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With the Alumni...

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With the Alumni . . .

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Robert W. Smyres (OW) is a student at the Garrett Biblical Institute, Evanston, Illinois.

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torney with offices in the Hospital Trust Bldg., Providence, Rhode Island.

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Gordon Mills (WAY) is Director of Forensics at Los Angeles (California) Junior College.

Thomas Brackett Reed . . .

- al House," NORTH AMERICAN REVIEW, v. 149, October 1889, p. 425
- (8) Reed, "A Deliberative Body," OP. CIT., p. 150
- (9) IBID., p. 151
- (10) IBID., 1. 150
- (11) LOC. CIT.
- (12) Robinson, Wm. A., THOMAS B. REED, PARLIAMENTARIAN, Dodd, Mead and Co., N. Y., (c 1930), p 257
- (13) By actual count, taken from the INDEX to Vol. 23, Parts 1-7, 52nd Congress, 1st Session, Dec. 7, 1891 to Aug. 5, 1892, and INDEX to Vol. 24, Parts 1-3, 52nd Congress, 2nd. Session, Dec. 5, 1892 to March 3, 1893.
- (14) These speeches were: (1) Against the Mills Tariff Bill, May 19, 1888; (2) In favor of repeal of the Sherman Silver Purchase Act, August 26, 1893; (3) Against the Wilson Tariff Bill, Feb. 1, 1894.
- (15) Robinson, OP. CIT., p 262
- (16) Leupp, Francis E., "Personal Recollections

- of Thomas B. Reed," THE OUT-LOOK, v. 96, Sept. 3, 1910, pp. 36-40
- (17) IBID., p. 37
- (18) Alexander, OP. CIT., p. 126
- (19) Robinson, OP. CIT., p. 261
- (20) IBID., p. 262
- (21) Stoddard, Henry L., AS I KNEW THEM, Harpers, N.Y., (c 1927), p. 192
- (22) Roosevelt, Theodore, "Thomas Brackett Reed and the Fifty-First Congress," THE FORUM, v. 20, December 1895, pp. 410-418.
- (23) Reed, "A Deliberative Body," OP. CIT., p. 155
- (24) The complete story of this dramatic battle is told in the CONGRESSIONAL RECORD, First Session, Cong. 51, vol. 21, January 29, 1891, pp. 948-1024.
- (25) Reed, "A Deliberative Body", OP. CIT., p 156
- (26) Resolution by Rep. Sherman, N.Y., in the House of Representatives, upon the death of Reed, December 8, 1902.

Discussion Method in War Industry . . .

taught the leadmen. The leadmen taught the workers. Handed down in this fashion, the J.T. formulas reached ten million workers in a mater of months.

It is important to know that the democratic method of group discussion had again proved itself an effective educational and problem-solving device. It is important to know that this effectiveness was demonstrated on a nation-wide scale. But probably most important of all is the fact that the job was done so quickly.

Democracy has been criticized for being slow. To convey information or to solve problems by means of group and public discussion, it is said, requires a distressingly long time. By contrast, the propaganda methods of authoritarian societies are thought to be inherently quick-acting and more efficient. The T.W.I. project stands in rebuttal.

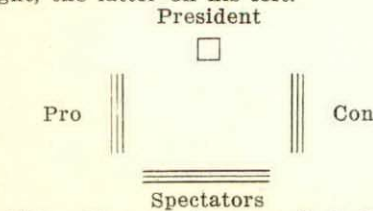
Teachers may well face this fact: So vast a project in group discussion was conceived and effected by leaders from the fields of industrial training and industrial engineering rather than from the field of speech. The speed with which

the War Production Trainers were produced is especially provocative. To teachers of speech the idea of covering the art of conference leadership in a one-week course may seem absurd. A year's course in Fundamentals of Speech, followed by a year in Public Discussion and Debate, plus about two years of extra-curricular speech activities, might not seem excessive. Thus, T.W.I. measures in days what we measure in years. Perhaps theirs is "too little" and our "too late." It is a stimulating challenge to re-examine our whole approach. For despite many limitations and failures, the T.W.I. Institutes have demonstrated that adequate conference leaders can be trained in a much shorter time than many of us had previously thought possible.

1. Stuart Chase, "Show-How: A Revolution in Management," READER'S DIGEST, October, 1943.
2. Stuart Chase, "To Do It Easier and Do It Better," READER'S DIGEST, November, 1943.
3. Stuart Chase, "Teaching Foremen That Workers Are People," READER'S DIGEST, September, 1943.

English-Style of Debate . . .

sit facing those who oppose it, the former ranging themselves on the President's right, the latter on his left.



(10) The speeches are clocked by a

timekeeper. Members must bring their remarks to a close upon receiving his signal.

(11) A member may speak on any phase of the subject he desires. The President will, however, rule out of order any member who attempts to introduce material which is obviously not germane to the discussion.

- (1) Representatives of Denison University, Kenyon College, Oberlin College, Ohio Wesleyan University, Otterbein College, Oxford University, and The Ohio State University participated.