
Argumentation: Inquiry and Advocacy offers the state-of-the-art in argumentation theory and serves as a primer for the beginning debater or student of critical thinking. Ziegelmueller, Kay, and Dause present a theoretically-consistent synthesis of current theory, utilizing easy-to-read examples to illustrate theoretical constructs.

The emphasis of Argumentation: Inquiry and Advocacy is twofold. On one hand, the textbook concentrates on the theoretical development argumentation as an inquiry process involving the identification and development of one's own beliefs. The text also focuses on the advocacy process of argumentation, which develops the ability to justify beliefs and opinions to others. These underlying themes are consistently and clearly identified throughout the text.

Chapter 1, "A Perspective on Argumentation," pertains much less to the beginning student of argument; rather, it addresses the varying perspectives used in academic debate theory. This chapter demonstrates the underlying assumptions of argumentation theory as a necessary and relevant tool in society. Addressing the need for rational discourse in spite of institutionalized substitutes such as coercion and confrontational protests, self-interest and emotional pleas, and the inability to locate the "truth" due to limitation of the mind and a social constructionist view of reality, Ziegelmueller, Kay, and Dause provide justification for finding "probable" truths.

I do question the chronology of the textbook, as Chapter 2, Chapter 3, and Chapter 4 discuss concepts applicable to argumentation as process, while a definition and development of "argument" is not addressed until Chapter 5. Ziegelmueller, Kay, and Dause argue that inquiry and advocacy are distinct but interdependent; however, the building and evaluation of one's own beliefs and values seems a priori to understanding how to communicate those beliefs and values of others.

The discussion of the basic concepts of argumentation (Chapter 2) including propositions, burden of proof, prima facie case, and presumption are all clear and complete. Chapter 3 and Chapter 4 teach the beginning student how to discover essential issues in a proposition of fact/value or policy. An equal treatment is given to both types of propositions, and although the stock issues for policy analysis are focused upon, a treatment of the prevalent paradigm of "policy-making" is also offered.

The true strength of the text occurs in the next several chapters. Argumentation: Inquiry and Advocacy does a superior job of synthesizing
the current knowledge on the nature of argument, the inductive and
deductive reasoning processes, and the testing of arguments. Ziegel-
mueller, Kay, and Dause provide a much simpler, but just as complete,
view of the argumentation process as other theorists such as Toulmin. A
beginning debate student only need recognize the "reasoning process"
and its five types, three being inductive and two being deductive.

The authors also redefine inductive and deductive reasoning, arguing
that past definitions of the "general to the specific" and the "specific
to the general" are incorrect and inadequate for the purpose of employ-
ing informal logic. Inductive reasoning as defined here "is inadequate
on two counts," they argue. "First, it fails to identify the nature of the
process involved in moving from the data to the conclusion. Second, the
definition does not accurately describe the nature of all inductive con-
clusion. Although it is true that inductive reasoning may involve the ex-
amination of numerous particular instances in order to arrive at a
general (or class-inclusive) statement, it is also true that it may involve
a comparison among particulars to arrive at a conclusion specific to only
one instance" (59). Conceptually, the treatment of an argument as
"data which leads to a conclusion via the reasoning process" is the most
simple yet complete explanation of argument to date. This construct is
easy to teach and not difficult for the beginning student to grasp.

The text provides a well-developed section on logical outlining as
the tool by which the advocate organizes and tests beliefs. One is con-
vincing of the utility of Argumentation: Inquiry and Advocacy's
concept of argument when it is applied to the outlining concept.
Ziegelmueller, Kay, and Dause's use of the reasoning process through
outlining offers a visual portrayal of argument just as developed as the
Toulmin model, with less ambiguity and more consistency.

The latter half of the text focuses on the practical application of the
theory for the development of skills, and identifies how argumentation
varies depending in which field, format, or forum the process takes
place. "Effective argumentation requires us to recognize the shared
purpose that guides the community in which our inquiry and advocacy
occurs (the field), to understand the arena in which our arguments are
presented (the forum), and to be aware of the conventions that influ-
ence the presentation of our arguments and those of our opponents
(the format)." (149) This section is well-written and synthesizes the var-
ious viewpoints of argument fields as well as provides an explanation to
the beginning student to recognize the impact of the format and the
forum for argument.

The chapter on cross-examination is outstanding. It provides a
well-focused discussion concerning the purposes and strategies for
cross-examination. There are sections on the psychological aspects of
the concept as well as practical considerations. This chapter, when utilized effectively, can do much to improve the skills of anyone involved in cross-examination situations.

Finally, this text is not a "how to" book. It does not focus on repetitive exercises focused at teaching the beginning academic debater all the mechanics. While the text addresses delivery, style, note-taking, strategies, and case construction, there are more effective materials, if the sole purpose is instruction. But if the goal is to teach the theoretical underpinnings as the foundation of providing a complete knowledge of argumentation including practical orientation to academic debate, this text is the best available work.

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