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I am honored to be able to compile the first published literature and research for IPDA in a journal format. I believe it appropriate that Volume One of this journal be published on IPDA's 10th Anniversary and released at the 10th National Championship Tournament and Convention. A hearty thank you goes out to Alan Cirlin and Jack Rogers for creating this forensic format. I also would like to thank the coaches and countless competitors who give up their free weekends in pursuit of this academic venture. With each round completed more information is created and added to the collective body of knowledge. I hope this modest attempt at scholarly pursuits within IPDA will blossom into valued academic resource. While I admit I am novice to this, I hope the foundation is set.

Patrick Richey

Academic Debate v. Advocacy in the Real World: A Comparative Analysis

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Abstract

Academic debate is a game which students play partly because it is fun and partly to empower them to effectively participate in their civic organizations, governments and social movements later in life. Ideally, the relationship between academic debate and the real world will be such that playing the game significantly improves a student's life-time persuasive skills in social contexts. And in practice this is often true. But just as often this relationship is weak or completely absent. This paper is a first approximation, systematic analysis of the relationships between academic debate and the skills needed for real world persuasive success across a variety of debating formats.

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Introduction
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It is hard to generalize without a sufficient data base. And when it comes to a global vision of academic debate, who has that? Academic Debate is not the kind of activity which generates a great deal of public interest or monetary support. Hence, the intellectual work which has been done in this area tends to be the result of the passion of individuals many of whom are not professional scholars. And until the advent of the Internet, even scholars were severely limited by their ability to gather data. How much

could a debate coach in Amsterdam know about the details of academic debate in Singapore, And Tel Aviv, And Kansas City, And Moscow, And Manchester, And Tokyo, And Madrid, etc. etc. etc.

This, I suppose, puts me in the vanguard of scholars exploring the international nature and aspects of academic debate. And that, in and of itself, says a great deal about how little is known in any systematic way. My level of understanding is extremely primitive and spotty. I've had the opportunity and good fortune to be able to take a peak at debate in a number of different countries including Canada, England, Greece, Israel, Japan, Malaysia, The Netherlands, Russia, Scotland, Singapore, Spain, the U.S. and now Czechoslovakia. In the case of the U.S. my experience is relatively extensive. In the case of other countries such as Canada and Czechoslovakia it is based exclusively on conversation and second hand reports. Typically, my experience in foreign countries has involved debate tours of from 7-14 days. And, of course, I have hosted a number of touring debaters and debate teams from England, Holland, Ireland, Japan, Russia, and Scotland and have always taken the opportunity to engage these foreign debaters in discussions about the nature of debate in their countries. Conclusion: The data base for my expertise is pathetically inadequate and yet puts me in the forefront of scholars in this area. If there are true experts in international forensics out there somewhere, I am unaware of them or their research. But I would love to meet such individuals and read their works.

I once tried to initiate an internet research project to solicit the help of individuals from all around the world in compiling a comprehensive atlas of academic debate. I wanted to describe the history and current status of debate in all those countries with significant programs. So I tried to locate at least one qualified individual to do the researching and writing for each country. The results were nil. After considerable internet work, I found it virtually impossible to find anyone in any country who simultaneously knew their own debate history (or had the resources and was willing to find out) and was also able and willing to put it down on paper. If the funding were available, I might be able to push such a project through, but in the absence of some kind of incentives to reward volunteers for their efforts, the project seems undoable. And this means the history of academic debate around the world is disappearing even as each new generation of college debaters graduates and moves on.

All of which is to say that the analysis provided below, while representing the best available data which I happened to have at my disposal, is little more than a crude first approximation. It is my hope that it still will represent a significant and thought-provoking analysis of the relationship between academic debate and the pragmatics of pedagogy. If so, a great deal more work would be necessary before a proper and comprehensive follow-up analysis could be prepared.

Method: What I will be doing here is to systematically go through all of the common global debate formats of which I am aware. For each I will present a VERY brief history and description¹ and then discuss its pedagogical strengths and weaknesses. [Bias: I personally define pedagogical strengths and weaknesses in terms of the skills students

will need toward their life=s work. Hence, skills which will be useful in later life are strengths. Habits or speaking styles which work against students in their professional lives are weakness.]

NOTE: I want to emphasize that this entire exercise is a first approximation and I would gladly accept corrections and criticism from anyone with more first hand data than I have. I also look forward to the work of other, more informed, scholars who might want to produce a corrected version of this data base.

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Debate Formats - A World Tour
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The British Union Debate Format. So far as I know this is the oldest, livingⁱⁱ debate format in the world. It grew out of various university debating societies in Great Britain developing methods to practice a Parliamentary style of argumentation. This format grew up over a great many years and became the dominant format in the former British Crown colonies. It was also the format which served as the foundation for the Worlds competition until it was replaced by the current 4-team format in 1997. British Union debate is a 2-team format. Each team has two members. The Government (which supports a resolution) consists of a Prime Minister (PM) and a Member of Government (MG). The Opposition consists of a Leader of the Opposition (LO) and a Member of the Opposition (MO). Typically, the time format for this style is 8 minutes each for 4 constructive speeches and one 5-minute rebuttal speech by each side. There are some variations on this theme.

The topic or resolution for the debate is announced at the beginning of every round. Each team is given a limited period before the debate to think about the resolution and to plan their presentations. They are generally not permitted to confer with any third party during this preparation period (although this rule is commonly bent or broken on some debating circuits). Topics vary from serious social and political issues to humorous or even abstract wordings. The Government often has the burden to make sense of the resolution as well as to provide definitions and a supporting case.

This format is still common in parts of Britain, especially at high school level. It is also the foundation of the Canadian (CUSID) and U.S. (APDA and NPDA) debate associations. In addition, there is a small Japanese Parliamentary debate circuit which uses this format and I have been given to understand the format is used to some degree in other areas of Australiasia. I've also seen this format practiced in Holland and Israel and I'm sure it enjoys common usage in other areas as well. Heckling, interrupting the speaker to ask questions, and rising to points of information are part of this format. A trained Chief Judge who can rule on objections and points of information is important to the format. As a general rule, the first and last minute of each speaker's constructive presentation is protected from interruptions.

This British Union format has evolved along different, if similar, lines in different countries. There is a Dutch version - debated in the Dutch Language.ⁱⁱⁱ There are also

the CUSID and APDA versions which are very similar since, on the east coast of North America, they are part of the same debate circuit. There is the English-as-a-Second-Language Japan Parliamentary Debate Association (JPDA) founded by Michael Lubetsky - a temporarily transplanted Canadian. This association has been indirectly but strongly influenced by the U.S. evidence oriented debating styles. There is also a U.S. National Parliamentary Debate Association (NPDA) style which is even more strongly influenced by the evidence-oriented debating format (which will be taken up separately below). And there are, so far as I know, dozens of other, smaller variations upon this format actively being used either as part of debating leagues or as training tools around the world.

Strengths: The format tends to develop strong speaking skills with respect to fluency, humor, wit, general knowledge, and most especially dealing with interruptions.

Weaknesses: There is a tendency for debaters practicing this format to develop a very brusque style. Ethos can suffer. Biting wit can become more important than winning audience approval. The format encourages frequent interruption. The focus is on sound bites rather than on a big picture. The format encourages selective listening.

The National Debate Tournament (NDT) Format. This first major innovation on the British Union format was developed in the United States early in the 20th Century. This new format had a number of sources in addition to the British Union including literary discussion societies, itinerant lecturers, Chautauquas^{iv}, and various student debating societies. The first inter-university debates took place in the 1890's among ivy league schools on the U.S. east coast. By the 1940's these had grown to become nation-wide debating circuit and included a large end-of-the-season championship tournament. The NDT was originally founded in 1947 to arrange this championship tournament and quickly grew to become the sponsoring organization for the entire debating league. A single topic was chosen as the subject of debate for an entire academic year and announced in the summer before debating began. The topics are always of a serious social and/or political nature and generally cast in the form of a policy. The format has had a number of rules changes over the years, yet has remained relatively stable. Most variations of the format involved the removal and addition of cross-examination and changes in time limits. Most NDT programs were coached by a college or university professor and most NDT debates were adjudicated by a cadre of trained judges. The result was a continual increase in the speed of delivery and the reliance on evidence cards which were read verbatim during debates.

In 1972 the speaking style generated by the NDT format resulted lead a number of coaches, headed by Dr. Jack Howe of the California State University at Long Beach, to found the Cross Examination Debate Association^v. At first this new association achieved a significant improvement in speaking style. But over the years that style drifted back toward the NDT norm and by the early 1990's there was virtually no difference. Soon thereafter the two associations (NDT & CEDA) selected a joint topic to debate and within

a very short time, they had effectively reintegrated. Today there are still officially two associations, but there is no essential difference between them as far as debate format and style is concerned.^{vi}

The NDT format is very similar to the British Union. There are two speakers per side, except that they are called the Affirmative (for the team which affirms the resolution being debated) and the Negative (for the team which opposes the resolution). The four constructive speeches are generally from 8-10 minutes and the four rebuttals from 4-5 minutes. Cross Examination, when part of the format, is typically 3 minutes in length. This format is not very common around the world. Aside from the U.S. where it was dominant during most of the 20th Century, it only seems to have gained a strong foothold in Japan where it is used by Japan Debate Association (JDA) and the National Association of Forensics and Argumentation (NAFA). The JDA is the Japanese equivalent of the NDT and the NAFA is a secondary Japanese debate association which is student run and seems to be primarily affiliated with a national collection of English Language schools.

Strengths: The format tends to develop strong fluency and very strong organization and refutational skills. Students develop a broad knowledge base on a limited set of social and political subjects.

Weaknesses: Debaters who practice this format are generally criticized for speaking far too quickly. (This was the style which I grew up on and even after years of trying to restrain myself to slow down, I still find myself speaking too quickly for general audiences.) Wit and humor tend to be de-emphasized in this format. Ethos suffers badly - abusiveness is sometimes prized by judges and debaters can be criticized for a lack of aggressiveness. There is a serious focus on sound bites of information and evidence. And while supporters of this format pride themselves on how much it promotes research skills and detailed knowledge of a subject, the average contemporary NDT or CEDA debater commonly knows little more than what is given to them by way of the research generated by others. The context of evidence is generally ignored and/or abused.

The Lincoln-Douglas (LD) Format. This format is generally associated with NDT style debate. The format is named after a famous series of political debates between Abraham Lincoln and Stephen A. Douglas in 1858. The element which defines the LD format is that it involves two teams of one individual each. It generally follows the Affirmative-Negative nomenclature rather than Government-Opposition and it usually, but not always, includes cross examination. Another quality of the LD format is the unequal length of speeches. In almost all academic debate, the affirmative speaks both first and last (first to open the debate and to define the terms and last as a counterbalance of having the burden of proof). In team debate this is no problem, since the format allows for both members of the negative or opposition to present back-to-back speeches between the constructives and rebuttals. In LD, however, there is no opportunity for the negative to speak twice. Hence you end up with a variety of uneven time formats. The

typical format is 6-7-4-6-3: A 6 minute Affirmative Constructive followed by a 7 minute Negative Constructive. Then you have three rebuttal speeches: a 4 minute Affirmative Rebuttal followed by a 6 minute Negative Rebuttal followed by a 3 minute Affirmative Rebuttal. Cross Examination can be added after each of the constructive speeches. And you will note that, even though the speech lengths vary, the total time allowed to each side is the same. This format has traditionally been a little-brother to the NDT style of debate in the U.S. at both the University and High School Level. It usually involves debating on the same topic as the NDT but doesn't carry the same prestige. It is very popular on the U.S. high school circuits.

Like NDT, the LD format has had a number of rules changes over the years, but has also remained fairly stable. This form of debate was often used as a training system for NDT. New debaters might begin by debating LD and then move on to team debate once they had gained more skill and confidence. This format was also an alternative when a program was bringing an odd number of debaters to a tournament or when one's partner was unable to attend. For reasons which are not entirely clear, LD debating in the U.S. has consistently lagged behind NDT in speed and abusiveness. That is to say, LD has been the kinder, gentler format. But this is not to say that it has remained kind and gentle. Over the past four decades LD has speeded up, just as NDT debate has done. And the level of aggressiveness in LD as steadily increased as well. It has just never come close to catching up with NDT.

So far as I know, the LD format has only been popularized in the U.S. At least, I have never encountered it anywhere else around the world. I'm sure there must be occasional LD-style debates in other countries. The U.S. presidential debates, for example, have been LD formats (when there were only two candidates debating), and I would imagine there must be similar debates which have taken place in other countries. But I know of no systematic LD academic debate leagues outside of the United States. I would love to be corrected on this point if it is in error.

The strengths and weaknesses of this format are similar to those of NDT.

Strengths: The format tends to develop strong fluency and extremely strong organization and refutational skills. The need to be entirely dependent on your own resources during a debate round and not having any block of time where you can depend on your partner to be doing the work, tends to make organization skills ever more important. Students develop a broad knowledge base on a limited set of social and political subjects. And I rather suspect, although I have only scanty evidence in support of this thesis, that LD debaters generally have a stronger understanding of the big picture relating to the resolution than do their NDT counterparts. This belief is based on my experiences in competing in and judging both NDT and LD in the U.S. I suspect that LD debaters, given the differences in the format, are called upon more often to explain their positions globally and hence have a greater need to understand their positions comprehensively.

Weaknesses: LD debaters also speak too quickly, but they are generally not as bad as their NDT counterparts. Wit and humor have more of a place here but are still de-

emphasized. Ethos suffers, but not as much so as in NDT. There is still a focus on sound bites of information and evidence but comprehensive knowledge plays a much bigger role. Evidence still tends to be second hand and abused by being quoted out of context. LD debaters frequently build their cases out of materials purchased from companies which produce evidence cards and briefs and/or from materials generated by others in their debate program.

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The Worlds Format. The Worlds format was developed as an administrative solution to a problem of congestion. In 1976 the capstone of the British Union debating season became the World Universities Debating Championship. This event moves from country to country and has become increasingly prestigious over the years. Thus it has attracted an ever increasing number of participants. The congestion problem wasn't finding judges; the problem was finding rooms. Trevor Sather, former head of the English-Speaking Union's Debate Division, explained that it was becoming impossible to find any venue with enough rooms to host the competition. The new Worlds format was a way of doubling the number of participants at a stroke. And simultaneously this cut the number of required judges in half. The solution, in essence, was to put four teams in one room rather than two while keeping the overall time frame for the debate about the same. In order to accomplish this the Worlds format allows each speaker only one constructive speech and there are no rebuttals.

The Worlds Competition format may be briefly described as follows: There are four teams of two debaters each. Two teams support the resolution: the First Government [Prime Minister (PM) and Deputy Prime Minister (DPM)] and the Second Government [Member for the Government (MG) and Government Whip (GW)]. The other two teams oppose the resolution: the First Opposition [Leader of the Opposition (LO) and Deputy Leader of the Opposition (DLO)] and the Second Opposition [Member for the Opposition (MO) and Opposition Whip (OW)]. These speakers can also be referred to as the First Government member, Second Government member, Third Government member, etc.

The topic is announced and the debaters have 15 minutes in which to prepare their arguments. During the debate the speakers sit in order on two sides of a long table. All the Government debaters sit on the Audience's left, all the Opposition debaters on the right. The Prime Minister sits farthest from the audience and opens the debate. The debaters are allowed one speech each. I've heard of these speeches varying from 3 to 10 minutes in length at different competitions. The speakers alternate sides and make their presentations in the following order: PM, LO, DPM, DLO, MG, MO, GW, OW. As with the British Union style of debating the first and last minute of each speech are protected from interruptions. In between the first and last minute all four members of the opposition can pop up and down to interrupt with questions and points of information. During some of the debates I've observed, the interruptions are pretty much constant and the speaker accepts almost none of them. I'm not sure if heckling is permitted. If so, it's never been used in any of the demonstration or competition debates I've heard. The

resolutions for the debate are essentially the same as those used in the British Union format.

Since this format is has been adopted by World Universities Debating Championship it has become a standard for all those who intend to participate in this event. In some places the Worlds format has supplanted all other forms of debate. In most places this format has been added to the local mix of debating styles. One disadvantage of the format is that it requires at least nine individuals to practice and ten if you wish to employ a separate individual to keep time and announce with a slap on the desk when the first protected minute is over or the final minute has begun. The LD format, by contrast, can be practiced by only three individuals or even two if you want to forgo the judge. In the Worlds format a judge can be necessary to rule on points of information.

Strengths: World format debate, like the British Union format, tends to develop strong speaking skills with respect to fluency, general knowledge, and most especially dealing with interruptions. It does encourage the development of humor and wit, but less so, since presentations are often plagued by interruptions. The biggest selling point for this style, in my opinion, is that it puts heavy emphasis on audience analysis.

Weaknesses: There is a tendency for debaters practicing this format to come across as very curt and impolite. Humor is frequently caustic and aimed at the opposition speakers. The format not only encourages but actually requires frequent interruption. The focus of the debate is generally lost between the First and Second Government teams, since it is expected that the Second Government team will take the debate in some new direction without directly contradicting the First Government position. Style seems to be far more important than coherency.

The 3/4-Person Formats. The 3-Person and 4-Person debate team formats are a simple variation on the British Union style. Instead of two debaters per team, you have three or four. This merely adds extra constructive speeches for the additional debaters in the round. There are still only two rebuttals at the end. There are several time limit variations in 3/4-Person debate but otherwise the formats seem to be the same the world round: The first government speaker is followed by the first opposition speaker. The second government speaker is followed by the second opposition speaker. The third government speaker is followed by the third opposition speaker. (In the 4-Person format you add a fourth government speaker followed by a fourth opposition speaker.) Then you have your two rebuttal speeches in reverse order, the opposition first and then the government.

In most ways, the 3/4-Person formats follow the same conventions as British Union debating. The topics and resolutions used in 3/4-Person debates are typical of the British Union style. The process of announcing the topic and the start of the round and allowing limited preparation time are the same. And the conventions of rising for questions &

points of information and having protected minutes at the start and end of every constructive speech are the same as well.

In Great Britain, home of Parliamentary debate, the 3-Person format is rare but the 4-person format is quite common, especially at the high school level.^{vii} The 3-Person format was used by the USSR and USA in their exhibition debate tours under the Speech Communication Association (SCA)^{viii} auspices. The SCA Committee on International Discussion and Debate (CIDD) organized these tours and coordinated the format. The 3-Person format is also quite popular in Asia and is the foundation of the High Schools world league.

The strengths and weaknesses of this format is a cross between the British Union and the Worlds Competition formats. I don't have enough experience with these formats to be certain, but based on the experience I do have, my feeling is that an assessment of the 3/4-Person formats is likely to lean towards the Worlds Competition assessment more closely than the British Union.

Strengths: There will be a tendency to promote strong speaking skills with respect to fluency, general knowledge, and most especially dealing with interruptions. And it will encourage the development of humor and wit. I suspect this tendency will be strongest in the British Union format and weakest in the Worlds Competition format. More debaters mean more interruptions and this will work against the speakers ability to effectively incorporate humor and wit into the presentation. The pedagogical advantage of the 3/4-Person format over the British Union format is that, by permitting a larger team, it gives individual speakers more time to think and there is less pressure on individuals to pop up with questions to get their two cents in. The pedagogical advantage of the 3/4-Person format over the Worlds Competition format is that, by having only one team per side, it allows a much greater degree of integration. The first two speakers on a side are trying to coordinate with the third and fourth speaker rather than being in competition with them.

Weaknesses: By the same token, my experience tends to support the conclusion that the more debaters involved in a round the stronger the pressure on each one to try to stand out. And since the 3/4-Person format only really allows for this to happen by interrupting, there is strong pressure on all debaters to do so. The tendency for debaters practicing this format will still be to come across as very curt and impolite. Humor will often be caustic and aimed at the opposition. Style will still occupy a more important place than coherency.

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The Public Debate Format. Public Debate is almost certainly the youngest of the debate formats. And, again to the best of my knowledge, it is the only debate format in modern history which was intentionally developed using empirical methodologies to achieve specific pedagogical ends. In other words, the Public Debate format was created by starting with the educational goals and working backwards, using a method of trial and error mostly, until a viable debate format emerged which consistently achieved the ends for which it was intended. The development process started at the University of

Richmond during the early 1980's. By the early 1990's the development project had moved to St. Mary's University and the format was working fairly well. And in the fall of 1996 it had achieved its current form and became the basic format of the International Public Debate Association (IPDA).^{ix}

Public Debate is a Lincoln-Douglas format (although there is no theoretical or practical barrier to prevent developing a team version of the activity). The time limits are: 5-7-3-4-3: A 5 minute Affirmative Constructive followed by a 7 minute Negative Constructive. They you have three rebuttal speeches: a 3 minute Affirmative Rebuttal followed by a 4 minute Negative Rebuttal followed by a 3 minute Affirmative Rebuttal. A two minute Cross Examination period has also been added after each of the constructive speeches. Topics vary considerably and are announced at the start of each round. Individual pairs of debaters are presented with a choice of five topics and, starting with the negative speaker, alternatively strike two topics each until only one remains. 30 minutes preparation time is allowed from the announcement of the topics until the start of the round.

A number of other rules help to define this format: No reading of evidence is allowed. Debaters may only use their brilliant minds and whatever notes they have prepared during their preparation period. During the prep time, they are allowed to research their topics any way they like and consult anyone they chose to get help, inspiration or coaching. (This has lead to a great deal of comradely on the IPDA debate circuit. It is quite common to see groups of debaters from different programs prepping together and helping each other if they happen to have the same topic.) Most importantly IPDA eschews trained judges. The typical Public Debate tournament uses classroom students and freshman debaters for its judging pool. There is obviously some loss of judging expertise, but a huge rhetorical gain. You can't speed read to a lay judge or talk debate jargon at them. So Public Debaters tend to develop a much more oratorical style than debaters on other U.S. debating circuits. And this was the goal of the format.

As mentioned above, the Public Debate format was developed in the U.S. over a 15 year period, and the International Public Debate Association has existed since 1997. During this time, the active debate programs of IPDA have grown to encompass a geographic range of about a dozen U.S. south-central states. And the international Email debate tournament (based on a written version of the same format) has attracted participants from about 30 countries over the past 3 seasons. The format has been showcased in various international venues and there are a number of small Public Debate-style programs in the following countries: China, Israel, Singapore, Spain, and Malaysia.

Strengths: The format tends to develop strong fluency and a very oratorical, audience-centered speaking style. Speed is not a problem. And IPDA debaters tend to be very high ethos speakers.

Weaknesses: The format does not demand exceptional research skills. Knowledgeable debaters have a definite edge in debate rounds, but a strong rhetorical or theatrical style can often overpower a superior knowledge base. I'm not entirely sure this is a pure

weakness, but it can appear problematic, most especially to the debaters who are losing rounds even though they have a superior knowledge base.^x

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Format Elements, Rhetorical Elements, & Pedagogical Effects
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What follows is a quick summary of debate format elements with my conclusions concerning the effect each has on rhetorical style and the quality of the educational experience. Please note that this is not an empirical set of results. It reflects both the very preliminary nature of this study and my personal educational biases. Also recognize that debate is a highly synergistic enterprise. Small, seemingly insignificant changes in format can have profound affects on the look and feel of the debating style they promote. So while we can talk about the effects of various elements taken out of context, they will not necessarily have these effects in every context.

Nomenclature. Some formats use the Government/Opposition distinction while others use the Affirmative/Negative distinction. To the best of my knowledge this makes virtually no difference in the quality of the final activity. It is more a cultural or historical accident than a pedagogical element.

Lincoln-Douglas v. Team Formats. This is a major element. LD formats place maximum pressure on the individual speakers to be responsible for all aspects of the debate experience. Team formats tend to breed specialization. In and of itself, neither of these are better than the other. The LD format teaches independence; team formats teach teamwork. As teams get larger, the debate activity becomes more complex and potentially more confusing. This again is neither good nor bad in and of itself. Learning to deal with complexity and to avoid confusion are valid rhetorical goals. I suspect that debaters who start out doing LD and then go to a team format have a certain competitive advantage over those who go from the team to the LD format. The LD debater must perforce understand all debate holistically. They bring this understanding to their role in a team. The team debater might have a more limited understanding of debate biased by a particular role they have learned to play. When they bring this to an LD environment, they may tend to over-emphasize the components they understand and de-emphasize the components with which they are less familiar. And this might be detrimental both competitively and educationally.

2 Teams v. 4 Teams. All debate formats involve 2 teams except for the new Worlds Competition format. In my opinion the Worlds format creates unacceptable levels of confusion for both audience and debaters by putting the last four speakers in the position of trying to both support and distance themselves from the other team on their side of the resolution. I think the flow of the debate gets significantly disrupted and the original issues brought up by the first four speakers get lost. In the end, the adjudicators end up voting for the best individual speakers and have little to say concerning whether the Government or the Opposition won the debate. I personally think the 2-team formats are far superior for teaching debate and persuasion theory in a practical context.

Topics. Some formats select one resolution for a whole debate season. CEDA used to pick one resolution for each academic semester. Parliamentary style debates pick a new resolution for each debate. The Public Debate format provides a set of 5 resolutions for each pair of debaters for each debate. The advantage of a single resolution is that it allows for serious and in-depth study and research on that topic. The disadvantages are that it encourages stale argumentation at one extreme and wild and often abusive interpretations of the topic at the other. I think the single topic formats might produce a much better rhetorical quality of debate if the judging paradigm were changed, but since this has never been done, this is only conjecture. A single topic also, whether for a season or for each round, forces debaters to deal with whatever they get. Multiple topics give debaters a certain amount of control and allows them to eliminate topics they feel least prepared to handle. Another advantage of multiple topics is that they teach debaters something about the relationships among subjects, arguments, and audiences. Overall, each system of topic selection has its advantages and disadvantages. One final advantage of multiple topics is that it allows students to debate a wide range of subjects in a wide variety of forms - Policy, Value, Fact, Definition, Serious, Humorous, etc. An NDT debater might only debate 4-8 subjects during their entire career and all, or virtually all, of them will be serious policy topics.

Research. The NDT format promotes the use of evidence cards. The IPDA format expressly forbids the reading of evidence. Written evidence can obviously enhance the quality of argumentation in a debate by grounding it more closely to the real world. But the abuse of written evidence in the NDT format is so rampant and excessive, it is hard to imagine what pedagogical advantages might be if the use of evidence were handled more honestly and rhetorically. The non-evidence formats clearly suffer for the lack of grounding when it comes to the quality and accuracy of the argumentation. But those debaters with strong knowledge bases have a definite advantage and over time tend to raise the bar for the less knowledgeable debaters. Another disadvantage of evidence cards and advantage of not using them is that the time and energy commitment required to manage materials in evidentiary debate formats is often excessive. Non-evidence card formats are a lot more fun for debaters and audience members. At the moment, I lean in the direction of not allowing the reading of evidence in academic debate. But I might change my opinion if an evidence card format which used lay judges were created. The combination just might reduce both the abuses of evidence card reading and the time and energy requirements for dealing with them as well.^{xi}

Cross Examination v. Heckling v. Neither. Cross examination formats force debaters to take questions. I personally like the educational advantages of this element. Cross examination sessions can get ugly and combative, but this is hardly a necessary aspect. There is nothing about cross examination which inherently requires abusiveness. Heckling and rising to points of personal privilege by contrast tend to create a more combative atmosphere. The heckle is definitely aggressive in practice. And rising to ask question is often used as an offensive tool to disrupt the speaker as much as to solicit information. I also think the stylistic conventions of rising to ask a question with one hand on the speaker's head is just plain silly. I hate to imagine one of these students

forgetting themselves and doing this while asking a question in some business meeting or public assembly. So my bias is obviously to prefer CX to heckling. But I think that even heckling is better than formats which allow no direct confrontation among speakers. While the non-CX/Heckling format generally promotes a quieter version of debate, I think it is missing something of significant educational value. And I don't think quiet, non-abrasive rhetoric ought to be the goal of academic debate. I believe that developing a maximally effective high ethos style ought to be the goal.

Time Limits. To a large degree I don't think this matters. Longer speeches tend to encourage experienced debaters with solid data bases to go into exorbitant detail. This tends to make them speed up if the audience is willing to listen at a higher speed. More time also inclines the less experienced, less knowledgeable speakers run out of steam and either ramble or stop short in their presentations. Shorter speeches tend to focus the more experienced debaters but do so perhaps at the cost of significantly curtailing the quality of the argumentation. One thing I have noticed -- too much time in rebuttals definitely encourages fast talk and excessive detail. It's only when debaters, especially the experienced debaters, feel a serious time crunch of going from Constructives to Rebuttals that they will start sifting issues, boiling the rhetoric down to its important themes, and synthesizing.

Rebuttals. I like rebuttal speeches. I like the pedagogical value of giving each speaker the opportunity to present their view of the debate once the main argumentation is over. In LD formats this is almost a required element. And this is one of the strengths of the NDT format. The British Union and 3/4-Person formats only allow one speaker to present a rebuttal. And the Worlds Competition format doesn't allow rebuttals at all. This is another reason why, from a pedagogical perspective, I'm not a big fan of the Worlds format.

Judges. The options for adjudicators seem to be, Expert Judges, Student Judges & Lay Judges. Expert Judges, in the U.S. at least, can be defined as professional directors of forensics, debate coaches, graduate students, alumni debaters and anyone else with an extensive knowledge of debate theory and practice. The expert judge can be an excellent judge but debaters often adjust to such judges by increasing their rate of speech, using lots of jargon in making their arguments, spending a significant portion of their speech arguing debate theory, and ignoring many of the basic conventions of good public speaking. Guest professor judges of Political Science, History, Philosophy, etc. who have no prior experience with debate are often confused into this category and especially when judging the NDT format are often horrified at the style of speaking they hear.^{xii} By "Student Judges" I mean those students who are part of the debate circuit. They tend to adjudicate somewhat like the expert judge, but at nowhere near the same degree of intensity. And both Expert and Student judges tend to become somewhat faddish in their expectations. A certain style of speaking comes into vogue and the Expert and Student judges often reward those who follow the fad and punish those who don't. Expert and Student judges can also be highly biased. They tend to vote for the teams and debaters who they think ought to win, even if they are having a bad round or are otherwise losing a debate. There can also be a lot of politics involved in the decisions of the Expert and

Student judges. They might vote against team A and for team B because they like one program and not the other; or because they are afraid that if team A advances it will be more likely to beat one of their own teams later on in the competition; or because they are afraid that if they vote against team B the judges from team B will take offence and vote against their teams, etc., etc., etc. Lay Judges are, in my opinion, the far superior alternative. I define Lay Judges as reasonably intelligent human beings with no particular training in debate. And I would include the guest professors in this category. Lay Judges can make very quirky decisions for very strange reasons. But their quiriness is honest and their strange decisions tend to be evenly and randomly distributed. And Lay Judges tend to be exactly the audience that debaters will see in their future careers as lawyers, business persons, and politicians. It is an excellent pedagogical advantage to have students practice their audience analysis skills on this kind of audience as often as possible. In my mind and based on a lot of research,^{xiii} there is no question but that lay judges promote a best quality of academic debate vis a vis rhetorical style.

Coaching. In the world of academic debate most programs can be described as either being coached by a professional or being student-run. Both kinds of program are generally affiliated with Colleges or Universities. A student-run program is usually in the form of a club or society. The professional program is more likely to be part of an academic division. Student-run programs can be tremendously vigorous. But they are usually only as good as their most enthusiastic member and their quality can vary tremendously from season to season as the make-up of their membership changes. Student-run programs are in perpetual danger of going out of existence. A program headed by a professional coach or director of forensics generally has the advantage of continuity. Some professional heads of debate programs have had tenures of over 30 years. On the one hand this provides for objectivity, continuity, and consistency; on the other, it can lead to severe burn-out. Programs headed by professional coaches, at least in the U.S., tend to have more stable sources of financial support as well. Some of the larger U.S. forensics programs have annual travel budgets of over \$100,000. Educational programs and opportunities are often increased when a professional coach is at the helm. But a program headed by a professional can also be dragged under if that coach lacks interest or ability. Overall, I think a professionally coached program has a definite advantage. But, of course, being a professional coach myself, I'm biased.

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Conclusion
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The goal of this little paper was to inspire contemplation among the professional coaches and debate association movers and shakers who come to these pages. It invites all to consider such questions as, what are we doing here? and why? What are we trying to achieve? And how do we know if we are doing our students an educational service with the game we are playing? I strongly believe that there are relationships between the rules and conventions of the game of debate and the quality of the education our students receive when they play the game. The assessment provided above is clearly primitive and insufficient. But I hope it is not entirely without merit. My summary judgments may

be equally flawed. But I'm confident the questions are worth asking and that the answers are there to be discovered if we only choose to look.

And that, in the final analysis, is the goal of this paper B that as professional educators we ought to be looking for the relationships between debate formats and educational values. We have the power to redefine the debate activity to help promote definite pedagogical ends. It is for us to develop the data base and understandings to do so wisely. Debate is clearly competitive and ought to be fun. But let's not get so carried away with the competition or the fun that we forget we are engaged in what should fundamentally be an educational activity.

What are we trying to achieve? How can we best achieve our educational goals? We ought to take a close look at our debate formats to find out. And what if we don't like the answers we get? What if the data and logic tell us we are having our students playing a flawed game which is somewhat counterproductive to their best interests? We need to find that out, and if there is a problem, I think we need to do something about it.

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Endnotes:
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- i. Please forgive the obvious oversimplification of these descriptions - to those already familiar with a format, these summaries will seem trite - to those unfamiliar with the format these summaries will seem insufficient. They are presented here, merely to provide conceptual clarity for the evaluations which follow. In other words, they are here to insure some common understanding of what is being identified and evaluated.
- ii. By "living" I mean still being actively used as a debate format.
- iii. I was fortunate in being able to observe this format on a couple of occasions, but not speaking Dutch, my understanding was of course severely limited.
- iv. The Chautauquas were a series of adult education seminars created originally to be entertaining as well as educational programs. They began in 1874 at the resort village of Chautauqua on the northwest shore of Lake Chautauqua, New York and grew to encompass a variety of itinerate educational programs.
- v. This was at a time when Cross Examination was not part of the NDT format.
- vi. So today, this format might just as easily be referred to as the NDT/CEDA format. Of course, since it is also used in Japan, it would have to be called the NDT/CEDA/JDA/NAFA format. (So for the sake of simplicity and consistency I will continue to refer to it as the NDT format.

- vii. I'm indebted to Colm Flynn for answering a number of questions about the state of British and Worlds Competition Debate. But please don't blame him for my inaccuracies. Given time constraints, he didn't have a chance to review a full draft of this document before it was completed.
- viii. The Speech Communication Association became the National Communication Association (NCA) in 1997, but nothing significant in the structure or activities of the organization, at least as it pertains to academic debate, seems to have changed.
- ix. This association started out as the Public Debate Association and the word International was added because so many international members had joined the new association by the end of the first season. Also, the Association was sponsoring an International Email Debate Tournament at the start of the second year of the Association's existence.
- x. It is, of course, those debaters who have both a superior knowledge base AND a superior oratorical style who are most successful on the IPDA debating circuit.
- xi. I recall a visiting British Union debate team which once debated in an NDT tournament in the early 1970's. They had prepared evidence cards, but carried their evidence in their coat pockets. Patting one pocket, a team member said, Athis is my affirmative evidence, and patting another, Athis is my negative evidence. By contrast, their American counterparts were lugging about large boxes of evidence. Interestingly the British team got to the quarterfinal round of the tournament before dropping out. And most observers of that round said, the British team was far superior in terms of argumentation, they merely lacked the evidence to keep up with the U.S. team.
- xii. At a recent debating competition in Texas, the host director who was a major advocate of CEDA herself handed out a flyer to all coaches asking them to please tell their CEDA debaters NOT to talk fast or be abusive in rounds since it had seriously offended her faculty and administration judges at the last tournament.
- x. Eg., Cirlin, A. AImproving the Quality of CEDA Debate Through Judging and Evaluation. A paper presented at the 1984 meeting of the Speech Communication Association, Chicago. A Evaluating Cross-Examination in CEDA Debate: On Getting Our Act Together. 1986 CEDA Yearbook, 43-50. AJudging, Evaluation, and the Quality of CEDA Debate.© National Forensic Journal 1986, 4, 81-90. "A Public Debate Manifesto," *Southern Journal of Forensics*, 1998, 4, 339-350." A Sociological Approach to Improving Style in Academic Debate," *Southern Journal of Forensics*, 1997, 3, 170-201.

The Medium Weighs the Message: How Source Medium Affects Credibility

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Abstract

The recent proliferation of low-cost wireless networking hardware has transformed competitive debate in recent years. As competitors increasingly turn to search engines and online encyclopedias for help in their preparation for rounds, we must ask how this information is received. This study investigates the question of whether International Public Debate Association judges feel some sources have more inherent credibility related to the medium in which they are transmitted.

1. Introduction

Although the ostensible reward of competitive debate is the development of public speaking skills, many debaters also take from the activity the ability to effectively gather relevant research on a topic of discussion. For years, research has meant long hours in libraries. It has meant analyzing and formatting evidence which is then filed systematically in portable containers for use at tournaments. The last few years have seen a dramatic shift in this practice. Drawn to its massive quantities of information and agile search capabilities, many International Public Debate Association teams have made the switch from traditional tubs of evidence to laptop computers with wireless network cards. As debaters begin citing Yahoo.com in their rounds, we must ask ourselves how judges will perceive this information.

The notion of source credibility has been well established. As early as the 1950s, Hovland and Weiss were researching how the source of a message determines how the receiver judges the validity of its contents. Based on the source, audiences would, for example, judge a film to be propagandistic or informative (Hovland & Weiss, 1951). Business researchers are also aware that their credibility as bearers of a commercial message is a key factor in consumer response (Sternthal, 1978). Just as a salesman's credibility determines his or her ability to sell a potential customer on a new washing machine or automobile, debaters must create credibility as they offer a policy or value to an audience. This is why we seek out the best evidence available to certify our advocacy. We know that credibility is a significant factor in creating desired responses.

Though the IPDA suffers from a dearth of research at the moment, significant research on the subject of source medium credibility exists. Metzger, Flanagan, and Zwarun found that college students tend to use internet sources more than adults. This usage is also expected (by researchers and the students themselves) to increase. The survey also found that students assess a higher level of credibility to internet sources than do other members of the population (Metzger et al, 2003). Since college students are often competitors and judges in the IPDA, this research is aimed at examining how IPDA judges evaluate the relative credibility of standalone internet sources (those which have no tangible counterpart), companion internet sources (such as CNN.com), and traditional print sources. The following research questions were posed:

- RQ₁: How do judges view the credibility of printed material in comparison with online material?
- RQ₂: How do judges perceive the credibility of printed material in comparison with material found on its companion web site?
- RQ₃: How do judges perceive the credibility of companion sites in comparison with standalone sites?
- RQ₄: How to judges perceive the credibility of Wikipedia in comparison with other encyclopedias?

2. Method

2.1 Sample

Respondents were culled from judging pools at IPDA tournaments held at the University of West Florida and the University of Arkansas at Monticello. Ballot table representatives simply asked each judge to fill out a copy of the survey and return it at their leisure. The vast majority (30 of 34) of respondents were age 28 and younger. This is fairly typical for IPDA judging, which is usually performed by other students of the competing and host programs.

2.2 Survey

The survey consisted of six multiple choice questions. Each of the first three questions was tied to the first three research questions. Question four and five deal with RQ₅. Question six was a simple demographic.

2.2.1 Highest general source credibility

Respondents selected the source most likely to be credible from a list. Options included “Printed material such as the Wall Street Journal”, “Online material such as Yahoo.com”, and an option to indicate that such sources are equally credible.

2.2.2 Credibility of print versus companion online material

Respondents selected the phrase which best described the relationship between printed material and material found on a companion website. The example of the New York Times and NewYorkTime.com was given. Potential answers include: “The newspaper is much more credible than the website”; “The newspaper is slightly more credible than the website”; “The newspaper is equally as credible as the website”; “The newspaper is slightly less credible than the website”; “The newspaper is much less credible than the website”.

2.2.3 Credibility of companion online material versus standalone online material

Respondents were asked whether companion websites such as NewYorkTimes.com are more credible than standalone websites like Yahoo.com. Respondents could answer “Yes” or “No”.

2.2.4 Credibility of Wikipedia in comparison with traditional encyclopedias

Respondents who were familiar with Wikipedia selected the phrase which best described Wikipedia's credibility. Possible answers include: "Wikipedia is unreliable"; "Wikipedia is much less credible than a traditional encyclopedia"; "Wikipedia is slightly less credible than traditional a encyclopedia"; "Wikipedia is equally as credible as traditional encyclopedia".

3. Findings

Percentages were calculated for all findings. Chi square tests were used to determine statistical significance. All findings were determined to be statistically significant at the .05 level.

With regard to the first research question, 55.9% of respondents felt that print material and online material are equally likely to be credible sources of information. Another 35.3% judged printed material is more likely to be credible. Only 3% believed online material was most likely to be credible.

When comparing the credibility of a print source and a companion online source, 70.6% of respondents saw no difference in credibility. Another 17.6% felt the paper was slightly more credible than the companion web site. And 11.8% felt the companion web site was slightly more credible than the newspaper. No respondents believed that the newspaper or the companion sight were much more credible than the other.

In the matter of companion web site and standalone web site credibility, 85.3% of respondents felt companion sites were more credible. The remaining 14.7% felt that companion sites were not any more credible than standalone sites.

In assessing Wikipedia's reliability, 42.4% of respondents felt that Wikipedia is less credible than a traditional encyclopedia. Another 33.3% judged Wikipedia to be entirely unreliable. And 24.2% judged Wikipedia to be equally as credible as a traditional encyclopedia.

4. Discussion

The first research question dealt with determining whether judges generally assign more credibility to print sources than online sources. Though the majority of respondents did not indicate a preference for one or the other, the next largest group of respondents preferred print sources. So while just over half of all judges would be equally satisfied with print or online sources, more than 90% of the judges would assign high levels of credibility to print sources.

The second research question determined whether judges believed companion web sites were as credible as their tangible print counterparts. The vast majority indicated that they judge the companion site as equal to the print version. Some (about 17%) prefer the print version, possibly due to the belief that errors are less likely to survive the print editorial process. On the other hand, another 11.8% gave a slight edge to the companion web site, perhaps because it is more likely to be updated with up-to-the-minute news.

The third research question asked whether judges believe that companion web sites are more credible than standalone web sites. Perhaps due to the prestige attached to established names or the belief that traditional news sources have better information, 85.3% of respondents indicated that companion sites are more credible than standalones.

The fourth research question investigated judge perceptions of Wikipedia. Clearly, judges do not trust Wikipedia. This may be due to recent public attention given to fraudulent claims made by former editor, Ryan Jordan, who was recently exposed as having lied about his education and background (Cohen, 2007). Some distrust may also be attributed to the common belief that anyone can write anything on Wikipedia.

Though the Internet has made the process of researching far more convenient, it is not yet clear that the information we are retrieving will be as salient in the minds of our judges. The results of this preliminary research suggest a few potential impacts for debaters. First, successful debaters will likely continue to prefer traditional print sources. Though slightly more than half of our judges are equally accepting of print and online sources, the safest bet is to search for print sources to cite in rounds. Second, when selecting between standalone and companion web sites, the companion web site would also appear to be more credible. Finally, Wikipedia is widely distrusted, despite its popularity.

These findings should in no way be interpreted as the final word on source medium perceptions of credibility. Research is, by far, the area in which the IPDA has most room for growth. These findings are based on only 34 responses from two tournaments in a long season held at a variety of public and private institutions. To insist that these findings represent a universal truth, even about our own association, would be irresponsible. With that said, these findings were drawn from two very typical IPDA tournaments and have been found to be statistically significant. It is this author's hope that they will serve as a springboard for further endeavors and may cause each debater to think carefully about the evidence he or she uses in debates.

5. Suggestions for Further Research

5.1 Replication

Given the small sample size of this study, replication attempts would be helpful in establishing the trustworthiness of these findings. They would also lend credence to the assumption that the UWF and UAM tournaments, where this sample was collected, were relatively normal in terms of judging.

5.2 Age Stratification

The survey used in this research included an age demographic question in hopes that significant variance in judge age would permit discussion of age as a predictor of credibility. Unfortunately, in this sample nearly every judge fit the same demographic category. The age categories were chosen such that members of each category would fit in the Baby Boomer, Generation X or Generation Y category. Future research could investigate the notion that people might assess credibility to sources originating from mediums that they grew up using. If such an attempt were successful, it would help debaters to better adapt to audience members.

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Diversity in Forensics

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Competitive speaking has been revered as an excellent way to gain public speaking skills, and critical thinking skills that are not always as accessible through the classroom. Researchers have found that there is a significant improvement in critical thinking skills in students who participate in forensics (Allen 173). This experience has been found to be more substantial than the skills derived from the classroom that is meant to teach these same skills. There is substantial evidence that forensics provides many educational opportunities. This is one reason why this activity must continue. The challenge to forensic organizations is to expand their memberships to include an adequate number of individuals from underrepresented groups in our society. Not only would wider participation extend the organization, it would extend the educational experiences and advantages to each individual. To ensure forensics organizations remain successful, their memberships must reflect the dynamic society in which its members live and it is a part off (Allen 173).

Researchers have considered issues of diversity in forensics. In the beginning forensic organizations' participants were all male, and the numbers have not strayed much from that orientation (Greenstreet 1). Researchers have provided many suggestions and improvements. These would help to mirror these organizations' memberships to society to include groups that are often underrepresented in such organizations. The determinant to whether these suggestions will help is if the coaches and administrators feel that this is a problem that must be dealt with. If they do not feel this way, then more probably the suggestions will not be taken into consideration (Allen 174). That is why anywhere that there is a problem understanding the significance of diversity, fellow coaches and students need to step up and voice how important diversity is to the organization, and how important diversity is to themselves.

There are many places that can be looked upon as a starting place for change. An important place is the motivation given to new participants. Participants from a whole new generation need to be motivated to participate and feel like they too have a place in forensics. Some people feel that changing the formation in which forensics is evaluated would help to motivate more participants (Allen 174). The current types of evaluation may place unnecessary stress on the part of a participant who is not part of the dominant group. This need to develop new types of motivation as forensic organizations develop needs to remain an ongoing consideration. Women appear to be unequal to men in debate, some researchers feel that this is because debate activities are considered "masculine" (Manchester 20).

One of the problems affecting participation is whether success in forensics reflects biases that some may have toward certain groups that participate. If people feel certain groups are favored over others could cause a major barrier in participation. Because events are judged, rather than evaluated objectively could cause a perception of bias. Also, coaches and judges should be looked at for their gender and ethnicity. Motivation should be given for more from the minority of these categories to become

coaches or judges. Also, the demands of these positions should carefully be taken into consideration. If coaches cannot meet these demands they should be evaluated to see if they limit the diversity margin of the organization. People in this position should be concerned with the fact that the activity produces a perception that the activity is selective, and does not exactly welcome diverse participants. Coaches and judges should work to find a way to access this problem and deal with it efficiently. Any perceptions of forensic organizations not being open and diverse should be addressed (Allen 175).

The environment of the activity can also present a problem that can limit diversity. Since most programs usually participate in competitive tournaments that does not promote diversity. The use of alternative formats may be a way to open programs up for better diversify is to make sure the program is recognized as a university program, rather than a departmental program. This opens more opportunities for diverse participants because it does not limit the people who can join to a certain major. Also, this would help to open the communication lines, because people would hear of it because it is something that may not be native to their type of program.

The obstacle is for the community in which the organization is a part of to adapt to the changing population. Despite where the program is located, or what type of program it is, there should always be motivation to better and to grow in a positive reinforcing way. The motivation in place for this adaptation should be critically examined so that more diverse participants will be encouraged (Allen 175). Forensic organizations should include people from groups in our society that are not necessarily dominant. Forensics needs to be measuring where and how much diversity is valued. If it is not encouraged, rewarded, or expected it is less likely to happen. Diversity is essential for these organizations to continue growing positively.

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IPDA longevity: 10th year anniversary, an analysis of former champions.

ABSTRACT: This study researches the impact International Public Debate Association (IPDA) debate has had on former National Tournament champions and season long sweepstakes champions in the open and varsity divisions. Several questions were posed to the surveyed on sliding scale questions to gauge there the importance that their collegiate debate experience has on their current occupation. The study also analyzes what fields these champions have moved into in their post-college years. Former champions reflected positively on their former debate experience and its importance to their current occupation. The study also shows that there is an equal distribution of occupations split between the legal field, education field, and other (non-relating) fields.

IPDA longevity: 10th year anniversary, an analysis of former champions.

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Overview:

International Public Debate Association (IPDA) debate is a debate format that emphasizes public speaking skills. In IPDA two competitors are given a slip of paper with five topics. Generally the topics go as follows: one serious policy, one humorous policy, one serious value, one humorous value, and one miscellaneous. From the time the two competitors receive the slip of paper until the round begins is exactly thirty minutes. The competitors can use any form to gather evidence in the thirty minutes of preparation time. They can use evidence that they brought, find on the internet, or get from coaches and other competitors. Once the round begins, only hand written material may be used. No printed sources are allowed in the round. Direct reading of evidence is also highly discouraged (Richey, 2006). After listening to the argumentation of both competitors, a “lay” judge makes a decision. A lay judge is anyone who is of reasonable intelligence and is academically at least in middle school (IPDA Constitution, 2006).

There normally is between five and six preliminary rounds. Only a certain number of the contestants (no more than half) move on to the out-rounds or elimination rounds after the preliminary rounds are completed. From there, the out-round competitors continue to eliminate each other until there is a single champion. This person is named champion of his/her particular division for that specific tournament. There are a specific number of points each individual can obtain at each tournament depending on how well he/she did (IPDA Constitution, 2006).

There are three divisions. Open is available to anyone who is in high school or older (college degrees are not necessary). Varsity is for those debaters who have debate experience of more than eight tournaments of any form of debate at any level. Individuals may remain in the varsity division until they have attained a four-year college degree. This is what is considered traditional collegiate debate. Novice is the lowest level

designed to help build new debaters before they move into the varsity division. They are allowed eight maximum tournaments at any level (IPDA Constitution, 2006)

Of these year long tournaments, an individual is allowed to count their best six tournaments towards and end of the year sweepstake award in each division (moving points from one division to another is no longer allowed though it was in the early years). These are compiled by the Executive Secretary and at the National Convention banquet, year long individual season-long sweepstake awards are presented in each division (IPDA Constitution, 2006).

The IPDA National Tournament is slightly different than a regular season tournament. It consists of eight preliminary rounds as compared to the normal six. Also the IPDA constitution is strictly adhered to on qualification criterion of competitors. During the year long tournaments, tournament directors can specify certain criterion outside the IPDA constitution as needed. This is forbidden during the National Tournament and the constitutional rules are strictly abided by. In a manner similar to a normal tournament, only a certain number of competitors (less than half) will advance to out rounds. From this point each elimination round reduces the number of advancing competitors by half until have a national champion in each specific division is named (IPDA Constitution, 2006).

There were not always three divisions in IPDA. In the early years there was only the open division which was all competitors. As the event progressed, it was decided that a novice division was needed to protect new debaters and varsity was integrated for the collegiate level debater. Because of this formula, there is not an even number of national champions. Also some exceptional debaters have won multiple divisions or were repeat champions. In the ten years since its founding, IPDA has had twenty-seven different season-long and National Championship Tournament champions in the open and varsity divisions.

Previous Research:

There have been no researchable studies done thus far on the tracking of former IPDA debaters let alone champions. There however have been some very limited studies done in the Cross Examination Debate Association (CEDA) and National Debate Tournament (NDT) formats of debate (Malton & Keele, 1984; Srader, 2006). In Malton and Keele's (1984) study of NDT, it was found that there was a high percentage of past debaters joining the legal field. "Nearly four of every ten students who attended the NDT have law degrees. Approximately the same number has some kind of master's degree. Finally, more than two out of ten former debaters have Ph.D. degrees or doctorates in education, law, divinity, or medicine." A more current study researched by Doyle Srader (2006) shows the benefits of debate. "Results suggest that former debaters who work in the classroom benefit from their research skills, their seasoning as public speakers, and their ability to think on their feet..."

Bennett Strange (2005) also discusses post-debate benefits in his chapter of the IPDA textbook. He comments that participation in forensics debate develops those traits which equip debaters for leadership even after leaving the realm of debate.

Hypothesis:

I hypothesize that there will be a positive response from former national champions and season-long sweepstake champions when surveyed about their experiences in IPDA debate and its relevance to their current occupation. I also hypothesize that a majority of former IPDA champions are now working towards or practicing in the legal field. The null hypothesis is that there is a negative correlation between IPDA debate and a national champion's current occupation. A further null hypothesis is that most national champions are not in or working towards the legal field.

Methodology:

The design and purpose of this survey and study was to determine the correlation and impact IPDA debate has had on former national champions and season-long sweepstakes champions. The survey was opened May 1st 2006 and closed November 1st 2006 (a six month span) on www.surveymonkey.com. Those intended to be surveyed were sent emails with a hot link to the correct survey. I also followed up on the surveys to ask if there had been trouble and mark champions off of my master list. There were twenty-seven different national champions and season-long sweepstake champions in the varsity and open divisions. This number seems skewed but one must remember that the same individual could win both the season-long and national championship. Also the same individual may do so multiple times over the years. Trey Gibson from Louisiana Tech University is an excellent example of this phenomenon because he has won both national tournament titles as well as season-long sweepstakes awards. Of the twenty seven different champions, I was only able to obtain current contact information and emails on eighteen of these champions through search engines, former friends, teammates, and especially former coaches. Of the eighteen champions that I found contact information on, fifteen responded to the survey.

The methodology of the actual survey used was both sliding scale questions and open ended answer questions. The first four questions were sliding scale of 0 (no influence) to 5 (greatest influence). They were stated as:

1. Debate oratorical skills have helped me in my current occupation.
2. Principles and structures of argumentation have helped me in my current occupation.
3. Research skills learned from debate have helped me in my current occupation.
4. Socializing skills learned while debating have helped me in my current occupation.

The second two questions were open ended questions and stated as:

5. What is your current occupation?
6. Please give any comments you feel pertinent about your debate career and its influence on your current occupation.

The first four sliding questions were analyzed by calculating the mean, median, mode, range, and standard deviation. The final two open ended questions were evaluated for content. Similarities in answers were analyzed.

Findings:

In order to understand the complete findings of this study it will be important to analyze each individual question.

The first sliding scale question was, “Debate oratorical skills have helped me in my current occupation.” The fifteen respondents largely agreed to the importance of oratorical skills learned from debate on their current occupation. There was one 3, four 4s, and ten 5s (see figure 1) with a mean of 4.6, median of 5, mode of 5, range of 2, and standard deviation .737. This question showed an extremely positive response by the participants. It is interesting to note that IPDA focuses on speaking skills in argumentation and that there was such a positive response to this question.

The second sliding scale question was, “Principles and structures of argumentation have helped me in my current occupation.” Of the fifteen respondents there were four 4s, and eleven 5s (see figure 2) with a mean of 4.733, median of 5, mode of 5, range of 1, and standard deviation of .457. It is surprising that there was such a positive response to this question. All forms of debate are highly structured, especially in speaking format, and these skills can be easily carried over into the professional world.

The third sliding scale question was, “Research skills learned from debate have helped me in my current occupation.” There was one 0, two 2s, three 3s, two 4s, and seven 5s (see figure 3) from the fifteen respondents with a mean of 3.733, median of 4, mode of 5, range of 5, and standard deviation of 1.417. This response was across the spectrum. IPDA is not nearly as research driven as other formats of debate. Yet there still was an overall positive response to this question.

The final sliding scale question was, “Socializing skills learned while debating have helped me in my current occupation.” The fifteen respondents showed a fairly positive response with four 3s, seven 4s, and four 5s (see figure 4) with a mean of 4, median of 4, mode of 4, range of 2, and standard deviation of .756. While not as positive as the first two questions proposed, there is still a positive response towards socializing. Since IPDA is a heavy speaking format of debate, socializing skills must be learned in order to be an effective communicator.

After being asked four sliding scale questions, the champions were asked two open ended questions.

The first question asked what their current occupation was. There were fifteen responses from champions to this question. There were three main groups of responses (See figure 5). The first and least surprising is the legal field. Five of the fifteen were practicing in the legal field or in law school at the time of this survey. The next field, education, was equally as large at five. There was one graduate, one teacher, one speech communication instructor, and two respondents involved in the debate and forensic field. It is interesting to note the number who went into the teaching field upon graduation. The

final group is “other.” These respondents had no similarities in their current occupation. One is a financial analyst; another is a special assistant to a president; a third is a Texas state contractor, another is in human resources, and finally the last is a youth pastor in the Arkansas Baptist Children’s Home.

The final question asked was, “Please give any comments you feel pertinent about your debate career and its influence on your current occupation.” There were only nine responses to this question. I looked for common phrases and themes in the answers as well as oddities. All nine responses were positive in nature. While each response was unique, there were some common themes. All nine believed IPDA helped them in their current field. Three respondents discussed positive aspects from IPDA in their current legal occupations. One compared the importance of understanding “lay judges” and jury selection and the importance of use of evidence in preparing briefs. Another commented about being hired into a law firm because the employer knew about the individual’s past experience in debate. There were also three respondents who commented about the education field. One explained that they decided to teach after being on their IPDA squad and helping prepare novice debaters. Another discussed the importance IPDA had with them in relaying messages to students in class. Two of the comments were just general positive comments about their experience in IPDA. The final respondent emphasized how important the structure was in preparing for his/her sermons.

Of the two hypotheses I proposed at the beginning of this project, one was confirmed and the other was disproved. My first hypothesis about a positive response from former national champions and season long sweepstake champions when surveyed about their experiences in IPDA debate and its relevance to their current occupation was very favorable. The statistics from the respondents shows a very positive response. I also hypothesized that a majority of former IPDA champions are now working towards or practicing in the legal field. This hypothesis was partially true. About one third are now working in or towards the legal field. Surprisingly, the same numbers are in education with an equal number in “other” fields. This shows that a majority of IPDA champions do not end up in the legal field.

Errors and Future Research:

This study was a beginning look at the long term effect IPDA has had on national champions and season-long sweepstake champions. The study only gives us a glimpse at the top echelon of this format of debate. Future research could look at IPDA’s impact on all members of the organization once they move into occupation fields. Also IPDA is one of the youngest formats of debate, being only ten years old. As the format ages and grows there may be different outcomes. Follow up research would be very interesting to see if the trends continue. Also the size of IDPA is problematic. While this is a direct correlation to its age, a larger sample would have been better to chart longevity.

Conclusion:

I believe this to be a good beginning study into the insight of how IPDA debaters have been able to use skills learned in IPDA debate to help them in their current

occupations. While the findings are not concrete, they do point to the importance that champions feel about their debate experiences. From this study we can begin to draw a post academic picture of IPDA’s contributions. As one of IPDA’s founders, Jack Rogers, once stated, “The (International) Public Debate Association was formed to encourage coaches and student competitors to look beyond the final round of their competitive careers” (Rogers, 2005).

Figure 1: Oratorical Skills

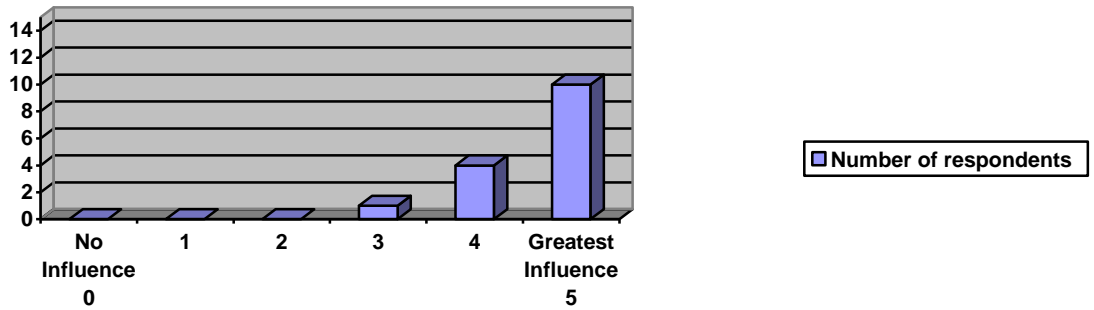


Figure 2: Principles/Structure

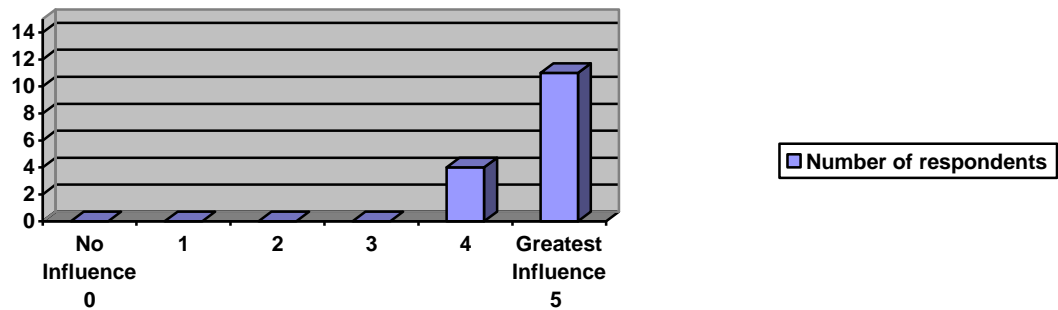


Figure 3: Research Skills

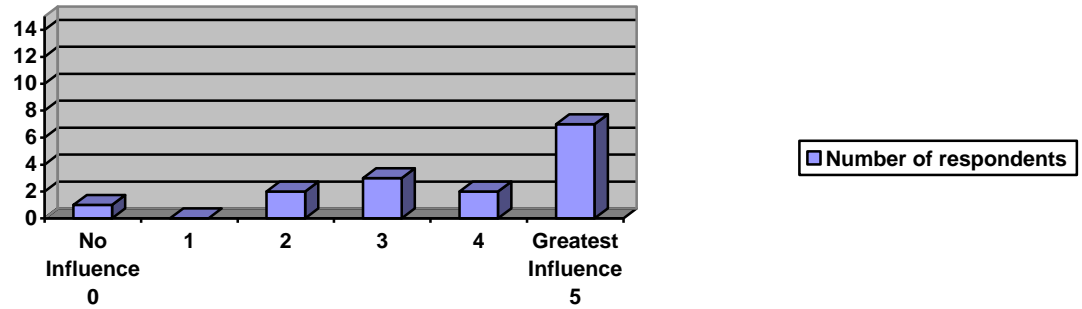


Figure 4: Socializing Skills

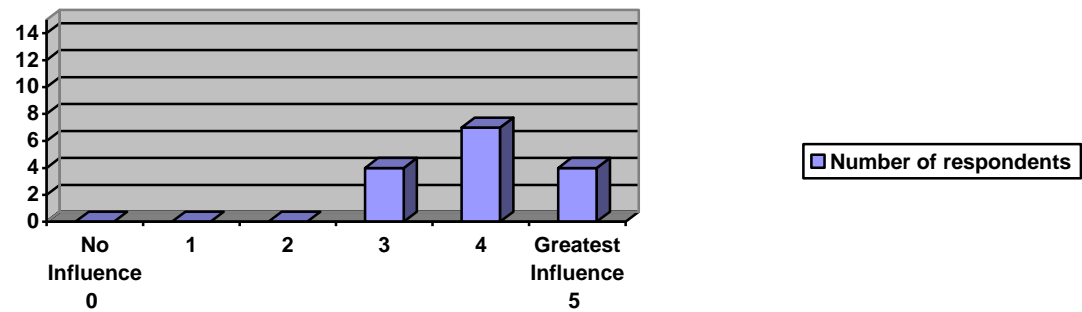


Figure 5: Current Occupations

<u>Legal Field</u>	<u>Educational Field</u>	<u>Other</u>
Legal Intern/researcher	Graduate Assistant	Financial Analyst
Attorney	Teacher	Human Resources
Law Student	Communication Instructor	State of Texas Contractor
Law Student	Ass. Director of Forensics	Ass. to the President
Law Student	Speech & Debate Instructor	Youth Pastor

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