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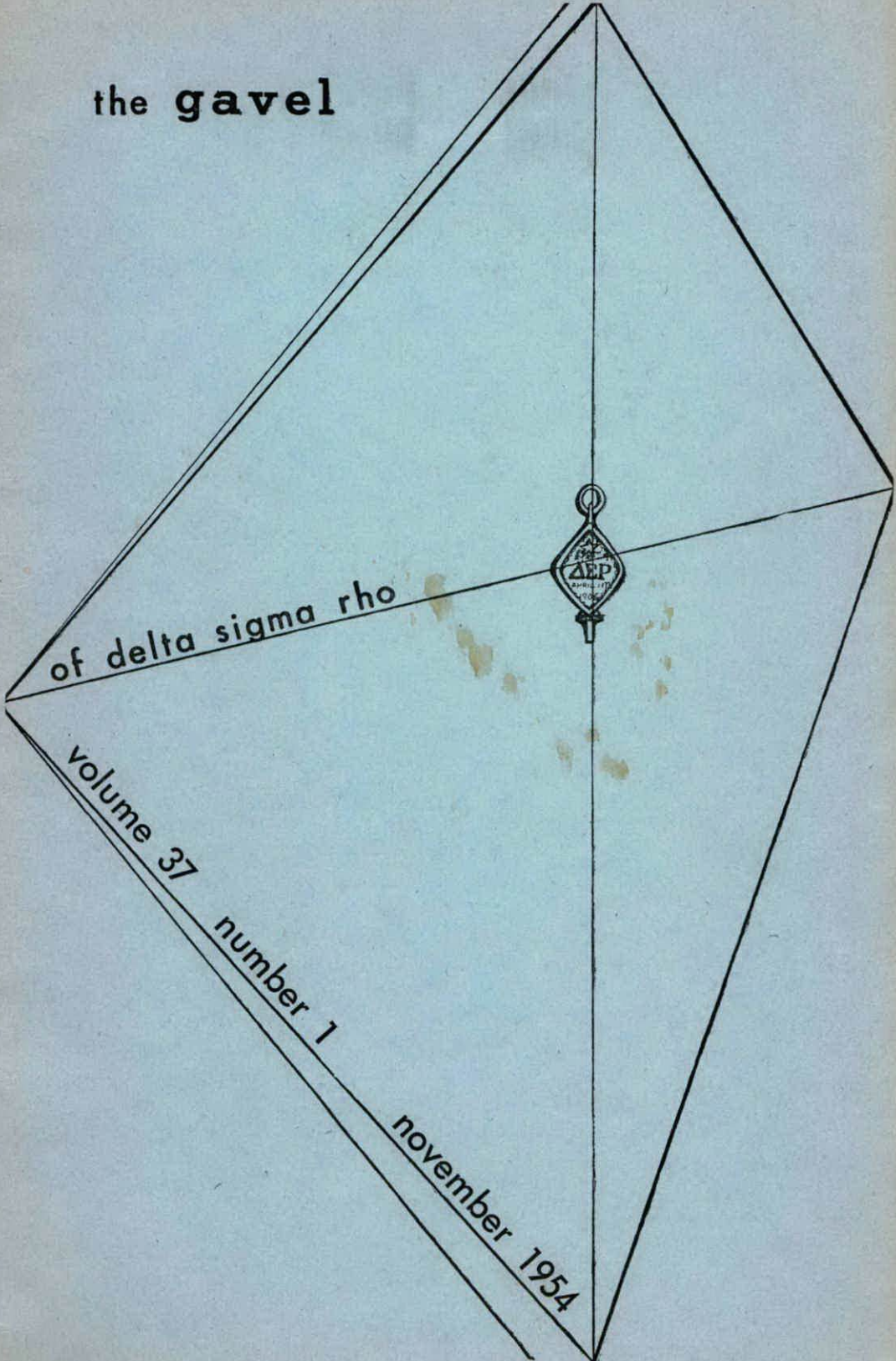
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the gavel



of delta sigma rho

volume 37 number 1

november 1954

# THE GAVEL

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The names of new members, those elected between

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## THE GAVEL

of

DELTA SIGMA RHO

VOLUME 37

NOVEMBER 1954

NUMBER 1

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## The Secretary-Editor Reports

This issue of *The Gavel* opens another volume. This is a special issue in other respects: it is the first one from our new printer, the Kansas State College Press, and it is the first issue to be sent to the administrative officers of the colleges and universities belonging to Delta Sigma Rho. We hope it meets with approval.

Old readers of *The Gavel* and chapter sponsors will note the absence of the "Chapter Reports" section from this issue. This is not an oversight. We are undergoing a change in the method and form in which chapter reports are to be made. Until we get that procedure ironed out we are going to hold back on the report data. All chapter data, however, will be summarized and reported in a later issue in this volume. Watch for it.

Notice the excellent response we are getting from the alums. More and more reports of

activities and expressions of appreciation for speech training are coming to us from our senior members. This is heartening and exciting. It shows the depth and breadth of our society.

Let's keep them coming.

One more item. Library orders must be made out at once if you expect to get caught up on back issues. We have on hand a few sets of back issues. We'll distribute these just as long as they last. If you want back issues for your personal library or for your school library, be sure to write to the secretary *at once*.

Sad as the case may be it begins to look like more than half of our chapters will not have *The Gavel* in their own school libraries. Very few of the chapters have seen to it that their own libraries are stocked with our journal. Who is at fault?

# We Hold These Truths

by THORREL FEST, *President*

What appears to be a small minority of private colleges (no DSR schools) have expressed some concern regarding the suitability of the current intercollegiate debate proposition. Some critics of the question feel that to argue for diplomatic recognition of Red China is to approve its conquests, possibly mislead the immature student and provide communists with propaganda material. None of these arguments seems to have sufficient validity to merit the action proposed—change to another proposition. There has been some effort to make a public issue of this matter, and on October 22 your president was asked by one of the wire services to comment. The text of a statement he issued to the United Press follows:

"The current intercollegiate debate proposition, 'Resolved: That the United States should extend diplomatic recognition to the Communist Government of China,' was announced by the national committee representing the Speech Association of America, the four national forensic honor societies, and those unaffiliated colleges desiring to participate in the balloting. In the preferential poll, this topic led all others by a substantial margin. The issue is one of the most troublesome confronting the nation and the world. If we are to reach a peaceful solution to the Asiatic problem, it is of vital importance that all our citizens be fully and objectively informed on this and related matters.

"In a democracy where full, free and objective discussion is possible because there is faith in the judgment of the people, we should be derelict in our responsibility if we did not provide students with the opportunities to discuss all such problems. I have full faith in the ability of college students to evaluate public issues if given the opportunity to test the arguments in the competition of public forums. When we hesitate to discuss freely, we have bowed to the authoritarian philosophy we seek to oppose.

"To study and discuss this problem does not imply that the Communist Government of China is condoned, approved or supported in any of its acts or aspirations. Such discussion does not imply that Red China should be admitted to the U.N. We may seek to understand even a loathsome and regrettable fact. To ignore such problems is to unrealistically ignore the best interests of the U.S.

"At the University of Colorado we propose to debate this problem both on and off the campus. We shall also discuss and debate other problems and issues of local, state and national nature. As national president of the oldest intercollegiate forensic organization, Delta Sigma Rho, I am urging every chapter to recognize its responsibilities, recall the traditions of our society and resist any efforts to censor or in any way restrict the social and political problems students may discuss so long as the activities are carried on in the American tradition of free, open public meetings."

Many of the current critics of our colleges are disciples of force. They support a "get tough" policy in both domestic and foreign affairs. They regiment and manipulate men's minds as well as their bodies.

An effect of their policies is seen in the fearful questioning of the current national intercollegiate debate proposition by a few directors of forensics and college administra-

tors.<sup>1</sup> It is asserted that discussing diplomatic recognition of Red China is tantamount to approving its aggression and may result in "immature and untrained minds" being improperly influenced. A national news service has requested a statement of position and

1. Resolved: That the U.S. should extend diplomatic recognition to the Communist Government of China.

policy. This is but one of the examples of how our areas of discussion may be narrowed from examining possible policies for action to the consideration of how we may follow some readymade plan.

Such emphasis on conformity seems strange in a peaceful democracy whose strength is thought to lie in the intellectual freedom of its citizens. Jefferson's philosophy was based on the belief that an enlightened, alert and articulate people could govern themselves. It is faith in this concept that justifies public education, a free press and the right of assembly. It is concern for the general welfare and the preservation of basic human rights that lead people to seek information, criticize policies and advance proposals. It is these qualities that distinguish free men from vassals.

It is hardly necessary to observe that the training of such responsible citizens is an important obligation of the college. In that training primary importance is placed on the dignity and value of the human personality. All social, political and economic efforts recognize this assumption; it is the central theme of the Declaration of Independence.

Much effort is directed toward understanding and controlling our environment. We are concerned that our students develop sensitivity to and appreciation of the inestimable heritage of the past. We also include training in the principles and techniques of democratic living, including the basic tools of democracy, full, free and fair public discussion. It is here that the discipline of public address can contribute most significantly to the development of a better individual.

Both course work and co-curricular programs must strike deeply into the work of our colleges and the lives of our students. They must challenge the student with new and engaging concepts. In forensics a long list of broad propositions has sharpened the intellects of students on the general and theoretical.

Commendable as have been our discussions of civil rights, congressional investigations and international trade, these same problems should also be related to personal and practical problems like, discrimination on the campus, academic freedom, state trade restrictions, early marriage, intercollegiate athletics, religion in college and a host of community, state and regional problems. There

should be worthy challenges for tough-minded students. Their elders have shattered many a lance on weaker armour.

As he discusses these problems, the student must acquire tools of proven worth. His freedom and flexibility depend on selecting the right principles and then knowing where, when and how to apply them. We are falling short of our responsibility if his training is limited to a few popular or conventional forms of speaking. Neither an unbroken pattern of tournament debating nor a slavish devotion to discussion alone will develop the student's full potential. The program should provide opportunity for speaking that ranges from informal conferences to defense of ideas in public forums. The experiences must evolve from the student's needs.

If training in public address is to be translated into constructive action, the student must see it as part of the vision of a better society. He must believe that by deliberating together men are not only masters of their fate but may achieve great things.

Insensitivity and apathy are the hallmarks of the fatalist and weakling. In a period when economic crises demand bold thinking, when social disintegration is the rule, and when the total bankruptcy of war as a constructive social force is admitted by thoughtful military men, do we not have need to help students use the tools of democracy in the only way that will save it?

The obligations of citizenship bear most heavily on those with opportunity and ability. To what extent do students expect to share responsibility for social progress? Do they regard their forensic skills as personal assets to be used as seems expedient, or do they feel a compulsion to participate in public discussion, challenge the half-truth and denounce the demagogue?

The interpretation of the obligation can hardly rise above the citizen-speaker's standards of value. His ethics cannot be separated from his statements and actions. The irresponsible charges of certain high public officials, the televised tragedy of a recent congressional investigation and the assertions of the recent political campaign give us cause to ponder the depth to which the ethics of speaking may descend.

Rhetoric is no more evil than a thermonuclear reaction, but in irresponsible hands

(Continued on page 6)

# Howard Hill, Speaker-Teacher

by JOHN ROBSON\*

"We have come from elocution to well-conducted, specialized courses in Speech," wrote Dr. Howard T. Hill, retiring from the Kansas State College Department of Speech headship after thirty years of teaching. "Speech departments . . . should be emphasized, supported, and expanded as separate units. Public Address is an Art. It is dependent for development on ability, plus expert coaching or direction by persons who are superior in Speech rather than in other disciplines. The continued success of democracy depends in no small degree on the leadership of those who can influence people. Fundamental training in that field is the core of a Department of Speech."<sup>1</sup>

At a capacity banquet commemorating Hill's work, President James McCain, addressing the group, referred to Hill as "one of the two or three greatest teachers ever to have served at Kansas State . . . a Great Guy."

"One of the best speakers extant—America needs more of his calibre within its academic ranks,"<sup>2</sup> is a recent press statement occasioned by the public speaking of Dr. Hill.

Toward the close of the 19th century, Hill was born on a farm just over two miles outside of Ames, Iowa. His English-Irish mother, who died shortly after his birth, had been a teacher. His Norwegian descent father was a quiet reflective man who, according to a neighbor, "didn't say much but did plenty of thinking." Hill's first acquaintance with Education, in which field he would spend much of his life, was in a whitewashed one-room schoolhouse, a short distance from his home.

At age 13, he climbed on his horse to journey to Ames, where he entered high school. In this school his future was foreshadowed by his talent for memorizing classic orations by such orators as Cicero. These he declaimed to the Iowa countryside as he jogged homeward on his horse, his carrot colored hair visible from a distance.

\*Dr. Robson is Associate Professor of Speech at Kansas State College.

1. Hill, Howard T., "Speech Grows in Kansas," *Kansas Speech Journal*, Vol. XV, No. 4, p. 14.

2. *Mercury Chronicle*, Manhattan, Kansas, Jan. 13, 1954.



William Jennings Bryan appeared in the Chautauqua at Ames one summer day. Hill, the student public speaker, studied him. He wanted to be a speaker and he had found his first speech model.

Following his graduation from Ames High School, Hill entered Iowa State College in Ames where after four years he received a Bachelor of Science degree. In his final year he was elected president of the Senior Class. He decided to continue his studies at the University of Chicago, in the field of Law. Then, unexpectedly, he became a teacher. During a summer vacation, while home at the farm in Iowa, his ex-debate coach, Arthur MacMurray, paid him a visit.

"How would you like to teach speech at the University of Kansas?" MacMurray called out from his early-model open touring car.

In explanation of the situation at Kansas University in Lawrence, Kansas, MacMurray told him that speech had not formerly been encouraged there because of earlier experience

with fly-by-night elocution teachers who had been mainly interested in collecting fees.

MacMurray recommended Hill to Governor Hoch of Kansas who was a member of the Board of Regents, for the position vacancy. A meeting was arranged at the Eldridge Hotel in Lawrence.

At the hotel the governor was informal. He pulled off his shoes and propped them upon the bed, explaining that he "thought better with his shoes off."

"Speech is an important field," stated the governor. "For example, I attended a board meeting recently in a small Kansas community. I observed a man skilled in speech win over to his side supporters for a proposition I was certain would be damaging to the community interests. I reasoned that men working for positive beneficial measures must be skilled in speech or else they will lose out to those who are. I feel that Kansas students should have speech training to prepare them for service in civic, state, and national affairs."

Hill was hired.

James Green, dean of the Law School, cautioned, advised, and encouraged him in his teaching work that year. He groomed Hill into a poised, knowing teacher. Hill's speech classes received support from the staff and student body not previously known at Kansas U.

In 1915, while teaching at Kansas University, Hill was offered the Headship of Speech at Kansas State College in Manhattan, Kansas, by President Waters. He declined because he felt that Kansas University had priority upon his services. Admiring loyalty, Waters had asked if he knew another fellow who had been "poisoned at the same spring." Hill had then recommended Dr. J. Gordon Emerson, who had been his classmate at Iowa State, and whose work he knew to be of high quality. Emerson accepted the offer to come and develop speech interest at Kansas State.

Circumstances, however, brought Hill to Kansas State to assist Emerson after service in World War I, and upon Emerson's later resignation caused by ill health, Hill became Head.

Among the undergraduate speech assistants hired by Hill was Milton Eisenhower, later president of Kansas State.

Eisenhower participated in the First Missouri Valley Tournament for Oratory. Hill recalls that the young speech student, experi-

encing "stage fright," asked to speak first in the contest.

"If I have to listen to all those fellows speak before I do, you'll have to take me out of here in a strait-jacket," whispered Eisenhower. He spoke first, and placed first in the contest.

Soon many of Hill's students were "speaking first" across the nation.

Hill drew together and coordinated the courses and activities relating to speech, providing personnel specifically trained in the speech field. Up and down the corridors of the Education Building which originally housed the Speech Department, trainee speakers could be heard holding forth in the classrooms.

Hill's skill as a public speaker had made itself felt in various areas, and he was besieged with invitations. Perplexed, he visited President Jardine for advice.

"Go ahead and speak for them!" intoned Jardine; "when they announce you—wherever you are—they'll know you belong to Kansas State. It's public relations."

This decision from the president regarding the importance of occasionally being absent from one's office made possible Hill's full life of teaching on the campus at Kansas State and public speaking "on the road."

At the beginning of Hill's administration, only Engineering required a basic speech course for graduation. However, after Milton Eisenhower returned to the campus as President, public speaking was made a required course for all students, recognized and respected as a necessary part of the training of men and women for effective participation in democratic society. In the resulting "boom" in speech teaching, every student became, for one semester at least, a public speaker.

"Each field represented in the school needs leaders," said Hill. "They ought to be speakers, for each field needs vigorous, forward-thinking spokesmen."

In an address to the Manhattan Chamber of Commerce, November 23, 1953, he stated:

"Education is constantly being urged to take on more things and handle more subjects. But two things stand out as all important. These are, firstly, to teach essential fundamentals; secondly, to make one's teaching so interesting that the student will develop



his own interest and continue his own study. Hard fact without inspirational lift doesn't go with students today."

An outstanding public speaker himself, Hill is able, while teaching speech, to make reference to pertinent experiences of his own to demonstrate aspects of how specific speech problems may be solved. He sees in speech skills a means to leadership.

In speech situations he is a well-groomed, smoothly tailored, slender, 5 foot 11 inch figure, with greying red hair and large eyes. He stands erect, thumbs often tucked under the lapels of his coat. His voice is baritone in quality.

The speech subjects he favors are related to the follies of war, the necessity for keeping faith with America's future and the youth who must preserve it, the need of every man for a well-rounded education, the history, traditions, and potentialities of the state of Kansas, and community betterment.

In one recent year, Hill found that he had, in addition to his teaching and administrative work, participated as speaker on 135 programs, averaging two a week, divided between fifteen states. He has spoken in 38 states in all.

Hill has been elected to various offices. He is the current president of the Manhattan Chamber of Commerce. He was a charter member of the local Kiwanis Club, once serving as its president. He has also served the latter organization as district governor, and as a member of the International Board of Trustees.

He would much rather talk about his family than himself. In 1928 he married Irma L. Smith, who was in charge of piano work for children at Kansas State, having been a music major at Illinois Wesleyan. In 1933 their son, Howard, Jr., was born. Howard, Junior, is a student at Kansas State and has entered enthusiastically into speech activities. He won the Larry Woods Memorial Speech Contest in a past year, and recently the Capper Oratorical Award.

As Hill stood at the banquet arranged in his honor on the night of April 24, 1954, delivering what might well rank as one of his most moving addresses, it was evident that he felt as warmly toward the assembly that met to honor him as that assembly felt to-

ward him. As he regarded the crowded hall he commented:

"Whatever I may have been or am today, it is, of course, largely because of you."

## These Truths

(Continued from page 3)

both are capable of devastating effects. Thus we must be concerned with the individual as well as with the principles. Help lies not in the direction of despair, condemnation or censorship. It is found instead in training in the full scope of public discussion.

Both the principles and the ethics must be applied in that arena. If training in public address is to make any lasting contribution in building better citizens, we must hope that both private and public deliberations will be raised to higher ethical and intellectual levels by responsible and dedicated leaders.

Some, in their discourse, desire rather commendation of wit, in being able to hold all arguments, than of judgment, in discerning what is true; as if it were a praise to know what might be said, and not what should be thought.

—Bacon, *Essay XXXII*

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# James Gordon Emerson: A Scholar Graduates

by LELAND CHAPIN\*

When a DSR installation team came out to Ames from Iowa City in 1909, it found among the charter members of the new Iowa State chapter an upperclassman by the name of Howard Hill and an underclassman who is the subject of this particular sketch. Hill became President of the chapter and his lower-class admirer recalls to this day the impressiveness which, during later initiations, he imparted to the splendid DSR ritual. Howard Hill, he declared, was one of the finest speakers ever to grace a college forensic platform. His wide popularity over the years as a speaker and reader attests that the admiration of his fellow students at ISC—bordering on adoration—was not the result of mere hero worship.

Both Hill and Emerson served for many years as teachers of public speaking and both became, in their respective times, sponsors of DSR. The friendship formed at Ames has continued through the years and there has seldom been a time when they have not been in close touch. It is fitting that sketches of their careers should appear together in *The Gavel*.

"Mike" Emerson's college days saw him a member of a varsity debating team as an underclassman, but thereafter his role was cast largely in the field of oratory. As a junior he won the Old Line State oratorical contest, and went on to capture first honors in the Interstate Contest—ten states competing. In his senior year, the State Peace contest was added to his laurels, and he became the first winner of the newly constituted Missouri Valley Oratorical Contest. As a law student at Stanford, he won the local Berwick Peace oratorical contest in 1914.

At ISC he had served, *inter alia*, as freshman class president, YMCA president, business manager of the annual, and editor of the college paper, the *ISC Student*. It was in the latter capacity that he got the idea that constant practice in *writing* was a superb training for the would-be speaker—an idea which



he was later to hammer home in his courses and to find vindicated in the training of debaters.

The year 1912-13 saw him at Harvard Law School on a scholarship supplied by the Iowa Harvard clubs. Although he qualified for a second-year scholarship, considerations of climate caused him to turn West to Stanford, whose law school had a high rating and whose Dr. David Starr Jordan had inspired him to an admiration of Stanford when he attended an address given by Dr. Jordan at Iowa State College.

By dint of a summer session spent at the University of California School of Jurisprudence, he was able to complete his work for the law degree Juris Doctor in December of 1914 and to be admitted to the California Bar. In the spring of 1915 he was elected to the Order of the Coif, the legal Phi Beta Kappa.

\*Dr. Chapin is Professor of Speech and Sponsor of Delta Sigma Rho at Stanford University.

Five months of practice in Davenport, Iowa, found him again under the necessity of seeking a milder climate and he accepted a position at Kansas State College as instructor in charge of the department of public speaking (a one-man department then) in the fall of 1915. By 1917, he was a full professor and department head (by this time a two-man department). He enlisted in the army in January of 1918, joined the 404th Telegraph Battalion in April, and spent eleven months in France and Germany as a Master Signal Electrician. (As a lad, he had learned telegraphy and had served as station agent, and later as relief operator in the dispatcher's office, and still later in the Postal Telegraph relay office in San Francisco and this experience influenced him toward the Signal Corps).

He returned to Kansas State in 1919. In 1921 he received a call from Lee Emerson Bassett to take over the debate coaching job at Stanford. Here he has remained through the years, with the exception of some eight years spent on sick-leave. On his return in 1940, he took part in the building of the graduate program in rhetoric and public address. He has served intermittently as debate director, and has taught some performance courses, but mainly his courses have been in the field of classical rhetoric and oratory, argumentation, and prelegal argumentation.

The prelegal course, begun in 1946 at the request of law students who had had his course in general argumentation, proved to fill a need, and he looks back upon this course with perhaps his greatest satisfaction. It was a course which put the students through actual case method processes as he had experienced them at Harvard and Stanford law schools. In a sense, it was a sort of coaching course for prospective law students, designed to equip them to meet the rigors of the case method when confronted with it later in the law school. The course integrated principles of reasoning—critical and persuasive—as found in the regular argumentation course, with the study of the principles of legal reasoning and advocacy.

Considerations of health have limited his writing, but he had the satisfaction of seeing his first effort ("The Old Debating Society" QJS June 1931), made the subject of a commendatory editorial in the *New York Times*. Later he authored a three-installment article

"The Case Method in Argumentation" (QJS, Feb. and Oct. 1945, Feb. 1946)—and a history of the first fifty years of the Carnot-Joffre debate (*Gavel*, March 1945). He has written a few miscellaneous articles for Stanford publications, and has done book reviews for the QJS; *Modern Language Quarterly*; *American Speech*; *Western Speech*; and the *Southern California Law Review*.

Last December, he was able for the first time to attend the Speech Association of America convention (in New York), where he presented a paper on a panel devoted to consideration of Probability in Debate, and was chairman of a panel on Legal Advocacy on which prominent New York attorneys appeared.

At Kansas State he had full responsibility for dramatics although he collaborated closely with a member of the English department in coaching debate. Soon after Howard Hill assumed the headship in 1921, control of forensics was shifted to the speech department.

At Stanford, Emerson was in charge of forensics during the years 1921-32; and intermittently during and after World War II, particularly from 1948-52. If asked to name the highlight of the Stanford period, he would undoubtedly say the Prohibition debate with the first Oxford team to come to the Coast: that of 1924-25 consisting of Woodruff, Hollis and Malcolm Macdonald. Although admission was charged, some 500 were turned away. Members of the football team were ushers; President Ray Lyman Wilbur presided. The debate itself was a revelation of what could be done to make discussion of a public question delightful and stimulating. From that time forward, Stanford debating was to be a popular activity.

In the fall of 1931, his team engaged with Harvard in the first transcontinental collegiate radio debate.

Scarcely less interesting, in his estimation, has been the annual series with California known as the *Medaille Joffre Debate* (until 1947 called the *Medaille Carnot*). Established in 1894 by the Baron Pierre de Coubertin of France, founder of the modern Olympic Games, it has maintained its popularity through all vicissitudes of war and peace, and continues to attract sizable audiences. This debate is always upon some question of French politics and government. A general topic is

chosen some months in advance of the debate, the specific proposition being given to the debaters only two or two-and-a-half hours before the contest. Broad and detailed knowledge of French and European affairs is thus called for on the part of the speakers, as well as remarkable extemporaneous ability, a fine command of language, and a flexible urbanity of style generally. During his time at Stanford, Professor Emerson prepared fifteen teams for this climactic event of the season, winning on twelve occasions.

Professor Emerson was one of the organizers, in 1923, of the Pacific Forensic League, and has been twice its president. Formed primarily to bring coaches and students together for friendly discussion, it has retained its leisurely, informal character to this day. Some of the activities are non-competitive, some competitive but even the latter proceed in friendly fashion, with victory not taken too seriously. Still active in League affairs are two others of the original organizers: Professors Earl Wells of Oregon State and Alan Nichols of Southern California.

The series with the University of Southern California has also been a lively and interesting one, and here he has enjoyed the rivalry of his longtime friend and director of USC teams, Alan Nichols.

The human side of Mike Emerson is recorded in the minds of his former students.

They are now scattered in the far corners of the world, but a sampling would include a distinguished diplomat in Europe, a prominent attorney in New York City, a leading divine in Minneapolis, a university professor in the Deep South, a Chancellor of the University of Chicago, and prominent legal, political, and academic personages in the Far West. All of them would describe him as a good man who spoke well; a scholar first and foremost, but withal, a human teacher with a big heart and a broad mind. Even when guarding his health against an ailment acquired while he served with the army in World War I, he preserved his sense of humor and practiced selflessness in order to devote his time to the growing generations that passed through his classrooms.

At its Fresno convention last November, the Western Speech Association awarded Mr. Emerson a life honorary membership.

In 1953, the Speech Association of the Associated Students of Stanford University established the J. Gordon Emerson Award for Oratory to be conferred each year for outstanding excellence in oratory throughout the year.

A much beloved professor marched in the academic procession last June at Stanford University. He was "graduating" from his chair of Rhetoric and Public Speaking after almost a third of a century of service at Kansas State College and Stanford University.

## New Members—1953-1954

### ALBION—(0)

### ALLEGHENY—(1)

Mary Ann Kilburn, 16 Dearing Ave., Jamestown, N.Y.

### AMHERST—(1)

Eugene Gilkison Wanger, 602 S. Jenison, Lansing, Mich.

### ARIZONA—(3)

M. Kathleen Devine, 1303 Elmwood, Evanston, Ill.  
Ramon Robles Alvarez, 1137 14th St., Douglas, Arizona

Sidney Leonard Scheff, 3029 E. Drachman, Tucson, Arizona

### BATES—(3)

Morton Aaron Brody, 43 Elm St., Auburn, Maine  
Richard Oliver Hathaway, 166 Centre Ave., Abington, Mass.

Blaine Edwin Taylor, 2 Russell House, Bates, Lewiston, Maine

### BELOIT—(0)

### BROOKLYN—(0)

### BROWN—(1)

Jovite LaBonte, Jr., 690 Academy Ave., Providence, R.I.

### BOSTON—(0)

### CARLETON—(0)

### CALIFORNIA—(0)

### CHICAGO—(0)

### COLORADO—(4)

Otomar Jan Bartos, 930 11th, Boulder, Colorado  
Bettye June Brown, 4540 S. Vincennes Ave., Chicago, Ill.

Harry Michael Sterling, 1210 Harrison, Denver, Colorado  
William Chester Daney, 301 Polk, Pueblo, Colorado

### COLGATE—(6)

Harrison Peers Brewer, 1119 Alger, Cody, Wyoming  
James Rutherford Hannon, 2909 Parkwood Ave., Toledo, Ohio

Martin David Heyert, 175 W. 73d, New York, N.Y.  
Keith MacGaffey, 2141 Campbell Ave., Schenectady, N.Y.

Douglas Wilber Metz, 80 Elmhurst SE, Grand Rapids, Mich.

John Milton Rust, 1166 Sunset Dr., Apt. 3, Alliance, Ohio

### CONNECTICUT—(8)

Lelia Ackerman, 450 Lenox Ave., Irvington, N.J.

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# Oxford and the Cross-Examination Tournament

by ROBERT P. NEWMAN\*



John Peters is on the left, Patrick B. B. Mayhew on the right. They are pictured in the corridor surrounding Pitt's Commons Room. PITTSBURGH PRESS

In Hilary Term of 1947, when all England was gripped by a cold wave worse than any in living memory, I was continually embarrassed by the superior durability of my classmates on the Corpus Christi (Oxford) crew. With the Thames partially frozen over and the mercury at zero, they scarcely considered cancelling the regular afternoon rowing practice, and they reported in the usual shorts, light sweatshirt, and bare hands. Naturally,

\*Mr. Newman is sponsor of the Pitt chapter and director of Forensics there. He received his BA from Redlands U. in 1942.

as the only American on the crew, I could not risk "chickening out" and disgracing my nation, much as I would have preferred crouching before my miserable fireplace. Since then it has never occurred to me that the British were anything but tough.

Some years later, I was surprised to discover that in scheduling tours of British debaters, the Institute of International Education was loath to allow them to debate more than once in any single day. The theory seemed to be that they were somewhat fragile and easily overworked.

Now the truth is that Englishmen are hard as nails, and quite capable of rigorous activity when necessity demands. Furthermore, the students of English collegiate institutions are not only well-grounded in history and politics, but remarkably fluent (at least the debaters) and flexible. There was no reason, as far as I could see, why a British team should not participate in at least two rounds of an American collegiate tournament, debating our question under our rules.

It seemed particularly appropriate, furthermore, to ask them to participate in a cross-examination tournament, where the format would allow a type of give-and-take similar to the heckling and interruptions which occur on the floor of the various union societies. Consequently, in the Spring of 1953, we started the long chain of negotiations which led to Oxford's appearance at the Pitt Sixth Annual Cross-Examination Tournament, December 11-12, 1953. Both Patrick B. B. Mayhew and John Peters had agreed to participate in June, well before our national topic was announced. The final selection of free trade was much to their liking; but they would probably have done equal justice to a domestic topic.

Since Oxford was to be a featured attraction, the schedule of the tournament as previously conducted was modified to fit them in. Instead of three rounds of debate on one day, we held five rounds, two on Friday evening. The privilege of meeting Oxford (who chose the Affirmative on free trade, naturally) was set up as a reward for the two highest-ranking Negative teams in the Tournament.

There were no decisions, except in the Oxford debates; judges were simply instructed to rate and rank the speakers, and rate the teams on a 1 to 7 scale. At the end of the fourth round, the ratings were totalled. The *second* highest-rated Negative team met Oxford in round five; the *first*-rated Negative team met Oxford in a public debate before an audience of 500. These honors went to Duquesne University and Case Institute of Technology, respectively. Pitt declared itself ineligible to meet Oxford, on the theory that a host team should not win its own tournament. This was fortunate, as a Pitt team tied with Duquesne.

For the fifth round Oxford debate, three coaches served as judges, giving a two-to-one

decision in favor of Oxford on simple "Which team did the better debating?" ballots. In the public debate, we had the following as judges: Holbert N. Carroll (PT '42), Pitt Assistant Professor of Political Science; Emery F. Bacon, Educational Director of the USW-CIO; and Harold J. Ruttenberg, President of the Star-drill-Keystone Co., all former Pitt debaters. They gave a unanimous verdict in favor of Oxford.

The final debate, between Oxford and Case Tech, was notable because of the contrasting ages and backgrounds of the opposing speakers. The Oxford boys were both 24, had served in the British Army, and were honors graduates in politics and law. The Case team, Richard Case and Jerry Duryee, were 19, and sophomores in electrical engineering. The younger age and lesser experience of the Americans were apparent on the stage; and though well-fortified with material on U.S. trade, they were clearly taken by Oxford.

Mayhew and Peters possessed the expected British polish. They had not, of course, prepared specifically for these debates; but any Englishman well-versed on current events would be equipped to discuss the topic intelligently, and they managed to produce enough references to acknowledged matters of fact to sell the audience.

The Oxford speakers did not, however, attempt to gloss over their lack of statistics on the question. In fact, in opening the debate for Oxford, Mr. Peters stated:

We are also grateful for a change in subjects. You see, this isn't one of our subjects, and this is our—sort of—first experience debating this particular thing, though I think we have debated it once before. . . . But we don't usually speak about this, and so as far as statistics and what-not are concerned, we approach it with vacant minds, which is sometimes very useful because a great deal of principle may emerge, and I hope it does.

Carrying through this unique position, the following exchanges occurred in cross-examination:

Duryee: Well, now, coming from England, perhaps you can acquaint me with some of the English tariffs. I was wondering . . .

Peters (interrupting): Very unlikely.

Duryee: What?

Peters: Very unlikely. (Laughter)

\* \* \* \*

Duryee: You believe that the American

manufacturer is one of the most subsidized individuals in the world?

Peters: Well, not *the* most, but he gets quite close to it.

Duryee: What's the comparison between the subsidy paid to American coal miners and that to English? I mean, to the American coal manufacturer and that of the English?

Peters: I have not the *faintest* idea. (Laughter and applause)

The British profession of statistical ignorance, however, did not prevent them from dealing successfully with such factual matters as U.S. foreign aid, the ban on imports of Comet airliners, Senator McCarthy and his position on Allied trade with Red China, the market for English sport cars, etc. If statistics were lacking, illustrations and specific instances were present in abundance.

One of the American debaters, upon hearing the favorable audience reaction to Peters' statements in the exchanges given above, muttered, "He wouldn't get away with that without the British accent."

But though the Oxford speakers were no walking almanacs, they were certainly not naive about the subject, and I doubt that their success depended solely upon their accents.

A great deal of their audience appeal, of course, came from their facile use of humor. This was not the canned variety, but was flexible and spontaneous. Consider the following:

Peters: Now you say that there is need to protect industries that are needed in wartime?

Case: That is correct.

Peters: And you—in the end you said that almost any industry is needed in wartime?

Case: I didn't say that. Did I?

Peters: Well, you—you did say that industry must be as diversified as possible, and that there must be as many industries as possible.

Case: Well, for instance bubble gum and Scotch Whisky would not be necessary for a war effort . . .

Peters (interrupting): And I can assure you that we would look with extreme displeasure upon American production of Scotch Whisky. (Much laughter)

The major features of the Tournament seemed successful enough to warrant their repetition this year, on December 10-11, when we will hold the Seventh Annual event. Anticipating that Oxford would not again be available, we scheduled Yale in the featured

spot, as a team of some prowess not usually appearing in the (Eastern!) Midwest. When we heard unexpectedly that Oxford could again be with us, we simply added them to the schedule: the top-ranking Negative team this year will meet Oxford in the fifth round, and the top-ranking Affirmative will meet Yale. In the public debate, Oxford and Yale will oppose.

Needless to say, this year's Oxford team, Derek Bloom and Peter Tapsell, were pleased with the Communist China question, and readily consented to participate. As last year, a registration fee will be charged to partially defray the heavy costs of scheduling two featured teams. What this amounts to is that competing schools (limited to the 30 responding first to our invitation) will pay for the chance to earn a debate against Oxford or Yale. We will also add a trophy this year, but the main reward will still be opposing a featured team.

Special Pitt medals will be given the five highest-rated speakers in the Tournament.

In addition to the unique reward aspects of the Tournament, there are two features which we think make a significant contribution to debating and which we intend to emphasize: the non-decision judging, and cross-exam style.

There can no longer be doubt that quality ratings produce a more valid criterion of excellence in a tournament situation than do wins and losses, and I personally shudder at the tenacity of the win-loss system in effect at most events. The extra statistical work of tabulating ratings is not overly burdensome, and we find the rating system highly satisfactory. We do know certain coaches who translate the ratings given their teams into wins and losses, but even they are stymied by the ties. There is some agitation for decisions, but we intend to resist it.

Nor do we intend to scuttle cross-examination for orthodox style. If debaters do tend to become stereotyped, and if tournaments tend to accelerate this process, then surely there is a need for a format requiring flexibility and encouraging spontaneity. There may be canned questions, and sometimes even answers that are rigid and over-prepared; but one good examiner can "bust up the pattern" and let in a draught of fresh air.

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Front row (seated), left to right: Richard Pollock, Julia Ann Sconiers, Thomas Scheidel, Lou Ann Walker, David Mills. Rear row: Dr. Orville L. Pence, Dr. Earl W. Wells, Dr. Gale L. Richards, Dr. Laura Crowell.

## University of Washington Chapter Is Installed

The new University of Washington chapter of Delta Sigma Rho was formally installed on May 11, 1954, by regional Vice-President Earl W. Wells of Oregon State College. The installation ceremony, which followed the initiation of four charter members and one member-at-large, took place at 4:00 p.m. in a private clubroom in the new Husky Union Building on the University campus. Dr. Wells was assisted in the initiation ceremony by Dr. Orville Pence, Dr. Laura Crowell, and Dr. Gale Richards of the Speech staff, who are members of Delta Sigma Rho.

Charter members of the new chapter are David Mills, Richard Pollock, Julia Ann Sconiers, and Lou Ann Walker. Thomas Scheidel, graduate assistant in Speech, who assists with the forensic program, was initiated as a member-at-large. Dr. Richards, Director

of Forensics at Washington, will be the faculty sponsor of the new chapter.

In the evening, the Student Speech Association of the University honored the new chapter at its annual senior awards banquet. Featured speaker at the banquet was the Delta Sigma Rho installing officer, Dr. Wells, who addressed some seventy-five assembled guests on the subject, "This Is Why I Teach Speech."

Officers of the new chapter were elected and a chapter constitution was drawn up soon after the installation. Officers for 1954-55 are: Richard Pollock, President; Lou Ann Walker, Vice-President; Julia Ann Sconiers, Secretary-Treasurer. Plans for the 1954-55 forensic season were discussed at the first meeting of the new chapter. The chapter plans to take an active part in sponsoring and promoting forensic activity on the Washington campus.



# The Objectivity of Debate Judges

by ROBERT L. SCOTT\*

"The problem of securing competent judges of debate is always with us."<sup>1</sup> This statement is as true in 1954 as it was in 1917 when Lew Sarett made it. At the turn of the century, however, important personages, governors and judges, for example, were invited or hired to sit as debate judges and to render their decisions. Today the average intercollegiate debate situation is the tournament debate. Two teams debate before a critic-judge, generally a coach from some other school entered in the tournament, who designates the "winning" team and who is often required to give oral or written criticisms and to assign quality ratings to the debaters.

Debaters and debate coaches are notoriously dissatisfied with debate judges. There seems to be a good number of debaters who have never lost a debate but who have fallen victim to some incompetent judging. At times the wails of these debaters and coaches have reached such pitch that many in the field of speech have become disgusted with the problems which arise from debate decisions and have advocated non-decision debating.

A main thread that winds through the controversy over judging debate, in this writer's observation, is the ability of judges to be objective. Judges have been charged in general and in particular with giving decisions based upon bias or personal opinion on the merits of the question debated rather than the merits of the particular debate.

Common sense would seem to lend some credence to these charges. Since debate questions today are chosen from problems of current national and international importance, and since debate coaches are generally men with good education who must—because of the nature of their jobs—be quite familiar with the questions which their teams debate, it would be difficult for them to keep from forming some sort of opinion on the merits

of the questions currently debated. Can we not assume that when these coaches are pressed into service at debate tournaments that they will be likely to be influenced by their own preconceived opinions? But although this assumption is often made, and although debaters complain vigorously, we have little evidence on this problem other than the opinions based on general observation of debate.

In the first issue of the *Quarterly Journal of Speech* an article dealing with the judging of debate appeared.<sup>2</sup> These articles have continued up to the present but there was an especially vigorous outpouring of the problem of judging debates in the second decade of this century. In general these articles reached three conclusions: that securing competent judges is a perplexing problem; that the most common complaint against judges is that they allow their personal opinions on the merits of the question to influence their decisions; and that experience helps make a better debate judge.

This writer determined to examine the problem of judging debate objectively from the standpoint of the conclusions reached by these writers. The problem was one of determining the opinions on the merits of a debate question of the judges in a tournament situation, learning the amount of experience of each judge, and then determining whether or not these opinions and the experience of the judges affected the objectivity of their decisions and quality ratings.

The subjects for this study were forty-four judges, college debate coaches, from forty-two colleges and universities from nine states which participated in the annual University of Nebraska Debate and Discussion Conference February 23 and 24, 1951. These judges gave 158 decisions and 632 quality ratings.

Each judge filled out a questionnaire during registration for the conference. This questionnaire contained two key items: which side of the question the judge was personally very favorable to or slightly favorable to and

\*Mr. Scott is Assistant Professor of Speech and Director of Forensics at the University of Houston. This article is based on an unpublished Master's thesis submitted to the graduate college of the University of Nebraska in May, 1951.

1. Lew R. Sarett, "The Expert Judge of Debate," *Quarterly Journal of Speech*, III (April, 1917), 135.

2. Howard S. Woodard, "Debating Without Judges," *Quarterly Journal of Speech*, I (October, 1915), 229-33.

how much experience the judge had. (An index of experience was obtained by adding together the number of years the judge had debated in college and high school and the number of years he had coached college or high school debate.)

On the basis of the response to these two questions, the judges were divided into several groups. One set of groups was determined by the judges' opinions on the merit of the question. These groups were the very favorable, the slightly favorable, the entirely favorable (the sum of the first two groups), the undecided, the slightly unfavorable, the very unfavorable, and the entirely unfavorable (the sum of the last two groups). To test the significance of experience, the entirely favorable, the undecided, and the entirely unfavorable groups were subdivided into the more and the less experienced (using the medium as the dividing point).

Using the decisions and quality ratings from the judges' ballots, eighty-five different statistical comparisons were made. The decisions of each group were compared to that expected, i.e. an equal number of affirmative and negative decisions; the mean quality ratings each group assigned to affirmative and negative debaters were compared to see if any group favored either side; the superior ratings assigned by each group to affirmative and negative debaters were compared. In addition the decisions and quality ratings of the groups were compared with each other. For example, the mean quality ratings of the judges who were very favorable to the question were compared to the mean quality ratings of the judges who were very unfavorable to the question.

Although it is impossible to record the result of all these statistical comparisons here, the conclusion indicated by this analysis may be stated quite simply: the opinion of the judges on the merits of the question debated had no significant effect upon their decisions, mean quality ratings, or assignment of superior ratings. Even a comparison of the ratings and decisions of groups extremely unlike in opinions on the merits of the question failed to show a statistically significant difference in their awarding of decisions or assigning of quality ratings.

The comparison of the more and less experienced judges was interesting. In general

the division of the judges into sub-groups according to whether they fell above or below the median amount of experience had little effect upon their decisions, mean quality ratings, or assignment of superior ratings. Although the mean quality ratings of the more and less experienced judges did not differ significantly, the less experienced judges had a consistent tendency to assign a greater number of quality ratings above and below the mean than did the more experienced judges. In other words, the ratings of the more experienced judges tended to group more closely to a central tendency than did those of the less experienced judges.

Of course these conclusions must be put into their proper perspective. This was merely one experiment with one group of judges in one tournament situation. The data reported give strong but not conclusive evidence concerning the objectivity of debate judges. Any positive conclusions must arise from the logical examination of a number of objective analyses of the performances of many debate judges in different situations and on different debate questions. The tentative general conclusion indicated is that the average college debate coach or speech teacher who is called upon to judge intercollegiate debate is quite objective in giving decisions and assigning quality ratings to debaters and that opinions on the question debated will have little effect upon the judge's objectivity. Less experienced debate coaches seem to be as objective as the more experienced, but the less experienced seem to be more variable in their assignment of quality ratings.

The charge of bias is not the only one levelled against debate judges. The opportunity awaits other investigators—I would say especially upon the master's level—not only to go beyond this study in method and scope in analyzing the objectivity of debate judges but also to analyze other important characteristics of debate judges.

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Discretion of speech is more than eloquence; and to speak agreeably to him with whom we deal, is more than to speak in good words or in good order. —*Bacon, Essay XXXII*

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Men are never so likely to settle a question rightly as when they discuss it freely.

—*Macaulay*

## Maine, Muskie, and Delta Sigma Rho

by BROOKS QUIMBY\*

How did it happen that Maine elected a Democratic governor? Television and radio commentators, news weeklies and editors have all had their guesses; here is the forensic explanation!

The Republican national committeeman from Maine said after the election, "Ed Muskie and Frank Coffin have become political dictators of Maine," which, in non-political language, means that these two young men are responsible for this remarkable campaign result.

Little did the staunch Republican members of the Bates College chapter of Delta Sigma Rho see anything ominous in the motion at their 1953 annual meeting of Frank Coffin ('40) that the chapter send its sympathy to Edmund Muskie ('36) who had fallen and broken his back in a repair job in his home. Both young lawyers had been active in Democratic politics in Maine after graduating from Harvard and Cornell Law Schools respectively, but Maine folks are tolerant of such eccentricities in young people!

But in 1954, neither was present at the annual June meeting; they were busy setting up a remarkable political campaign, with Frank as state chairman of the Democrats and Ed his candidate for governor.

Maine Democrats had never conducted such a campaign before. Perhaps a turning point came when Ed repeatedly challenged his Republican opponent, a governor running for the traditional second term usually given to incumbents of that office, to debate the issues of the campaign on the same platform with him.

There arose a forensic dilemma: the governor was sure to be defeated if he accepted the challenge and debated; so he refused—and lost the election!

This proves nothing to Maine folks, except that when a couple of Delta Sigma Rho members set out to win votes and influence people, even Maine Republicans can't stand the impact!

\*Brooks Quimby is sponsor of the Bates College chapter of DSR.

## Speech Training Provides Solid Background for Industrial Relations

by DONALD SHERBONDY (OWU '30)\*

Since graduating from college in 1930 I have been a teacher, a lawyer, and now the director of industrial relations for a company. I can say without hesitation that the preparatory work in college which has helped me most in each of these professions was my training in public speaking and debating.

Certainly an absolute requisite of a successful teacher is the ability to stand before a class and present the subject in an effective and convincing manner. Public speaking gives that training. I have known some brilliant scholars who were not successful teachers because they lacked such training. On the other hand I have known teachers who were not outstanding scholars but who were great teachers. Their success lay in the fact that they could present the fundamental truths in such a clear and persuasive way that they made an enduring impression upon every student who was privileged to sit at their feet.

Most people, even those who know little about the practice of the law, will agree without further discussion that the lawyer should have training in public speaking. To the average layman the lawyer's stock in trade is the ability to engage in brilliant forensic encounter with an opposing lawyer in the courtroom. That is an important part of legal practice. Today, however, most legal work is not done in the courtroom, but across the conference table. Training in public speaking is just as important there as in the courtroom. The peaceful and successful settlement in the office of possible litigation takes great persuasive ability both with the lawyer's opponents and with the lawyer's client. Public speaking, especially college debating, is with-

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\*Mr. Sherbondy is Director of Industrial Relations of the Pittsburgh Plate Glass Co., One Gateway Center, Pittsburgh 22, Pa. He is also a lawyer, with degrees from the American University, George Washington University, and Georgetown University. As an undergraduate at Ohio Wesleyan, he was a leading debater and, in his senior year, president of the student body.

## Speech Training Helps Preaching

by CECIL H. JONES (OWU '34)\*

My college training in speech has been invaluable to me in my profession as a minister. I can best summarize its help as follows:

### 1. The Importance of Good Material

It is not fair to say that speech training is solely a "technique" course. My teachers always stressed the need for good material, and we were encouraged to read widely in both classical and modern literature. The study we made of some of the world's great orations was especially stimulating. As a minister, one of my constant tasks is the preparation of sermons, speeches, etc. I am thankful that I know how to look for and find material that I can use.

### 2. Good Organization of Material

Actually when one comes to the final preparation of a speech upon which he has spent time and thought, he usually has more material than he can ever hope to present. Cutting and selection of material are of paramount importance. Speech training has prepared me for this task.

### 3. Effective Delivery

It goes without saying that a speaker must get his material across. Speech training has helped me in the care and development of the voice, and in the formation of good speech habits.

### 4. Logical Thinking—Especially on One's Feet

I think this has been the most important result of my own speech training. I had considerable work in debate, and this was an excellent exercise in quick, logical thinking.

## Industrial Relations

(Continued from page 16)

out question the best preparation for the conference table as well as the courtroom.

The field of industrial relations—the developing of techniques for improving labor-management relations—offers one of the greatest challenges today to college graduates. In no field of human endeavor does training in public speaking pay greater dividends. The

man who can stand on his feet before an audience of laboring men or of management personnel and present a point of view effectively is marked for success in the field. Collective bargaining between labor and management is the newest field of forensic activity. Training in public speaking can make a profound contribution to both sides of the bargaining table. Without such training, predicated upon effective presentation of the truth, the field of labor-management relations will be dominated by demagogues and charlatans rather than by men of good will.

Valuable as training in public speaking is as preparation for one's profession or vocation, it is equally valuable in one's community life. The individual who can present his position, whether before a large group or to only one person, in an effective and convincing manner is a leader in his community.

## Cross-Examination

(Continued from page 12)

One school, last year, replied to our invitation with the statement that they would like to attend, but unfortunately they debated the orthodox style only. We are convinced that the loss is theirs, and not ours. Fortunately enough schools feel otherwise to provide us with good competition despite the unfamiliarity and difficulty of the medium.

Perhaps the unwillingness to lay themselves open to embarrassing questions is partly responsible for the fact that debaters are not avidly sought to appear on public platforms. We at Pitt are convinced that orthodox style would never have kept awake the 28,000 high schoolers who were in our audiences last year; time and time again it was a sharp exchange in cross-examination that brought listeners to the edges of their chairs. Our tournament is a major training ground for audience appearances.

The Pitt Cross-Exam, then, incorporates three ideas which deviate from standard practice, and on which its uniqueness depends: cross-examination technique, measurement of proficiency by judges' ratings, and a reward system with meeting a distinguished opponent at its apex. The value of the tournament is undoubtedly increased by the participation of a British team; but the basic structure has its own purposes and values.

\*Minister at Grace Presbyterian Church, York at Vista Road, Jenkintown, Pa.

## Another College President Speaks on Speech

by PAUL R. ANDERSON, *President\**  
*Pennsylvania College for Women*  
*(Ohio Wesleyan, 1928)*

One of the obvious, and sometimes overpowering, obligations of the college president is that of speech-making. There are people who seem to believe that college presidents can speak on almost any subject at the drop of a hat. Since trustees, "friends of the college," and public relations are involved, for one to refuse even the impossible is difficult. So the average college president speaks once or twice a week and this in addition to whatever other commitments he may have on and off the campus. He can either learn to speak with comparative ease or his life is miserable.

My college speech training has been invaluable, of more practical utility than anything else I took. We were sometimes treated rather roughly (at least we thought so) after alighting from the platform in speech classes. We were forced to investigate subjects thoroughly and this took time. But as is true with all experiences which are really meaningful our capacities were taxed, and we hence learned a great deal.

The most important thing I learned from my speech training is self-confidence. The average person hates the thought of standing up before a group of people to make a speech and may go through all kinds of physical and mental anguish in the process. Most of us who have had a significant amount of speech training are aware of the hazards but know they are not unsurmountable. I can even eat with pleasure before I speak now. I regard this as an accomplishment.

Almost equally important in my experience was the training I received in intellectual discipline. Most formal education is entirely too much concerned with analysis and understanding. I majored in philosophy and I believe I had good training in this field. But I believe I had even more opportunity to exercise my intellectual muscles in argu-

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\*A brother of Hurst Anderson, who appeared in our last issue. Paul Anderson was formerly Professor of Philosophy and Dean at Lawrence College, Wisconsin.

## Speech Training for the Physician

by ORMOND S. CULP, M.D.,  
*Mayo Clinic and Mayo Foundation,*  
*Rochester, Minnesota*

Few individuals are more dependent on rapport with fellowmen than medical practitioners. Patients, relatives, trainees, colleagues and contemporaries constitute a source of seemingly endless inquiries that cannot be ignored. From examining room to county or national meeting, the physician of today is expected to provide lucid answers to perplexing and poignant questions. Yet the average physician is notoriously inept at self-expression.

There has been much controversy among educators regarding the subtle balance between "humanities" and "science" in the premedical curriculum. While it is generally agreed that tomorrow's physician needs more than a maze of formulas, equations and nomenclature to practice "the healing art," opinions differ regarding the most desirable supplementary courses. One cannot detract from the intrinsic value of a host of subjects, but it is regrettable that very little attention has been focused on the potential importance of speech training in premedical education.

Too frequently, speech training is viewed solely as a prerequisite of the polished orator. Its cardinal virtues are much more elusive. Courses in debate and extemporaneous speaking help one to think logically, to recognize significant issues promptly, to regiment facts quickly, to state opinions concisely and to be less ruffled by "pressure" or extenuating circumstances.

Many decisions must be made without delay in the conference room as well as in the operating theater. Frequently, there is no avenue for subsequent retreat. Various alternatives must be considered in proper perspective. The physician may weigh evidence with his conferees or merely have a silent debate with his own conscience. But clear thinking, critical evaluation of all points of view and logical decisions usually enhance the patient's future. The practice of medicine is far from stereotyped and the soul-searching

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## Books in Review

**FREEDOM AND LOYALTY IN OUR COLLEGES.** By Robert E. Summers. New York: H. W. Wilson Company, 1949 (The Reference Shelf: Vol. 26, No. 2), p. 214. \$1.75.

Another in the Reference Shelf series, this particular volume is both interesting and controversial. Robert Summers, veteran of many previous volumes in this group, presents both sides of the question in more or less equal terms. In addition he adds a personal introduction to each of the sections.

The first, and probably the weakest section, deals with "Communism and Natural Security." In trying to narrow the general area down to the specific topic under discussion, the author has omitted many of the better references. It is always a calculated risk when trying to limit a question that this will happen.

The sections on "Indictments Against the Schools," "Federal Investigation of Education," and "The States and Subversion" are handled with skill. Summers does a good job of presenting a balanced group of comments on these touchy subjects.

Possibly because of their nature, the next group of three, "The Loyalty Oath Battle," "The Fifth Amendment Controversy," and "The Broader Issue—Academic Freedom," are not as clear cut. The tendency seems to be to go along with extremists on both sides of these questions. Not that this is necessarily bad, but it does make it difficult to get a clear picture of exactly what issues are specifically under consideration.

The last chapter deals with "Time for Decision," which sums up the problem and its many parts. Both the author himself, and writers picked to represent various points of view, try to come up with an acceptable solution. Invariably the answers come out to be weak enough for many on both sides to accept, but hardly sufficient for the extreme Left or Right.

An over-view of the book leaves a very favorable impression, especially if one is seeking historical background. Many of the less publicized cases are covered in detail, which makes for excellent reading, especially for those whose knowledge is limited on the subject.

The articles are worth while in most cases, if the reader keeps reminding himself that many of these authors have an ax to grind. For a person who wishes to start his work with a book that will give a diversification of viewpoints, this could well be the book. The bibliography in the rear of the book also gives a lengthy list of references which are not covered in the text, should one desire to use it only as a means to independent reading.

CHARLES S. GOETZINGER,  
*Kansas State College*

## College President Speaks

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mentation and debate. We seemingly couldn't participate. We felt we had to know what we were talking about, what our best case was, and what its essential weaknesses were. This training has been helpful in almost every administrative problem I face, for I realize there are two sides to every problem and the only question is "which is the best?"

My speeches may not always be the best and my administrative judgments may not always be the wisest, but I hate to think how much worse both would be had it not been for speech.

## The Physician

(Continued from page 18)

questions which patients and families ask can tax anyone's professional and tactful ingenuity.

Most physicians are now involved in some type of teaching program. This may vary from informal ward rounds with assistants to lectures in medical centers or talks before sundry societies. Time spent in the speech department pays gratifying dividends, irrespective of the size of the audience. Unfortunately, even brilliant research can be lost temporarily in the haze of poor public presentation.

Speech training alone cannot make it possible for a physician to cope with the bizarre, to convince the skeptic or to do justice to his topic—but from limited personal experience I know that it helps. Would that I had more of it at the opportune time!

He who knows only his own side of the case, knows little of that. —J. Stuart Mill

# The Role of Delta Sigma Rho Chapters

by JOHN KELTNER, *Executive Secretary*

Delta Sigma Rho is an honorary organization. A candidate who is selected for membership in the society is chosen because he represents certain standards of *achievement* in forensic activity. Once selected, what is his responsibility to the local chapter and to the national organization? This question has arisen several times in the past and more recently in respect to some of the newer chapters. Let's see if we can suggest several directions that the member and the local chapter may take.

One way of looking at the matter is to assume that once elected to the society sufficient recognition has been made and nothing further needs to be done. The local chapter that views its position as a recognition society is not out of step, but it may be missing some very important and valuable opportunities to contribute to the life of the campus.

Let's assume that the above position represents the *least* that a chapter can do. What are the other factors or activities that can be developed by the member and the chapter? Here are some suggestions (not necessarily in the order of importance) of how chapters can serve the school and the society.

1. The local chapter may sponsor special forensic events on the campus. Many schools have DSR sponsored extempore contests, tournaments, special school assemblies, etc., during the course of the year. These events are managed and organized by the personnel of the local DSR chapter. They may be a part of the total forensic program of the school that is solely in the hands of the society.

2. Some schools have organized their whole forensic program through the local chapter. In these cases the DSR chapter members are placed in the position of policy makers for the forensic program. At one of the spring meetings the chapter considers very carefully the coming year and the program to be recommended to the director of forensics or the administrators responsible for the program. In many cases this kind of responsibility has served to assist the directors and administrators in planning a program that fitted the student situation.

3. Some chapters assume the role of "trainers." They take it upon themselves to prepare the novice and the freshman for advanced forensic work. Various members of the chapter take responsibility for new students and neophytes to the program. Sometimes this takes the form of a "big brother and sister" type of an arrangement. Other times small training squads are organized under the direction of the senior chapter members and the sponsor.

4. There are some chapters that arrange and develop a program strictly for the members of the chapter. Their meetings include speakers and discussions concerned with problems that face the advanced forensic student. Chapter activity then becomes an advanced training business in the areas where the members' interests fall.

Other chapters become essentially a social organization where the members meet occasionally for a short business meeting and then spend the bulk of the time in social and recreational activities. This may be pleasant but we feel it is hardly the best use of chapter time. Of course, there should be considerable social programming in the activities of a good chapter. On the other hand, a proper balance of the light and the heavy makes for the better quality chapter activity.

These are some suggestions that may help to clarify the role of the chapter. Actually it is pretty much what the members want it to be. I've seen some chapters that have moved into school policies and student activities with a vigor and a skill that made them powerful agencies on the college campus.

The most important thing, however, is that at whatever level the chapter wishes to operate, its function should bring respect to the society. There may be much that the local chapter can do to raise the standards of forensics and to increase the value and the strength of the program. So long as the members and the chapter units strive to *raise* the level of activity . . . to improve on what they have no matter how good it is . . . then I believe that the chapter is playing its most vital role.

## Vox Sodalitatis

Letters and comments come frequently to the editor. Many of them are not full articles but contain material of interest to the members. So we decided to have a section for such material. We went immediately to the language department and asked for a good Latin term for the "VOICE OF THE MEMBERS." The above title is the result. In this section, therefore, we will print your letters, comments, and news items of importance, as space permits.

Dear Editor,

I have read the last issue of the Gavel—I do each one. You ask for me to write what Forensics in college has done for my life since college.

I realize that my activities are not startling nor have I accomplished much in comparison with many Delta Sigma Rho members, but I am certain that my SPEECH work in college has helped me more in the years since college than any other course I took.

It has helped me to be a leader in many lines—

### 1 Church work—

a I have taught Church school classes of young married couples—with success.

b I have been Evangelistic chairman of my church, training and doing calling and encouraging many to join the church (a real SELLING job).

c I am now Pacific Coast Regional Vice President of Christian Endeavor in USA (have held many other offices), and this means much traveling and many speaking engagements before audiences of all sizes and ages.

d Several times I've served as instructor in the San Francisco Council of Churches, training school for methods in church work.

### 2 My work—

a I was seven years exclusive agent of the national home product in San Francisco. A real SELLING job. I also trained many other sales people who won high honors for San Francisco over ten larger cities in the U.S.

b I now work for railroad and my job is "Customer Service"—trouble shooting—and involves clear thinking and smooth tongue—for all of which I can thank my training in "Speech."

### 3 My Club Activities—

a I am past President of OptiMrs—wives of members of Optimist International.

b I served five years on Board and am past President of Women's Traffic Club of San Francisco (Women in all fields of traffic). This was a very enjoyable experience and a real honor, but WORK which meant presiding, etc., at large and small meetings.

c I have served as various officers of several other clubs—all of which have been of executive or parliamentary nature.

I am a 1928 graduate of Washington State College (Pullman, Wash.) and was very sad when they dropped their membership in Delta Sigma Rho. I guess that makes me "an orphan."

Mr. Maynard Lee Daggy, who was chapter sponsor for many years, retired (now living in Pullman) and is blind now. I write him every Christmas and his wife replies as to how much it means to hear from his former pupils.

Please keep me on the Gavel mailing list.

Best wishes in all your work.

Sincerely,

Reba (Robertson) Rickman

Dear Editor,

Taking to heart your admonition, I submit a brief statement of "the things (I) (am) doing." No doubt my procrastination has caused the May issue to be missed, but between now and the November issue my doings will probably neither fade away nor gain luster.

In December, 1953, I passed the Virginia bar, and on June 9 I expect to receive an LL.B. degree from the George Washington University. I am currently continuing my employment with the House of Representatives, dabbling in the law on the side, and finishing my formal legal education. The stationery indicates a very real interest—my second term as Vice President. In September, 1952, I was married.

Factually, that's approximately "it." Any more might involve taking too seriously your suggestion that we "don't be modest!"

Faithfully,

Marion Edwyn Harrison (VA 1950)  
Vice President, Young Republican  
Federation of Virginia



## New Members

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- Amleto Peter Damia, 281 White, Danbury, Connecticut  
 Douglas Alan Fairweather, 439 Cypress Ct., New Milford, N.J.  
 Josef Lewis Altholz, 815 Gerard Ave., New York, N.Y.  
 Susan Naomi Black, 971 E. State, Ithaca, N.Y.  
 Michael Howard Greenberg, 333 Martense, Brooklyn, N.Y.  
 Warren Herman Heilbronner, 17 Watrous, Perry, N.Y.  
 Edward Lawrence Skolnik, 67 Sunset Ave., Glen Ridge, N.J.
- CORNELL—(0)**
- CREIGHTON—(1)**  
 Robert John Klein, 2002 N. 48th, Omaha, Nebraska
- DARTMOUTH—(0)**
- DePAUW—(7)**  
 Robert David Currie, 1201 S. Seventh, Pekin, Ill.  
 Charles Andrew Gilbert, 5854 N. Merrimac Ave., Chicago, Ill.  
 Samuel Ray Henderson, Box 185, Warsaw, Ill.  
 Max Ray Murphy, 912 S. Locust, Greencastle, Indiana  
 Peggy Lou Taylor, 404 Bidwell, Albion, Michigan  
 Ronald William Sondee, 915 Yeoman, Waukegan, Illinois  
 James D. Zachritz, 2727 Eugenie Lane, Cincinnati, Ohio
- ELMIRA—(2)**  
 Lucille Leona Blash, 906 W. Water, Elmira, N.Y.  
 Jane Louise Bong, 56 W. Quaker, Orchard Park, N.Y.
- GRINNELL—(0)**
- GEORGE WASHINGTON—(2)**  
 Anina Toba Levin, 5736 27th St., NW, Washington, D.C.  
 George Webster Latimer, Jr., 5608 McLean Lane, Bethesda, Maryland
- HARVARD—(8)**  
 Robert Carlton Effros, 100 Maple Drive, Great Neck, N.Y.  
 Gerald Warner Gorman, 900 E. 47th Terr., North, Kansas City, Missouri  
 William Richard Herridge, Roxborough Apts., Ottawa, Ont., Canada  
 John Andrew Miskimen, 2222 Eastlake Ave., Seattle, Wash.  
 David Louis Rose, 15 Lakewood Terrace, Gardner, Massachusetts  
 Hugh Joel Schwartzberg, 6111 North Mozart, Chicago, Illinois  
 Robert Boris Ullian, 155 Longwood Ave., Brookline, Massachusetts  
 Verne Widney Vance, Jr., 2510 Country Club, Omaha, Nebraska
- HAMILTON COLLEGE—(3)**  
 Sheldon David Glass, 22 North St., Binghamton, N.Y.  
 Robin Gould Holloway, 7 E. Sixth, Dunkirk, N.Y.  
 James Shallcross Magee, 1 Rodney Rd., Rosemont, Pennsylvania
- HAWAII—(0)**
- IDAHO—(5)**  
 Lee Franklin Anderson, Box 428, Aberdeen, Idaho  
 Charles Spalding Olaham, 46 North Shilling, Blackfoot, Idaho  
 Jesse Hugh Burgess, Jr., 922 East "B" Street, Moscow, Idaho  
 James Walter Kruger, 315 7th Avenue, North, Nampa, Idaho  
 H. Roger McPike, 1019 Center Ave., Payette, Ohio
- ILLINOIS—(5)**  
 David Kenneth Berlo, 607 1/2 W. California, Urbana, Illinois  
 Joyce Lorraine Chalcraft, 619 Sheridan, Petersburg, Illinois  
 David R. Gray, 6525 W. Foster Ave., Chicago, Illinois  
 Marjorie Anita McCormick, 307 S. Sixth, Chillicothe, Illinois  
 John William Pfeiffer, c/o E. Hosbach, Waverly, Kentucky
- INDIANA—(5)**  
 Margaret Ann DeLyser, 238 Commodore Pkwy., Rochester, N.Y.  
 Donald Richard Keppler, 923 Downey, Indianapolis, Indiana  
 Thomas Landon Thursan, 1007 Second St., LaPorte, Indiana  
 Laurence Lancaster Powell, 2113 Avondale Dr., Long Beach, Michigan City, Indiana  
 Jerome Manfred Strauss, 303 E. Market, Salem, Indiana
- IOWA STATE—(2)**  
 Ronald Gene Decker, 619 1/2 7th, Ft. Madison, Iowa  
 Joseph Edgar Johnson, 2238 24th St., Rock Island, Illinois
- IOWA STATE TEACHERS—(2)**  
 James Edwin Albrecht, Dike, Iowa  
 Lola Jean Robey, RR 4, Boone, Iowa
- IOWA—(4)**  
 David Lee Foster, Sheffield, Iowa  
 Robert C. Jeffrey, 117 Stadium Pk., Iowa City, Iowa  
 Edward Robinson, 920 Fisher Bldg., Detroit, Michigan  
 James Edward Weber, 307 W. Monroe, Fairfield, Iowa
- KANSAS—(6)**  
 John Herbert Fields, 2118 N. 43d, Kansas City, Kansas  
 William Kingsley Means, 5210 Highland, Kansas City, Missouri  
 Howard Thomas Payne, RR 4, Olathe, Kansas  
 Margaret Jean Smith, 1352 Wayne, Topeka, Kansas  
 N. Richard Smith, 1621 Edgehill Rd., Lawrence, Kansas  
 Lawrence Leon Tretbar, 218 W. Chestnut, Stafford, Kansas
- KANSAS STATE—(6)**  
 John Edgar Boyer, 1458 Woodrow, Wichita, Kansas  
 Donald Lee Cordes, 1009 Leavenworth, Manhattan, Kansas  
 Howard Templeton Hill, 421 Wickham Rd., Manhattan, Kansas  
 Franklin Delano Houser, 316 W. 9th, Wellington, Kansas  
 William Andrew Patzell, 1819 Leavenworth, Manhattan, Kansas  
 Verdel Ann Wilson, 1121 N. "A" St., Wellington, Kansas
- KNOX—(0)**
- MARQUETTE—(1)**  
 George Jerome Patrick Kersten, 516 E. Day Ave., Milwaukee, Wisconsin
- MICHIGAN—(2)**  
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 Richard Noel Wolf, 1053 San Jose, Grand Rapids, Michigan
- MINNESOTA—(15)**  
 Craig Heimark Anderson, Cottonwood, Minnesota  
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 Betty Jane Langhorne, 123 5th, White Bear, Minnesota  
 George Charles Mohlke, 208 Oakwood Rd., Hopkins, Minnesota  
 Otto Hakon Raveholt, Luck, Wisconsin  
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 Marjorie Marie Wacklin, 2248 Scudder, St. Paul, Minnesota
- MISSOURI—(1)**  
 Daniel E. Weiner, 3124 Kentucky Ave., St. Louis Park, Minnesota  
 Joseph J. Welman, Jr., Kennett, Missouri

**MUNDELEIN—(2)**

Faith Elizabeth Farley, 2312 S. Kostner, Chicago, Illinois  
Barbara Anne Pierce, 6449 N. Wayne, Chicago, Illinois

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Myrtle Alice Coates, 707 Mt. Rose, Reno, Nevada  
James Raynor Kjeldsen, RR 1, Lovelock, Nevada  
Stephen Charles Stewart, Box 397, Yreka, California

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**NORTHWESTERN—(6)**

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Maurice Goodrich Klein, 662 Cleveland Rd., Ravenna, Ohio  
Max Nathan, Jr., 511 Elmwood, Shreveport, Louisiana  
John Wendell Spalding, 617 Webster, Mishawaka, Indiana  
Stephan Albert Tharnstrom, 20 Hamilton Dr., Battle Creek, Michigan

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Richard Austin Thompson, 171 E. College, Oberlin, Ohio

**OHIO STATE—(13)**

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Thomas Henry Dudgeon, 2287 Indianola Ave., Columbus, Ohio  
Donald Edward Fearn, Hills and Dales Rd., Canton, Ohio  
Patricia Ann Metzger, 500 Woodland Ave., North Canton, Ohio  
Thomas Theodore Pogue, 919 Montrose Ave., Nashville, Tennessee  
Clifford Osbert Robinson, 1311 Quarrier St., Charleston, West Virginia  
William Sherman, North Bend, Ohio  
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Ruth Lauree Thompson, 39 Chatham Rd., Columbus, Ohio  
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Garry Lee Paul, 709 E. Franklin, Troy, Ohio  
Stuart Dowling Root, 95 S. Franklin, Chagrin Falls, Ohio

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George Douglas Fox, 1933 NW 17th, Oklahoma City, Oklahoma  
Howard Harold Mick, 1110 S. Chestnut, Casper, Wyoming  
William Charles Wantland, Box 1245, Seminole, Oklahoma

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Donald Richard Mickelwait, 345 Palomino Dr., Eugene, Oregon

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Robert Joseph Schweich, 6310 Fauquier Dr., Clayton, Missouri  
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Dorothy Farnham Osterhout Morwood, Montgomery, Pennsylvania  
Ivan Benjamin Sinclair III, Klinger Heights, LeMont, Pennsylvania  
Margaret Elizabeth Troutman, Freeburg, Pennsylvania

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Kevin Wilson, 68 Walton Dr., Buffalo, N.Y.

**SWARTHMORE—(0)****STANFORD—(1)**

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**SOUTHERN CALIFORNIA—(3)**

Bo Holger Jansen, 1531 Broadview Dr., Glendale, California  
James Marvin Smith, 2906 W. Ave. 35, Los Angeles, California  
Eugene Robert Wallach, 1320 Victoria Ave., Los Angeles, California

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Caroline Barsh Moore, 3507 Mills Ave., Austin, Texas

**TEXAS TECH—(0)****TEMPLE—(0)****VIRGINIA—(2)**

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Richard Blind Lee, Buena Vista Farm, Gainesville, Virginia

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Kathleen H. Shea, 626 Beverly Dr., Wichita, Kansas

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Lou Ann Mary Walker, 1601 Lakeview Blvd., Seattle, Washington

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John Carleton Hayden, 4906 Ivanhoe, Detroit, Michigan

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 Ronald Richard Sogge, 5034 Balfour, Detroit, Michigan  
 Maureen Marjorie Waszkiewicz, 9435 Mitchell, Detroit, Michigan  
 Maurice Eldridge Williams, 5831 Bewick, Detroit, Michigan
- WELLS—(0)**
- WESLEYAN—(0)**
- WESTERN RESERVE—(1)**  
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- WHITMAN—(0)**
- WILLIAMS—(3)**  
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 John M. Garfield, 5 Monument St., Concord, Massachusetts  
 Martin Irving Pompadur, 226 Fifth St., Stamford, Connecticut
- WISCONSIN—(3)**  
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 Jeanne Carroll Holle, 719 Home Ave., Oak Park, Illinois  
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- WOOSTER—(6)**  
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 Genevieve Kendrick, 1405 S. Main, Middletown, Ohio  
 Nancy Ruth Orahood, 426 Pearl St., Wooster, Ohio  
 Edward Thue Triem, 1964 "B" Ave., NE, Cedar Rapids, Iowa  
 Richard George Watts, 330 Cottage St., Rochester, N.Y.  
 Charline Marshall Whitehouse, 1215 Eldermere Rd., Lexington, Kentucky
- WEST VIRGINIA—(3)**  
 George A. Daugherty, Elkview, West Virginia  
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 Terry Allen Welden, 454 Washington St., Morgantown, West Virginia
- WYOMING—(2)**  
 Stan Brooks, Sinclair, Wyoming  
 George Robert Cox, 2915 Pioneer Ave., Cheyenne, Wyoming
- YALE—(6)**  
 Chauncey Ffoulke Dewey, 3132 "P" St. NW, Washington, D.C.  
 Richard Taylor Dillon, 49 Concord St., Waterbury, Connecticut  
 Gordon Mayer Kaufman, 35 E. Forest Ave., Muskegon, Michigan  
 Charles Arthur Kroloff, 7631 25th Ave., Hyattsville, Maryland  
 Thomas Ronald Moore, 1314 E. 10th, Duluth, Minnesota  
 Peter Oddleifson, Church House, RR 2, Aylmer, E. Quebec, Canada
- AT LARGE—(4)**  
 Bert Emsley, 156 W. Franbes Ave., Columbus, Ohio  
 Thomas Maynard Scheidel, 3714 12th NE, Seattle, Washington  
 Orland Scott Lefforge, University of Hawaii, Honolulu, TH  
 Donald S. Leonard, 17166 Huntington Rd., Detroit, Michigan
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Word has recently gotten around that there is some criticism of the current debate question because it goes so far as to give some consideration to the idea of recognizing and/or admitting Red China to the United Nations. In this issue of *The Gavel*, President Fest has some important ideas to suggest in respect to this problem.

Ormond J. Drake, professor of speech and assistant dean of the University College of Arts and Science at New York University, was appointed assistant secretary of NYU on September 19 by Dr. Harold O. Voorhis, vice chancellor and secretary of the University. Active in the fields of public speaking and human relations for more than 20 years, Professor Drake is a member of DSR from Michigan.

# Delta Sigma Rho . . . Chapter Directory

Code	Chapter Name	Date Founded	Faculty Sponsor	Address
A	Albion	1911	Mr. J. V. Garland	Albion, Mich.
AL	Allegheny	1913	Mr. Howard Martin	Meadville, Pa.
AM	Amherst	1913	Mr. S. L. Garrison	Amherst, Mass.
AMER	American	1932	Miss Mary Frances Miller	Washington, D.C.
AR	Arizona	1922	Mr. W. Arthur Cable	Tucson, Ariz.
B	Bates	1915	Mr. Brooks Quimby	Lewiston, Maine
BE	Beloit	1909	Mr. Ruane B. Hill	Beloit, Wis.
BK	Brooklyn	1940	Miss Mary Graham	Brooklyn, N.Y.
BR	Brown	1909	Mr. Anthony C. Gosse	Providence, R.I.
BU	Boston	1935	Mr. Austin Freeley	Boston, Mass.
C	California	1922	Mr. Richard Wilson	Berkeley, Calif.
CA	Carleton	1911	Miss Ada M. Harrison	Northfield, Minn.
CH	Chicago	1906	Mr. Terry Lunsford	Chicago, Ill.
CLR	Colorado	1910	Mr. Thorrel B. Fest	Boulder, Colo.
COL	Colgate	1910	Mr. Stanley N. Kenney	Hamilton, N.Y.
CON	Connecticut	1952	Mr. Huber Ellingsworth	Storrs, Conn.
COR	Cornell	1911	Mr. H. A. Wichelns	Ithaca, N.Y.
CR	Creighton	1934	Rev. Thomas Bowden, S.J.	Omaha, Neb.
D	Dartmouth	1910	Mr. Herbert L. James	Hanover, N.H.
DP	DePauw	1915	Mr. Herold T. Ross	Greencastle, Ind.
EL	Elmira	1931	Miss Geraldine Quinlan	Elmira, N.Y.
GR	Grinnell	1951	Mr. Nicholas Cripp	Grinnell, Iowa
GW	George Washington	1908	George F. Henigan, Jr.	Washington, D.C.
H	Hamilton	1922	Mr. Willard B. Marsh	Clinton, N.Y.
HR	Harvard	1909	Mr. Frederick C. Packard	53 State, Boston, Mass.
HW	Hawaii	1947	Orlando Lefforge	Honolulu, Hawaii
I	Idaho	1926	A. E. Whitehead	Moscow, Idaho
ILL	Illinois	1906	Halbert Gully	Urbana, Ill.
IN	Indiana	1951	E. C. Chenoweth	Bloomington, Ind.
ISC	Iowa State	1909	Marvin E. DeBoer	Bloomington, Ind.
IT	Iowa State Teachers	1913	Miss Lillian Wagner	Cedar Falls, Iowa
IU	Iowa	1906	Orville Hitchcock	Iowa City, Iowa
K	Kansas	1910	E. C. Buehler	Lawrence, Kan.
KA	Kansas State	1951	Charles Goetzinger	Manhattan, Kan.
KX	Knox	1911	Rene Ballard	Gatesburg, Ill.
MQ	Marquette	1930	Hugo E. Hellman	Milwaukee, Wis.
M	Michigan	1906	N. Edd Miller	Ann Arbor, Mich.
MN	Minnesota	1906	William S. Howell	Minneapolis, Minn.
MO	Missouri	1909	E. A. Rogge	Columbia, Mo.
MM	Mt. Mercy	1954	Thomas A. Hopkins	Pittsburgh, Pa.
MU	Mundelein College	1949	Sister Mary Antonia, B.V.M.	Chicago, Ill.
N	Nebraska	1906	Don Olson	Lincoln, Neb.
NEV	Nevada	1948	Robert S. Griffin	Reno, Nev.
ND	North Dakota	1911	John S. Penn	Grand Forks, N.D.
NO	Northwestern	1906	Glenn E. Mills	Evanston, Ill.
O	Ohio State	1910	Paul A. Carmack	Columbus, Ohio
OB	Oberlin	1936	Robert G. Gunderson	Oberlin, Ohio
OK	Oklahoma	1913	Leslie Davis	Norman, Okla.
OR	Oregon	1926	Walfred A. Dahlberg	Eugene, Ore.
ORS	Oregon State	1922	Earl W. Wells	Corvallis, Ore.
OW	Ohio Wesleyan	1907	Ed Robinson	Delaware, Ohio
P	Pennsylvania	1909	Henry J. Abraham	Philadelphia, Pa.
PO	Pomona	1928	David C. Cornell	Claremont, Calif.
PR	Princeton	1911		Princeton, N.J.
PS	Pennsylvania State	1917	Clayton H. Schug	State College, Pa.
PT	Pittsburgh	1920	Robert P. Newman	Pittsburgh, Pa.
R	Rockford	1933	Miss Mildred F. Berry	Rockford, Ill.
SC	Southern California	1915	Alan Nichols	Los Angeles, Calif.
ST	Stanford	1911	Leland Chapin	Stanford, Calif.
SW	Swarthmore	1911	E. L. Hunt	Swarthmore, Pa.
SY	Syracuse	1910	J. Edward McEvoy	Syracuse, N.Y.
T	Temple	1950	Gordon F. Hostettler	Philadelphia, Pa.
TE	Texas	1909	Donald M. Williams	Austin, Texas
TT	Texas Tech	1953	P. Merville Larson	Lubbock, Texas
VA	Virginia	1908	J. Jeffrey Auer	Charlottesville, Va.
W	Washington	1922	Ronald F. Reid	St. Louis, Mo.
WAY	Wayne	1937	Rupert L. Cortright	Detroit, Mich.
WEL	Wells	1941	Miss Rosemary Sinnett	Aurora, N.Y.
WES	Wesleyan	1910	H. W. Hoskins, Jr.	Middletown, Conn.
WHIT	Whitman	1920	D. F. McSloy	Walla Walla, Wash.
WICH	Wichita	1941	Ray Hudson	Wichita, Kan.
WIS	Wisconsin	1906	Winston L. Brembeck	Madison, Wis.
WJ	Washington and Jefferson	1917	Leslie A. Foust	Washington, Pa.
WM	Williams	1910	George R. Connelly	Williamstown, Mass.
WO	Wooster	1922	J. Garber Drushal	Wooster, Ohio
WR	Western Reserve	1911	R. A. Lang	Cleveland, Ohio
WVA	West Virginia	1923	Lloyd Welden	Morgantown, W. Va.
WYO	Wyoming	1917	W. E. Stevens	Laramie, Wyo.
Y	Yale	1909	Rollin G. Osterweis	New Haven, Conn.
L	At Large			

Don Olson  
University of Nebraska  
Lincoln, Nebraska

## ATTENTION

ALL DELTA SIGMA RHO SPONSORS

*We proudly announce  
the following*

DELTA SIGMA RHO REGIONAL CONGRESSES FOR 1955

*Topic: How can the American Educational System  
best meet the needs of our society?*

Region I (East) University of Virginia, Charlottesville, March 25-26, J. Jeffery Auer, Sponsor

Allegheny, Amherst, American, Bates, Brooklyn, Brown, Boston, Colgate, Connecticut, Cornell, Dartmouth, Elmira, George Washington, Hamilton, Harvard, Pennsylvania, Princeton, Penn State, Pittsburgh, Swarthmore, Syracuse, Temple, Virginia, Wells, Wesleyan, Washington and Jefferson, Williams, West Virginia, Yale.

Region II (East Central) Wayne University, Detroit, April 22-23, Merrill Baker, Sponsor

Albion, Beloit, Chicago, DePauw, Illinois, Indiana, Knox, Marquette, Michigan, Mundelein, Northwestern, Ohio State, Oberlin, Ohio Wesleyan, Rockford, Wayne, Wisconsin, Wooster, Western Reserve.

Region III (West Central) University of Oklahoma, Norman, April 15-16, Leslie Davis, Sponsor

Carlton, Colorado, Creighton, Grinnell, Iowa, Iowa State, Iowa State Teachers, Kansas, Kansas State, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, Texas, Texas Tech, Wichita, Wyoming.

Region IV (West) Oregon State College, Corvallis (date not yet determined), Earl Wells, Sponsor

Arizona, California, Hawaii, Idaho, Nevada, Oregon, Oregon State, Pomona, Southern California, Stanford, Washington, Whitman.

If it is not possible for you to attend your particular regional Congress, you may apply for a transfer, but we expect every chapter to attend one of the Congresses. All Tau Kappa Alpha chapters are enthusiastically invited and urged to attend the nearest regional Congress.

CLAYTON H. SCHUG, *Vice-President,*  
In Charge of Congresses