't think any of the coaches is doing this—students get into the activity and they *have* to win. But there's got to be something we can do to let them know that it's better to lose a good round than to win by something [underhanded] like that.

AC: There's always going to be something going on with debaters. They're just, by nature, sneaky folks. But it's the lay judges that are going to bring them back. They always have to adjust to the lay judges. So orient the judges to be aware of those issues. But you're never going to stamp it out completely. You're never going to develop a perfect format or a prefect set of debaters such that no one will ever make up evidence again or talk fast again. But the lay judges will bring you back as close to that ideal as anything.

…

BS: Does public debate have to grow solely under the IPDA? Or is public debate a broader concept?

AC: I have no idea. We do what we do as well as we can and let the rest of the world take care of itself.

BS: I think public debate is on the table with the IPDA, but I also think public debate is going to grow far beyond the IPDA.

CD: [In response to concerns about evidence fabrication and the future of public debate] I have a strange idea I've been thinking about trying to get someone to run, possibly at Arkansas Tech. It would be an experimental tournament with only one rule that you would teach the debaters and the judges: no one is allowed to cite any evidence that we already haven't heard of. Essentially, the only evidence permitted would be doxa—common sense.

BS: How about stuff that they're learning in their classes?

AC: But if they can lie about a source, they can lie about what they've learned in their classes too.

CD: Exactly. I don't want them to cite what they've learned in nuclear physics. I want them to start their arguments based on materials that everybody already agrees exist. So if you want to make reference to the Gettysburg Address or the Constitution, great. But on the top of the ballot, it would say, "No one may cite evidence that is not in the public's knowledge," as a way of keeping out all of the evidence pressing and all of that.

AK: The reason they're making up sources is that sources will win you the round. They do want to win and they believe that sources win.

CD: And they're right. They're accurately measuring American culture. They know that Americans like technical argument. We listen to experts, and we like statistics.

…

AC: This may be one of my last hurrahs … but I wanted to thank all of you and just say that, based on what I've heard here today so far, the association is in good hands. And there are issues and there are challenges and problems out there, but I get the feeling that you guys will be able to handle it.

A P P E N D I X

Comments on Ballots: What are We Saying and What are We Really Saying

Alan Cirlin

This essay reports the results of a content analysis study of 507 CEDA debate ballots written between 1982 and 1985 at various tournaments held around the nation. A statistical summary analysis of these ballots is provided along with evidence to support the hypothesis that judges write comments as if they are making win/loss decisions almost exclusively on logical considerations. On 95% of the 416 ballots where judges indicated a "reason for decision," that reason was based a logical issue while only 3% indicated that the decision was based on pathos and only 1% on ethos. When the comments on each ballot were coded and correlated with the win/loss decision, it was found that comments concerning logos correlated .5 while comments concerning ethos and pathos correlated .13 and .28 respectively. Furthermore, of the 18,836 comment ratings generated by the coding system, 73.7% concerned logos while only 17.1% concerned ethos and 9.3% concerned pathos. These results suggest that although CEDA coaches and judges may earnestly desire to promote a less NDTish style of debate and may even stress the importance of ethos and pathos in oral critiques and to their own debaters, in practice they are judging debates by using NDT, logos-oriented criteria and sending a clear message that while ethos and pathos are nice, logos is what wins debate rounds.

Introduction

The ongoing controversy over the future of academic debate, what the activity should look like, and what it's educational function should be, has been raging since at least the early 1970's and shows no sign of any immediate resolution (Howe, 1981; Tomlinson, 1983; Willard, 1985). At the heart of this controversy is a set of questions about the nature and function of debate as a pedagogical activity. On the surface, this metadebate involves questions about specific practices such as excessive speed, spread tactics, issuing underdeveloped arguments, the poor use or misapplication of evidence, abusive styles of cross examination, squirrel arguments, etc. (Allen &

Dowdy, 1984; Cirlin, 1984, 1985, 1986a, 1986b; Duffy, 1983; Howe, 1981, 1982a, 1982b, 1985; Kelley, 1981; Norton, 1983; Snider, 1984; Tomlinson, 1981; Towne, 1974; Ulrich, 1985; Vasilius, 1983). Yet at a more fundamental level, such questions are based on concerns about how academic debate will be viewed and supported by the non forensic community, the educational values of the activity, and how the communication habits that students develop are likely to affect their future prospects in the real world.

I am confident that most, if not all, forensic educators would agree that the general goals of competitive debate should be to develop student speaking skills, foster intellectual growth, advance forensics as a professional activity, contribute to the prestige of the sponsoring institution, and serve the interests of the larger community. Unfortunately, there is considerable disagreement over the specific educational strategies, coaching tactics, and activity rules which are most likely to achieve these goals. While many philosophic arguments have been advanced about how such goals can best be reached, relatively little empirical research has been reported to throw light upon the relationships between debate practices and the pragmatic effects of such practices.

Very little is actually known about they ways in which debaters' styles, tactics, goals and ethics are developed and maintained. Most of the empirical work on the practices of contemporary debate has centered on the value of debate experience for getting into law school and being successful in the business and professional world (eg., Center, 1982; Colbert & Biggers, 1985; McBath, 1961; Pollock, 1982) or on opinion surveys of coaches, judges, and/or debaters on how they view various aspects of the activity (eg., Buckley, 1983; Burgoon & Montgomery, 1976; Larson & Vreeland, 1985b; Matlon & Keele, 1984; Norton, 1981; Thompson, et al., 1981). This kind of research is certainly of considerable value, but there is also a crying need for more research aimed specifically at uncovering the mechanisms which form and maintain the debate activity. While some excellent work has already been conducted in this area (eg., Allen & Dowdy, 1984; Hollihan, et al., 1983; Larson & Vreeland, 1985a) and some outstanding work has been done in related areas (eg., Dean & Benoit, 1984; Lewis & Larson, 1980; Pelias, 1984), a great deal more descriptive and quantitative work is needed to understanding the actual practices of debaters, judges, and coaches, and the pragmatic effects of various rule, judging, and coaching changes on the practices and values of debate. Consider, for example, the common complaint about excessive speed in delivery. How much do we actually know about this problem? What, exactly, is the average number of words per minute in an academic debate round? How does that number vary with situation, audience, and argument? How are various speaking speeds perceived by non debate judge audiences? And how well do academic debaters adjust their rate of speaking to various audiences? Until we have hard evidence about these and related questions are we really in a position to determine how fast debaters ought to speak?

The lack of hard empirical knowledge in this area has not only made it difficult to determine which debate practices are truly the most desirable, but has thwarted the efforts of those who have tried to influence those practices. The large scale attempt to improve the quality of academic debate through the formation of the Cross Examination Debate Association has fallen somewhat short of its founders' goals many of the reforms resulting in only short term improvements (Cirlin, 1986b; Howe, 1981, 1982a) which suggests that a great deal more knowledge is needed

before we can identify desirable debate practices with any degree of assurance and institute changes with any degree of success.

This study was conducted as an initial investigation into the comments which judges make on debate ballots and was designed with the dual purpose of serving as an exploratory analysis these comments and a test of three hypotheses. Comments on ballots have been cited as a critical feedback element in determining actual debate practices so it is reasonable to expect that many of the undesirable speaking practices in CEDA are the result of judges placing too much emphasis on logical issues when writing ballots (Allen & Dowdy, 1984; Cirlin, 1984, 1986b; Henderson & Boman, 1983; Pearce, 1969; Rowland, 1984; Verderber, 1968). If this expectation is valid, then the following three hypotheses about debate ballots should all be supported by this study:

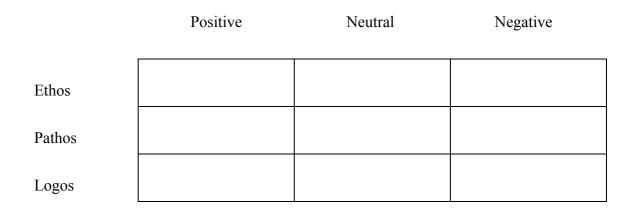H1: Judges write far more comments on ballots about logos than about ethos or pathos.

H2: Logos oriented comments correlate more highly with win/loss decisions than ethos or pathos oriented comments.

H3: Logos is cited as the "reason for decision" far more frequently than either ethos or pathos.

Method

Since the goal of this study was to analyze actual ballots, an attempt was made to gather a representative sample of such ballots from around the country. This resulted in the collection of 590 ballots from two major eastern tournaments (n=168 & 129), two major Midwestern tournaments (n=75 & 96) and a collection of individual ballots from various tournaments around the country (n=122). An initial study was made of these ballots and the following demographic data was recorded for each: judge's school, each team's school, type of judge, division, round, type of debate, type of ballot, individual speaker points, team rating, and the win/loss decision. In addition, a coding scheme was developed to encode the judge's comments and the "reason for decision" for each ballot. The goal in developing this scheme was to create a system which would allow for the testing of the three hypotheses but which would also remain as simple and objective as possible.

To test the three hypotheses it was necessary to identify discrete comments and to describe each as being either positive (favorable), neutral, or negative (unfavorable), and as involving either ethos, pathos, or logos. Thus, each discrete comment was coded as a check in one of the following nine boxes:

	Positive	Neutral	Negative
Ethos			
Pathos			
Logos			

Generally making the decision about whether a particular comment was positive, neutral, or negative was unproblematic; the problems arose when making the decision about whether to code a particular comment as referring to ethos, pathos, or logos. Accordingly, these key concepts were defined in terms of Aristotle's Rhetoric (1356a 1 21) as applied to modern debate theory by Cirlin (1985, 1986b). A comment was coded as concerning ethos if it made reference to a debater's delivery or style, pathos if it made reference to an argument's impact or emotional force, and logos if it involved an argument's logic or support. A "comment" was defined as a discrete unit of informational feedback and thus was coded in terms of content rather than in terms of punctuation.

Each ballot was used to generate four sets of comment data coded from the perspective of each of the four speakers on that ballot. If a comment was specifically directed at one of the speakers it was only coded for that speaker ("the 1AC needs to slow down" = 1 ethos point for the first affirmative speaker), if the comment was directed at one team or two or more speakers it was coded for each speaker ("the negative arguments on feasibility were quite compelling" = +1 pathos point each for the two affirmative speakers; "A good cross examination session of the 1AC, both speakers had excellent arguments" = +2 logos points each for the first affirmative and the second negative speakers; "Everyone except Janet needs to work on organization" = 1 logos point each for each speaker except Janet), and if the comment was generally directed at everyone in the round, it was coded for all four speakers ("An excellent, excellent round. All of you are polished speakers and very polite" = +2 ethos points for all four speakers). Some of the comments, although directed at one speaker, sent direct messages to another and were therefore coded for both ("2AC, why didn't you attack the 1N's weak arguments on rights?" = 1 logos point for both the second affirmative and first negative speakers). And because the writing of a debate case is generally a team effort while its delivery is an individual effort, comments about the first affirmative constructive were either coded as applying to both affirmative speakers (if those comments concerned the case itself) or to the first affirmative alone (if those comments concerned the delivery). Comments concerning preparation time were interpreted as referring to either logos or ethos depending on whether the judge's comments seemed to refer to strategic considerations or to a speaker's credibility. Ambiguous terms such as "Good Debate," "Good Job," and "Good Speech," were interpreted in context on a case by case basis. In such cases, the entire ballot, including the pattern of checks in the evaluation point boxes, was used as a guide in coding the ambiguous comment. In those few cases where it was

impossible to resolve the ambiguity, the comments were assigned equally to each of the three categories: ethos, pathos, and logos. Since this only affected 6 data points out of 18,252 this procedure seemed unproblematic.

Another question which had to be resolved before settling on a coding scheme was what to do with ballots which contained illegible or idiosyncratic comments, such null statements as "RFD on pinks and yellows," "oral critique given in round," and "Note to tournament director: five rounds in one day is too much," and ballots which were completely blank except for the basic tabroom data. This was not a major problem, since these ballots represented a small fraction of the total, but it was significant enough to have a clear impact of the final data analyses. The decision to either retain these ballots or to delete them from the analysis and what to do with partial ballots was made by assessing how the various options would affect the conclusions of the study. The following assessment was made based upon the assumption that no systemic coding bias was occurring: If a nearly illegible comment were correctly interpreted and coded, it would increase the accuracy of the study and no harm would be done. If, on the other hand, such a comment were incorrectly interpreted, if the comment were simply left uncoded, or if an entirely blank or illegible ballot were included in the data analysis, it would have the effect of increasing the error variance. In either case, coding such ballots and including them in the study produced either no harm or a more conservative test of the research hypotheses. Based on this assessment, the decision was made to code each ballot as much as possible and to retain them all in the statistical analysis. Using this coding scheme and based on the assessment of 720 randomly selected data points, an intercoder reliability of .862 was obtained.

Similarly, the "reason for decision" was coded by examining the entire ballot to answer the question, "why did the judge vote as he or she did; was that reason due primarily to ethos, pathos, or logos?" If the reason was not clear the ballot was coded as "no reason given." Thus, "reason for decision" was a subjective judgment. The intercoder agreement on this judgment was .85.

Results

An initial inspection of the demographic frequency data from these ballots indicated that some of the data was based on parliamentary rounds of debate and some of the data was based on ballots written by untrained (novice) judges (total n=83). For the purposes of this study, these ballots were eliminated from further analysis; the results reported below are all based on CEDA rounds and experienced judges (N=507). Even though a disproportionately large number of ballots came from four tournaments held in only two locations, the geographic distribution of both the teams and the judges involved in this sample was reasonably good. Tables 1 and 2 provide a breakdown of these distributions by CEDA region.[14]

Tables 3 through 6 provide some basic information about the population of ballots upon which this study was based. Table 3 provides a breakdown of judges into two broad categories: Head Coaches and Assistant Coaches. When coding ballots it was not always possible to identify assistant coaches with any degree of accuracy, but the assumption was made that, aside from the novice judges already eliminated, this

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[14] All tables appear at the end of this essay.

category of judge was very probably trained in debate theory and was sufficiently experienced to serve as an accurate reflection of the typical judge a debater was likely to encounter anywhere in the country. The data on this table suggests that assistant coaches outnumbered head coaches by a ratio of about two to one which is reasonably consistent with the judging pool at most tournaments. Table 4 reflects the fact that most of the ballots in this study were collected from open division tournaments which is typical of debate in the east and Midwest. Table 5 indicates that the great majority of ballots in this study were written in preliminary rounds. And in some ways this was very fortunate since judges often leave elimination round ballots blank. Finally, Table 6 provides a breakdown of the kinds of ballots coded in this study. As can be seen, there is a disproportionate abundance of University of Richmond Spider Debate Ballots and a disproportionate lack of CSUN CEDA ballots. This was, of course, unfortunate since the purpose of this study was to investigate the typical judging comments being received by debaters and the CSUN CEDA ballot is certainly the association standard. On the other hand, given the nature of this study, the type of ballot analyzed would probably not have a great influence on the findings.

Tables 7 and 8 provide the summary data for individual speaker points for the 40 point CSUN CEDA ballot and for the various 30 point ballots which included everything other than the CSUN CEDA ballot. An examination of these two tables indicates that the pattern of point assignments for both types of ballots is virtually identical. There is a certain point inflation which seems to be taking place. The theoretical average score for the CSUN CEDA ballot at 3 points per category times 8 categories is 24; the observed average score for the 300 observations in Table 7 was 28.5 with a standard deviation of 4.9. The theoretical average score for the various 30 point ballots at 3 points per category times 6 categories is 18; the observed average score for the 1572 observations in Table 8 was 22.2 with a standard deviation of 3.6. Other than this, these distributions appeared quite normal.

Personal experience suggested that a significant scoring bias would be found to favor the second affirmative and second negative speakers. In fact, no evidence for such a bias was discovered. As Table 9 indicates, the average individual speaker point scores, both mean and median, for each speaker position across the 468 ballots where judges had provided this information (missing data=39 ballots) were virtually identical. And since the standard deviation for the mean scores averaged 4.5, these differences can be considered completely meaningless.

The team rating data is reported in Table 10. Team rating data from the AFA long form without boxes were transformed from a 30 point scale to a 5 point scale and included in this analysis (n=15). An interesting factor which emerges from this analysis is the obvious inflation of team rating scores. This pattern of inflated scores in Table 10 is identical to those found in Tables 7 and 8, and these combined rating inflation patterns provide a strong post hoc justification for the decision to code a judging response of 1 or 2 as a negative comment, a response of 3 or 4 as a neutral comment, and a response of 5 as a positive comment.

Three variables were defined and calculated to test Hypothesis 1, that judges write far more comments on ballots about logos than about ethos or pathos: Total Ethos = Total number of comments concerning ethos whether positive, neutral, or negative, Total Pathos = Total number of comments concerning pathos whether positive, neutral, or negative, and Total Logos = Total number of comments

concerning logos whether positive, neutral, or negative. The summary data on these three variables is reported in Table 11. An examination of this table indicates that exceptionally strong support was found for H1.

A curious pattern was observed concerning the data reported in Table 11. It happened that while both the statements about ethos and pathos were bi modal distributions with the two modes at 0 and 2 comments, statements about logos was a tri modal distribution with modes at 0, 2, and 6. This pattern can be interpreted as having three implications: first, that it is common for judges to write nothing in any particular category (ethos, pathos, or logos); second, that it is quite common for judges to make two comments in any particular category; and third, that if the average judge has the time and inclination to write extensively, the topic he or she is almost certain to be writing about is logos and that the average number of statements he or she will write in this category will be six.

The first step in testing Hypothesis 2, that logos oriented comments correlate more highly with win/loss decisions than ethos or pathos oriented comments, was to define and calculate three variables which would indicated the judges' overall assessment of ethos, pathos, and logos for each speaker in each round: Delta Ethos = Total number of positive statements about ethos minus the total number of negative statements about ethos (all neutral statements were ignored for the purpose of this analysis), Delta Pathos = Total number of positive statements about pathos minus the total number of negative statements about pathos, and Delta Logos = Total number of positive statements about logos minus the total number of negative statements about logos. Since this analysis was based on the total number of statements in each category per debater, and there were four sets of comments per ballot times 507 ballots, the calculation of these variables yielded data for 2028 cases for each of the three categories. The summary data for these variables are reported in Table 12.

An examination of Table 12 suggests several conclusions: first the sum total of comments about ethos or pathos on a single ballot are likely to be neutral in tone (either the comments themselves will be neutral or the positive and negative comments will tend to counterbalance each other) but that statements about logos are likely to be slightly negative in tone (the average ballot will tend to have one more negative logos comment than positive logos comments, for each debater). A significant question is accordingly raised about the 507 ballots in this study: were the judges who wrote these 18,836 comments really less satisfied with logos than with ethos or pathos in these rounds, is this pattern of responses an artifactual result of a judging norm to base decisions primarily on logos, or is there some other explanation to account for this regularity in the data? Table 12 also suggests that the total number of statements concerning logos are apt to vary more from ballot to ballot than the total number of statements concerning ethos or pathos which is, of course, unsurprising when we consider the data on Table 11.

Table 13 reports the results of the test of Hypothesis 2. This analysis was run by calculating a Pearson correlation coefficient for each relationship using a one tailed test of significance. All of these correlations are statistically significant, but it is obvious that only the Delta Logos correlation is pragmatically or non trivially significant. Using r^2 as a measure of variance accounted for and ignoring shared variance for the moment, comments about ethos account for only 1.7% of the variation in win/loss decisions and comments about pathos account for another 7.7%.

Comments about logos, on the other hand, account for over 33.2% of the variation in the judges win/loss decision. And it should also be remembered that, given the operational definitions and statistical analysis used in this study, we can assume the percentage figures reported here are probably low overall, but accurate with relation to each other. In theory the combination of ethos, pathos, and logos should account for nearly 100% of actual judging decisions, but, speaking very loosely, only about 42.6% of these decisions were accounted for in Table 12. Stretching the statistical analogy one step further, we can estimate by proportionally increasing the relative percentages suggested above, that logos appears to account for about 78% of the "reason for decision" a student receives when reading a ballot while ethos only accounts for 4% and pathos, 18%. The validity of this assessment is strongly supported by the test results of Hypothesis 3 reported in Table 14.

Table 14 reports the results of the test of Hypothesis 3, that logos is cited as the "reason for decision" far more frequently than either ethos or pathos. The results of this hypothesis test, in many ways, says it all. Debaters may receive subtle, if consistent, feedback about the over-whelming importance of logos from other aspects of a judge's ballot, but here is where the judge comes right out and states that 78% of the time the reason was logos. When this is adjusted by eliminating those ballots where no reason is given, including all of the blank ballots, this figure jumps to 95% of the total.

The pattern of results from all three hypothesis tests is clear, consistent, and overwhelming; CEDA judges are giving logos an almost NDT like sense of importance when writing ballots. And it would not be surprising to discover in a follow up study that debaters, when reading these ballots, are able to easily identify this emphasis on logos.

Discussion

Based on these results and the experience of having read and coded 590 ballots, a number of generalizations can be made about current debate ballot writing practices. Generalization 1: The speaker point boxes are an important and somewhat neglected educational feature on debate ballots. Often, because of time pressure or lack of interest the judge leaves a ballot blank except for the boxes which had been checked in computing speaker points. Thus, these boxed scores may be the only feedback a debater receives from a given round. Furthermore, these boxes provide a kind of standardized feedback which allow debaters to chart their progress and look for consistencies from round to round. But such boxed scores are only as good as the category system upon which they are based and most of the speaker point systems on ballots have a heavy bias in favor of logos (Cirlin, 1986b). Yet at present, I am aware of no movement to redesign the speaker point criteria on ballots to reflect a more CEDA emphasis.

Generalization 2: I am sure this comes as a shock to absolutely no one, but there exists a major "inflation" in speaker ratings. I will not argue that this inflation is necessarily a bad thing since it can be used as a highly favorable pedagogical device to encourage rather than to discourage students. This inflation must, however, be kept within reasonable limits and a certain level of inflation consistency is necessary from the judges at the same tournament to insure an adequate measure of fairness. It is

hoped that the existence of this study will provide a guideline for greater consistency in the assignment of speaker points.

Generalization 3: Based on the results of this study, there seems to be a serious inconsistency in the way we assign team points (the sum of both speakers' points) and team ratings. It was observed that the rating scales for these two assessments varied, not only from judge to judge, but by individual judges from round to round. Any number of judges at a single tournament were likely to award one team 50 speaker points and a team rating of 3 and another team the same 50 points but a team rating of 5. It is, of course, quite possible that judges are using speaker points as an objective measure of individual competence since these points are used in determining speaker awards at many tournaments, and they are using team ratings as a relative measure of incentive and reward. But interpreting these ratings was confusing to me as a detached and experienced observer and may be even more confusing to the emotionally involved students who receive such inconsistent ratings.

Generalization 4: We are sending our debaters a serious set of mixed signals in the comments we write on ballots. "Slow down" is a frequent criticism, "work on fluency" is an occasional criticism and not overly common, but "speak faster" was never encountered as a criticism in any of the 590 ballots available in the total data pool. On the other hand, the comments "cover more material" and "don't drop so many points" were common. What is a debater to do when faced with the contradictory admonitions, "slow down" and "cover more material"? He or she has only to remember that ethos doesn't win debates and that logos does and an answer becomes obvious. Is it any wonder that CEDA debaters are often abandoning CEDA styles of debate. If what we mean to imply in these comments is that debaters should strive to "slow down and improve delivery while using economy of language and quality of analysis to cover more material," then perhaps we should take a few extra moments to spell this out in our comments on ballots.

Generalization 5: Judges feel compelled to award the winning team a higher team rating (and high speaker points for that matter) than the losing team. The interesting thing is that this tendency seems to have absolutely no relationship with the actual strength of the team or speakers involved. Consider the following evidence. One would assume that the ballots written during the first half of a tournament would have a greater percentage of mismatched teams than the ballots written during the power matched rounds during the second half of the same tournament. Fortunately, I was able to perform a preliminary test of this hypothesis because I had received a relatively complete set of ballots from four major tournaments as part of the data base of this study. Since all of the Parliamentary debate and novice judge ballots came from the same tournament, this tournament's ballots were eliminated from this analysis. Ballots from the other three tournaments were examined and the following pattern was discovered: The total number of ballots on which judges had assigned team ratings for both teams was 155. Of these, 76 ballots were from the first half of the tournament and 79 ballots were from the second half of the tournament. 43% of all ballots written during the first half of these tournaments assigned both teams the same rating and 57% of these ballots assigned the two teams different ratings. Of those ballots written during the second half of these tournaments, 42% assigned both teams the same rating and 58% assigned the two teams different ratings. Obviously, these differences are negligible. No attempt is being made to claim statistical significance for this conclusion since it is based on only three tournaments, and it is very uncertain

whether the larger implications of this tendency are good or bad. But these statistics do seem to support the conclusion that judging assessments are far more relativistic than absolute.

Generalization 6: Judges avoid citing ethos or pathos as reasons for a win/loss decision. When ethos or pathos comments agree with the decision, that is when the judge's comments suggest that the team with the higher ethos or better pathos won, they are rarely cited as the reason for the victory or even as one of the important reasons which contributed to the victory. And when ethos and/or pathos comments are in disagreement with the logos comments, the team with the better ethos and/or pathos almost always loses. This, of course, makes it clear to debaters that only logos is an important factor in the decision about who wins or loses the debate. Out of the 507 ballots in this study, only two were found where a judge had actually said, "I made my decision based on ethos," (or words to that effect) and none were found which indicated that pathos was the reason for decision. And yet, it was found that many, if not most, of the ballots in this study stated in one form or another, "This decision was based on the following logical issues. . ." These typically involve dropped arguments, refutation and extension of other arguments, inferior argumentation, superior argumentation, lack of documentation, and/or superior documentation. Most judges feel compelled to indicate a content/rational/logical reason for their decision, even when their "reason for decision" seems to have clearly been based on ethos or pathos considerations. And even when the ballot makes it reasonably clear that ethos or pathos was the critical reason for the decision, the judge still seems embarrassed or afraid to say this clearly. One of my personal favorite ballots of this type was written by a Director of Forensics while judging at a large eastern debate tournament. The comments were made on a CSUN CEDA type ballot and none of the boxes were checked, so all of the coded statements were written out. There were no statements concerning pathos and about an equal mix of ethos and logos statements. The affirmative team received 5 comments on logos (+4, 0, 1) and 5 comments on ethos (+3, 0, 2). The negative team received 7 comments on logos (+4, 1, 2) and 14 comments on ethos (+1, 2, 11). Pretty obviously, the logos was rather evenly matched and ethos was the big difference in the affirmative's win. The judge's statements about logos indicated a victory for the affirmative but by a fairly narrow margin; his statements about ethos however were clearly and overwhelmingly affirmative. Some of the ethos comments to the affirmative were, "Aff. team kept cool well," and "good style." Some of the ethos comments to the negative included, "calm down," "wait until cross ex is finished to go up for your speech/this is considered rude," "this team seems to get a little overly involved in debate & nonverbally sends out bad messages," "watch 'laughter' on general reaction to evidence during opponent's speech" and "be nicer." Well anyway, you get the idea; if ever there was a decision based primarily on ethos, this is it. But rather than flat out say this the judge writes, and this is why it is one of my favorite ballots, "Tough decision Considering all factors I vote affirmative." The judge had underlined the words "all factors" twice.

Conclusions

It is a well-established principle that human beings can be strongly influenced by minimal perceptual stimuli, especially when confused and/or searching for understanding (Rosenthal, 1966; Watzlawick, 1976). This psychological phenomenon has proven to be particularly important in the educational process since it has been demonstrated that student performance is influenced by both overt and subtle forms of

feedback (Rosenthal & Jacobson, 1968). It has also been argued that this relationship between feedback and performance is an especially important factor in determining the nature and quality of competitive debate at both the high school and university level (Cirlin, 1984, 1986b). If this is true, and we have every reason to believe it is, then the results of this study should give the conscientious CEDA judge a cause for serious reflection.

We may not know exactly what we want CEDA debate to look like, but most of us are satisfied that a recreation of NDT is not it. And yet we seem, in many ways, to be headed in that direction. The results of the ballot analyses performed in this study suggest that our emphasis on logos in writing ballots may represent a significant contribution to our problems and that some new ballot writing habits may be an important step in improving the quality of CEDA debate.

Of course, any increased emphasis of ethos and pathos must come at a certain cost in logos and I am aware of much resistance to such a shift in emphasis, even among CEDA coaches. Along these lines there is also a certain resistance to increasing the role of pathos in debate which is also understandable. Debate is, after all, a game; the players switch sides and are expected to debate both sides of the issue; debaters generally lose whatever convictions they may have started out with as the season progresses, as they learn more about the topic, and as they become more objective; and the audience generally consists of trained observers who are listening to arguments and scoring points, not being persuaded. In essence, there is a strong incentive to stress the logic of argumentation and almost no incentive to stress motivation or passion in delivery (as opposed to an individual speaking event such as dramatic interpretation in which pathos is the raison d'etre of the activity). And yet, there was a consistent call for more "persuasiveness" on many of the ballots which indicates, at least to me, that there is a definite market for pathos in debate rounds.

One final conclusion of this study is that the results presented here may have many implications for the teaching of argumentation and debate courses in particular and any performance course in general. It may seem trite to write this as a final observation in this essay, but it would seem that the things we stress in giving performance feedback will be the things our students stress their future performance.

Tables

Table 1. Distribution of Judges (N=498 + 9 unknown)

Region	Number	Percentage
North Central	44	9
North Eastern	229	46
North Western	2	0
Rocky Mountain	14	3
East Central	107	21
South Central	8	2
South Eastern	82	16
South Western	12	2

Table 2. Distribution of Teams (N=1007 + 7 unknown)

Region	Number	Percentage
North Central	103	10
North Eastern	469	47
North Western	4	0
Rocky Mountain	32	3
East Central	227	23
South Central	41	4
South Eastern	104	10
South Western	27	3

Table 3. Judges by Category (N=507)

Head Debate Coaches/Directors of Forensics	152
Assistant Coaches/Adjunct Faculty/Graduate Students/ Lawyers/Alumni Debaters, Wives of Coaches/ and other "Hired Judges"	346
Unknown Coaches or Assistant Coaches	9

Table 4. Divisions of CEDA Debate (N=507)

Open Division	472
Varsity Division	12
Junior Varsity Division	11
Novice Division	12

Table 5. Debate Rounds (N=507)

Preliminary Rounds	439
Octofinal Rounds	12
Quarter Final Rounds	30
Semi Final Rounds	15
Final Rounds	10
All Elimination Rounds	68

Table 6. Types of Ballot (N=507)

American Forensic Association Short Form 166
Long Form with Boxes 13
Long Form without Boxes 15
CSUN CEDA Ballot or Variant 81
Spider Ballot 221
Southern Connecticut State Ballot 11

Table 7. Speaker Point Distribution on 40 Point Ballots (N=324)

SPEAKER POINTS	SP	FREQ	%	Adj %
14 **	14	1	.3	.3
15	15	0	.0	.0
16 **	16	1	.3	.3
17 **	17	1	.3	.3
18 **	18	1	.3	.3
19 ****	19	2	.6	.7
20 **********	20	8	2.5	2.7
21 ******	21	4	1.2	1.3
22 **************	22	11	3.4	3.7
23 *******************	23	15	4.6	5.0
24 ****************************	24	23	7.1	7.7
25 *********************	25	16	4.9	5.3
26*************************************	26	27	8.3	9.0
27****************************	27	23	7.1	7.7
28*************************	28	21	6.5	7.0
29***************************	29	22	6.8	7.3
30 ***	30	34	10.5	11.3
31 **********	31	7	2.2	2.3
32 *******************	32	15	4.6	5.0
33 **********************	33	17	5.2	5.7
34 ***********	34	8	2.5	2.7
35 *********************	35	16	4.9	5.3
36 *********	36	6	1.9	2.0
37 *********	37	6	1.9	2.0
38 ************	38	9	2.8	3.0
39 *****	39	3	.9	1.0
40 *****	40	3	.9	1.0
Missing Data		24	7.4	
TOTAL	324	100.0	100.0	

Table 8. Speaker Point Distribution on 30 Point Ballots (N=1704)

SPEAKER POINTS	SP	FREQ	%	Adj %
8 ***	8	1	.1	.1
9	9	0	.0	.0
10 **	10	3	.2	.2
11 **	11	2	.1	.1
12 **	12	5	.3	.3
13 ***	13	7	.4	.4
14 *******	14	23	1.3	1.5
15 ********	15	28	1.6	1.8
16 ***********	16	42	2.5	2.7
17 **************	17	57	3.3	3.6
18 ********************	18	81	4.8	5.2
19 ******************	19	72	4.2	4.6
20 **	20	173	10.2	11.0
21 **************************************	21	145	8.5	9.2
22 **************************************	22	155	9.1	9.9
23 ***	23	171	10.0	10.9
24 **	24	180	10.6	11.5
25 ***********************************	25	137	8.0	8.7
26 **************************	26	110	6.5	7.0
27 *********************	27	85	5.0	5.4
28 **************	28	53	3.1	3.4
29 **********	29	34	2.0	2.2
30 ***	30	8	.5	.5
Missing Data		132	7.7	
TOTAL		1704	100.0	100.0

Table 9. Mean and Median Speaker Points For Each Speaker Position (N=468)

	Mean:	Median:	Cases:
First Affirmative	22.9	23	468
Second Affirmative	23.8	24	468
First Negative	23.0	23	468
Second Negative	23.2	23	468

Table 10. Team Rating Distribution on All Ballots (N=1014)

VALUE LABELS:	POINTS	FREQ	%	Adj %
Very Weak, Unprepared, Poor, Worst	1	5	.5	.8
Weak, Fair	2	68	6.8	11.1
Average, Good	3	229	22.5	37.2
Strong, Excellent	4	233	23.0	37.9
Very Strong, Superior, Best	5	80	7.9	13.0
Missing Data (Not Part of Ballot or Not Filled In By Judge)		399	39.3	
TOTAL		1014	100.0	100.0

Table 11. Breakdown of Comments on Ballot by Category (N=18,836)

	Number of Comments	%	Mean Number Per Speaker
Total Ethos	3,212	17.1	1.6
Total Pathos	1,748	9.3	.9
Total Logos	13,876	73.7	6.8
TOTAL	18,836	100.0	

Table 12. Summary Data on Delta Variables (N=2028)

	Mean	Standard Deviation	Number of Cases
Delta Ethos	+.06	1.34	2028
Delta Pathos	.04	.77	2028
Delta Logos	.95	4.08	2028

Table 13. Summary Data on Delta Variable Correlations (N=2028)

	Win/Loss	Delta Ethos	Delta Pathos	Delta Logos
Win/Loss		.1288	.2783	.5763
Delta Ethos	p<.001		.2138	.2804
Delta Pathos	p<.001	p<.001		.3493
Delta Logos	p<.001	p<.001	p<.001	

Table 14. The "Reason for Decision" (N=507)

	Number	%	Adj %
Ethos	6	1.2	1.4
Pathos	13	2.6	3.1
Logos	397	78.3	95.4
No Reason Given	91	17.9	
Total	507	100.0	100.0

Notes

1. I would like to give special thanks to Nina Jo Moore at Appalachian State University and Edwin A. Hollatz at Wheaton College for their help in collecting the ballots used in this study.
2. In general, it was discovered that most judges were using general expressions such as "good debate" to mean the semantic equivalent of "good logos."
3. In the large majority of cases illegible comments simply went uncoded. These comments were only coded if there was a reasonable degree of probability that

the interpretation was accurate. The two primary sources of illegible comments were ambiguous statements and faint copies.

4. Another reason for including such ballots in the statistical analyses was to create a more accurate picture of the actual kinds of feedback debaters were receiving from judges. It was felt that a blank or illegible ballot might also be blank or illegible to the debater who received it.

5. All of the data used in this study was coded by the author. The reliability test was conducted by soliciting the aid of a 25 year old undergraduate student in his senior year whose cumulative GPA was 3.85 and who had received an "A+" in an Argumentation and Debate course the previous semester. After explaining the rules for this coding system and demonstrating these rules by coding five ballots, the student independently coded 20 randomly selected ballots. Each ballot produced 36 scores and thus generated a total of 720 data points for comparison. In performing the intercoder reliability check it became apparent that the student was employing a systematically different set of standards in coding. Presumably this could have been corrected with a better training system and, thus, the reliability figure could have been increased still further.

6. On 17 out of 20 ballots both coders independently agreed on the "reason for decision." On all three ballots where there was a disagreement, this involved a question of whether or not a reason was given and not which category that reason would fit in. This suggests that a high degree of confidence can be placed on the data in Table 14. The intercoder unreliability would probably affect the "no reason given" percentage but would leave the other relative percentages unaffected.

7. This transformation was made using the following scale: 27 30 = 5, 21 26 = 4, 15 20 = 3, 9 14 = 2, and 1 8 = 1. When assigning team scores pluses and minuses were ignored. When judges checked two boxes to indicate team ratings or otherwise indicated a half point score (i.e., 1.5, 2.5, 3.5, or 4.5), this was rounded to agree with the team's speaker points. In all cases this was sufficient to resolve the question of which team rating to assign.

8. This pattern is partly artifactual due to the fact that speaker point box scores were coded as comments and included in this data. It is unclear to what degree this procedure affected the distribution.

9. The test of this hypothesis was based on a Pearson r correlation of a binary variable (win/loss) with a highly limited integral variable (number of comments from 0 14). It is therefore not surprising that the variance accounted for by this statistical analysis accounts for only a little over 40% of the total.

10. All of the ballots analyzed in this study showed this marked bias in favor of logos except for the University of Richmond Spider Ballot.

11. The major value of using a different scale for speaker points and team ratings is that it allows the judge to apply the same standards for individual speaker awards, but different standards for different divisions of debate. Unfortunately, it is unclear from reading these ballots whether or not this is supposed to be happening. At any rate, further work is necessary in this area if anything approaching consistency is to be achieved.

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Confessions of a Co-Dependent Debate Coach: A Public Debate Manifesto
Alan Cirlin

For years, I have been a co-dependent partner in a very dysfunctional relationship. I've constantly told myself that things would change if I just gave them a little more time. But things never changed. Or rather they only changed for the worse, never for the better.

I've blamed myself for feeling badly used. I've told myself it wasn't my partner's fault. That was just how the world is; and if I feel mistreated it must be my own fault. I'm simply wasn't doing enough to make the relationship work. I was lying to myself.

I've let my children down. I was supposed to be protecting them, nurturing them, teaching them. Instead, in my state of denial, I sent them out to be abused and unfairly tormented by my partner.

I am a college debate coach. And my partner, of course, has been the CEDA/NDT debate system.

After years of denial, rear-guard guerrilla warfare, failure, and frustration, I have finally decided to do something about this. With the goading of Lisa Coppoletta at UNCC and the support of Jack Rogers at UT-Tyler, I am taking Public Debate, an experimental extemporaneous L-D debate event, out of my tournaments and bringing it into the spotlight. Together Jack, Lisa, and I are doing the groundwork to establish a new debate association: The Public Debate Association. We have been joined by (or at least, been offered the support of) an elite group of coaches in our regions who are willing to play along: Don Black at Kansas City, Kansas Community College; Phil Fisher at San Jacinto South; Debbie Hatton at Sam Houston State; Jorji Jarzabek at LSU Shreveport; Wayne Kraemer at Southwest Texas State; Freddy Mason at Panola College; Eric Ramos at Texas A&I; and Joey Taberlet at the University of Mary-Hardin Baylor. And Lisa may have rounded up some additional support of which I am

not yet aware. With the help of these coaches we will be offering a schedule of Public Debate Tournaments next season.

I have detailed in another paper which I am presenting at the IFA convention in London a complete rationale for this new association and a great many details concerning the Public Debate event. Copies of that paper along with its supporting documentation will be made available. For this reason, I will avoid repeating the descriptions, analyses, and arguments made in that other paper. Let me instead just offer this one additional perspective.

If we started from scratch and were designing debate as an educational activity, we would probably want to be sure that 1) it was in fact educational--that it reflected classroom principles of effective persuasive discourse (assuming, of course, what we teach in the classroom makes any sense), and 2) that it was fun--that is, enjoyable for the participants, judges, and observers. If the activity were unnecessarily complex and difficult we would streamline it; if it set up needlessly arduous barriers for new interested students to join, we would redesign it to fix that problem; if the entire activity seemed ridiculous to intelligent neutral observers, we'd figure out what was wrong and make changes.

Current formats of debate too often violate these basic educational precepts and badly. NDT and CEDA have become so stylized it reminds one of Japanese Kabuki Theatre. There may be a definite analogy between the performance and real life, but it takes a major effort of will to see it. NPDA is a lot more accessible and somewhat more fun, but it includes a great deal of superfluous silliness and may in fact be sliding toward the ways of CEDA for reasons detailed in the other paper.

Public Debate, on the other hand, is a real attempt to actualize the pedagogical goals of academic debate. It is an attempt to make the structural changes necessary to shape our debaters' speaking style and to make them adjust to their listeners' preferences. If your neighbors are driving too fast through your communal parking lot, you can ask them to slow down. You could post signs. You can hold community educational or political action events. None of which is likely to have the desired long-term effect you're after. Then again, you could simply pour some speed bumps and your neighbors will, perforce, slow down. Public Debate is intended to be a kind of structural solution to the excesses of CEDA, NDT, and the British-Parliamentary styles of debate. Public Debate is debate for the Public. It has worked well as an experimental event. It remains to be seen how well it works in broader application.

But with the formation of the Public Debate Association, I am at long last making the effort. No longer will I be content to live in denial as an abused partner. No longer will I send my children out to become cannon fodder for the big schools practicing their Kabuki debate. If Public Debate doesn't catch on, or if it fails to achieve its desired goals, I may move to Tahiti and become a hermit crab. Or perhaps, I'll commit forensics suicide and agree to serve as department chair.

But I won't think of these dire alternatives for some time. My hopes are running too high. The future's so bright, I've got to wear shades.

Public Debate: A Format for Making Global Connections

Alan Cirlin

On the weekend of February 15-16, 1997, a new debate association, the Public Debate Association (PDA) was launched at an inaugural tournament hosted by St. Mary's University. Dr. Jack Rogers of the University of Texas at Tyler will serve as the first president of this new association. I will serve as its first executive secretary.

As this fledgling organization attempts to take wing, I can almost hear the shout arise, 'why yet another new debate league?' I can also hear people wondering why a member of the forensics community with the stature of Dr. Rogers would get mixed up in this project, much less lead it? On the surface we would seem to have plenty of debate associations to go around. In the U.S. alone we have the National Debate Tournament [Association] (NDT) and the Cross Examination Debate Association (CEDA); both are large national organizations. In addition we have the American Debate Association (ADA) which is primarily an Eastern organization and the National Forensics Association (NFA) which sponsors an alternative Lincoln-Douglas debate topic. We also have the Parliamentary debate leagues--the American Parliamentary Debate Association (APDA) a student-run affiliation of Eastern debating clubs and the National Parliamentary Debate Association (NPDA), a relatively new and confederation, conventionally organized, centered in the Rocky Mountain Region, and making a bid for national stature. And then we have the Canadian University Society for Intercollegiate Debate (CUSID) within easy striking distance--a student-run Canadian parliamentary debate league with close ties to APDA. And this doesn't begin to cover the various international debate associations and programs from Britain to Asia and from Moscow to Australia. All around the world there are clubs and leagues which sponsor and/or participate in English-Speaking debate--most in the parliamentary and some in the NDT/CEDA style. So why yet another?

The answer to that question is the essence of this paper. The formation of the Public Debate Association is a kind of declaration of independence within the U.S. debate community. A third declaration of independence if you will; the founding of CEDA having been the first; and the founding of NPDA being the second. But for reasons which will be detailed below, CEDA--at least in terms of its original stated goals and intentions--must be considered a failure. And while the jury is still out on NPDA, I am afraid it carries a great deal of excess baggage and may, in fact, be heading down the same road as CEDA. How so?

NDT DEBATE: The Way Things *Was*

Way back at the end of last century, before there were formal debate associations in the U.S. there were student debate societies, literary discussion groups, itinerant lecturers, and chautauquas. The earliest college debates were intramural debates. Then student groups on some colleges began sending delegations to debate on each other's campuses and out of this grew the earliest debating leagues. These early debates were decidedly audience centered. Large audiences would turn out on campus to listen, to heckle the speakers, and to just have fun. Anyone who has listened to a modern exhibition debate in the parliamentary style knows how much audience involvement there can be. The final outrounds of the APDA national tournament are a grand example. I imagine these early debates must have been very similar to that. The NDT (National Debate Tournament) was the original U.S. debating league and was originally formed to organize the final, end of the season, "National Debate Tournament." The NDT was a major success and grew to encompass the entire country. For well over half a century NDT debate governed supreme. But the trouble was an internal evolution within this association which was pushing it toward some distinctly non-rhetorical ends. Let me quote myself from an article which I wrote over 10 years ago:

> Intercollegiate debate can be thought of as a complex system involving students, coaches, rules, procedures, and physical resources. These factors are interdependent and the quality of debate heard from tournament to tournament is as much a part of the system as a product of the system. As in any complex system, it is feedback which defines and maintains the outputs. Debaters compete to win, and those communicative sources which provide information about how to win become the focus of attention. One important feedback cycle in academic debate has been the evolutional transition of debaters into judges and coaches. Each four year generation of debaters has been influenced by its experiences and has gone on to apply the standards it learned to the generations who have followed. The evolution of NDT debate, from the communicative activity it once was, to the information processing activity it has all too frequently become, is an example of this generational feedback process. Each generation of judges has placed greater emphasis on the logical elements of argumentation and less emphasis on the communicative elements.[15]

Let me elaborate on that last sentence by detailing the specifics of what that "greater emphasis on the logical elements of argumentation" has meant: i.e., a disrespect for the context and actual meaning of evidence, reduction of evidence to "sound bites;" a philosophy that the more evidence the better--without limit; the practice of issuing canned briefs in preference to direct refutation; a strong tendency to issue topicality attacks and argue debate theory in every round whether appropriate or not; a preference for developing bizarre interpretations of every topic to make it more difficult for negative teams to counter; a marked tendency toward abusiveness; overly aggressive styles of asking CX questions and evasive/time wasting styles of answering; a general habit of confusing greater volume for increased emphasis; and

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[15] "Judging, Evaluation, and the Quality of CEDA Debate," *National Forensic Journal*, Fall, 1986, 4, 81 90.

above all, exaggerated speed of delivery. From the opening speech to the final rebuttal--speed, speed, and ever more speed!

Debaters who play this game are quite familiar with the rules. Some even practice speed drills--as if the natural tendency weren't enough. And some coaches I know are brazenly unapologetic for this style of debate. That's just the new game and those of us who complain do so only because we aren't good enough at playing it. One proud coach was even quoted as saying that debate is no longer a communication activity--it's just an exercise in comparative logic in which we use oral communication to submit our arguments as a matter of convenience.[16]

Most other coaches, the vast majority of them, vacillate between being somewhat apologetic for what they are coaching (they coach it well and are proud to show off the trophies they win, but wouldn't want anyone of importance at their university to actually show up and hear what's going on) to being openly disgusted with the entire business (and only stick with the activity in the belief that the good outweighs the bad and/or in the hope that things might get better). I've been a member of this latter group.

CEDA DEBATE: Experiment I

In the early 1970's a group of 8 coaches, led by Dr. Jack Howe of the California State University at Long Beach formed the Cross-Examination Debate Association. This association had identified the abuses of the NDT and tried to create a debate association which would avoid these problems. Specifically, the original CEDA coaches implemented the following reforms:

1. They adopted a charter and a philosophy which called for a more rhetorical style of debate. They taught this to their students, carefully coached their graduate student judges, and wrote comments on ballots which reflected this philosophy.[17]
2. Raymond "Bud" Zeuschner, who was then Director of Forensics at California State University at Northridge, began working on a new debate ballot which would put a much greater emphasis on ethos and good quality public speaking. His ballot included a set of instructions to judges emphasizing the CEDA philosophy.

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[16] Mark Arnold, Coach of the winning team of the 1974 NDT. In commenting on the final round he said: "I gather from past critiques of this final round that it is customary to deliver a Philippic upon the rapid-fire delivery of the debaters and upon the general concept of the spread. It is a custom I choose to ignore because, in my view *such condemnations mistake the fundamental nature of modern academic debate. They assume that debate is a speech activity*, at least one important aim of which is the persuasion of the audience. *In fact, debate is an intellectual game which employs speech communication merely as a matter of convenience.* It is far easier and quicker to conduct a twelve round tournament employing verbal communication than to utilize written exchanges. *But the speech is peripheral rather than essential, and the location of the debate programs under the aegis of speech or communication departments is largely a historical accident.* The essence of debate is the intellectual clash between two teams; to that end we engage in intensive research, develop second-line argumentations and devise stratagems for the unwary opponent. The purpose of the game is to discover which team can out-think the other. The spread is simply one of many tactics which may be employed in pursuit of that end." [Emphasis mine]

[17] Cf. Jack Howe, Message of the Executive Secretary of CEDA, April 8, 1984.

3. The association began by selecting only value topics instead of policy topics to debate. They did this out of the belief that perhaps a partial cause of excessive speed was the need to cover both a case and a plan within a limited time period. The thinking was, that if the debaters only had to talk about the case, they wouldn't have to talk so fast.

4. The topic was selected at the beginning of the fall semester rather than early in the summer. This way new students could start in the fall without having to begin far behind the returning students who had been preparing all summer. For this reason, a new topic was to be selected each spring semester.

5. They added Cross-Examination to the then current Oxford Style of debate practiced by the NDT. (Hence, the name of the new association). This was supposed to promote a more direct clash of ideas and avoid teams merely reading arguments at each other.

And for the first several years or so of the new association things were much improved. But then ontogeny began to recapitulate phylogeny, as it tends to do, and the evolutionary process began anew. Over the relatively brief history of CEDA you can see this process taking place in five stages:

1. There was this period shortly after the formation of CEDA when all seemed to be going well. The association was small and made up exclusively of like-thinking coaches. There was a great deal of quality control. This lasted through the mid-1970's.

2. Then came a period of rapid growth when lots and lots of disgruntled coaches jumped the NDT ship and brought their students and their budgets to CEDA. There was some loss of quality and control during this period, but the family of coaches involved were still relatively like-thinking and things were still going well. This period started about the mid-1970's and lasted well into the early 1980's. During this period Don Brownlee, who was then Director of Forensics at Wingate College in North Carolina published a set of essays on the philosophy of this new debate association which would become the first of the CEDA Yearbooks. This was part of a concerted effort to put the essence of CEDA down on paper so that the new coaches could better understand the goals and hopefully buy into them. But during this period as more and more coaches moved into CEDA, NDT coaches and tournaments began to feel the bite. NDT tournaments which had gone to Double-Octofinals in years before were now going to Octos or even Quarters. Tournaments which had always gone to Octos were now going to Quarters or even Semis. Some of the Smaller NDT tournaments were being forced to collapse divisions or were even driven to extinction. This meant fewer NDT tournaments and fewer divisions at those tournaments which still made.[18]

3. The smaller NDT schools started to jump ship. By this time, through the mid-80's, CEDA had gone national. It was costing NDT programs more and more to travel to NDT tournaments since they were fewer and farther between. And once they get there, many of these tournaments were much smaller than they have been in years past. Many small NDT schools simply shifted over to CEDA. And it's important to note they didn't do so because they believed in the CEDA philosophy. These were not like-thinking coaches. Larger NDT

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[18] And somewhere in there NDT decided to add cross-examination to its debate format. I wonder why?

programs started adding CEDA teams as a kind of farm system. They would put their novice debaters in CEDA for a semester or two before switching them over to NDT tournaments. It was cost efficient. But this represented a huge influx of non CEDA debaters and judges into the CEDA system. I remember running into a few of these NDT/CEDA teams in some Northeastern tournaments in the early 1980's. I was disgusted with their debating style and they were disgusted with my judging philosophy. While in the next room, the same thing was happening in reverse with my debaters running up against NDT style judges.

4. CEDA was overrun with NDT teams and judges. By the late 1980's, the economics of the NDT flood into CEDA has bottomed out. The hard core NDT programs with lots of funding were holding their own. CEDA had become by far the largest debate association in the country and the number of participating schools had reached a relatively constant level of about 350-400 schools. But now, the natural evolutionary process which transformed NDT from what it was at the turn of the century to what it became by the 1970's was happening to CEDA as well. CEDA had essentially become a Division II version of NDT. Many of the like-thinking coaches of CEDA were moving NDT-ward, while the more tolerant of the NDT coaches were beginning to develop a warm almost friendly feeling toward the new generation of CEDA debaters.

5. At the start of the 1996-97 debate season, the CEDA coaches adopted a joint debate topic with NDT. (Something unthinkable even a decade before.) This effectively reintegrated the two associations. NDT and CEDA debaters were going to the same tournaments, debating in the same divisions, and being judged by the same critics. Aside from the names and organizations, NDT and CEDA were one. There had been a growing interest in Parliamentary debate and a trickle of teams from CEDA into the new NPDA. With the adoption of this joint topic the trickle has become a flood. The same economics which worked against the NDT are now working against the smaller CEDA schools. Better endowed CEDA programs are using much of their budgets to go to the larger NDT tournaments. The number of participating schools and teams at the smaller CEDA tournaments has shrunk dramatically. On the other hand NDT schools are now attending the larger CEDA tournaments. And we seem to have come almost full circle. It remains to be seen if the NDT/CEDA reintegration will be permanent. They may go back to separate topics next season. However, I think that, may of the CEDA schools who "deserted" to NPDA are gone for good. If the reintegration isn't made permanent next season, I personally think that it will become so within a few more seasons.

At this point I am willing to label the CEDA experiment a failure. The original goals of CEDA were only achieved on a short term basis. When you go back to the reforms of CEDA listed above, they have simply not worked. NDT hasn't changed and CEDA has gone back to looking so similar that even before the joint topic, it was getting harder and harder to tell the difference. The basic flaws in the process have obviously not been addressed. And with the effective reintegration of NDT and CEDA teams, whatever differences have existed between the two associations will soon disappear. So what about NPDA?

NPDA DEBATE: Experiment II

British Parliamentary Debate has been around for years. In fact, it has a much longer history than U.S. debate. Most of the debate associations around the world are based on the British model. These include APDA, CUSID, and British schools to be sure, but have also included programs in a great many other countries. I asked a few well experienced parliamentary debaters to give me a list of nations which they could remember having sent teams to participate in the Worlds competition.[19] Here is their combined list: Australia, Bangladesh, Bosnia, Botswana, Canada, several of the Caribbean nations, Croatia, England, Estonia, Ethiopia, France, Germany, Greece, India, Ireland, Israel, Japan, Lesotho, Malaysia, the Netherlands, New Zealand, Papua New Guinea, the Philippines, Russia, Scotland, Singapore, South Africa, South Korea, Taiwan, Thailand, Turkey, The United States, and Wales. And this is, to be sure, merely a partial list.

The associations behind these teams are almost exclusively student run. This means they generally are not affiliated with professional associations, professional journals, professional professors, and formal record-keeping systems. This also means that as corporate entities they have relatively short memories. The format of NPDA debate was based on the British model.[20]

NPDA was formed in the early 1990's as an alternative to both NDT and CEDA. Under the current situation NPDA has become the natural successor to CEDA as a more rhetorically friendly form of debate. By identifying the abuses in NDT and CEDA style debate and modeling themselves after the more rhetorical British Parliamentary Debate the NPDA coaches are effectively implementing the following reforms:

1. As CEDA before them, they have adopted a charter and a philosophy which calls for a more rhetorical style of debate. They are teaching this to their students, carefully coaching their graduate student judges, and trying to write ballots which reflect this philosophy.
2. They have adopted a ballot of their own, but I can't see that it has any particular rhetorical advantages over the existent NDT/CEDA ballots.

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[19] This partial list was generated by sending an inquiry over the internet. The three primary respondents were Ian Duncan, a Scottish debater now at Bristol, Michael Lubetsky, a Canadian debater now in Japan, and Trevor Sather a transplanted American now in London.

[20] According to everything I've heard, NPDA was based on APDA, CUSID and the Worlds Competition. But I've also heard an interesting story from Mr. Michael Lubetsky, an English Teacher at Sagami Women's University High School and Debate Coach at International Christian University in Japan. He tells me that one of the important influences which spurred the creation of NPDA was Major Gwendolyn Fain of the Air Force Academy (an important architect of NPDA) participating in our own Diamondback Classic Forensics Tournament in 1991. At that tournament Maj. Fain judged our Public Debate division as did some of the other Air Force judges (which at the time we were calling Parliamentary Debate). They also attended the final round of Public Debate was held just before the awards assembly. Mr. Lubetsky reports and Maj. Fain was very impressed with what she heard. I have no confirmation of this, but it makes a nice story. If I ever run into Maj. Fain again, I'll be sure to ask her. (Although there is one peculiarity of NPDA which I find amusing. When rising to ask a question, NPDA debaters will place one hand on their head and hold the other hand out as if begging for coins. Mr. Ian Duncan of Bristol University in England, a finalist at the World competition in 1996, a CIDD tour participant, and an ex-Scottish debater himself, heard of this and assured me that this is only a practice of the Scottish debaters. How it got from Scotland to NPDA must be a story in itself.)

3. Parliamentary debate involves a new topic for each round. Topics are announced 15 minutes before the scheduled start of the debate. In this way, NPDA avoids the entire problem of the abuse, stockpiling, and reading of evidence. Topics are both humorous and serious, value and policy. All of which is designed to work against the excesses of NDT and CEDA.

4. NPDA debate uses a modified Oxford Format (four constructives and only two rebuttals), so there is no cross-examination. But speakers can interrupt each other to issue challenges and ask questions and heckling is permitted by both the other team and by the audience. All of which is supposed to promote a more direct clash of ideas, avoid teams merely reading arguments at each other, and generally just lead to a lot more fun.

And generally speaking, aside from the inevitable confusion which has come from students trying to do all this for the first time, the early stages of NPDA has worked well (very much like CEDA in it's early years). It's far too early to pass judgment on NPDA, but here is how it seems to stack up against CEDA:

1. The initial period since the formation of NPDA has started out strong. I think the success of CEDA in breaking away from the NDT make things easier for NPDA. Coaches were more willing to transfer over. It wasn't such an unknown leap. Besides many had made the move once before and were unhappy with the result. NPDA looked like a better bet. No advanced topics meant no advanced preparation and no evidence at all. Things would just have to be better, wouldn't they? The association is still relatively small and made up of like-thinking coaches. There is a fair amount of quality control. The association is growing faster than CEDA. NPDA didn't wait until its second stage of growth to launch an association journal. The NPDA journal was available almost at the inception of the organization. Which is already bringing us in the mid-1990's into the second stage of NPDA.

2. We are currently seeing the same kind of rapid growth which characterized CEDA during this period. Disgruntled coaches are jumping the CEDA ship and bringing their students and their budgets to NPDA. I suspect there will be some loss of quality and control during this period, just as with CEDA. Yet I also suspect that things will continue to go well for quite some time. The NPDA journal should help disseminate the NPDA philosophy and orient new coaches, programs, and debaters.

But the economics of the situation haven't changed. NPDA will attract lots of programs and drive smaller NDT and CEDA tournaments out of business. Many NDT and CEDA teams will enter NPDA as their only alternative. Some of the larger NDT and CEDA schools will use NPDA as a farm program. The association will become flooded with NDT/CEDA style debaters and judges. And then what?

Well they certainly won't be able to read their evidence. But they will be able to quote debate theory. They will be able to develop generic arguments and canned attacks. They will be able to bring their NDT/CEDA structure to the rounds with them. And they will be able to talk faster and faster. As long as the judges are willing to listen, the debaters will give this style to them. I don't see NPDA turning into CEDA as fast as CEDA turned back into NDT. But I do see it happening--and in fact I can hear it in rounds already. I'm getting more structure, more theory, more abusiveness, and of course, more speed.

And as a side point, there are aspects of NPDA which I find bothersome. I really don't like the Government v. Opposition distinction as well as I liked the Affirmative v. Negative. I think the former casts the debate as a Parliamentary analogy whereas the latter is a more generic framework for debate. I find many of the Parliamentary debates which I've heard putting an absolute premium on strange interpretations of the resolution--time shifts, space shifts, elaborate analogies. This to me is a return to the intellectually impoverished scholastic debate of the middle ages. And, of course, parliamentary debate has been justly criticized as putting too little emphasis on logical rigor and any connection to the real world. I don't mind a nice silly debate from time to time. Hell, I don't mind lots of silly debates as a regular counterpoint. But a steady diet of nothing but silliness seems to be just as educationally bankrupt as the excesses of NDT and CEDA. So, enter . . .

PUBLIC DEBATE: Experiment III

Historically, Public Debate had its roots in Extemporaneous and Impromptu public speaking events and with my experience of having attended the University of Chicago APDA tournament as a graduate student in the Spring of 1981. It was almost a liberating experience. This was a whole different style of debate which, as a Southern California debater, I'd never even guessed had existed. And graduate students could play. How wonderful.

When I took my first head coaching job at the University of Richmond, I inherited a campus forum program which in some respects resembled parliamentary style debate. We joined the CEDA rather than the NDT debate community and began attending APDA tournaments as well. We were, at the time, by a fair geographic distance, the most Southern school to be a part of APDA and perhaps the only APDA school with a professional coach--as opposed to a faculty advisor.[21] Out of all of this grew a very small experimental debate format which was the precursor of Public Debate.

I coached at Richmond for three years and then took my strange ideas and new debate format into the wilderness of Indiana University Northwest where I spent four years not coaching debate and working on my publications. It was a somewhat scholarly period filled with classroom experiments, debate research, and no particular plan to ever return to full-time coaching. The biggest influence to my thinking about Public Debate which grew out of this period was a ballot study which I conducted and presented at the SCA national convention but was never able to get published. The fundamental conclusion of this study was that judges were putting an overwhelming emphasis on the logical elements of persuasion in providing feedback to students on ballots. It should therefore not be surprising that students were responding to this by putting an ever greater emphasis on the logical elements of debate (evidence, logic, theory) into their performances. I saw the current crop of ballots which over-emphasized logos and over trained judges who did the same as the primary cause of the NDT style of debate.

Then my wife and I decided we absolutely had to move somewhere warmer and I ended up taking the head coaching position at St. Mary's. A couple of years

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[21] At any rate, if there were another APDA school at the time who was further south or which had a full-time forensics coach as its advisor, I never became aware of it.

later, in the 1991-92 season, we established some tournaments and what I then called 'Parliamentary Debate' was added as an experimental division of Lincoln-Douglas debate. I tinkered with the format and got a lot of great feedback and suggestions from the participants, the judges, and the visiting coaches who either participated, judged, or observed. By 1995 I was fairly satisfied with the format and was thinking about how it stacked up against NPDA which was just getting established in Texas.

I might have gone on indefinitely just hosting my L-D Parliamentary division as an experimental event, had it not been for a couple of major changes which accompanied the 1996-97 season. The most important of these was a sudden almost explosive intervention by Lisa Coppoletta of UNC-Charlotte who had taken a keen interest in my experiment. (Lisa, by the way, was the one who suggested changing the name of this event to 'Public Debate.' She felt it was more descriptive and would cause less confusion with APDA & NPDA. Lisa was right.) She wanted to offer a division of Public Debate at her own tournament and was looking for some information and advice. I told her, "hell, if you offer the event (which would be the first time it was ever offered by anyone other than me), I'll bring some debaters and enter." So she did, and we did, and I suddenly got to see the event from the other side. The student enthusiasm for this format, especially among Lisa's classroom students was impressive. Between that epiphany and Lisa's enthusiastic push for us to establish a league of Public Debate tournaments, I started talking to other coaches in the region. Most especially, I began collaborating with Jack Rogers.

Jack had recently moved to the University of Texas at Tyler from Southern University in Baton Rogue, Louisiana. I had known Jack for years and respected him tremendously. He was the most politically savvy and well respected coach that I knew. And while wary of the idea of launching a new association, he was willing to listen. And the more he heard the more his own interest and enthusiasm grew. Well, truth be known, I think he still harbors a good number of uncertainties (but then again, so do I). By the end of the Fall 1996 semester Jack had come on board and agreed to serve as the first president of this new association. I, as executive secretary, had agreed to do almost all of the actual work. And work I did. This spring semester has been filled with setting up and directing the inaugural tournament of this new association, in doing a lot of writing of descriptions, instructions, and documents related to this new association, and in getting on the phone trying to line up a set of tournaments for the 1997-98 season. This organizational work is still in progress. Jack has suggested a summer mini-organizational/development conference to prepare for next season and this will take place in San Antonio this summer. Our tentative schedule of tournaments in the Texas region for next academic year looks like this:

Approximate Date:	Tournament:	Director:
Late September	University of Mary-Hardin Baylor	Joey Taberlet
Early October	Sam Houston	Debbie Hatton
Mid October	Texas A&I	Eric Ramos
Late October	Diamondback Classic	Alan Cirlin
Early November	San Jacinto South	Phil Fisher
Early December	Patriot Games	Jack Rogers
Late January	Red River Classic, LA	Jorji Jarzabek
Early February	Panola	Freddy Mason
Mid February	H.M. Greene Debates	Wayne Kraemer
Late February	Spring Rattler	Alan Cirlin

| Early March | Kansas City, KS | Don Black |
| End of Season | Championship Tournament | Alan Cirlin |

This schedule is, of course subject to a great deal of adjustment and change before it's set. Some of these tournaments are established and quite definite: Sam Houston, The Diamondback, Patriot Games, Red River, H.M. Green. The others are either weakly established or at schools which have never hosted a tournament before. These schools are definitely committed to hosting a public debate tournament, but the final dates of those tournaments may shift wildly.

In addition to these Texas/Louisiana/Kansas tournaments, Lisa Coppoletta will be trying to organize some tournaments centered around the North Carolina region.

Our inaugural tournament to kick off this new association was much larger and more successful than I'd expected. It was also a real education. As mentioned above, it was held at St. Mary's on February 15-16 and had at one point, a few days before the start of the tournament, 67 entries. Then American Airlines threatened to strike and Lisa Coppoletta, who had already bought tickets for herself and 6 of her students, had to drop out. Between that and the inevitable last minute adds and drops, we were down to 56 entries and a fair amount of confusion. But the morning of the tournament dawned bright and clear (well, overcast and dull-grey actually), and we had an interesting situation with 9 no-shows, plus the inevitable missing judges. But with only one event, life adjusted easily and went on. And with 47 actual entries for the inaugural tournament, it was quite successful. As measured in student and judge reaction, it was the most successful tournament I've ever been associated with. Even my participating classroom students who had never debated before had a good time. I mean they came back to class with smiles and stories of how much they had enjoyed the experience.[22] Let's NDT, CEDA, or even NPDA try to match that!

A compete description of public debate, from a competitor's perspective is provided in Appendix B. Rather than redundantly provide a detailed description of Public Debate here, I refer the readers to that appendix and suggest they read it before continuing with this discussion.

The reforms which the rules of Public Debate are designed to achieve are expressed below. The Public Debate Association is trying to incorporate these reforms in order to provide a forum where students of all ability levels can compete with equal comfort, where the educational value of the activity will be maximized, and where the rhetorical skills the students take away will be skills which they can actually use effectively in the real world:

1. Real World Judges: An emphasis will be placed on getting the professional coaches to debate (and/or go away had have lunch) and using real, live, untrained students, faculty, and community members to judge. This will

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[22] Almost 25% of my classroom students who participated in this tournament as either debaters or judges volunteered unsolicited feedback about how much they had enjoyed the tournament. Their feedback included such comments as: "I had lots of fun! It was neato," "I loved debating. It was a wonderful first experience in debating. I would love to do it again," "I truly enjoyed the opportunity & hope to participate next year," "I enjoyed the debate. It was a learning experience," "I learned a lot and even though I didn't win I had fun and that's most important," plus several students who just said, "It was fun!." There wasn't a single negative comment or criticism which came back from these students.

hopefully avoid the logos-feedback problem which I feel has been the heart of the lemming-like drive toward the excesses of NDT and CEDA. It may, in fact, be the dependence on student-judges which, more than anything else, have kept the student-run British-Parliamentary debate associations free from the evolutionary drive toward logic, abusiveness, and speed.[23]

2. A Simplified Ballot with Accompanying Instructions: Since this association will rely on a continually refreshed set of novice judges, a new and somewhat simplified ballot has been designed. Along with this ballot a two page set of judging instructions has been designed. Instead of making these instructions a permanent feature of the ballot, as in the case of Zeuschner's original CEDA ballot, these instructions will be available to judges at the ballot station of all PDA tournaments. One key requirement of these instructions is that they be kept extremely short. I managed to squeeze them into 2 pages and wouldn't like to see them ever grow to more than 3 pages. And having tested this new ballot and the instructions at the Spring Rattler, I can attest that not only did they work beautifully, but the tabroom actually had far fewer problems with erroneous ballots than we've ever had at any of our traditional tournaments.

3. Open Eligibility. Unlike all traditional forms of debate, this event is open to all. Everyone, regardless of age, previous experience, educational status, or position will be eligible to enter. One obvious advantage of this rule change is to help get offending judges out of the judging pool. Another important advantage is that it permits coaches to enter the competition, keeping touch with what their students are experiencing, serving as role models of excellence in debate styles, and doing a kind of coaching-as-mentor which most of us have been unable to do since graduate school.

4. A Reduced Fee Structure: One stated objective of this new association is to try to keep entry and judging fees low. Using volunteer (or arm-twisted volunteer) classroom students to judge provides a pool of cheap (slave) labor. It makes it easier for coaches to enter, easier for tournament directors to direct, and much cheaper all the way around.

5. A Multiple-Choice Topic Selection Process: By giving students a chance to select among a set of five potential topics, we hope to gain several distinct advantages. We will, naturally, avoid the problem of massive evidence stockpiling to which the NDT/CEDA format is prone. Debaters should gain a greatly increased appreciation of the relationship between the resolution and the nature of the debate which follows by thinking strategically about and having to select among the various topic choices they are offered. Topic selection will itself become a major component of the game in the same way that presidential debate formats and topics are negotiated between the major candidates. And just as candidates try to influence the debate format to their advantage, debaters should learn to better understand and appreciate their own unique debating skills, strengths, and weaknesses through this process of topic selection.

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[23] American debate may have been ruined when the "adults" took over. To the best of my knowledge, student-run foreign debate associations and APDA have never succumbed to the excesses of NDT and CEDA. At any rate, the philosophy of the Public Debate Association will be to keep uninitiated students as mainstream judges. The adults (coaches and experienced debaters) should be allowed to organize, they can teach, but they should never be allowed to become a major element in the judging pool.

6. An Extemporaneous Preparation Process: The extemporaneous speaking context (30 minutes of preparation time) being used in the Public Debate format creates an extemporaneous speaking-type context. And just as extemporaneous speakers have sufficient time to consult their research files, so will Public Debaters have sufficient time to do the same. In fact, the exact same files might be used by both sets of speakers. In this sense, Public Debaters would have a greater incentive to do the research necessary to create elaborate extemporaneous files. Yet by the same token, since the rules of Public Debate preclude reading evidence in rounds, a premium would be created, just as for extemporaneous speakers, to develop a genuine familiarity and understanding of the issues involved in their research materials. Since they wouldn't be able to just read, as is so common in NDT and CEDA, this will hopefully gain the benefit of both worlds; there would be a serious connection to real world issues and research (at least on some of the topic choices) and a freedom from the stylistic abuses of reading massive numbers of evidentiary sound-bites ripped out of context. (NPDA, by contrast, only allows 15 minutes of preparation time and requires coordination between two debaters. This effectively precludes reference to any but the most rudimentary of research materials.)

7. The Public Debate Format Itself: Public Debate uses a modified 5-2-7-2-3-4-3 L-D format. The nomenclature of the speakers is the standard Affirmative v. Negative. Cross-Examination is, obviously, a part of this format while interrupting and heckling have been eliminated. All of which ought to promote a more sedate and serious public speaking event than the British Parliamentary formats allow. Even when humorous topics are being debated, the audience situation shouldn't be as rowdy as in a similar Parliamentary-style debate. There is obviously a trade-off here. But just as Public Debate gains rhetorical speaking quality at the expense of the kind of intensive research referencing possible in an NDT/CEDA-style debate, it should gain a real world orientation and empirical grounding advantage over the more free style Parliamentary-styles of debate.

There is, of course, no history to this association as yet. And I will avoid speculating about what I believe (or rather, hope) the course of this association might be. Instead let me list the potential benefits of this debate format. And this list is based upon the admittedly limited history we've had with Public Debate as an experimental event over the years and, of course, the experience of our one inaugural tournament.

The potential for campus visibility and positive P.R. is greatly increased.
It serves as a showcase for debate activities on campus.
It provides an event to which you can proudly invite administration.
It provides a method for keeping alumni actively involved with your program.
It's a great recruitment tool.
It allows you to integrate classroom theory and student practice.
It can potentially add credibility to the coach as successful competitor.
It increases the effective opportunities for the coach to coach as mentor.
Coaches and advanced level speakers can provide effective role models for competitors.
It can provide tournament directors with added judging flexibility.
It can save forensics dollars by offering a selection of closer tournaments to attend.
It saves forensics dollars by providing a less expensive alternative to traditional

events.
It's fun.

There are undoubtedly many additional benefits (and no doubt a significant list of shortcomings) which might be included here. But I think the point is made.

A Format for Making Global Connections

Thus, as the title of this paper suggests, Public Debate may indeed be a format for making global connections in at least two senses.

In a stylistic sense, Public Debate offers the potential to allow debaters of all formats to come together in a kind of accessible middle ground. Academic debate around the globe is divided into two broad styles, the American NDT-style practiced primarily in the United States (NDT, CEDA, ADA, NFA) and among the majority of Japanese debaters (JDA, NAFA, ESS).[24] There may be other small pockets of NDT-Style debate around the world, but these eight associations probably cover the vast majority of debaters who specialize in this particular format. The second broad style of debate is, of course, the British Parliamentary style. And the associations which sponsor this particular format tend to be smaller and much more ubiquitous. British parliamentary debate owns the globe without having the power and concentration of the NDT-style debate associations. NDT-style debaters are generally contemptuous of the British Parliamentary debaters as having a lack of evidence and the inability of argue in a sustained logical manner. British Parliamentary debaters are generally contemptuous of the NDT-ers as have little rhetorical skill, of speaking much too fast, and of being generally ridiculous. The students who are comfortable debating both styles are very few and far between. Public Debate has the potential of providing a format in which both kinds of debater could compete on a somewhat equal ground.

In a geographic sense, academic debate is scattered across all the English-speaking student debate societies around the planet. Some of these can come together once a year at the Worlds competition if they are familiar with the British Parliamentary style of debate and if they have the funds to get to the Worlds tournament. This, quite naturally, limits the global connection to a relatively small fraction of all debaters. Public Debate has the potential of providing a format in which a great many more cross-association and cross-national tournaments could be

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[24] The three primary Japanese debate societies are 1) the Japan Debate Association (JDA) which sponsors the CIDD exchange debates with the U.S. and which is the umbrella organization governing most of the NDT-style debate in japan. JDA is a national organization. 2) The various National Association of Forensics and Argumentations (NAFA) societies around the country which organize NDT-style debates within their individual geographic regions. And, 3) a series of regional English Speaking Society (ESS) debate leagues which are somewhat more rhetorical in orientation than the JDA and NAFA associations but which are style based on the U.S. NDT model. The ESS leagues are primarily focussed, as their name suggests, with helping its members master the English language. In addition to debate, the ESS leagues sponsor several kinds of communication programs including public speaking and theater activities. I am indebted to Mr. Hideaki Kitabayashi of the JDA for this explanation of the basic types and purposes of the three primary Japanese debate societies.

As mentioned elsewhere, there is also in Japan a small but vigorous British Parliamentary debate association which sponsors a few tournaments every year and prepares the teams which have competed in the Worlds competition.

sponsored which would allow many more individual debaters to enjoy the benefits of international debate.

Public Debate is still just a hopeful concept. The format exists and has proven itself in a variety of ways. There has been enough interest in a two small regions around Texas and North Carolina to justify trying to form the first Public Debate association. But whether this project ends up a success or failure is still very much in doubt. As I have told my debaters: 'we've been given permission to take off--but it remains to be seen if the damn thing will fly.' The answer, I suspect, depends in part on the inherent value and viability of the Public Debate format, and in part on the industry and resourcefulness of its primary sponsors such as Jack Rogers, Lisa Coppoletta, and myself. If it fails, it will be a tiny footnote to the global history of academic debate. But if it succeeds it may be the debate format which truly fulfills the promise of academic debate as a way of bringing diverse students and groups together to make global connections.

Editorial Note: The original manuscript Dr. Cirlin presented included six of its own appendices. These included (A) a complete copy of "Comments on Ballots: What Are We Saying And What Are We Really Saying," (B) a copy of the IPDA "Public Debate Event Description for Contestants" handout, (C) an educational handout explaining how a tournament director can easily produce the right number of 5-choice topics for an IPDA Tournament, (D) a DRAFT copy of an IPDA "Public Debate Event Description for Tournament Directors" handout, (E) a copy of the then-current IPDA 'Debate Ballot,' and (F) a copy of the then current IPDA 'Instruction Sheet for Judges' Handout.

Serendipity, Synergy, and the Governance of Public Debate

Alan Cirlin

Overview

This paper is a call for patience, restraint, calm reflection, and pre-testing on the part of those who would like to propose changes to the Public Debate Association and the Public Debate event. This request is based on the fact that Public Debate is rather unique and quite fragile when compared to other debate formats. The argument which will be presented in this paper is summarized in the following claims:

1. Unlike most debate formats, Public Debate was designed with a strong rhetorical vision and specific educational goals in mind.
2. The rules, procedures and format which make up Public Debate are the product of a unique series of serendipitous innovations. The version of the activity which is being used to launch the Association is a happy accident which was developed over a number of years.

3. There are critical synergistic relationships among the various elements which define Public Debate. Small changes in rules, procedures and format provoke major differences in the look and feel of the activity.
4. The governance structure of the Public Debate Association was intended to be conservative to make it very difficult to change these critical synergistic elements. But that structure was also intended to make positive change possible.
5. Therefore, enthusiastic members who wish to suggest improvements in the Public Debate activity and Association are asked to be patient and self-restrained. They are requested, as much as possible, to pre-test their ideas and to make sure they actually work in practice before presenting them to the Association for general adoption.

Preface

The launching of the Public Debate Association[25] has provoked a great deal of enthusiasm on the part of a large number of its early participants. But along with this zeal has come a natural desire to make suggestions for betterment of both the Association and the event. Many of the diverse assortment of suggestions which have been proposed to date may prove highly valuable in time; others will undoubtedly fade into oblivion; and still others might prove detrimental if actually put into practice. A fair number of the suggestions are contradictory. Some call for more prep time before rounds, others want less. Some would like to see more training for judges, others have suggested fewer handouts and materials to create biases. A number of proposals have been suggested for 'adjusting' the format which involve twisting it in a variety of different and mutually exclusive directions.

This paper is a call for patience, restraint, calm reflection, and above all evidence. I would ask, expect, and--so far as it is within my power--demand, that those who have ideas for improving the Association and the activity read this little paper, consider its implications, and follow its guidelines before formally pressing their suggestions for general approval.

There may, in fact, be any number of ways to improve Public Debate. But there is also a dangerous potential for killing the goose which seems to have the potential to lay golden eggs. This paper will explain why I make this statement and offer suggestions for taking advantage of positive avenues for growth while avoiding a multitude of pitfalls.

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[25] Editorial Note: This paper was written shortly before the end of the first IPDA season (1997-98). The association had been launched as the "Public Debate Association" and was still using that title. This changed at the business meeting of the first end-of-season convention and tournament. At the top of the agenda was for those assembled to review, discuss, and formally vote to adopt the proposed constitution and governing documents. There were lots of questions and comments, but the documents were approved fairly quickly and easily and without revision. But then a hand went up proposing the name of the organization be changed to the "International Public Debate Association." (The reason given was that there were so many international members listed on the official membership roster. Almost all of the international members on that roster were professional colleagues of Dr. Cirlin who were interested in the Public Debate format. Dr. Cirlin was concerned about how to keep them informed without an undue expenditure of effort or postage costs. So he made them all complimentary members of the association. This way they would receive the association's regular newsletters by Email.) The motion to approve the name change passed without dissent.

The Intentionality of Public Debate

To the best of my knowledge, virtually all debate formats have been developed by accident rather than design. It's possible that Protagoras might have had some clear pedagogical goals in mind when he was teaching rhetoric back in 5th century Athens. But the modern British styles of academic debate seem to have developed out of an emulation of the great Parliamentary Speakers of the 18th century and the modern formats of British parliamentary debate seem to have been driven by very pragmatic concerns.[1] Trevor Sather of the English Speaking Union in London has informed me that the current 4-team World's format was created as a way of reducing the number of rooms and judges required to host the World Competition.[2] The earlier 2-team activity out of which the current World's format is based was similarly molded by very practical concerns. And thus, the APDA & NPDA debate formats in the U.S. and the CUSID format in Canada, which were cloned from the British model, were hardly created to satisfy clear educational goals.

But debate in America goes back much further than APDA. The earliest form of organized intercollegiate debate quickly grew into the NDT almost a hundred years ago, and that format developed out of student debate societies, literary discussion groups, itinerant lecturers, and chautauquas.[3] These formats may have been influenced by educators but they were hardly created by them. And whatever their original shape and function, the current formats have evolved or drifted to where they no longer serve balanced educational ends. The motor-mouthing of NDT could hardly have been the original intent of its earliest practitioners. And we know that the current motor-mouthing style of CEDA is the direct antithesis of the original intent of its founders.

But Public Debate is the exception. Public Debate was designed with clear educational goals in mind. Public Debate began as a rhetorical vision and the problem became how to make that vision a reality. So please pardon this flight of autobiography, but it is critical to understanding the serendipitous nature of Public Debate.

The Origins of Public Debate

As I was growing up, my ideas about public address and oratory were shaped by Hollywood movies and what little I learned in history classes. Public address was Marc Anthony giving Caesar's funeral oration, Lincoln's Gettysburg Address, Kennedy's Inaugural Address, Martin Luther King's "I have a dream" speech. Oratory was what I saw in Mr. Smith Goes to Washington, Cyrano de Bergerac, The Devil and Daniel Webster, Spartacus. In other words, my basic concept of public speaking was a theatrical interpretation the various history lessons to which I happened to be exposed. Interestingly, I find that my classroom students today have a very similar view of oratory which they have picked up from virtually identical sources.

In high school I got involved, almost by accident, in student congress. It was fun and fit nicely into my vision of public speaking and rhetoric. Then I got shanghaied into debate, by an overzealous upperclassman and was suddenly thrust into the world of NDT (or at least the late 1960's high school version of NDT). At that time, NDT was less than 60 years away from its origins. The debaters read lots of evidence, but you could still understand them and the speeches were more extemporaneous than canned. High school debate was even more understandable still,

but compared to the student congress of the time it was a blur of confusion. At least it was to me. And somehow my basic vision of debate as an oratorical activity quickly got lost. I became so wrapped up in learning this new activity, I never even thought about questioning it. By the end of a couple years, when I'd graduated, I was just good enough that I automatically sought out a debate program at my Junior College. Two years later my partner and I were the dark horse winners of the 1972 Phi Rho Pi National Debate Championship. I was NDT'ing along with the best of them and hardly thinking about oratory at all. Debate simply wasn't an oratorical activity to me anymore. Ironically, 1972 was the year Jack Howe launched CEDA specifically to get away from the rhetorical excesses of the NDT style of debate.

And then after going to UCLA and spending a couple of years doing L-D debate, I graduated. And suddenly I was out in the real world where everyone thought I was too argumentative and talked too fast. Imagine that. I spent the next 15 years trying to unlearn many of the rhetorical habits I'd picked up on the NDT circuit.

After a couple of years in the 'real world' I went back to school to work on a Master's degree. I obtained a position at the California State University at Northridge under Bud Zeuschner, one of the co-founders of CEDA. I didn't get a graduate teaching assistantship my first year and found out later it was because Dr. Zeuschner, as much as he liked me as a debater, felt that I wouldn't be a particularly good teacher. Why? Because of my speaking style. He felt I would talk much too fast and as he put it, "three-point the students to death." Now wasn't that a fine state of affairs?

But he did like me well enough to offer me a position as a graduate forensics assistant. And to his surprise, I turned out to be a good one. He later told me I was especially good at working with the novice students. The next year I was given a teaching assistantship as well as continuing to work with the debaters. And during this time I began to really appreciate the CEDA philosophy. It made me start to really think about style in debate. I began work on a debate textbook. It wasn't very good, of course, but my earliest drafts had a great deal to say about audience analysis, style, and oratory.

Then I went to the University of Iowa to do Doctoral work. My assistantship was in teaching basic writing and public speaking. I volunteered my time to work with some novice debaters for Coach Bob Kemp. I had the great good fortune to take a number of courses in rhetoric and public address with Don Ochs. This was fabulous stuff. I suddenly found myself thinking about competent public speaking, academic debate, and great oratory all at the same time. Hmmmmm.

Then one day during my final year at Iowa, Bob got an invitation to attend the University of Chicago APDA tournament. Graduate students were eligible to participate. So as a kind of thank you and payment for all the unpaid work I had done over the past three years, Bob let me take one of my novice debaters and go play at this tournament. And it was truly wonderful. Now this was a kind of debate I could really get into. I had arrogantly and only semi-playfully bet a six-pack of beer with a fellow graduate student that I would win the first speaker award at the tournament. I didn't and had to pay up. But I did win the second speaker award, and an analysis of my ballots showed that I would have been first speaker by a wide margin except for one particularly dreadful round. Why did that one judge blast me on points? Oh yeah, that was the round where we drew a topic that sounded suspiciously like an old

college debate case. I had essentially dragged out that case and presented it to the judge, at high speed, with evidence. And I got killed on points. All of my other rounds had been a lot of fun and very oratorical in style. I'd gotten almost perfect points in all those other rounds. Hmmmmm, again.

Then I received my Doctorate and took the head coaching job at the University of Richmond. It was a tiny program which was just getting started, so I was free to make it in any kind of image I wanted. I made it a CEDA program--in the days when CEDA was just beginning to take off on the East Coast. But by this time, CEDA was beginning to show signs of drifting back to its NDT origins--speed and the reading of briefs were becoming the norm. So I got in touch with the North-Eastern APDA programs and got on their invitation lists. APDA was almost entirely a student-run and I was just about the only faculty coach on the circuit at that time. We avoided NDT completely. I certainly didn't have the budget for it and by this time, I had no interest in it. But Richmond did have a campus forum program with large student audiences (who were required to attend). We put on two forum programs a semester including hosting some of the CIDD exhibition debate teams.

About this time, I started toying with an alternative public debate format which was specifically intended to promote a more oratorical style of speaking. Now, the most important thing about this early format is that it didn't work. It was basically a modified team APDA format with multiple topic choices and cross-examination instead of heckling. But it was clunky and awkward and simply didn't inspire excitement in the debaters, in the audience, or in me when I watched the results. But there was a spark of something which I did like, so I kept toying with the format.

In 1984 I took a new position at Indiana University Northwest in Gary. This school had no forensics program and no desire to develop one. So I taught classes, caught up on my scholarship, and renewed my interest in Toastmaster's International. I had belonged to a Toastmasters club for years when I was an undergraduate and had very fond memories of it. And, of course, since Toastmasters is a public speaking club for 'adults,' I was suddenly a player again, and not just a coach. I loved the competition but found my speaking style wasn't well suited for this real world audience. For all my concern about oratorical speaking styles, I quickly realized I didn't really have one. So I worked on that until I got better and learned a great deal about real audience analysis along the way. I also focused my research efforts on trying to figure out what it was about the NDT style that made it that way and why CEDA was becoming more and more NDT like. I did a content analysis of ballots and found a tremendous emphasis on logos in both the ballots themselves and in the comments judges wrote.[4] I also did some research on the basic social mechanisms which lead to speed and other stylistic abuses in debate.[5] Armed with this new understanding and my Toastmaster's experience, I headed for my new job at St. Mary's University. I was going to be a debate coach again.

But to my considerable distress I discovered that CEDA had drifted even farther toward its NDT roots. My theoretical understandings had predicted this, but I found that understanding hadn't prepared me for the reality of it. So having another relatively new program to work with, I set it up as best I could. We did CEDA and I kept trying to push an oratorical style on my students as much as possible. Looking back, I'm sure my coaching was doing my debaters a disservice. The one successful team I had over my early years at St. Mary's, was so, I'm quite sure, by fundamentally

ignoring most of what I was trying to teach them and simply emulating what they heard the winning teams doing.

But we did start hosting tournaments, and from the very first, I added Public Debate (which I was then calling Parliamentary) as an experimental event. Like Toastmasters I opened it up to everyone including the coaches. I wanted students judging who wouldn't be able, much less tempted, to follow a motor-mouthed delivery and to flow every argument. I created it as a Lincoln-Douglas format mostly to make it easy for extempers, partnerless debaters, and various other stragglers to enter. I patterned it largely after APDA and included heckling in the early versions of the activity. And each time I offered the event, at our two tournaments a season, I would tinker with the format. What was wrong with the last go around. What did we want to change. How might we adjust the rules to make the outcome conform to the vision I had in my head of what a truly rhetorical academic debate round ought to sound like? We did practice debates between tournaments. We kept trying different combinations.

Then NPDA came around and co-opted the term Parliamentary. For a while it didn't matter since NPDA was in Colorado and not in Texas. But just about the time the format finally began to really work, NPDA arrived and I found I needed a new label.

Then in the fall of 1996 a number of things happened at once. Lisa Coppoletta, who was an interim director of forensics at UNC-Charlotte decided to offer Public Debate at her tournament. She had heard about it while an assistant coach at Southwest Texas State University in San Marcos, had discussed it with me on a couple of occasions, and had gotten enthused. I told her if she offered it, we would fly out and participate. She did, and we did, and for the first time I got the opportunity to experience this event from a competitor's perspective. It was a little awkward for me at first, but once I got past that, it was fabulous. I can appreciate the enthusiasm of others because I felt exactly the same way myself. Lisa was the one who suggested calling this format "Public Debate" based on something she had discussed with Glenda Treadaway. I liked the name and it stuck. Lisa was also the one who suggested I create an association to sponsor this form of debate. I wasn't tremendously excited about that particular idea, but I did make a few calls.

For several years, the experimental Public Debate had been the largest division at our tournaments. The 1996-97 season is when CEDA and NDT effectively reintegrated by selecting the same topic to debate. The immediate fallout of that merger was that we had no CEDA entries to our CEDA division at our fall tournament. But Public Debate was bigger than ever. I talked to several important coaches at that tournament. Most importantly, I spoke with Jack Rogers and John English who were both entered in the event (Jack for the second year and John for the third). By now a number of coaches and graduate assistants had been cycled through this event. John was enthusiastic about the idea of an association, but coming from Vanderbilt University in Tennessee, was hardly in a position to be an active supporter. Jack would be the ideal individual to head up this project, given his political connections and tremendous interpersonal skills, except that he was very busy and quite reluctant to get involved. But by now, I was beginning to get enthused. So I kept badgering Jack until he finally signed on and we were on our way.

By this time the format was just about set. It was 5-2-7-2-4-4-2, but it still didn't seem quite right. There was something about the final rebuttal which almost forced a rushed NDT style. We had decided to launch the new association in the Spring of 1997 with an inaugural tournament at St. Mary's. So my debaters and I engaged in a series of practice debates using some alternate times for the rebuttals until we hit on the 5-2-7-2-3-4-3 variation. This seemed to work. A number of practice debates later and we were sure of it. This was the winning combination. In the mean time, the other important rules surrounding the format were also coming together. We had the final version of the ballot we were going to use. We had, our 'Instruction to Judges' sheet. We had the basic rules about open eligibility and lay judging. We had the basic structure of the topics and the topic draw process set. And on the weekend of February 15-16, 1997, at a surprisingly successful tournament, the new association was launched.

Now I'm going to skip over the series of calls I made trying to line up the new Association's 1997-98 schedule of tournaments. And I'm going to gloss over the tremendous amount of work that Jack Rogers and I did in hammering out the PDA constitution. And I'm certainly not going to dwell on the seemingly endless series of large and little tasks involved in getting ready for our first season. Because all of this is not germane to the issue at hand.

What is the issue at hand?

Serendipity, Synergy, and Design

As mentioned above, Public Debate was designed very intentionally to promote a certain rhetorical vision of debate. I'd like to be able to say that I very calculatingly worked out all of the subtle nuances of the format given the brilliance of my work & insights, my fabulous intellect, and the compelling force of my personality. But, of course, that's nonsense. The truth is I made as many wrong turns as right ones and lots of ideas which I thought were going to be brilliant innovations turned out to be duds.

Public Debate is the result of a great deal of trial and error along with a strong commitment to my rhetorical vision. It's more a happy accident than a brilliant design. I was looking for something and found clues in a variety of quarters both likely and un-. That's the serendipity part. And I found that tiny changes in the format and rules made really significant changes in the look and feel of the activity. That's the synergy part. All of which is to say, that I am of the opinion that the Public Debate format as it currently exists is somewhat fragile and not tremendously robust.

This may be in part because of its relative newness. Over time, it might develop an inertia which will allow for a certain amount of random tinkering without undue stress. However, for the moment I think we ought to treat it with care. I therefore offer the following plan for the care and feeding of Public Debate:

The Plan

I said at the outset of this discussion that I was calling for patience, restraint, calm reflection, and evidence. I also said that I would offer a plan which would permit positive change while inhibiting decay. I'll explain this in general terms first and then describe the details.

The general principle is innovational conservatism. That is, as an Association we ought to avoid making global changes until after there is solid evidence to support the value and workability of the changes being suggested. And toward this end, Jack and I have set up the governance structure of the PDA constitution to make certain kinds of change very difficult.

Specifically, the Constitution creates a three officer Executive Committee. The approval of this committee is required before an item can even be placed before the membership for a vote. In other words, this Committee has a constitutional veto on suggestions for change. Furthermore this Committee is self-perpetuating. The officers are not elected.

I think that one of the things which ruined CEDA was the rapid influx of NDT programs which could no longer keep up with the financial requirements of traveling to more and more widely spaced NDT tournaments after CEDA had become well established and reduced the number of NDT tournaments being held. I remind you that since the merger of CEDA and NDT, St. Mary's hasn't had a CEDA division make in two years and we won't bother offering one again in the foreseeable future. This has been a common pattern in the past few years. CEDA tournaments are shrinking in size or disappearing altogether. CEDA has gone from almost 400 member schools to fewer than 190 in less than 5 years. And it's still shrinking. So where are all the former CEDA programs going? Into NPDA; where else? And what is the effect of this on NPDA? In my personal opinion you're seeing a greater emphasis on structure, logic, non-written evidence, and theory. You're hearing greater speed and a generally more NDT/CEDA style of delivery. And why not? It's former CEDA teams debating each other in front of a former CEDA judge in the back of the room. What do you expect? And what will happen as more and more CEDA debaters and judges enter NPDA? Where will this trend take NPDA?

I fear for PDA. The best safeguard against a similar pattern happening to PDA are the rules concerning open eligibility, lay judges, no written evidence in the round, etc. But these rules can be changed. They have already attracted a certain amount of criticism. And yet, as this paper has argued, I believe that these rules are exactly the reason Public Debate works.

So Executive Committee members serve relatively long terms of office and are self-perpetuating. But for those worried about democracy and dictatorships, the Executive Committee hasn't been empowered to direct anything in the classic sense. It merely administers the Association and serves as a kind of Supreme Court with a Veto.

A bylaw being suggested at this convention is to set up a governing board made up of a variety of Association members, including coaches, students, and perhaps even community members. It is this board which will be charged with deliberating and suggesting policy and rule changes. And here is where I call for patience and evidence. For all of those who feel strongly compelled to reform Public Debate for the better, I ask that you have enough restraint to test your pet theories first and gather evidence. If you think a rule ought to be changed, try it at your own tournament and see how it works. The synergistic effects may surprise you. But keep at it and when you think you've found a winning formula for change, convince a few other tournament directors to give it a go. If you all come up with the same positive

results, then submit the idea to the governing board for deliberation. With your evidence it ought to be easy to convince the board to submit it for a vote and it ought to be equally easy to get the idea past the Executive Committee veto. Then it can go to the general membership for approval. You'll be in a much stronger position to have your suggested reform adopted and ought to sleep better at night knowing your idea has already been proven to work in practice.

Well, I don't know if you'll sleep better at night, but I certainly will.

Endnotes

1. Christopher Hollis, *The Oxford Union*, The Evans Brothers Limited: London, 1965.
2. Trevor Sather, Coordinator of the Debate Programs of the English Speaking Union (ESU), Private Conversation, London, March 14, 1997.
3. Austin Freeley, *Argumentation and Debate*, 9th Edition, Wadsworth: Belmont, CA, 1996, 19.
4. "Comments on Ballots: What are We Saying and What are We Really Saying," presented at the National Convention of the Speech Communication Association, Chicago, 1986. I never could get this accepted for publication anywhere--but it was a really good piece anyway. I'll be happy to provide a copy to anyone who expresses an interest.
5. "Judging, Evaluation, and the Quality of CEDA Debate," *National Forensic Journal*, Fall, 1986, 4, 81 90.

The Self-Governing Board: A Report and an Assessment

Alan Cirlin

The International Public Debate Association was founded with some clear educational goals in mind. And given the experience of CEDA, the decision was made to create a governing structure which might make IPDA relatively immune from the possibility of being 'hijacked' by CEDA/NDT coaches who might migrate over to the new association. The heart of this governing structure was the "Self-Perpetuating Board." Before IPDA was launched, I worked with Dr. Jack Rogers to draft the organizing documents for the new association. For the first five seasons of the association, I served as Executive Secretary. This past year I have served as President. Now that IPDA is completing its sixth season and I am about to retire from

active participation, it seems appropriate to provide a report and to make an assessment concerning how well the Self-Perpetuating Board innovation has been.

Introduction

As a college debater, back in the Stone Age, I was introduced to the concept of a "self-perpetuating board." This was essentially a defense mechanism used by many teams to protect themselves against attack by their opponents. I.e., most plans are vulnerable to criticism on the grounds that the governing body for the plan will be too political or too subject to political influence. So the Affirmative defense would be to create a board, give it a mandate, and then make it completely independent and "Self-Perpetuating." This meant by definition that its members would not be subject to appointment or election, but rather would select their own successors based on their own criteria.

This sounded wonderful in theory. More importantly, it was easy for the Affirmative to present and explain and difficult for the Negative to attack. Hence its popularity. But would it work in practice?

I had no reason to worry about it until years later when the International Public Debate Association was being formed. I'll avoid repeating the history of the association here. For those interested a rather full description is posted on the IPDA web site (http://www.ipdassn.com/mission.html). Let me merely highlight the fact that we were worried about the possibility of IPDA becoming so popular that a large number of dissatisfied CEDA and NDT coaches might cross over. And if so, they might also, with strength of growing numbers, elect their own to leadership positions within IPDA (as the dissatisfied NDT coaches had done when they joined CEDA). And eventually this might lead to various rule changes which could completely undermine the goals and mission of IPDA.

So to avoid this very real possibility Jack Rogers and I resurrected the concept of the Self-Perpetuating Board (SPB) and made it the core of the IPDA governance structure. We called it our "Executive Committee" (EC). And now that IPDA is completing its sixth season, it's time for an evaluation. The main question to be answered is, 'how well has this innovation worked?'

This particular SPB innovation has been operating under a rather unusual set of conditions:

1. The association is very new (or at least it was when the innovation was put into operation);
2. The association underwent a good deal of very rapid change during its first four seasons;
3. The association was and continues to be rather small both geographically and numerically.

So these three issues will be taken up and discussed in order before offering an assessment of how well the SPB innovation has worked.

Newness

As a new organization IPDA had no prior rules or operating procedures to give it stability. Everything was started from scratch, as it were. And in addition to the SPB governance innovation, the entire association was an experiment in change. The format was an experiment, the eligibility requirements (or lack thereof) were an experiment, the tournament administration was an experiment.

This was a lot of change going on simultaneously. Hence, the evaluation below is problematic since it is difficult to determine which effects might be best attributed to the nature of the SPB and which might be attributable to other innovations or to the very newness of the association. Had IPDA been more conventional in its approach to debate, this assessment might be easier to make. That is, it would be more like an experiment in which most of the variables were held constant and only the governance structure were modified. As it is, a great many variables were being varied simultaneously because the goal of this association was not to serve as an experiment in testing the SPB governance structure, but rather to advance the educational mission implied by the Name "Public Debate."

Over the course of the first four seasons there was, as might be expected, a good deal of change, and a fair amount of rather rapid growth. And this too complicated the issue.

Rapid Change

IPDA started in the fall of 1997 with 12 program members perhaps twice that number of individual members and a tentative schedule of 10 tournaments. By the end of the first season we had actually held 14 tournaments and had a starting schedule of 18 tournaments for the 98-99 season. Our program membership had grown to 51 programs and 100 individual members (but this included a good number of individuals who lived in foreign countries and were interested in keeping track of the IPDA experiment via our newsletters and international Email Debate tournament rather than in participating in the association's regular tournament schedule).

There was a 'Constitutional Convention' business meeting held at the first championship tournament at the University of Texas, Tyler. And during the meeting the Governing Board was proposed and adopted as another innovation. Hence, not only was the membership and tournament schedule growing and changing rapidly, so was the governance structure as well.

By the end of the 2000-2001 season we had 58 programs actually participating in our regular season tournaments (with well over 100 program members if you count the international members). We also had over 200 individual members of the association. Our schedule for that season included 24 tournaments held in six different states.

This rapid change also makes it difficult to tell which variations in the effectiveness of the association might be due to the influence of the SPB governance structure and what might be traced to other causes.

But despite the relatively rapid growth over the first several seasons, IPDA was and has remained relatively small compared with the main national debate

associations (NDT, CEDA, NPDA). It is small both geographically and numerically and this has created some other issues vis a vis assessing the effectiveness of the SPB.

Smallness

Smallness has created some opportunities and advantages for IPDA. But it has also created a number of problems with respect to governance. And some of these problems are specific to the SPB structure.

"Philosophic Drift," for example, has been a problem. This is analogous to Genetic Drift in small biological populations.

With a large association, the Executive Committee might have had a great many individuals to select from when it came to picking replacement members. When Harold Lawson died rather unexpectedly for example it removed one of our staunch supporters and an individual whose philosophy closely matched that of the EC at the time. As it has been, our replacement options have been very limited. Hence our choices have been compromises. This is not to say the new officers have been less than competent. But there has certainly been issues concerning the degree to which the new officers have shared the original vision of the founders of the association. Hence, there has been over a very short time a certain amount of philosophic drift from the goals upon which IPDA was founded.

Another issue has involved the ability of the EC to 'get the work done.' There has been a great deal of work involved in the daily running of the association. And given the limited number of individuals in the association, it has been a real trick to find enough willing hands to get the work accomplished which needs to be done. It's very unclear the effects this has had on the SPB structure. But it has put a great deal of strain on the EC members and as had an interactive effect on the ability of the EC to coordinate and operate effectively and without friction.

All of which sets up the following assessment of how well the Self-Perpetuating Board in the form of the IPDA Executive Committee has operated over the past six years.

Assessment

This assessment is written from the inside out. It is based on the personal experiences of the one EC member left on the board who has been there from the inception. Hence, this is not an objective, scientific or systematic description. Rather it is more a narrative review based on some very subjective experiences. Please keep that in mind when reading this report. It is entirely my opinion on the subject and only that.

The SPB has, in my opinion, demonstrated both advantages and disadvantages over traditional governance structures.

Coordination: One big problem, which might be inherent to any small group governance structure, has been coordination. Since we had to develop all of our processes and procedures from scratch, many things fell through the cracks early on and many mistakes were made. Who was in charge of what? The Constitution wasn't always clear. We were learning as we went and the entire onus of responsibility to get things right lay on the shoulders of just three individuals. [And please note that the

third member of the governing board - the managing director - wasn't appointed until almost the end of our first competitive season.] On the con side, this put a big strain on the SPB structure. On the pro side, the EC members didn't have to check with anyone else concerning fixes. As problems arose we were able to respond to them very quickly and without fear of being overruled or of being voted out of office.

Power: Given the nature of the SPB structure the EC members hold a great deal of power. The Constitution tries to limit this power by giving the EC members a primarily negative and administrative role. I.e., the role is negative in the sense that the EC cannot (or at least is not supposed to) initiate change on its own. But it has tremendous power to block change when suggested from the outside. But since it has so much administrative responsibility, the EC has a great deal of power to initiate change based on supposedly procedural matters. This is a problematic grey area which has not yet been abused by EC members but has the potential for such abuse.

Conflict: Conflict comes in two flavors: external and internal. Over the past 6 seasons the EC has been buffeted by external conflicts. All kinds of issues and problems have arisen which had to be dealt with. Given the nature of the SPB structure the EC has had a lot of power to deal with these conflicts and the successful resolution of problems has depended primarily on the wisdom and political skills of the EC members. We've also had a good deal of luck. Internal conflicts have been rarer and generally less dramatic but when they have arisen they have been proportionally more difficult to deal with. Egos and individual philosophy get in the way. A potential con of the SPB is its lack of external anchors for the EC members. There is only limited pressure on them from the outside to resolve conflicts in a way which best serves the interests of the association members. This might become a problem in the future.

Personality: And the conflict issue discussed above suggests that personality problems might create a rift in the smooth operation of the SPB. No matter how well functioning the 3 board members might be at the beginning, there is no guarantee that they will remain so over the life of their service to IPDA. Just consider the number of marriages between two individuals which end up in very ugly divorces and you can see the potential for a 3-member board to split along personality lines over the course of time. On the pro side, however, there are a couple of internal factors which mitigate against this kind of problem becoming too extreme. The major corrective mechanism is the ability of any 2 members of the board to ease out the third and to replace him or her. Externally this SPB is not a democracy. But internally it is. It has to be. So if a personality clash were to become too unmanageable, there is a built-in corrective mechanism, as long as the board members have enough will-power or moxie to use it. Another corrective check is the very distance and separateness which hinders coordination. These are not three individuals who are forced into close daily proximity. They live apart and share a common interest in IPDA. Hence, there is not likely to be added pressure caused by joint bank accounts, raising children, keeping the house clean, and coordinating daily schedules. There are issues enough to cause personality clashes, but daily living is not among them.

Recusive Issues: What happens when a problem is set before the EC? They deal with it, of course. If two programs are having a conflict, or if an IPDA member wishes to file a grievance, the EC deals with it. But what happens if one of the members of the EC is a major party to the conflict or grievance? This has actually come up during the short history of IPDA and we had to work out a procedure for dealing with it. In this

case, the affected member of the EC recused himself from the decision-making process and a temporary replacement was appointed by the other two EC members to help deal with resolving this particular issue. Fortunately this kind of problem is rare. On the other hand the way it is resolved can send ripples in all directions concerning the reputation of the EC as being a fair and impartial governing body.

The Constitution: The IPDA Constitution is the only real document which delimits the power and authority of the EC. And the Constitution is very broad in so doing. This, in its entirely, is what the IPDA Constitution has to say about the Executive Committee:

> III. THE EXECUTIVE COMMITTEE
>
> The Executive committee of the International Public Debate Association will be made up of the three primary officers. Past officers and such additional officers as may be added to the association can serve in an advisory capacity to the Executive Committee but will not vote in Executive Committee matters. The Executive Committee members will in addition to their individual responsibilities share the following duties:
>
> Uphold the basic principles and further the basic goals of the Association.
>
> Deliberate over such issues and challenges as are placed before it.
>
> Set policies, rules, procedures and fees associated with their administrative duties.
>
> Deliberate in the process of selecting the succession of executive committee officers and make appointments or, at their discretion submit a set of candidates to the membership for election.
>
> Resolve unforeseen problems and disputes which may arise and/or be beyond the scope of this document.

I call the reader's attention to the third 'duty:' to set policies, rules, procedures and fees associated with their administrative duties. That is a very broad mandate and implication of powers. As noted above, there is tremendous potential for mischief here. So far, there has been no abuse of this power that I am aware of. And on the pro side, this allows the EC tremendous flexibility in responding to new problems and issues quickly and decisively. But that potential for abuse does worry me.

Checks and Balances: This could properly be labeled a 'lack of checks and balances.' Given the lack of outside pressures on the SPB, there is an accompanying lack of accountability. Who checks on the EC to make sure they are doing their jobs and doing them well? There are, in essence, only two real checks. First, the membership can 'vote with their feet.' If they don't like the way things are going, they can leave. And second, they can bring social pressure to bear. If they are unhappy they can complain to the EC board members and to each other. Beyond that, there is little that can be done. And this was an intentional goal of adopting the SPB system. We wanted the board to be relatively immune from having to please the membership. On the pro side, this can help to stay the course with respect to the educational goals and philosophy of the association. On the con side this might lead to a major shift in goals and philosophy based on the whim of the EC board members.

Shifting Services: Given the need for each EC member to establish policies, rules & procedures, there will be a strong tendency for these to change with the changing of the guard. And these changes may be more a function of individual philosophy and resources than a function of the actual needs or best interests of the association members. This is especially problematic with respect to the Executive Secretary position which has come to be responsible for most of the member services. One Executive Secretary organizes the web site a certain way. The members get used to this. A new Executive Secretary reorganizes the web site, emphasizing some items and de-emphasizing others. Neither is necessarily right or wrong, but the membership can be jerked around if they have come to rely on the web site for information. This problem can affect a great many aspects of the association.

Democratic Apathy: Almost all democracies suffer from voter apathy. The SPB governance structure of IPDA potentially is even more vulnerable to this than a typical democracy. Given the lack of checks and balances mentioned above, the IPDA membership needs to shout very loudly for the EC to hear them. I.e., individual voices of criticism or complaint will likely be seen and interpreted as statistical outliers, unless a number of them are heard in unison. The EC can be responsive to the needs and wants of its membership, but there is a strong momentum in favor of a 'daddy knows best' mind-set. On the pro side, this does leave the EC relatively free to take care of business without having to respond to every voice of criticism along the way.

Conclusion

So where does that leave us? It basically leaves us without a conclusion. I can point at certain trends and concerns. I can say that some things seem to have worked well and others not so well. I can describe some of my perceived pros and cons of the SPB governance structure. But the jury is still out and will be for some years to come. The change in the Executive Secretary position is only one year old. It will be at least another 3-5 years before any conclusions can be drawn about whether this change was neutral, for the better, or for the worse. It will be harder still to decide how much credit or blame should be laid at the foot of the SPB system. And it might be 20-30 years down the road, if IPDA should last that long, before any really significant conclusions can be drawn about the values and weaknesses of the system.

In the meantime, we can at least say that it seems to be working. And for better or worse, we will have only ourselves to pat on the back or kick in the pants at the end of the day. The SPB has kept IPDA from being gobbled up by outside forces. We will NOT go the way of CEDA. But where we will go remains to be seen.

F O R U M

Continuing the Discussion on Disclosure

Editorial Note: In order to stimulate productive, reflective discussion among the members of our association, the previous issue of this journal began a Forum feature, in which a variety of viewpoints on a pertinent issue were solicited. The statement in this issue responds to our ongoing conversation on the issue of case disclosure. Contributions to the forum are printed without peer review and generally receive only copy-editing before publication.

Disclosure: An Analysis on its Place in the IPDA

Hailey Lawson[1]

Disclosure and its merit as a standardized practice in the IPDA community have been contested (Duerringer & Adkins, 2014; Welch, 2014; Brown, 2014, Key, 2014). While the long-term impacts of disclosure have been explored, very little analysis has been done on why debaters feel the need to disclose, even if they, as the Affirmative, plan to take the resolution "straight up." Furthermore, there has been little analysis from a student's perspective. While experience and time spent in academic debate gives a much needed insight on how debate functions, the issue of

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whether or not to disclose a round impacts the students the most, and their viewpoint is vital to fully understanding the issue.[2]

Duerringer & Adkins (2014) have explored the rise of disclosure in IPDA, but why do students feel as if disclosure is vital? This analysis will propose the main implications of why disclosure is so prevalent in the IPDA circuit, explore disclosure as a practice, and the place disclosure should hold in IPDA.

The Prevalence of Disclosure

The Negative Burden

One issue that lends to disclosure becoming more commonplace in the IPDA debate community having is a misunderstanding of the Negative's burdens and the means by which a Negative may win. Freely & Steinburg (2009) thoroughly cover the burdens each side must uphold in a debate round. The Negative has one burden in debate: the burden of refutation, also known as the burden of clash. The Negative must respond to the Affirmative's argumentation and challenge their burden of proof. The Negative wins a round if the Affirmative's burden of proof is no longer met as a result of the Negative's fulfillment of the burden of refutation.

On the other hand, the Affirmative has the burden of proof, which is obligates the Affirmative to "prove that the proposition should be adopted or accepted." A differentiation must be made between have the burden of proof and a burden of proof. Both sides hold *a* burden of proof, which states that "whoever introduces and issue into the debate has a burden of proof. The advocate must support the argument he or she introduces" (Freely & Steinburg, 2009). In other words, the Negative only has to back up what they say if they present their own points. This does not mean the Negative is required to bring in their own proof or their own off-case.

Duerringer & Adkins (2014) state "the Negative is required to do nothing more than defend the status-quo to ask the judge in order to vote for the familiar and the hegemonic present." This mindset aligns with what the original burdens of the

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[2] I am in no way claiming my perspective is how all students in debate feel on this issue. Rather, this essay is an amalgamation of my own personal experiences on the circuit and the differing opinions from competitors across the nation I have had the pleasure of hearing over the years.

negative are as proposed by Freely & Steinburg (2009). Key (2014) states from personal experience he has seen many rounds that lacked disclosure were lost by the Negative because of a lack of off-case and evidence. This preconceived notion regarding the need for a Negative off-case can lead to the Negative pro-actively asking for disclosure. Walking into a debate round without a shred of evidence or any off case points can feel to many debaters as if they are setting themselves up for failure. Yes, some particularly skilled debaters can handle this situation flawlessly, but they are in the relative minority.

In this sense, disclosure is a symptom of a much larger issue. If debaters, and sometimes even coaches, are not all on the same page about the role and burdens of the Negative, then debaters will evolve around this misunderstanding. When a debater is the Negative and asks the Affirmative to disclose, it is not necessarily because they are afraid the Affirmative will be abusive, but because not having any points of their own is a foreign or terrifying concept. Disclosure, in part, is the result of this moderately widespread misunderstanding of the Negative burden.

Unethical Debaters

Disclosure has also become a preventative measure for the Affirmative to assure the Negative they are not "one of those" debaters. The IPDA constitution (2013) states that "resolutions should be as balanced as possible giving equal ground to both the Affirmative and the Negative." Furthermore, "Affirmative interpretations and definitions must fit within the resolution and leave the Negative fair ground for the debate. If an Affirmative's case is too lopsided and/or tautological […] it opens the door for the Negative to provide an alternative set of definitions." If the Affirmative properly meets their burdens for an ethical debate round then the Negative should never have an issue with the framework of a resolution.

Unfortunately, not every debater is ethical. In any competition where there is a winner, there will always be individuals who use underhanded tactics to win. While these debaters are in the minority, they have a deep impact on how a student prepares for a debate round. Duerringer & Adkins (2014) argue that disclosure became commonplace as a reaction to such unethical debaters.

This take on disclosure has a few implications. First, it shows that the IPDA community overall is ethical and debaters are there in good spirits. However, the few unethical debaters have managed to hijack the majority. Good debaters take great measures to make sure they appear as ethical by indulging in the "courtesy" of disclosure; but when the Affirmative chooses not to disclose, it can create unneeded pre-round tension. The Negative begins to assume the worst of the Affirmative, and mentally prepares for an abusive round. There are several perfectly ethical reasons the Affirmative may not want to disclose; but before they can walk into a round, their opponent is ready for abuse, and is likely to pull that abuse through regardless of how the round is defined. Disclosure, then, becomes a call to the Affirmative's moral character.

Use of Abuse

Disclosure for the Affirmative is a preemptive strike against having to deal with time suck[3] argumentation. The Affirmative has the burden to define the resolution in a balanced and fair manner. If the Affirmative fails to meet this burden the Negative has the right to re-define the round (Freely & Steinburg, 2009; IPDA constitution, 2013). The ability to re-define the round is to steer the debate round back towards the educational. Without redefining, the round dissolves into a circular abuse argument, and no education is gained. This is incredibly frustrating for students who take out their weekends to indulge in an academic event. In order to avoid having to call abuse, the Negative will ask the Affirmative to disclose to hold them more accountable.

However, for some debaters abuse is used as default argument regardless of how the round is defined. Some debaters will always call topicality in order to suck up the Affirmative's time. As the Affirmative only has a 3-minute 2AC, this tactic can be unfortunately effective.

Debaters on both sides rely on disclosure in order to try to avoid abuse arguments. While abuse arguments do not need to be used as default argumentation,

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[3] Time suck arguments points that may not be appropriate for the round, but are used by the negative the force the affirmative to cover more arguments and spend less time debating what is important in the round.

they are just another tool in debate. Abuse arguments are meant to be the fail safe disclosure has become. Disclosure is not the problem. The issue is debaters do not know how to properly handle abuse.

Disclosure as a Practice

Disclosure does not currently have any standardization. This leads to many issues when students attempt to disclose. In order to showcase some of these issues allow me to insert a personal anecdote. During the 2014 Louisiana State University Mardi Gras Classic, I ended up with an ambiguous metaphor topic. Not long into prep, my opponent's teammate found me and disclosed my opponent was "doing Common Core." As soon as he had disclosed, he left without further clarification. Common Core made no sense in relation to the resolution. I could never find my opponent to understand what they meant by "Common Core," and they may as well have not disclosed at all.

This example highlights many issues disclosure holds for debaters. The first is the question of when—how long into prep time—the Affirmative must disclose. If the Affirmative waits too long, the Negative will feel as if their prep time has been wasted; but if the Affirmative discloses too quickly without doing adequate research, they may accidently set themselves up for a trap.[4] Because the time frame is ambiguous, disclosure can do much more harm than good to the debaters. My opponent felt the time pressure to disclose, and came up with what they thought could to be fair to the both of us, even though it wasn't helpful.

To balance out disclosure into prep time and not corner themselves, many Affirmatives just partially disclose. This, as Duerringer & Adkins (2014) points out, is often too general and unhelpful to the Negative. As with the above example, if the Affirmative just gives the general direction of where they will go, the Negative still does not have much ground to stand on. This is especially prevalent when the Affirmative decides to define in a way that barely links to the resolution. While, in this case, the Negative can call abuse, the Affirmative will probably feel as if the

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[4] Defining the round as status quo, defining in a way that is impractical, defining in a way that is difficult to prove, etc…

abuse is completely unwarranted because they disclosed. The issue then becomes about how much the Affirmative is supposed to disclose.

The last issue highlighted by the example is finding opponents and teammates disclosing for debaters. Debate teams often scatter and find corners to prep in. If disclosure is expected, the debater may point in the general direction of where their team is. But at particularly large tournaments this may or may not be helpful. The Affirmative must then find their opponent, which eats into their prep time. How long is the Affirmative obligated to look? To counteract this, debaters often send teammates in a different flight to disclose. But what if the Negative needs further clarification or the teammates discloses incorrectly?[5] Can the Negative find the Affirmative to clarify? How long are they obligated to look? For both sides, disclosure has harmed more than it would have helped.

Another issue not highlighted in the example above is the question of whether the Negative has the right to negotiate definitions. Brown (2014) argues that disclosure is a positive aspect of debate because it lets debaters explore negotiation skills. But is there a place for negotiation in disclosure? Does the Affirmative's right to define hold true during disclosure? If negotiation exists, then this can change what disclosure is as a practice. Is disclosure a courtesy the Affirmative gives the Negative on the direction of the debate round? Or is disclosure the Affirmative asking the Negative for permission on how the round should be defined? The question of whether or not the Negative has the right to negotiate opens the door for more issues than what disclosure is supposed to solve for.

Disclosure's Place in the IPDA

While my previous points may be interpreted as having a very negative stance on disclosure, I do think it has a place in IPDA debate. I do not see disclosure by itself as either a practice that must always be encouraged or vehemently spoken out against. Just as with all of debate, disclosure is one tool debaters can use to enhance their debate rounds as they see fit. If debaters wish to disclose in an attempt to bring more

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[5] Incorrect disclosure from a teammate also can make the Affirmative look like they were purposely being malicious, which can lead to many hurt feelings in a round and negative opinions of perfectly decent debaters.

clarity to a round, to preemptively circumvent abuse arguments, or give themselves more of a challenge by giving the Negative more room to work with then that is their choosing. There is no one correct way to debate. With the variety of styles that exist within IPDA, different strategies should be encouraged.

What disclosure cannot be is an excuse. Disclosure becomes a dangerous practice when it is used in place of not understanding the burdens both debaters in a round and how to properly confront unethical debaters. Disclosure is becoming the Band-Aid fix for competitors not understanding what debate is. A debater should never win or lose a round based on disclosure. A debater wins or loses a round based on whether or not they know what they are doing.

I recognize disclosure has many issues, but the issues of disclosure I have covered are not commonplace. Again, the minority issues cannot dictate the majority. Some may argue that the best way to fix these issues is to force disclosure and make it a standard practice, but this is not the case. Making disclosure a standard practice only forces more burdens on both the Affirmative and the Negative.[6]

I do believe that, overall, disclosure does more good than harm. The potential negative long term impacts of disclosure some have laid out (Duerringer & Adkins, 2014; Welch 2014) can be circumvented by addressing the issues of why students feel the need to disclose in the first place. By focusing more on what the Negative's burden is, not letting unethical debaters controlling debate, and taking back abuse argumentation for what it is meant for can address many of the negative long term implications disclosure is thought to bring. Disclosure is not necessarily a one-way ticket to the downfalls of policy debate; rather, not emphasizing to incoming debaters how debate works and using disclosure as a cover up is.

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[6] For instance, if disclosure became a stock issue how does one approach the problem of time constrains and the ability of the Negative to negotiate definitions? There are too many variables to completely standardize disclosure.

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