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### The Gavel of Delta Sigma Rho, Volume 30, Issue 2, Complete Issue

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The *GAVEL*  
of Delta Sigma Rho



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# THE GAVEL

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## President's Page . . .

### "The Off-Campus Audience As An Adjunct of the Forensic Program"

What is the use of debating if you don't have an audience? This question sounds the complaint that we have heard again and again in recent years. We all know that our forensic events do not have a wide audience appeal. Unless we have a visiting team from a foreign country or require the attendance of speech students or promote a debate on some sensational topic, we are contented with an audience of a dozen or two of casual listeners. The fact is that students simply do not turn out for our forensic events.

In an effort to cope with this problem, many of us have resorted to taking our forensic programs away from the campus to the ready-made audience. Although this practice is not new, its fullest possibilities have not been explored. The off-campus forensic activity for many institutions should be an established adjunct of our regular program. It should be explored and developed to a much greater extent.

(1) This expansion is in keeping with the present trend of extending educational and cultural values to the general public. The adult audience can find much information and mental stimulus by listening to a lively debate or discussion on the vital issues of the day. It may derive additional benefits from these programs through the added feature of the open forum.

(2) The off-campus forensic event offers the speakers an opportunity to meet with realistic audience situations. Civic clubs, church groups, and high school assemblies provide the kind of listeners that debaters are most likely to face in real life. A real audience is a real speaking experience. It offers the necessary incentive for adequate preparation and the richness of subject material for the compelling organization of ideas, and it inspires mental alertness and proficiency in delivery. In other words, it brings the basic skills in speech-making into sharp relief.

(3) The off-campus forensic program is an excellent medium for creating good public relations. It gives the public a chance to see that the college is doing something aside from playing football. Here is the concrete example of educational and cultural aims as they are emphasized by our institutions of higher learning.

Furthermore, the college boy or girl speaking before elders enjoys a natural psychological advantage. The parents in the audience who have boys and girls

near the age of the student speakers are impressed with the manner in which these speakers excel in the art of speech-making.

Furthermore, programs of this type are popular with the outside organization. The off-campus listener likes to hear discussions and debates and informative talks by students.

(4) The off-campus forensic program is practical, not expensive, and easy to promote. Clubs and organizations may be found in numbers in any community. Many groups will gladly pay the travel expenses of the speakers; but even if the school has to pay its own expenses, it is much cheaper relatively speaking than the costs of the usual debates sponsored on the campus or otherwise. I do not think I exaggerate when I say that ten typical off-campus engagements of this kind will not exceed the usual cost of one typical debate tournament.

(5) The off-campus speaking projects lend themselves to flexibility and a variety of forensic endeavors. While debates and discussions may be the most common type of speaking performances—extemporaneous and impromptu speaking contests, informative and entertaining talks, orations, and even oral reading may be conveniently used. It is because of variety that other speakers besides the hard-hitting college debaters may be used.

(6) Finally, I recommend the expansion of the off-campus forensic event as an antidote for the present trend toward over-expansion of the college debate tournament. I have no major criticism of the judicious use of a properly conducted debate tournament. The debate tournament is here to stay, and it forms part of the core of our whole forensic program but I do decry the semi-professionalism that has crept into some of our debate tournaments. I speak with much conviction when I say that I do not consider it to be fair for a college to spend more than half of its forensic budget on a handful of debaters who are entered in a half dozen or more tournaments and who debate the same subject forty or fifty times a year thus denying many other deserving students on the campus valuable forensic experiences. I say it would be much better to delete the tournament phase of our activity and expand the off-campus speaking events.

E. C. Buehler

University of Kansas



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DONALD O. OLSON  
University of Nebraska

## An Evaluation of Debate . . .

This evaluation of debate is a reflection of the attitude toward debate held today by former intercollegiate debaters of the University of Nebraska. Intercollegiate debate started at Nebraska in 1895, and a list of all people living today who participated from 1895 to 1945 was compiled. It was impossible to contact all former debaters because their present addresses were not available.

A questionnaire of eight questions with a five point attitude scale of "No", "Probably not", "Uncertain", "Probably yes", and "Yes" was developed. The eight questions were designed to evaluate debate on four bases. 1. Has debate an occupational value? 2. Has debate a value in training for leadership? 3. Has debate a cultural value? 4. Has debate had an adverse effect on scholarship? The recipient of the questionnaire was asked to check the term below each of the eight questions that best expressed his attitude to that question.

Two hundred and fifty-five questionnaires were sent to former University of Nebraska debaters and one hundred and sixty-three were returned. On the basis of these returns, I am making this evaluation.

### QUESTIONNAIRES SENT AND RETURNED ACCORDING TO PERIODS

The following chart indicates the number of questionnaires sent and returned in any one period. The following are irregular in length so that changes in coaches and attitude toward decision and non-decision debating could be more easily considered. It is noticeable that all periods are well represented and that a large number of these people have been out of school long enough to view the questionnaire quite objectively.

Period	Sent	Returned
Period of 1895 to 1901	23	12
Period of 1901 to 1906	26	21
Period of 1906 to 1911	31	18
Period of 1911 to 1915	29	23
Period of 1915 to 1919	19	9
Period of 1919 to 1926	31	17
Period of 1926 to 1931	21	18
Period of 1931 to 1936	23	15
Period of 1936 to 1941	39	21
Period of 1941 to 1945	13	9

### OCCUPATIONS REPRESENTED IN THIS EVALUATION

I. Law	99
II. Business	30
Sales and advertising	6
Banking	3
Manufacturing	3

From the questionnaire it was noted that these debaters had gone into thirty-one different occupations.

### TABLATIONS AND EVALUATIONS

This is the total tabulation of the attitudes expressed on each question in the Occupational Evaluation of Debate. The tabulation of attitudes on questions 1, 2, 3, and 4 facilitates an occupational evaluation of debate.

I. Did your work in debate have a bearing on your entering your present occupation?

No	80
Probably not	13
Uncertain	4
Probably yes	27
Yes	36
No answer	3

Debate training has influenced sixty-three, or 38.6 percent of those returning questionnaires, in their choice of occupation or profession. Forty of the sixty-three were lawyers. Other occupations indicated were in the fields of salesmanship, advertising, business administration, newspaper work, and education.

2. Did you take debate because you were planning on entering your present occupation?

No	72
Probably not	5
Uncertain	2
Probably yes	17



Yes .....66  
 No answer ..... 1  
 50.9 percent of those who returned questionnaires said they took debate because they were planning on entering their present occupation.

Seventy-four of these people were lawyers. In fact sixty of the sixty-six that definitely said "yes" were of this profession. Other occupations indicated were in the fields of education, military training, newspaper work, business administration, ministry, salesmanship, and advertising.

3. Did debate help you in your present occupation?
- |              |     |
|--------------|-----|
| No.          | 4   |
| Probably not | 2   |
| Uncertain    | 1   |
| Probably yes | 11  |
| Yes          | 144 |
| No answer    | 0   |

In 95.7 percent of returned questionnaires or in 155 out of 163 cases, people believed that debate had given them some help in their present occupation. The overwhelming affirmative vote in this respect is very significant.

4. Would you now advise people entering your occupation to take debate?
- |              |     |
|--------------|-----|
| No.          | 1   |
| Probably not | 3   |
| Uncertain    | 5   |
| Probably yes | 7   |
| Yes          | 145 |
| No answer    | 2   |

93.2 percent said "probably" and "yes" they would advise people entering their occupation to take debate.

In six instances, that of the laundry owner, an accountant, one high school teacher who is in speech correction, one college professor, one municipal employee, and one lawyer, returned questionnaires revealed that they believed that debate training had not helped them in their present occupation; yet the lawyer, the teacher, and the college professor would advise people entering their profession to take debate. The accountant, municipal employee, and the laundry owner in answering question eight would still advise any interested, capable person to take debate.

One doctor and a postal clerk maintained that debate had helped them, but they would not recommend people entering their profession to take debate. Both of these people in answering question eight would still recommend people who were interested and capable to take debate.

While one accountant felt that he had received no help, another was positive that it was for him the most valuable course he had taken at the University.

One hundred percent of the lawyers answering this question said that they would advise people entering their profession to take debate.

### Leadership Evaluation of Debate

The leadership training of debate could be evaluated by examining the tabulation for question five and seven.

5. Did debate help you to take a more prominent place in campus life when you were in school?
- |              |    |
|--------------|----|
| No           | 17 |
| Probably not | 8  |
| Uncertain    | 9  |
| Probably yes | 38 |
| Yes          | 90 |
| No answer    | 1  |
7. Has your debate training enabled you to take a more prominent place in civic life?
- |              |    |
|--------------|----|
| No           | 9  |
| Probably not | 8  |
| Uncertain    | 14 |
| Probably yes | 38 |
| Yes          | 91 |
| No answer    | 3  |

The results of these questions were almost identical. In both cases, over 78 percent of the people who returned questionnaires thought that debate enabled them to take a greater position of leadership on the campus and in civic life.

### Cultural Evaluation of Debate

The results of question eight indicate whether debate has a cultural value.

8. Would you today advise any interested capable person regardless of occupation to take debate?
- |              |     |
|--------------|-----|
| No           | 2   |
| Probably not | 0   |
| Uncertain    | 2   |
| Probably yes | 20  |
| Yes          | 137 |
| No answer    | 2   |

96.3 percent said "probably" and "yes" they would advise any interested capable person regardless of occupation to take debate. Only one lawyer and one teacher answered "no" to this question.

The overwhelming "yes" response might be explained by the following statements attached to the questionnaires:

Mr. George A. Lee, a lawyer who debated in 1904 says,

"The man who can think, reason, penetrate, analyze, express thoughts and ideas clearly, concisely, cogently, convincingly, who can articulate distinctly, who can speak on his feet with reasonable assurance and self confidence and poise, can command himself and others and business associates and auditors and no matter in what occupation, profession or field of endeavor."

Let me summarize on this question with a quotation from Frederick Maurice Hunter, Chancellor of the University of Oregon, who debated in 1902, "I consider debating excellent all-round training with broad cultural as well as practical outcomes."



### Evaluation of Adverse Effect on Scholarship

Debate has been criticized by people who say it has had an adverse effect on other school work. The debater becomes so wrapped up in debate that he forgets to do his regular class work. Question six attempts to find out the truth of this criticism.

6. Did your participation in debate affect your scholarship adversely?
- |                    |     |
|--------------------|-----|
| No .....           | 141 |
| Probably not ..... | 13  |
| Uncertain .....    | 1   |
| Probably yes ..... | 5   |
| Yes .....          | 1   |
| No answer .....    | 2   |

94.4 percent said "probably not" and "no" debate had not affected their class work adversely. Of the six people who said "yes" and "probably yes", one was a member of Innocents, the men's honorary society which requires a certain grade average for membership, and another was a member of Phi Beta Kappa.

Scholastic honors won by University of Nebraska debaters indicate also that debate need not adversely affect one's scholarship. Four Nebraska debaters have been Rhodes Scholars, forty-seven have been members of Phi Beta Kappa, and thirty-one have won the Order of Coif, the honor given to graduating lawyers who have ranked in the upper ten percent of their class.

Debating could have an adverse effect on a person's scholarship, but it would all depend on the person. The results of the questionnaire and the honors won indicate that generally debate does not affect one's scholarship adversely.

### Other Results

1. In spite of the fact that four different forms of management have existed in four different periods, the questionnaire indicated the same attitude in all four periods.

2. The general attitude trend was the same for people who engaged in decision debating as for those who engaged in non-decision debating. This is significant when we realize that the University of Nebraska engaged in no decision debates for over 20 years.

### COMMENTS ON VALUES

A number of the people who returned questionnaires wrote comments as to what they thought was the value of their debate training.

1. Perhaps the most common values listed was that debate taught one to think clearly and logically, to analyze carefully, and to arrange ideas in an orderly fashion. Approximately twenty-five people commented on these factors. Some of their statements follow:

"The training in analysis which I received in argumentation and debate and also in logic has been of tremendous

value to me throughout my life."—Byrne Marcellus—1911.

"The greatest benefit, it seems to me, that we received, in addition to practice in standing before an audience and in quick rebuttal, was in making a clear analysis of a question and arranging facts and arguments in a logical order."—Warren B. Catlin—1902.

"The orderly arrangement of ideas which debate teaches us is invaluable training"—Lloyd Welch Pogue—1924.

2. Another type of comment was that debate taught one to select and use evidence.

"I learned from my work in debate to respect facts and to know that they cannot be ignored or by-passed, however unpleasant they may be."—C. A. Sorenson—1914.

"The training which I received in weighing, analyzing, and arranging of evidence and argument, has been of great value to me."—Hugh Agor—1913.

"To be sure of one's facts, to sift evidence, using the relevant and discarding the irrelevant, to distinguish between mere assertion and legitimate argument, to support conclusions with well established premises—all these, and other fundamentals of debate I have found to be indispensable to any forceful argument in court."—C. A. Kutcher—1902.

3. Five people stated that debate taught them how to do research.

"I received my first careful training in the use of the library and in research in preparation for debates."—E. T. Grether—1920.

"We were taught the essentials of research and bibliography, logic, and the weighing of material."—Raymond A. Smith—1913.

"In my view debating stimulates a desire for research and develops aptitudes for discrimination as between essential facts and irrelevant matters."—H. E. Sackett—1898.

4. A very popular value expressed was that debate taught one to think on one's feet and to speak effectively.

"I found debate in particular taught me to think on my feet, to organize my material before saying anything, and to develop a delivery style that does not antagonize an audience."—John C. Landis—1935.

"Ability to think on one's feet, and express those thoughts clearly and effectively is a most valuable training."—A. W. Storm—1927.

"I believe that ability to speak effectively opens more doors of opportunity to the average man than any other accomplishment. I would strongly urge every student to study speech and debating."—Harry J. Burtis—1913.

5. One person contended that debate has a social value for the nation.

"Intercollegiate debating does a great



deal, I am sure, to accelerate social advance, and to prepare the way for public consideration of vital social and economic questions."—Charles A. Sunderlin—1905.

6. A number of former debaters contended that all lawyers should be required to take debate.

"My personal opinion is that some similar course should be required of every law student."—Harold A. Prince.

"It is my opinion that debating might well be a prerequisite to the study of law."—Henry V. Broady—1935.

7. Some debaters claimed that debate taught them that there were two sides to every question.

"Debate impresses people with the fact that there is more than one side to a controversy."—Frank B. Morrison—1928.

8. Not too profound but a comment that many would subscribe to is that debate is fun.

"Fogg's Think Shop" created the basis for my most pleasant memories of life at the University of Nebraska."—O. A. Drake—1921.

"I'd love to gather up the old gang of 1942-44 and go on another debate trip to Denver or the Missouri Valley Tournament. Gee, we had good times."—Anne Wellensiek—1945.

"Many of my fondest memories of school are inseparably linked with debate."—Bernard Gradwohl—1924.

#### SUMMARY

The 163 people who returned questionnaires expressed the following attitudes toward debate:

1. 38.6 percent said "probably" and "yes" that their work in debate had a bearing on their entering their

present occupation.

2. 50.9 percent said "probably" and "yes" that they took debate because they were planning on entering their present occupation.

3. 95.7 percent said "probably" and "yes" they would advise people entering their profession to take debate.

4. 93.2 percent said "probably" and "yes" they would advise people entering their profession to take debate.

5. 100 percent of the lawyers who answered four said that they would advise people entering the legal profession to take debate.

6. Questions one to four indicate that debate had a high occupational evaluation for those who returned questionnaires.

7. Over 78 percent said that their training in debate had helped them to take a more prominent place in campus and civic life. This would indicate that debate was valued by these people for its training in leadership.

8. 96.3 percent said "probably" and "yes" they would advise any interested capable person to take debate.

9. 94.4 percent said "probably not" and "no" debate had not affected their scholarship adversely.

This study reveals that we should not curtail debate activities in our schools, but we should develop programs that will enable people to take advantage of this training. This evaluation should make all educators aware that at least for those polled, debate had a high educational value.

## University of Missouri Forensics Conference . . .

Under the auspices of Forensic Activities of the Department of Speech and the Missouri High School Debating League, the annual Forensics Conference was held on December 5 and 6. High School debaters from the entire state were University guests for this occasion.

The program consisted of addresses on various phases of the Compulsory Arbitration question (the national high school debate question) and on topics related to speech education, as well as demonstration debates presented by college debaters and practice debates participated in by the high school students.

Among the addresses on the debate question were the following: "Analysis of the Question of Compulsory Arbitration", Bower Aly, Professor of Speech and Director of Forensics, University of Missouri; "Affirmative Case", Burdette Thurman, Missouri debate squad; "Negative Case", Gordon Parks, Missouri debate squad; "Compulsory Arbitration and Labor Relations", Russell S. Bauder, Professor of Economics, University of Mis-

souri; "Industry's View on Compulsory Arbitration", Fred M. Karches, Director of Operations, Rice-Stix Company, St. Louis.

The addresses on topics related to Speech education included: "How to Receive Debating Congratulations Gracefully", Loren D. Reid, Chairman, Department of Speech, University of Missouri; "The Debater's Voice", Charlotte G. Wells, Director of Speech and Hearing Clinic, University of Missouri; "Radio Speaking", Elbert R. Bowen, Instructor in Speech, University of Missouri; "Today's Debate, Tomorrow's Decision", Donald C. Bryant, Professor of English, Washington University, St. Louis.

The demonstration debate on the proposition "That the federal government should require arbitration of labor disputes in all basic American industries" was presented by an affirmative team from the University of Missouri and a negative team from Washington University.



## With the Alumni . . .

Harry L. Daasch (ISC) is now Professor and Chairman of the Department of Mechanical and Industrial Engineering in the School of Engineering and Architecture, University of Kansas.

Robert V. Niedner (MO) is a member of the law firm of Niedner and Niedner in St. Charles, Missouri.

Dr. Edward Carroll Sibley (HR) was recently retired from the Army as a Lieutenant colonel and is now Assistant Professor of Commerce and Finance at Washington University, St. Louis. He also teaches public speaking and coaches debating at the St. Louis chapter of the American Institute of Banking.

Thomas Brock (A) is the new executive officer at the state headquarters of the Democratic Party in Michigan.

Dr. Robert McCulloch (A) has transferred from Oklahoma A. and M. College at Stillwater to Western State College at Gunnison, Colorado, where he is Associate Professor of Political Science.

Dr. Edgar A. Willis (L), who was elected at Wayne University in 1937, is now in charge of radio work at San Jose State College, California.

Garnet Garrison (WAY), a charter member of the Wayne chapter, has left his position with the National Broadcasting Company in New York to become Director of the program in radio instruction at the University of Michigan.

Alfonso Rodriguez (WAY) is in the U. S. Consular Service at San Jose, Costa Rica.

Philip C. Ebeling (OW) is an attorney in Dayton, Ohio, a member of the firm of Pickrel, Schaeffer, and Ebeling. He is a trustee of Ohio Wesleyan University and a past president of the National Junior Chamber of Commerce.

Rev. F. Gerald Ensley (OW) is pastor of the North Broadway Methodist Church, Columbus, Ohio. He was honored with the D. D. degree by Ohio Wesleyan in 1946.

Rev. Thoburn Brumbaugh (OW), after a number of years of experience as missionary to China, is now Corresponding Secretary of the Board of Foreign Missions of the Methodist Church with responsibility for the Far East.

Arthur R. Murphy (AMER) has recently returned to civilian life from the Army and is now an attorney with the United States Steel Corporation, with headquarters in Pittsburgh.

Kenneth Kenneth-Smith (CLB) is Executive Secretary of the Greer School, New York.

L. Thad Byrne (WSC) is Manager of the Byrne Circle Tours, with headquarters in Spokane Washington.

L. J. Ingraham (CA) is in the Purchasing Department of Armour and Com-

pany, with headquarters at the Union Stock Yards, Chicago.

Robert H. Herrick (OB) is Copy Editor on the CLEVELAND PLAIN DEALER.

Mrs. Muriel Edelstein Gilman (BK) is Housing Assistant with the New York City Housing Authority.

Elbert W. Harrington (ITC) is Head of the Department of Speech, Radio, and Dramatic Art, University of South Dakota.

Dr. William M. Lamers (MQ) is Assistant Superintendent of the Milwaukee, Wisconsin, Public Schools.

S. H. Blackmer (Y) is Superior Judge, State of Vermont, with headquarters in Bennington.

Rev. Kenneth N. Peterson (MN) is minister of the United Presbyterian Church in Moline, Illinois.

Phillips V. Hembt (A) is Office Supervisor with the Farm Credit Administration. His home is in Agawam, Massachusetts.

William D. Gallagher (CA) is Trust Counsel with the Bank of America, Los Angeles, California.

Austin J. Freeley (BU) is Coach of Debate at Boston University.

Dr. John D. McKee (WO) is Director of Public Relations, The College of Wooster, Wooster, Ohio.

Haldor B. Gislason (MN), Head of the Department of Community Service, University of Minnesota and a charter member of Delta Sigma Rho, died July 14, 1947. Professor Gislason had retired in 1944.

Robert W. Jones (MO) is Professor of Journalism in the University of Washington, Seattle. He is the author of JOURNALISM IN THE UNITED STATES, published by Dutton in 1947.

Frank G. Reed (BE) is Vice-President of the Crerar Clinch Coal Company, with headquarters in Chicago.

Rev. C. Fosberg Hughes (A) is Minister of the Plymouth Congregational Church, Lawrence, Kansas.

Ted Beaird (OK) is Executive Secretary and Manager of the University of Oklahoma Alumni Corporation, with headquarters at Norman.

U. S. Earls (WO), who is now serving his third term as Mayor of Dell Rapids, South Dakota, has been Superintendent of Schools of Dell Rapids for 28 years.

Dr. Carolyn R. Winger (WSC) is Professor of Speech at State College, Corvallis, Oregon.

Roland C. Matthies (DP) is Treasurer and Assistant Professor of Public Speaking, Wittenberg College, Springfield, Ohio.



## With the Chapters . . .

### AMERICAN

"We have two teams at the present time; three of our four debaters are freshman women! Participation in the proposed Mason-Dixon Conference is still a bit vague at the time of writing, but two debates have already been held—with Wake Forest and with George Washington—and others have been scheduled (all, so far, on the Federal World Government question) with the University of Pennsylvania, William and Mary, Georgetown, Bryn Mawr, Haverford, Pennsylvania State, and Washington and Lee. Most of our debates this year will be held in Washington. Herb Wood, pre-war Delta Sigma Rho member at American University and now Instructor in Government, and Gordon D. Brigham, Assistant Professor of Speech, are coaching the team."

### BOSTON

"With over one hundred students answering the call for new debaters, the Boston University Debating Society is planning one of its biggest programs for the 1947-48 season. Although most of the first semester was devoted to training new members and to a large number of Junior Varsity debates, Varsity meets took place with Boston College, M. I. T., Tufts, McGill, Harvard, Holy Cross, Middlebury and others. A trip to the New York area also took place in December when Boston debaters met Brown, Fordham, New York University, and Columbia. At the conclusion of the first semester Boston had won decisions in over 85% of its debates.

"To assist him in carrying on this year's program Coach Austin J. Freeley selected three of his seven managers from the ranks of Delta Sigma Rho, they are: Frank Colbourn, Manager; Paul Fargo, Co-Ordinator; and Bernadette Martocchio, Host Manager.

"Traditionally the second semester is the most active in Boston University's forensic program, and this year is no exception. A number of public service events are planned in which University debaters will present both intra-club and intercollegiate debates before various civic groups, a large number of radio debates are planned, and at least three Junior Varsity debates are scheduled for each week during February, March, and April.

"In the latter part of March or early April, Boston debaters will make their first trip into the Mid-west since before the war.

"Highlight of the season will come February 13th and 14th when the Second Annual Invitational Tournament will be held at Boston. Invitations have been

issued to a number of Eastern and Mid-Western teams, and this event will be considerably enlarged over last year's. As winner of the 1947 Tournament, Boston will be defending the rotating trophy. Competition is expected to be keen as almost all of the top teams from the first tournament will be present together with other very capable forensic groups.

"An interesting sidelight of the tournament will be the Valentine Day Tournament Dance which will follow the final round. This dance, at which all participants in the tourney will be guests, is sponsored for the Debating Society by four of the leading social organizations on the campus.

"In addition to these events, trips are planned for women's and Junior Varsity teams. Boston will also be represented at several tournaments and model Congresses to be held in the late winter and spring.

### IOWA

The evening of the 7th of November a capacity audience of over a thousand people in MacBride Auditorium heard University of Iowa debaters in their twentieth international debate, and the fifth with Oxford University. David Cornell and Mel Baker of Iowa teamed with Sir Edward Boyle of the Oxford squad to uphold the affirmative of the "all-purpose Anglo-American alliance" question against the Honorable Anthony Wedgwood Benn and David K. Harris of Oxford, joined by Charles Guggenheim of Iowa on the negative. The audience vote "on the question" was for the negative.

The following fifteen universities and colleges were guests on the Iowa campus December 5-6 for the Iowa Intercollegiate Conference on Post-War Problems: Illinois State Normal, Indiana University, the universities of Kansas, Minnesota, Missouri, Nebraska, Notre Dame, South Dakota, Wisconsin, Marquette University, Michigan State College, Northwestern, Purdue, Ohio State and the United States Military Academy. More than one hundred fifty students took part in four rounds of debate, discussion, extempore and after-dinner speaking, original oratory, and a parliamentary session.

Conference results showed the West Point Cadets in first place in debate with eight wins and no defeats. Of the Iowa debaters Richard W. Peterson and Charles Guggenheim were rated "superior" speakers. Rated "excellent" were Virginia Rosenberg, Harlan Hockenberg, Roger Oleson, and George McBurney. The following Iowa discussers received ratings of "superior": Elaine Lenney, Walter Berg, Harlan Hockenberg, William Shuttleworth, Edward LeClaire,



Charles Guggenheim, Don Lay, and Georgianna Edwards. Iowans rated "excellent" in discussion were: Yale Gerol, Evaline Fisher, Eleanor Kistle, Francis Robbins, Walter Johnson and Evan Hultman. Iowa's extempore speaker, John Elliott, and after-dinner speaker, Charles Guggenheim, both received ratings of "excellent".

The State University of Iowa's second major forensic conference of the year will be held February 27-28, when another group of colleges and universities will send representatives to the Iowa campus to debate, discuss and speak on post-war problems.

As member of the Western Conference League, Iowa will participate during the months of January and February in a series of "home-and-home" debates with other schools in the Big Ten. On January 15, two University of Wisconsin women will come to the Iowa Campus, and a week later, January 22, two Iowa women will travel to Minnesota to debate on the national intercollegiate question. Similarly, during February, Iowa will entertain a men's team from the University of Illinois and will send another men's team to the Michigan campus.

#### MINNESOTA

"At the first meeting of the year, the Minnesota chapter adopted a full calendar of activities and selected a new slate of officers. Elected president was Earl Pollock; vice-president, Jack Burnstein; and secretary-treasurer, Arlene Anderson. The three-fold program adopted at the meeting will include public service, educational, and social activities.

"The first major event of the year was a Delta Sigma Rho banquet, which we hope to make an annual affair. Our guests at the dinner included members of the speech faculty, the varsity debate team, and the freshman squad. Speaker for the evening was Professor Frank Rarig, chairman of the Speech Department, who delivered a provocative address on 'Need a Speaker Think?'

"The Minnesota chapter also undertook the sponsorship of the appearance on campus of the Oxford debaters. On November 6, members of the Minnesota team met Oxford in a debate on "Resolved that the economic and social arguments for the nationalization of basic industries are overwhelming." Earlier in the day, representatives of both schools participated in an open forum on "Should Basic Industries Be Nationalized". The latter event was especially designed for the students enrolled in Speech Fundamentals classes. In all, over 1000 students attended the debate and discussion.

"Among the many activities planned for the year by the Minnesota chapter is a series of lectures delivered by prominent members of the Minnesota speech

faculty. These lectures, planned for campus-wide interest and attendance, will cover such subjects as argumentation, speech research, pathology, and radio. The opening lecture will be delivered by Dr. William S. Howell, who will speak on 'Critical Thinking in Everyday Life.'

"Over sixty students are actively engaged in debating activities at the University of Minnesota. A novel method of judging try-outs for the varsity team was utilized this year. Each aspirant participated in a discussion on the national intercollegiate question. These discussions were recorded and later played back for judgment by veteran members of the squad.

"In preparation for an intensive schedule of activities, the entire varsity squad participated in an intramural tournament which has just concluded. Each team debated four times, twice on each side of the question.

"The first intercollegiate tournament attended by Minnesota this year was the annual University of Iowa Debate and Discussion Conference, held on December 5-6. Besides three individual "superior" ratings in debate, discussion, and extemporaneous speaking, the four debaters who represented Minnesota at the meet averaged 4.4 and 4.3 in debate and discussion, respectively, out of a possible 5."

#### MISSOURI

The Annual Extempore Speaking Contest at the University of Missouri will be held January 13. All University students except first-semester freshmen are eligible to compete. First prize will be a \$25 savings bond and second prize, \$5 in savings stamps.

Announcement has been made of a debate to be held with the University of Hawaii at Honolulu during the Easter vacation, about March 25-29. An open tryout will be held to select one team for the trip. The University of Hawaii debated at the University of Missouri last spring.

Nearly a thousand people attended the debate on campus with Oxford University, England, November 11. Mack Hency and Gordon Parks represented Missouri on the negative of the question, "Resolved: That the nationalization of basic industries is overwhelming."

Fielding H. Lane and Robert E. Yocom, Varsity Debate Squad members, discussed the question of Compulsory Arbitration negatively with Washington University in St. Louis November 13, before the South Side Lions Club and before a session at the Missouri State Teachers' Convention.

Mr. Lane and Mr. Yocom also debated the Labor question with the University of Kansas in an assembly program at



North Kansas City High School, November 21.

December 5-6 five debaters, accompanied by Dorothy Friend, assistant director of Forensic Activities, participated in the Intercollegiate Forensics Conference on Post-War Problems, held at the University of Iowa. Debating Federal World Government affirmatively were Robert L. Varner and William M. Boast. Wayne W. Waldo and John Gibson debated the negative. Thomas K. Bamford participated in public speaking and discussion. Mr. Varner was Missouri's after-dinner speaker, and John Gibson entered in extempore speaking. All of the men were in discussion.

Also on December 5-6, the Missouri State High School Forensics Conference was held at the University of Missouri. At one of the sessions, Ray D. Jones, Jr., and Willard A. Larsen debated the affirmative of Compulsory Arbitration with a Washington University team.

#### NORTHWESTERN

After doing two CBS discussion programs and meeting Western Reserve University teams before eight high school audiences in Cleveland and Chicago, the Northwestern squads have specialized in audience and tournament debating on the World Government proposition.

Six freshman men and two sophomore women entered a tournament for varsity teams of small colleges at Bradley University, Peoria, Illinois, on November 14 and 15. They won 11 of their 15 debates and placed first among the twelve delegations. One team was awarded the only "superior" rating.

On November 18 one of the varsity men's teams met a University of Chicago team before a campus audience composed of organizations interested in the United Nations and world government. Later in the week, two other men's teams met Chicago teams before student audiences on the Midway. Two women's teams debated on the Mundelein College campus on November 24.

The November 28 "Opinion Please" program on CBS featured a Chicago-Northwestern argument on the question of Intercollegiate Athletics. Northwestern's representatives included a football player and a debater.

On December 5 and 6, four men, including three sophomores and a junior, participated in the annual tournament at the State University of Iowa. The Northwestern group was awarded one of three "superior" debate team ratings, one of several "superior" individual ratings in discussion, and one "superior" and three "excellent" individual ratings in debate. Each team won three of its four debates.

Twelve beginners participated in a four-round novice tournament at Mundelein College on December 13. The school

delegation placed first with 14 wins and seven losses. Two Northwestern teams were undefeated.

Future events include individual debates for high school and adult audiences and tournament competition at Illinois Normal University and the University of Wisconsin. Inter-sectional debates with the University of Denver, Stanford University, and Canisius College are being arranged. Plans are also being made to entertain a one-day tournament in late January or early February. A Chicago metropolitan league for beginning debaters from Chicago, Loyola, Mundelein, DePaul, and Northwestern is being formed.

#### OHIO STATE

"On October twenty-eighth, Oxford University met Ohio State in two debates. In the afternoon they staged an English style debate with ten colleges from central Ohio participating. That evening there was an American style debate before a capacity audience. The topic was, 'Resolved that the Danger of War Can Be Averted by an All-Purpose Anglo-American Alliance'."

"Eight of our debaters participated in the tournament at Denison University a week later on the Federal World Government question.

"Five debaters went to the University of Iowa Intercollegiate Conference on Post-War Problems, December fifth and sixth. We wish to congratulate Dr. Baird and his co-workers for such an efficiently managed tournament. It was a very worthwhile experience.

"The Western Conference Home and Home Series began for our debaters when two men visited Purdue University. They defeated Purdue in a debate presented over the University radio station. The judges were Indiana high school debate coaches. These same two teams presented a debate before the Ohio High School Speech League, December the eleventh.

"The women's team will begin the Series by traveling to Madison for a debate with the University of Wisconsin on January the sixteenth.

"The three members initiated last June are continuing their education in graduate programs. Edward Bagley is now a graduate student in the college of Commerce, and has been appointed student manager of the Speaker's Bureau. Burton Williams is now studying law at Harvard, and Gwyn Meyers is attending law school at the University of Michigan."

#### PENNSYLVANIA STATE

"There are again this year approximately thirty upperclass women on the Penn State women's varsity debate squad. We are planning a program similar to last year's when we engaged in approx-



imately fifty debates, attended two tournaments and a convention. We hope to be able to debate the schools we debated last year, which included the men from Dickinson, Geneva, Gettysburg, Grove City, Lehigh, Mount Saint Mary, Muhlenberg, Penn, Princeton, Rutgers, Saint Vincent, Shippensburg, Slippery Rock, Susquehanna, Swarthmore, Temple, Washington and Jefferson, Westminster, West Virginia, and the women from Allegheny, Gettysburg, Misericordia, Mount Mercy, Seton Hill, Shippensburg, and Susquehanna. We hope, too, that new opponents will be added to our schedule this year. We are now negotiating with the men from Drew and Saint Joseph's for debates this season, while Ohio State University has invited the Penn State women to Columbus to engage the Ohio State team in a series of debates and discussions before high school audiences and service clubs, as well as over the air. We also have extension debates scheduled at Brookville and Reynoldsville.

"May we take this opportunity to invite all who might be interested in scheduling debates with the Penn State women to write to Miss Dorothy Lees, Manager of Women's Debate, Department of Speech, Pennsylvania State College, State College, Pennsylvania. We prefer the national topic, non-decision, cross-examination style, before audiences, against either men's or women's teams. We do not have a first team, second team, and so forth, but use the squad system in which all members participate in intercollegiate debate."

#### STANFORD

"At the first chapter meeting of the current scholastic season, the following officers were elected to lead the chapter's activities for the year: Marshall L. Small, President; Gordon F. Levy, Vice-President; Malcom Barrett, Secretary-Treasurer; Morley P. Thompson, Historian.

"Plans are being made for a Delta Sigma Rho-sponsored all-campus debate tournament to stimulate student interest and participation in debate. This tournament is traditionally sponsored by Delta Sigma Rho, and arouses considerable interest on the campus.

"The latest initiates to the Stanford Chapter are: Malcolm Barrett, Robert Bennett, and Frank Church (now at Harvard).

"The total roster of membership of the Stanford Chapter at the present time is as follows: Charles E. Allen, Robert Bennett, James Frolik, Laurence Grannis, James Kessler, Gordon Levy, Carol Newton, Marshall Small, Joseph Soares, Thomas Steege, Morley Thompson, and Robert Vallier.

"Several members of the chapter have been and still are notably active on cam-

pus. Morley Thompson, not only a fine debater, is also a first-string varsity basketball player, President of the Block S society, and head of Quarterdeck, the NROTC society, among other activities. Lawrence Grannis and another student were sent as Stanford's representatives to Europe to inquire into the state of educational institutions in that part of the world. Grannis and his companion also brought back first-hand information on the attitude of European students toward the United States. Their reports were highly praised and publicized in this area.

"Thomas Steege and Frank Church are the two current Delta Sigma Rho members who are winners of the annual Joffre debate, the traditional debate between Stanford and the University of California, the history of which extends back over more than a half-century. Steege won the contest as a sophomore in 1946, and Church won in 1947, putting Stanford one victory ahead in the series.

"Former members of the Stanford chapter have also done well for themselves after graduation. Miss Virginia Schwartz graduated with honors from Cornell law school, after making the law review, and is now a member of a law firm. Miss Schwartz was a member of the Joffre team in 1944. Mrs. Mary Gray, a member of the 1945 Joffre team, is now studying at the Pacific School of Religion. Miss Victoria Sellens, also a member of the 1945 Joffre team, is now completing her studies at the Yale School of Nursing. Miss Carol Newton, a member of the 1946 Joffre team, is doing graduate work in physics at Stanford.

"Dean of Students Lawrence Kimpton, a former Delta Sigma Rho undergraduate at Stanford, was quite active in debating during his studies here. Dean Kimpton came to Stanford recently from the University of Chicago, where he was Vice-President and Dean of Faculties."

#### SYRACUSE

"Fifty-three men and women have joined the Syracuse University Debating and Discussion Society, the central organization for all forensic work on this campus. The chief purposes of this year's activities, as outlined by Steve Patrick, president, are to give as extended participation to all interested students as possible and to gain recognition for debating and discussion as a major campus activity.

"The philosophy of debating at Syracuse University is one that emphasizes student participation and control and de-emphasizes decision contests per se. The only tournament entered so far—and the only one on the 1947-48 schedule to date—was the annual invitational meet at the University of Vermont, December 12 and 13. The two teams—



composed of Harold Bengelsdorf and Robert Wallenstein, affirmative, and Ada May Marshall and Winnie Pollock, negative, won four out of eight decisions in that tournament, which has as its expressed purpose not the winning of debates but the early-year training of students on the national intercollegiate question. Enroute to this tournament the negative team met Middlebury College in a non-decision contest.

"On November 17 a Syracuse negative team (William Craig and Clayton Andrews) debated Cornell University before the School of Speech convocation at Syracuse. The following day Frances Eidelson and Sonia Stabsky participated in a class against a negative team from Middlebury College. A home-and-home arrangement of practice debates was held with Utica College on December 2 and 9. In this series eight different Syracuse novice and junior varsity teams participated. Two teams from Canisius College were entertained at Syracuse on December 5. All debates to this date have been on the national question of World Government.

"Members of the Delta Sigma Rho chapter have chosen as their main project for the first part of this year the work of assisting in the scheduling and training of novice debaters. President of the chapter is Ben Carroll. Other members include Sonia Stabsky, Frances Eidelson, and Laura Pilarsky. Four pledges elected last year will be initiated in the near future. Ordean Ness, instructor of speech and assistant director of debate, a Delta Sigma Rho member from the University of North Dakota, is the new chapter adviser, succeeding Dr. Agnes Allardyce."

#### WAYNE

"Many changes have been made in the staff of the Department of Speech at Wayne University. Mr. James McMonagle is now Director of Forensics, and is assisted by Mr. George Hinds, who comes from the University of Denver. Other staff additions include Dr. Paul Rickard from Fresno State College in California now in charge of Radio here. Dr. Rickard has his Ph. D. from Northwestern University, and is a charter member of Wayne's chapter, Delta Sigma Rho. Dr. George Bohman (who comes from Dartmouth College, and has his Ph. D. from the University of Wisconsin) has also joined the staff as Professor of Speech, and is Chairman of the Graduate Committee of the department. Dr. Rupert Cortright (Albion chapter) has been Chairman of the department since last April, when Dr. Preston Scott resigned that responsibility to become Director of Community Relations for the University."

#### WHITMAN

"Capturing three first and winning

several other final rankings, Whitman speakers gave good account of themselves in the 15th annual tournament of the Western Speech Association, held at Whitman College December 4, 5, and 6. The big meet involved 19 schools and some 240 participants, of whom about 40 were Whitmanites.

"Leading individual performer was Whitman's Gordon Jaynes, who won first place in men's extemporaneous speech, lower division; and in men's interpretative reading. Jaynes also tied for second in men's impromptu speech, lower division. Whitman's other first place in the final tabulation was contributed by Bonnie Marolf and Carmen Gleiser, in women's debate, lower division. In addition Craig Esary was awarded second place in men's interpretative reading, Louise Dekker third place in women's extemporaneous speech, Shirley Hayes tied for third place in women's interpretative reading, Carolyn Angell fourth place in women's extemporaneous, and Chuck Chalfant fourth place in men's impromptu, upper division. Dick Yancey and Bill Church comprised one of seven teams which tied for second place in lower division men's debate.

"All events attracted Whitman entries. Regular style debate attracted five men's teams and six women's; single debate drew six aspirants. In oratory there were five, in extemp eleven, in impromptu seven, in interpretative reading six, and in after-dinner speaking three.

"On December 12 and 13 Whitman varsity debaters met Washington State College and the University of Idaho in a triangular debate, two women's teams traveling to Pullman, and two men's teams staying here to meet representatives from the other two schools. The scheduling of the entire meet in one week-end is unusual, as triangular affairs are generally spread out over a longer period of time. In Pullman, where they met W.S.C. and Idaho debaters, Louise Dekker and Shirley McCartney, Carolyn Agill and Elizabeth Franklin, placed second. Debating here at Whitman were Dick Yancey, Bill Church, Dick Weber and Chuck Chalfant, all placing in a three-way tie for first.

"The National Speech tournament to be held in Salt Lake City December 29-31 will see four Whitman representatives"

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