

Without question, the nature of academic debate in the United States is changing, with more and more students and coaches abandoning the tradition of interscholastic policy debate and entering the realm of "value" debate through the forums of CEDA debate at the collegiate level and Lincoln-Douglas debate at the high school level. Traditional debate texts which focus on propositions of policy, it is claimed, no longer serve the needs of teachers who are training students to wrestle with propositions of value. The result: new debate texts which attempt to address the needs and demands associated with value dispute. Two competent entrants in this new market are Wood and Midgley's Prima Facie: A Guide to Value Debate and Bartanen and Frank's Debating Values.

Wood and Midgley present an edited collection of essays which aim to provide practical material for students who engage in debate over questions of value. In addition to addressing the standard subjects included in every argumentation and debate text, they provide a chronology of the creation and evolution of the Cross Examination Debate.
Society (CEDA) as well as justify the importance of debating propositions of value. Bartanen and Frank also present a practical debate manual, providing a bit more attention to identifying types of values, value hierarchies, and stock issues specific to propositions of value.

Both texts have strong attributes which warrant their consideration as required or supplemental texts for a basic course in debate in which the emphasis is on value dispute. Both feature a highly practical approach to debate. Both are easy to read, with clear and compelling examples. However, readers seeking textbooks which emphasize a strong theoretical and philosophical approach to argumentation will be disappointed with both of the texts.

Three chapters in the Wood and Midgley text are particularly valuable. "Audience Analysis in Value Debate," Chapter 13, written by Michael Guiliano, does an excellent job of demonstrating the importance of audience analysis. Although more attention could have been paid to dealing with judge whose personal value system opposes the debater's proposed value system, the chapter does offer a wealth of practical advice on how to adapt to diverse audiences. Chapter 14, "The Tournament Experience," by Edward Harris, Jr., does a superior job of preparing students for participation in contests—helping them demystify the experience. Chapter 15, "Lincoln-Douglas Debating," authored by John Midgley, should be required reading for all students and coaches of Lincoln-Douglas debate.

One of the most important contributions of Bartanen and Frank's text is the discussion of stock issues for questions of value. The original stock issues for questions of judgment, as interpreted from the Greek and Latin texts by Lee Hultzen, include translatio, an sit, quid sit, and qualis sit (Jurisdiction or topicality, existence of fact, definition, and quality). Bartanen and Frank root similar questions in rhetorically and audience centered issues of definition, criteria, significance to the audience, and comparison. A second important contribution involves the authors' discussion of value hierarchies and the types of assertions and claims that support such hierarchies.

Do the two works reviewed here constitute important theoretical treatises clarifying the theoretical underpinnings of value argument? My conclusion is that they do not. However, both texts serve as valuable resources for the teacher of argumentation and debate. They are worthy of serious consideration.

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