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(MEMBER OF ASSOCIATION OF COLLEGE HONOR SOCIETIES)

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MRS. ANNABEL HAGOOD

Tau Kappa Alpha has under consideration a proposal which will vitally affect not only the future course of the fraternity, but the area of forensics in specific and education in general. I refer, of course, to the proposed merger of the two honor societies, Delta Sigma Rho and Tau Kappa Alpha. The principle of merger has been approved by the National Council of each society and the time seems appropriate to record some of the reasons why a merger has gained such enthusiastic support.

An evaluation of the proposal which will reach the chapters for consideration this year should be based on an understanding of certain historical background. The process of debate is centuries old, but the forensic honor society belongs to the twentieth century. The first society, Delta Sigma Rho, was founded in 1906 and was followed two years later by Tau Kappa Alpha. These two societies now include on their chapter rolls one hundred and eighty of the leading institutions of higher learning in the nation. They are not the only forensic societies but they are the only forensic *honor* societies for colleges and universities. The National Forensic League, an honor society, functions on the high school level. Pi Kappa Delta, for colleges and universities, and Phi Rho Pi, for junior colleges, are considered recognition societies since they have no academic requirements for membership. Other college forensic societies existed for a brief time early in this century, but one of these was disbanded, the other two were merged into TKA, and now only the four mentioned remain.

A merger of the two honor societies has been under consideration for some time. The first serious study of a possible merger resulted in the drafting of a proposal which was completed in 1956. Although the proposal was not voted on at that time, it has formed the basis of current negotiations and has proved invaluable in expediting our movement toward a single national forensic honor society.

The current negotiations resulted from a meeting of the presidents of TKA and DSR in December, 1960, to explore mutual problems and avenues of future cooperation. As a result of the meeting, a Committee on Cooperation Between the Honor Societies was appointed and in December, 1961, the National Councils received the following recommendations:

1. That the National Council of each

society approve the principle of merger.

2. That the presidents of the two societies be authorized to publish a "joint letter" in THE SPEAKER and in THE GAVEL setting forth the reasons for merger. (See January, 1962 issue of THE SPEAKER.)

3. That a Joint Coordinating Council, composed of representatives of each society, be appointed to draft a constitution for the united society.

These recommendations were unanimously approved and the first draft of the constitution was presented to the National Councils in April, 1962.

The advantages that would be gained from a single forensic honor society undoubtedly account for the enthusiastic support which the proposed merger has received. Perhaps the most significant advantage will be the creation of a single national forensic honor society which will include the major educational institutions which have consistently supported forensics during the last half century. The meetings of the united society will be national in every sense of the word. Each regional organization, moreover, will be strengthened since the two societies do not possess identical geographic strength. TKA, for instance, is very strong in the South while DSR has few chapters. DSR, on the other hand, is very strong in the West-Central section where TKA has comparatively few chapters.

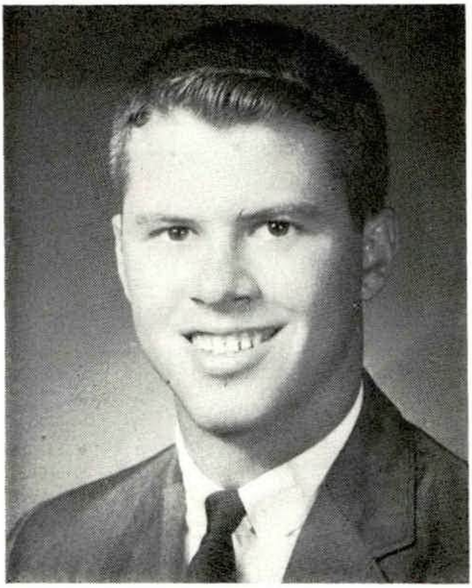
The consolidation of our financial resources will result in a strengthening of our programs to serve our chapters. We are well aware of the problems of ever rising costs, and a forensic society suffers just as all of us suffer. The elimination of duplicated effort, in the publication of a journal, as just one example, will result in substantial savings.

These two societies, different in programs, yet alike in philosophy, will contribute uniquely to a merged society. Delta Sigma Rho, for example, is a wealthy society; Tau Kappa Alpha is not. TKA owns an argumentation and debate text, distinguished in its contribution to the literature of our field and a sound economic investment in royalties received. Delta Sigma Rho has been a pioneer in the experimentation to develop more effective techniques in parliamentary debate. Tau Kappa Alpha has obtained nationwide recognition through the Speaker of the Year program designed to vitalize the concept of intelligent, responsible, and effective communication in a free society.

The results of this merger will not be limited to the societies themselves. A united society will have a tremendous impact on the field of speech and the area of forensics. The insistence on educationally defensible standards for member chapters will insure the maintenance of sound forensic programs. The merged society will be in a position to reverse trends which are contrary to sound educational principles and values. These are only two of the many ways in which the influence of the united society will manifest itself.

I urge you to give this merger proposal your whole-hearted support. The merged society will be neither Tau Kappa Alpha nor Delta Sigma Rho as we now know them, but it will preserve the essential characteristics of each. Finally, after fifty seven years of operation, we shall have achieved the basic purpose of each group of Founders—the creation of a Phi Beta Kappa of forensics.

STUDENT PRESIDENT'S PAGE



James B. Maxwell

As we begin the academic year 1962-1963, there is no denying the fact that debate is on the uprise in the extracurricular activities on most American campuses. This renewed interest in the forensic facet of college life has been partly spearheaded by the vast number of students who have turned to the so-called "intellectual BMOC" on campus and partly through the impact of both "Championship Debate" and "College Bowl" on the television airways. Also, programs such as the extremely interesting "International Debate" this past summer have had their effect on student opinion.

It is with this background that we launch into our discussions of worldwide economic communities and a common market. Perhaps more than ever before, debate is one of the most important aspects of our college careers. With the advent of a super-atomic age, debate on a national and international level is one of the mainstays in maintaining some semblance of order and peace in our world.

It is here that Tau Kappa Alpha should be and can be of major importance in our society. As an organization which holds as one of its main tenets the furtherance of effective speech, it can have no justification for existence if it fails this purpose. At the 1962 National Conference last Spring, much mention was made of making TKA the Phi Beta Kappa of the forensic world. This was espoused and proclaimed by nearly all the candidates for Student Council positions. As Phi Beta Kappa is the epitome of academic pursuits and is known and respected as such, it was our aim to insure the same esteem for TKA.

The best ways to do this are to impress the honor and privilege of membership in our organization upon all our members and make Tau Kappa Alpha an organization that students will desire to be a member of. This calls for an active program sponsored by the local chapters all over the country. Such programs should bring outside speakers of note to the campus, sponsor programs which deal with the many varied aspects of forensics, or perhaps, for debate tournaments or meetings should invite either a national officer or a national student council member to speak. Remember, at many of these meetings there will be students present who are not members of TKA. The more they learn and hear about Tau Kappa Alpha,

(Continued on page 13)

VIEW OF AN AMERICAN DEBATE TOUR OF GREAT BRITAIN

JOE COOK*

Most debaters relish the opportunity of exhibiting their skills before an audience, and most regret not having more occasions to do so. When the chance to be in three or four exhibition debates a week is combined with an all expense paid trip abroad, it might seem that the debater's dream come true has been found. Such was the feeling that Richard Kirshberg, of Northwestern University, and I were left with upon the completion of our debating tour of England, Scotland, Wales, and Ireland.

Every effort is made by the Institute of International Education and the English-Speaking Union—the co-sponsors of the tour—to prepare the American Touring Debating Team for the situations they will encounter during their visits throughout the British Isles. But some things—sipping afternoon tea from a farm in Scotland with background music provided by three hundred squealing pigs, hiking across a barren stretch of Sherwood Forest with a group of students from Nottingham University in search of the tree under which Robin Hood met Maid Marion (or where he died, they never were quite sure), being told that the host has neglected to make hotel reservations for the evening ("By jove, I knew we'd forgotten something,") and being informed on the way to the podium that the motion for the evening has been changed—are the kinds of things for which no orientation can prepare and are the kinds of things which make such a tour such a memorable experience.

Perhaps the most distinctive characteristic of the British debater is that he has such a wonderful time. Scoffing at the very thought of debating the same topic more than once, he enthusiastically, without any organization, often irrelevantly and sometimes irreverently exchanged views with us on topics as diverse as "The white man's religion is the black man's burden in Africa," "Britain's political future lies in a united Europe," "This house is thankful for the Atlantic Ocean," and "Love is not what it used to be." Other motions debated in the British unions this term included: "This house believes in ghosts," "This house would try, try again," "Conservatives care," and "All roads lead to Rome."

Just as important, and in some societies even more important, as the debate on the motion before the house for the evening is the time devoted to "private member's business." During this period, individual members of the union have the opportunity to introduce resolutions praising or condemning any statement, act, or event of a campus, local, national, or international nature. While we were at Oxford, a motion was introduced and passed expressing disapproval for the United States' resumption of nuclear tests at Christmas Island. On another timely occasion, at Belfast, the resolution was introduced that the house congratulate the United States for the successful recovery of Colonel Glenn. The motion was

* Mr. Cook is presently enrolled in the Law School, University of Alabama and serving as Assistant to the Director of Forensics. He debated for the University of Alabama for four years and held the following offices: President, Alabama Chapter, TKA; President, Southern Region, TKA; National Second Vice President, TKA.

then amended to substitute the words "Jayne Mansfield" for "Colonel Glenn" and summarily defeated.

The British debating union is, of course, totally different from our concept of debate, and, after visiting twenty-five such unions in the four regions, one is inclined to feel that it certainly has laudable characteristics. British debating would hardly be a desirable substitute for our highly competitive intercollegiate system, but it unquestionably provides definite values and fulfills a vital role in the academic community, in some respects serving the students better than do our programs.

JOE COOK

The precise structure of the debating union varies. At some universities all students are automatically members of the debating union; at others it is merely one of a number of campus organizations. Similarly, at some institutions (Oxford and Cambridge among them) the presidency of the debating union is the highest student office, equivalent to the president of the student government association at a school in this country. At other places the office is one of lesser rank.

Most debating societies in Britain meet once a week, always on the same day at the same time. The length of the meeting will run anywhere from an hour and a half upward. (Debates at the Cambridge Union run from eight in the evening until midnight. Few members remain in the chamber for the entire period. Customarily, after the first two hours, the president and the main speakers retire to the president's office for beer and sandwiches and return to the chamber shortly before the end of the debate.) Often it is the policy for the debate to continue as long as anyone still desires to speak. At Exeter, when the custodian complained about the building being open so late, the president curtly replied, "I'm sorry. I can't control free speech," and walked away.

The format for debates is generally the same: The proposer of the motion speaks first and is followed by the opposer. These two are followed by one, sometimes two, seconding speeches for each side. The time allotted for the main speakers varies from ten to forty-five minutes, but in all instances enforcement of the limits is not rigid. Uusually the chairman will allow the speaker to continue without interruption so long as he feels the audience can endure it. When these formal speeches are completed, debate is open to speakers from the floor. Following this period, the opposer and proposer of the motion each make a summation speech, five to ten minutes in length, thus concluding the debate.

Other than an aversion to organization and evidence and a delight in personal ridicule, the greatest distinction between American and British debating is to be found in the role played by the audience. Far from the passive existence which the listener for the most part maintains in this country, in Britain a debate without an audience simply could not take place.

First, the members of the audience are entitled to interrupt the speaker by rising to points of order or to questions of information at any time they feel so inclined. The less formal and famous practice of heckling can make or break a speaker, depending upon his ability to successfully handle his antagonists.

Second ,when the main, or "paper," speakers have completed their remarks, the debate is open to the house, and any individual, speaking from his place in the audience, may express his feelings on the motion. Speeches from the floor generally were not of too high calibre in the debates we heard, though there would be a touch of brilliance in one or two on each occasion. Pertinency to the topic before the house was never considered important. On one occasion a gentleman who had been sitting on the floor in a crowded assembly hall for an hour gave a delightful five minute speech imploring someone to lend him a chair for the remainder of the debate (he was successful).

Third, though no one really cares too much, the audience votes on whether or not the motion should be adopted. This may be accomplished viva-voce, by a showing of hands, or by the members exiting through one of two doors labeled "Yeas" and "Noes." The more popular, though far from unanimous, attitude toward voting is that one should cast his vote on the basis of his personal conviction, not on the basis of which side did the better debating. Because of this, the outcome of a debate is usually predictable before the debate has begun.

Obviously, a larger number of students participate in debating in Britain than do in this country. The debating society is something of an open forum where the individual may learn by self-instruction, experience, and by observing the examples of others, how to express his ideas before a group. (Not once did we find a faculty member in any way connected with a debating society.) Because it is designed to serve all the students who desire to make use of it, the debating society quite often plays a very significant role on the campus. One can not help but be impressed at seeing students as excited about a debate as they might be at a football pep rally in the United States.

At Aberystwyth, a small Welch university on the coast of the Irish Sea, we found the Friday evening debate to be the highlight of the week. About 450 students had packed themselves into an auditorium designed for two hundred. For thirty minutes prior to the debate thay sang—college songs and folk songs, both American and Welch. Hardly a statement went by in the debate which did not draw some audible reaction from the audience, approving or disapproving.

On another stop in Wales, at Bangor, we were greeted at the railroad station by an electrified crowd of several hundred students (the Union President had preempted all attempts to kidnap us prior to our arrival, a Bangor tradition). Attired in a varied assortment of costumes, mostly dealing with outer space, and carrying posters and banners with words of welcome (with the exception of the Communist Club which carried a banner reading "Go home Yanks,") they made it quite apparent, as the President had forewarned us, that the arrival of the American touring debate team is for them a highlight of the year. A young lady, dressed in an authentic Welch costume and standing on a baggage wagon, above (and sometimes below) the den of the crowd made a welcoming speech, in Welch. Another young lady, attired as Brittania, played a harp, and off to the side, a college jazz band broke into a rousing rendition of "When the Saints Go Marching In."

This exhibition was the extreme example, but enthusiasm over the activity of debate was manifested in varying degrees at every university. Audiences ranged in size from forty to a thousand with the average being somewhere in the vicinity of four hundred.

Only a small fraction of our time was spent in actually debating. The greater portion of the two or three days we would spend at each school would be devoted to visiting the scenic, historical, and cultural features which the area had to offer and in talking to students. At every stop we were greeted with a warm and gracious hospitality, but it would be misleading not to point out that at virtually every place we were confronted with a few antagonistic individuals and certain definite anti-American sentiments. Frequently we heard questions concerning the Cuban invasion, the Smith Act (typical question: "Tell me, why do you purge Communists in the United States?"), distinctions between American political parties, and the John Birch Society.

As a result of our close association with the British people over the period of the tour, we felt that we came to know and understand them as few visitors do. Many of our misconceptions were dissipated, and we came to realize that happiness is not a state of mind experienced exclusively by Americans.

The almost nightly bull sessions which often lasted into the wee small hours brought us in contact with students of such diverse nationalities as Bulgarian and Ugandian and of every political philosophy from Communism to Nassarism to Welch Nationalism. Seldom could we find many points on which we could agree, but on one idea we could always reach unanimity: Few things could promote more understanding among students than to have more Americans travel abroad and share their ideas and beliefs with students from other countries.

NATIONAL CONFERENCE

of

TAU KAPPA ALPHA

Ball State Teachers College

April 8, 9, 10, 1963

[6] See Giffin, Kim and Megill, Kenneth, "Stock Issues in Tournament Debates," *Central States Speech Journal*, Vol. XII (1961), No. 2, pp. 27-32.

[7] Kruger, *op. cit.*

A STUDY OF THE INFLUENCE OF AN AUDIENCE ON THE RATE OF SPEECH IN TOURNAMENT DEBATES

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Yeshiva University, New York, N. Y.	Prof. David Fleisher, Director of Debate

The Procedure Employed

Permission was first obtained to tape-record debates of teams entered in the 1961 Heart of America Debate Tournament.[6] Coaches of teams entered in the tournament received a form letter two months prior to the tournament. The letter asked permission of each coach to use his team as part of a debate research project by recording one, or perhaps more, of the team's debates. The letter revealed nothing further about the nature of the project. The coaches received a guarantee that no one would replay the tapes until the entire tournament was over. A copy of the results of the investigation was promised to the coach of any team recorded. The coach was asked to inform his team(s) that one, or perhaps more, of their debates might be recorded in conjunction with a research project in debate and that the tapes would not be replayed until the tournament had ended. But he was not able to disclose anything further about the nature of the project. More information could have obviously affected the results.

After permission had been received to record the teams, one debate was selected at random to be recorded each round during the eight preliminary rounds. The decision to use classes for audiences in this project was practicality—i.e., this is one practical way a tournament director could provide audiences for many tournament debaters.

At the tournament, permission was asked a second time to record debates in conjunction with a research project in debates. One debate was then recorded each round during the eight preliminary rounds. The scheduled classes served as audiences for the debaters recorded during the four remaining rounds on the second day of the tournament.

After the tournament, the researcher replayed the debates and counted the number of words used by each debater during his constructive and his rebuttal speech. The average rate of speaking was then calculated for each speech in words per minute (w.p.m.) by dividing the number of words used by the minutes spoken. The t-test technique was then used to determine any significance in the difference between the means of those debaters who faced an audience and of those who faced no audience.

Results

The random selection of eight debates to be recorded included thirty different debaters. Fifty-two speeches (including both constructive and rebuttal speeches) were recorded and the rate of speaking used in each instance was tabulated. From this sampling, only one instance was found in which a debater spoke at a rate below 160 w.p.m.—the highest rate considered desirable for effective speech by many speech authorities.[7] The slowest rate recorded was 147 w.p.m. and the highest was 214 w.p.m.

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[6] See Giffin, Kim and Megill, Kenneth, "Stock Issues in Tournament Debates," *Central States Speech Journal*, Vol. XII (1961), No. 2, pp. 27-32.

[7] Kruger, *op. cit.*

The means of the rates of speaking for those debaters who did and those who did not face an audience are shown in the following tables:

Table I

The means of the rates of speaking for those debaters who did and those who did not face an audience.

Speakers	Average Rate of Speaking	
	Without Audience	*With Audience*
All	193.1 w.p.m.	187.7 w.p.m.
Constructive only	180.7 w.p.m.	183.3 w.p.m.
Rebuttal only	199.5 w.p.m.	194.4 w.p.m.

Table II

A further breakdown of the means listed in Table I

Speakers	Average Rate of Speaking	
	Without Audience	*With Audience*
Affirmative Constructive	174.3 w.p.m.	180.5 w.p.m.
Negative Constructive	187.2 w.p.m.	185.6 w.p.m.
Affirmative Rebuttal	199.2 w.p.m.	198.6 w.p.m.
Negative Rebuttal	199.3 w.p.m.	191.0 w.p.m.

When the t-test technique was applied to determine any significance in the difference between the means of the two groups, no significant difference was found in either the means of *all* the speakers with audiences and *all* the speakers without audiences, or the means of the *constructive* speakers alone, or the means of the *rebuttal* speakers alone.

The only proximity to a significant difference between the means in Table II appeared in the negative rebuttal speeches, but again the t-test technique showed no statistically significant difference.

It may be of interest to note that the affirmative constructive means (Table II) was enough *greater* for those debaters who *did* face an audience to cause a negative correlation in the difference between constructive means (Table I). As evidenced by both tables, constructive speeches tended to be considerably slower than rebuttals.

Conclusions

1. This research project clearly points to the validity of the criticism of tournament debaters for their "machine gun" rate of speaking. It would seem fair to generalize that college debaters tend to use a rate of speaking in tournament debates that exceeds the rate considered "desirable" for effective speaking by speech authorities.

2. The study does not "significantly" support the hypothesis that debaters speak slower when they face an audience than when they face no audience. It could not be concluded that the hypothesis is false—only that this study did not find it to be true.

It may be speculated there is a "trend" in the means which points to the possibility of finding a "significant" influence of an audience on the rate of speech in tournament debates. Perhaps the speech classes didn't serve as the most effective audiences even though they may have been the most practical audiences. The debaters may have thought the students were present to "observe" a tournament debate rather than to seriously consider the issue being debated.

It may also be that tournament debaters are exposed to so few audiences that occasional audiences have little effect on their debating. It would be interesting to compare rates of speech of a group of debaters who were accustomed to addressing an audience with a group which was not. Or should research be done with *individual* debaters in controlled and experimental situations rather than with random samples for both situations?

With questions such as these, as well as agreement with Kruger's statement, "Rapid fire delivery is an occupational hazard of academic debate,"[8] this study calls for further research on the subject.

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[8] Kruger, *op. cit.*

STUDENT PRESIDENT'S PAGE . . . (Continued from page 5)

the more will be their desire to become a member. The more and better active members we have, the more easily the realization of our ideals may be attained.

There is one other point that should be mentioned. While there is much discussion of the possibility of a merger of Tau Kappa Alpha and Delta Sigma Rho, this is no excuse for TKA members to be lax in their efforts in bringing effective speech to their campuses or in promoting those ideals for which TKA stands, now—in the present.

Best wishes to all members for a successful year and I sincerely hope to meet many of our members and chapters sometime between now and our National Conference in Muncie, Indiana in April.

Committee on Intercollegiate Discussion and Debate

NATIONAL DEBATE PROPOSITION AND DISCUSSION QUESTION FOR AMERICAN COLLEGES AND UNIVERSITIES, 1962-1963

As of August 7, 1962, the Committee on Intercollegiate Discussion and Debate of the Speech Association of America announces the results of the preferential poll of directors of forensics of American colleges and universities to determine the debate proposition and discussion question for nation-wide use during the 1962-1963 forensic season. As shown by the tabulation on the reverse side of this page the results are:

NATIONAL DEBATE PROPOSITION

Resolved, That the non-communist nations of the world should establish an economic community.

National Discussion Question

What should be the role of the Federal Government in regulating the economy?

The Committee appends no qualifications or definitions to the announced proposition or question: any "official" interpretations by the Committee are forbidden.

If circumstances should arise which render the regularly selected proposition or question unsuitable, the Committee may, by two-thirds vote, rephrase the proposition or question, or select an entirely new proposition or question. Your representative on the Committee will be pleased to supply further information concerning the rules under which the Committee operates.

Those directors of forensics who will be in attendance at the convention of the Speech Association of America at Cleveland, Ohio, in December, 1962, are cordially invited to attend the open meeting of the Committee. Details of time and place will be listed in the convention program.

Unaffiliated Colleges __________ Murray A. Hewgill, Speech Dept., Michigan State University, East Lansing, Michigan

Tau Kappa Alpha_______________ Nicholas M. Cripe, Speech Dept., Butler University, Indianapolis, Indiana

Delta Sigma Rho_______________ Austin J. Freeley, Speech Dept., John Carroll University, Cleveland 18, Ohio

Phi Rho Pi____________________ Lloyd P. Dudley, 3605 Golf Course Road, Grand Rapids, Minnesota

Pi Kappa Delta________________ Roy D. Murphy, Speech Dept., University of Southwestern Louisiana, Lafayette, Louisiana

American Forensic Association____ Kim Giffin, Speech Dept., University of Kansas, Lawrence, Kansas (Chairman for 1962)

SUMMARY OF NATION-WIDE PREFERENTIAL POLL OF DIRECTORS OF FORENSICS TO DETERMINE THE DEBATE PROPOSITION AND DISCUSSION QUESTION FOR THE (1962-1963) FORENSIC SEASON

DEBATE PROPOSITION

	Unaff.	TKA	DSR	PRP	PKD	AFA	Totals	Rank
Resolved, That the non-communist nations of the world should establish an economic community	283	256	204	81	492	180	1496	I
Resolved, That the United States should withdraw the Connally Reservation from its Declaration of Adherence to the International Court of Justice	184	128	132	54	283	157	938	V
Resolved, That the United States should extend diplomatic recognition to the Communist Government of China	192	187	158	69	333	156	1095	III
Resolved, That the United Nations should establish a permanent police force	210	186	134	59	335	129	1053	IV
Resolved, That Berlin should be placed under the jurisdiction of the United Nations	226	233	167	67	398	167	1258	II

DISCUSSION QUESTIONS

	Unaff.	TKA	DSR	PRP	PKD	AFA	Totals	Rank
What should be the policy of the United States on disarmament?	167	161	141	50	328	130	977	V
How can we best meet the problems of automation?	189	153	133	59	327	138	999	IV
What should be the role of the Federal Government in regulating the economy?	221	223	140	70	412	185	1251	I
How can the United States best meet the challenge of communism in the Western Hemisphere?	204	177	135	50	347	137	1050	III
How can the American public best meet the problems of political extremism?	179	186	141	71	341	133	1051	II

In the above tabulations each first-place vote was scored five points, each second-place vote four points, each third-place vote three points, each fourth-place vote two points, and each fifth-place vote one point.

PROGRAM OF EVENTS AND RULES OF PROCEDURE FOR THE TAU KAPPA ALPHA CONFERENCE

Again this year, we greet you in the fall when schools are planning debate and forensic programs for the year. We sincerely hope that all schools of Tau Kappa Alpha are giving every consideration to attending the National Forensic Conference to be held Monday, Tuesday, and Wednesday, April 8-10, 1963. Note the change in dates, since we are moving from the second half of the week into the first half. This change was voted by the Executive Council since it was possible for our host college for the year, Ball State Teachers, to entertain us at that time. In this way, we avoid Good Friday and eliminating the schools such a date might exclude from the Conference.

This could well be our last Tau Kappa Alpha National Conference. Should both Delta Sigma Rho and Tau Kappa Alpha Chapters vote to merge, many differing schools will be attending in the future that do not now attend. Let us hope that all Tau Kappa Alpha schools make plans to be in Muncie, Indiana on this last occasion before we progress into the new organization. Reactions to previous National Conference programs have been so strong that the format remains unchanged from those of the last two years.

GENERAL INSTRUCTIONS FOR DEBATE 2-MAN DEBATE

1. Proposition—Resolved: that the non-Communist nations of the world should establish an economic community.
2. Each school may enter one pair of debaters (2 people) prepared to debate both sides of the topic.
3. There will be six preliminary rounds of debate for all teams entered in the tournament. From among those teams the eight top teams will be picked to run through a quarter-final, semi-final, and final round in order to determine the champion of the division.
4. Debates will be conventional style: 10 minute constructive speeches, 5 minute rebuttal. A five minute recess between constructive and rebuttal speeches will be permitted.
5. Judge: Each school participating in this 2-Man debate division must furnish a qualified critic judge who must be available for the elimination rounds.
6. Any team more than ten minutes late for any round will forfeit that round of debate.
7. Awards—Tau Kappa Alpha certificates will be awarded to the top eight debaters in the division as determined by the individual scores of the six preliminary rounds of debate. Plaques will be awarded to the championship school, the runner-up, and the other two semi-finalists. The top school will also be awarded one year possession of the rotating trophy.
8. The official American Forensic debate ballot labeled "Form D" shall be used throughout the tournament.
9. Judges may give a critique at the end of the debate but they are requested not to disclose their decision.

4-Man Debate

1. The national proposition will be debated.
2. Each school may enter one affirmative and one negative team in this division.
3. Each school participating in this division must furnish a qualified critic judge who will be available for judging all eight rounds.
4. There will be eight rounds of debate for each team entered.
5. Debates will be conventional style: 10 minute constructive speeches, 5 minute rebuttal. A five minute recess between constructive and rebuttal speeches will be permitted.
6. Judges may give a critique at the end of the debate but they are requested not to disclose their decision.
7. The official American Forensic debate ballot labeled "Form D" shall be used throughout the tournament.
8. Any team more than 10 minutes late for any round will forfeit that round of debate.
9. First, second, third, and fourth place plaques plus the first place traveling trophy will be awarded. Ties will be broken by totalling combined speaker's points of the four debaters representing each school. Certificates will be awarded the top four affirmative debaters and the top four negative debaters according to speaker points.

PUBLIC SPEAKING

1. Each school may enter two student speakers. Men and women will compete in the same division. Students entered in Public Speaking cannot enter Extemporaneous Speaking.
2. All contestants will participate in the first two rounds. The final round will consist of the eight speakers who received the highest ratings in Round I and II. In all rounds the order of speaking will be determined by drawing numbers.
3. Each speaker will deliver a speech on the subject of his choosing. This speech must be persuasive in nature, designed to inspire, convince, or actuate.
4. The speech must not be more than 10 minutes in length.
5. The speeches may be delivered with or without notes.
6. The judges will be selected from the coaches present at the national conference. The same number of judges will be used in each section of the first two rounds. At least three judges will be used in each section.
7. In the first two rounds each judge will rank the first four speakers in his section 1-2-3-4, the remaining speakers will receive 5. All speakers will be rated superior, excellent, good, or fair. These ratings will be given a numerical value. Superior will be 90 or above; excellent, 85-89; good, 80-84; fair, 75-79.
8. The eight finalists will be selected on the number of superior ratings they receive. Ties will be broken by ranking number and, if necessary, percentage points.
9. At least three judges will be used in the finals. They should be judges not used in the preliminary events.

10. In the final round, each judge will rate those whom he considers to be the three best speakers superior, the remainder excellent. He will give a numerical value to the rating for the purpose of breaking any ties.
11. The top three speakers will each receive a plaque denoting superior. The other five speakers will receive certificates denoting excellent. No first, second, third placements will be made.

EXTEMPORANEOUS SPEAKING

1. Each school may enter two student speakers. Students entered in Extemporaneous Speaking cannot enter Public Speaking. Men and women will compete in the same division.
2. All contestants will participate in the first two rounds. The final round will consist of the top-ranking eight students.
3. The time will be five to seven minutes.
4. Speakers will draw their topics in the order listed on the schedule 30 minutes before speaking time. Each speaker will receive three topics from which he will select one. The topics should be handed to the chairman or judges at the time of speaking.
5. The speech may be delivered with or without notes at the option of the speaker.
6. The topics will be selected from the area of national affairs for the last six months prior to the Conference.
7. Each school entering should provide one judge.
8. Each speaker will be rated in both rounds. Speakers averaging a total score of 90 per cent or above will be rated superior; 85 per cent, excellent; 80 per cent, good; 75 per cent, satisfactory; below 75 per cent, poor.
9. Three Tau Kappa Alpha Plaques and five certificates will be awarded.
10. The method of choosing winners shall be the same as for Public speaking.

DISCUSSION

Round I	Monday 8:30-9:30 AM
Round II	Monday 10:00-11:00 AM
Round III	Monday 12:00-1:00 PM
Round IV	Tuesday 8:30-9:30 AM
Round V	Tuesday 10:00-11:00 AM
Round VI	Tuesday 12:00-1:00 PM

1. The national discussion question will be discussed.
2. There will be six rounds of discussion utilizing the national topic. No students will be eliminated unless they fail to attend discussion sessions or refuse to cooperate with other discussants.
3. Each school may enter as many as four discussants, but must provide a competent judge if more than one student is entered.
4. Discussants will be assigned to panels of 5-8 members. The personnel of each panel will remain unchanged throughout the six rounds of discussion. Each round of discussion will be evaluated by a different critic.

5. Discussants may not participate in debate, but may enter an individual speaking event.
6. For Round I, the chairman will be assigned by the Discussion Supervisor. Chairmen for subsequent rounds will be chosen by the respective groups.
7. Suggestions for the six rounds of discussion:
   Rounds I and II: What is the problem and how serious is it?
   Rounds III and IV: What are the various solutions with the advantages and disadvantages of each?
   Rounds V and VI: What is the best solution or solutions?
8. Awards: Four plaques indicating superior work shall be awarded to the four best discussants in the six preliminary rounds. Certificates of excellence will be given to six additional discussants. (Should the number of discussants be few in number, awards shall be limited to the top 20%) Methods of judging and rating of discussants shall be the same as those in Public Speaking and Extemporaneous Speaking.

SCHEDULE OF EVENTS

April 7, 1963:	
7:00-10:00 P.M.	Registration
April 8, 1963:	
8:30-10:00 A.M.	Debate, Discussion, Round I
10:00-11:30 A.M.	Debate, Discussion, Round II
11:30- 1:00 P.M.	Debate, Discussion, Round III
1:00- 2:30 P.M.	President's Luncheon
2:30- 4:00 P.M.	Round I of Speaking Events, Student Council Meeting, National Council Meeting
4:00- 6:00 P.M.	Free time. Tour of city.
7:00-10:00 P.M.	Social event for all participants.
April 9, 1963:	
8:30-10:00 A.M.	Debate, Discussion, Round IV
10:00-11:30 A.M.	Debate, Discussion, Round V
11:30- 1:00 P.M.	Debate, Discussion, Round VI
2:30- 4:00 P.M.	Round II of Speaking Events, Student and National Council Meetings
4:00- 6:00 P.M.	Student Elections
7:00- 9:30 P.M.	Banquet
9:30-11:30 P.M.	Meeting of Coaches and Social Hour for Students.
April 10, 1963:	
8:30-10:00 A.M.	2-Man First Elimination Round; Round VII, 4-Man
10:00-11:30 A.M.	2-Man Second Elimination Round: Round VIII, 4-Man
11:30-12:30 P.M.	Lunch
12:30- 2:00 P.M.	Finals of Public Speaking
2:00- 3:30 P.M.	Finals in 2-Man Debate
3:30- 4:30 P.M.	Awards Session
4:30- P.M.	Adjournment

DIRECTOR OF THE NATIONAL CONFERENCE

Ball State Teachers College is honored to have on its campus the 1963 TKA National Conference. Through the very recent addition of a spring vacation to our college calendar, we are able to entertain the conference on April 8, 9, and 10, rather than on Easter weekend as we had originally planned. We will not be in conflict with classes, and our room scheduling will pose no problems.

Hotel facilities in the Pittenger Center and in the Kitsleman Conference Center are being reserved for those delegates coming long distances by public transportation. For those who drive, there are two large hotels in downtown Muncie, and there are a number of excellent motels within convenient driving distance of the campus. The Student Center dining services will be open for the delegates, and this will, in turn, facilitate the scheduling of events.

Ball State will do everything in its power to make your National Conference enjoyable and profitable.

DAVID W. SHEPARD, *Director*
1963 National Conference

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1963

NATIONAL CONFERENCE

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