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T. L. Scott

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THE GAVEL

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tween September of one year and September of the following year, appear in the November issue of THE GAVEL. According to present regulations of the society, new members receive THE GAVEL for two years following their initiation if they return the record form supplied them at the time their application is approved by the Executive Secretary and certified to the sponsor. Following this time all members who wish to receive **The Gavel** may subscribe at the following rates: \$1.50 per year for the standard subscription; \$5.00 per year for those who wish to contribute to the work of **The Gavel** and who will be listed as sponsors in each issue; and \$25 for a lifetime subscription.



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THE GAVEL

of

DELTA SIGMA RHO

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Letter to the Editor . . .

Please excuse my tardiness in sending you this letter and picture. The delay was—first—because of getting the picture, and then because of my negligence due to the pressures of an Honors thesis. Enclosed is a picture of the members initiated into the Amherst Chapter at our initiation of January 5, 1959.

We expect to elect 2 to 3 new members in May of 1959 from the classes of 1960 and 1961.

The debate program at Amherst will continue to grow and expand as it has in the past two years. We have expanded our student participation, so that we now have weekly meetings with an attendance of 15 to 20, generally. These meetings feature a speaker on some aspect of the national topic or a non-national-topic debate. We have heard debates among our members on the humorous topic "*Resolved*, that scientists are

even more dangerous than politicians" and the serious topic "*Resolved*, that the 'new college' plan should be adopted." A home and home debate was held with Smith College on the topic "*Resolved*, that the higher education of women should be abolished." (Both affirmatives won.)

While still modest, our 1959-60 budget will be 50% higher than our 1957-58 budget was.

We have about 65% wins, so far this year, in debate decisions.

A faculty committee has recommended—in the past few weeks—that Amherst abolish its public-speaking requirement for sophomores (1 credit each semester). If this recommendation is carried out, it will change the role of the Debate Council on our campus. We will have to assume a

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Streamlining The Speakers' Bureau

BY WILLIAM S. BARBER

Community groups, whether they be taxpayers' associations, women's clubs, service clubs, P.T.A.'s, or chambers of commerce, influence the thinking and action of a community and furnish it with leadership. Effective devices for actuating such groups are, therefore, necessary to the strategy of any campaign.

An efficient speakers' bureau is such a device. It is in essence a corps of speakers equipped and organized to stimulate community groups to participate in the attainment of the objective of a campaign. Although a favorable response from the group as such may be the immediate end, usually specific action by the individual members is the real goal. And the more specific the goal, the better, be it a subscription, a vote, a purchase, enlistment as a worker, or a letter to the local Congressman.

But to secure the specific response desired, the speakers' bureau must be more than a haphazard collection of speakers furnished with a mass of campaign material. Planning, system, and control are required to make the bureau a dynamic campaign tool. To be ready for the job, the speakers must be competently supervised, intelligently selected, and fully equipped. To do the job well, they must be given sufficient engagements to cover the community. They must be assigned where each will be most effective. And finally, they must be continually stimulated to top performance.

Let us examine each of these requirements more closely. First of all is the problem of competent supervision.

The Headquarters Staff

The key man in a speakers' bureau is the manager. In a very localized campaign, he might be a part-time worker or a volunteer. But whether he be a full-time, paid worker or an unpaid volunteer, he must be able to devote sufficient time to perform well the following functions:

Secure a corps of competent speakers.

Furnish the speakers with the material for their talks.

Obtain the engagements sufficient for adequate community coverage.

Assign the best available speaker for a particular meeting.

Analyze results as revealed by speakers' reports and other sources of information.

Improve strategy through suggestions to speakers concerning material used and method of presentation.

Instill in the speaker enthusiastic conviction.

It is sometimes desirable in a campaign to appoint a community leader as chairman of the speakers' bureau in order to insure his support and to utilize the publicity value of his name. But unless the chairman has the time to perform or supervise adequately the above functions, he should not be the manager. For example in the primary campaign of William Gibbs McAdoo in 1938 for the U.S. Senate, a prominent Democrat and an able speaker, J. Ray Files, was named Chairman of the Speakers' Bureau. As he was a busy lawyer with many demands upon his time, he limited his functions to making a few key speeches, approving the speakers assigned to the radio, and advising on questions of basic policy. With these exceptions, the management of the bureau was in the hands of a full-time, paid manager selected from the speech faculty of a local university who was available during the summer school holiday.

Circumstances of each campaign will, of course, determine whether there will be both a chairman and a manager, but competent supervision is inescapable.

In addition to general supervisory ability, it follows that the manager should be able to evaluate the effectiveness of a speaker and know what constitutes a persuasive speech. If he has had actual platform experience so much the better. One

other qualification is a decided asset—the ability to write an impelling speech.

One function of the manager is to furnish the speakers with material for their talks. Usually, some or all of this material is provided by agencies in the campaign outside the bureau. But unless some of this material is provided in the form of suggested speech outlines and model speeches, there are only two alternatives: all must be left to the discretion of the speakers themselves or the bureau must provide guides and models. If the manager's supervisory duties are not too arduous, he may compose such speech aids. However if the campaign budget permits, the bureau will yield greater results with a staff writer experienced in research and speech composition with a flair for working out answers to troublesome questions asked of speakers. But whether the manager himself constructs these speech aids or supervises a staff writer, he must know a good speech when he hears one.

The number of personnel in the headquarters staff will, of course, vary from campaign to campaign. Extent of the campaign both in area and time and the amount of money budgeted to the speakers' bureau will be determining factors. In some campaigns there will be only a manager or a manager and his secretary; in others a manager, possibly an assistant manager, staff writer, and such secretarial help as may be required. There are many possible variations between these extremes. What we have been considering are the basic functions of the bureau's office staff. Consistent with the money allotted to the bureau, sufficient personnel should be selected to get the job done.

The headquarters staff established and organized, the next step is the intelligent selection of a corps of speakers.

Selecting the Speakers

There are three major sources of speakers. Each has its advantages and disadvantages. First, the paid professional. He can be hired on a salary for full time. Availability and control plus competence are thus insured. A variation of this method is to hire professionals on a fee basis, so much a

meeting. Both methods cost money. But the latter method does not insure availability. A part-time speaker paid on a fee basis is not always immediately available for assignment.

A second possible source is the organization, institution, or company sponsoring the campaign. For example, the Director of the local U.S.O. Club might speak in a Community Chest campaign or the manager of a local chain store might speak in a campaign concerned with discriminatory taxation of such organizations. Such individuals are often well informed, but they are not necessarily good speakers and often speaking engagements conflict with their other duties.

Most campaigns utilize the services of "outside" volunteers. The chief advantage of such speakers is that they represent an enlistment of community members in the campaign. Part of the battle is won when some of those you are seeking to win over help you to win over others. This method costs less money too, although mileage is often paid.

But where does one go in the community to obtain volunteer speakers? There are many sources. Many persons seek the recognition that comes from speaking in public. Community-minded housewives and business and professional men and women often make good recruits. Some of these, such as attorneys, are particularly available as ordinary methods of advertising are proscribed for them. Women's organizations and men's service clubs can be solicited. The local Toastmaster's Club will usually be overflowing with aspirants. Nor should the student speakers and debaters of colleges and universities in the area be overlooked. Not only do they have trained skills but possess enthusiasm and spirit as well.

In the ideal bureau the speakers are drawn from a wide diversity of occupations and represent a cross-section of the community. Not only is a widespread appeal made possible but in a sense the various interests in the area are enlisted in the campaign.

Pertinent information concerning each speaker should be at the finger tips of the

manager. For this purpose a card file can be set up containing a card on each speaker. Cards 4" x 6" are a convenient size. Figure 1 is a facsimile of a useful form for this purpose. The availability items are particularly important in making assignments. The back of the card can be used to outline the highlights of the speaker's background. Such information is useful both in assigning the speaker and in publicizing his appearance.

Once a corps of speakers has been recruited, they must then be equipped to do the job.

FIGURE 1

Name of Speaker:	_____
Business Address:	_____
Residence Address:	_____
Telephone: Bus.	_____ Res. _____
Occupation:	_____ Age: _____
Days Available: M.	Tu. W. Th. _____
	Fri. Sat. Sun. _____
Hours Available: Breakfast	Forenoon _____
Luncheon	Any Hour _____
Dinner	Evening _____
Type of Audience Preferred:	_____
Can Address Audiences in Following Foreign Languages:	_____
Remarks: (Use back of card for additional remarks)	_____

Equipping the Speakers

Collectively, the material given the speaker is often called a "kit." Too frequently, the speaker's kit consists of a mass of material that is not organized to meet the special problems of the speaker in the campaign. To insure his maximum effectiveness, one must do more than place in his hands campaign pamphlets and press releases. He should be furnished with a guide for his specific task.

The central element in a strategically planned kit is the speaker's manual. A suggested table of contents follows:

1. Table of Contents
2. Purpose of Manual
3. Objectives of Campaign
4. Instructions to Speakers
5. Suggested Speech Outlines for Talks of Varying Lengths
6. Model Speeches
 - a. 20 minutes
 - b. 10 minutes
 - c. 5 minutes
7. Questions and Answers.

Items 1 and 2 are self-explanatory. The purpose of Item 3 is to introduce the speaker to his problem, impress upon him the objectives of the campaign, outline the basic issue or issues, and give him necessary background material.

A speaking engagement is for any person more or less a time of strain and sometimes of excitement. Certain details that make for a smooth performance may be overlooked even by experienced speakers and often by unseasoned volunteers. Instructions minimize inattention to elementary but vital details. The following is a suggested set of instructions for inclusion in the speaker's manual:

1. Please arrive at least 15 minutes before the time scheduled for the meeting to begin.
2. Contact the chairman immediately and give him your name and subject in writing.
3. Check your time limit with the chairman and if necessary plan modification of your talk.
4. Use humor where you can handle it well, but avoid "off-color" jokes. You may offend someone.
5. Never make an uncomplimentary reference direct or indirect about any sex, nationality, race, or religion.
6. Stay strictly within your time limit.
7. Stay out of other campaigns.
8. Distribute literature furnished by headquarters.
9. Where questions are asked, handle as follows:
 - (1) Be certain you understand the question.
 - (2) Repeat the question for the benefit of the audience.
 - (3) Do not allow the questioner to ruffle you.
 - (4) Take a tolerant, friendly attitude.
 - (5) If the question is irrelevant, point out that fact tactfully.
 - (6) If the question is relevant, answer it factually and briefly.
10. Where practicable, contact the publicity chairman of the organization and furnish him with appropriate excerpts from your talk.

11. File your report with the bureau promptly.

The speaker's report is discussed below under the heading "Assigning the Speakers."

The purpose of including in the manual suggested outlines and model speeches is not to force speakers into a fixed pattern but to furnish guides. Many of the best volunteer speakers will be busy people. Organizing a talk takes time and the recruits appreciate help. The speakers should be encouraged to make any alterations in arrangement and wording consistent with the purpose and character of the campaign.

It is a frequent practice at group meetings to allow a period for questioning the speaker after he has finished his remarks. This is particularly true in political meetings. Such a period is a crucial time. But those at campaign headquarters can anticipate most questions, make an inventory of them, and work out answers thereto. Where speakers will meet with questions, a question-and-answer section of the manual will insure advance preparation. Speakers' reports as to new questions will furnish the basis for supplements to this section of the manual.

The above elements will generally form the backbone of the manual. The special circumstances of a particular campaign may necessitate their modification and may make desirable the inclusion of other material. In any event it is advisable to provide for revision and for the inclusion of supplemental material by using the loose-leaf form.

The speaker's manual may constitute the speaker's kit in its entirety. Often, however, it is desirable to provide him with supplemental material in the form of campaign pamphlets, press releases, and other written material setting forth additional slants developed as the campaign progresses. If the manual is loose-leaf, such material can be inserted with ease and kept together. The basic value of the manual is that it furnishes the speaker with the material he needs organized for ready reference in compact form.

One tool of great value, however, cannot be included in the manual: the visual aid. Maps, charts, diagrams, graphs, and pictures

large enough to be easily seen by the audience enable the speaker to inject his ideas into the stream of consciousness of his listeners through the eye as well as the ear. Appeal to the sense of sight makes the speaker's task of securing attention, creating interest, and impelling action a much easier one. Where campaign funds permit, speakers should be equipped with the best visual aids that the talent at the service of the campaign can provide.

Illustrative films and slides are of course visual aids, but they are usually available only in campaigns of nation-wide character that are well financed.

Securing Engagements

But no matter how well supervised, selected, and equipped the speakers are, they must have audiences. The purpose of the bureau is community acceptance and participation. As the popular song goes, "it takes two to tango." Meetings must be covered; engagements for speakers secured.

The first step is the compilation of a complete list of organizations in the area to be covered together with names, addresses and telephone numbers of the presidents and secretaries, and the times and places of meeting. The chamber of commerce generally has compiled a list that is obtainable upon request.

The number of organizations in a community is often surprising. Take, for example, the Southern California coastal city of San Clemente with a population of approximately 7,500. Forty-eight organizations are listed in the 1959 Directory published by the Chamber of Commerce. The same body in the nearby community of Laguna Beach with a population of approximately 12,000 permanent residents has compiled a list of 88 organizations. Churches are not included in the above totals.

The next task is to contact each organization by mail and telephone for permission to send a speaker to one or more of its meetings. A supplemental device to secure coverage is to check the local papers for announcements of gatherings.

The local press, as a matter of fact, may be the only source of knowledge for certain

meetings. Some organizations are too short-lived to be listed in formal compilations. Political clubs often spring into being during an election year and then die after the ballots are cast. But their meetings are usually publicized in the local papers.

Boards of education often issue permits for the use of school auditoriums as meeting places. In the McAdoo campaign referred to above the manager of the speakers' bureau detailed a man to check each morning the permits issued by the Los Angeles Board of Education. The organization holding the permit was then contacted for permission to send a speaker.

Assigning the Speakers

The assignment of speakers to particular meetings will be facilitated by setting up a meeting file. A card is filled out for each meeting and then filed according to meeting date. The main divisional tabs are the months of the campaign period and the secondary tabs are the days of the month. A suggested form for a 4" x 6" meeting card is pictured in Figure 2. This form was used successfully by the Southern California Director of the Speakers' Bureau for the Democratic National Committee in the Presidential Campaign of 1940.

The form is largely self-explanatory. The heading "Remarks" is designed to cover information about the meeting that does not fall under the other headings. It is particularly useful in recording data as to the nature of the audience; i.e., its probable size and its sex, nationality, race, occupation, and age composition. Prior knowledge of the audience will help the speaker in planning his strategy.

Sometimes a speaker must be assigned simply because he is the only one available. Of course, in the practical operation of a speakers' bureau, availability plays a basic role. But where possible a speaker should be assigned to a meeting because his background and style of presentation are especially suitable for that particular group.

To aid the manager in analyzing results, the speaker prepares and files promptly with the bureau a report. Figure 3 presents a typical report form. The exigencies of a

particular campaign may make desirable certain additions or changes. For example, in campaigns where mileage is not paid for, this item would be omitted. In certain campaigns the signature of the presiding officer is required. If such is the case, a space for this signature can be provided in the lower left-hand corner.

Reports are prepared, to be sure, as records of the bureau's specific accomplishments. But their more vital purpose is to provide information of use in strengthening the bureau and the campaign. It is incumbent upon the manager to see that these reports are analyzed and the results of such analyses translated into the action required, whether that be formulation of answers to new questions, omission or inclusion of certain material in talks, or the assignment of a particular speaker to a different type of audience.

Before the file on a particular meeting is closed, it is recommended that a letter of thanks be directed to the group that heard the speaker. The letter is more than a courteous formality; it is a specific tool for building the good will and favorable action that the campaign seeks.

Keeping the Speakers on Their Toes

The most important ingredient in the delivery of a talk is spirit. It is sometimes called earnestness or enthusiasm. No skills of delivery can overcome its lack. No message has vitality without it. And even the platform novice may move his listeners to action if he possesses it. It is rarely the function of the bureau to train speakers in

FIGURE 2

Date	Hour
Organization	
Place of Meeting	
Nature of Meeting	
Subject of Speech	
Length of Speech	
Chairman	Tel.
Address of Chairman	
Speaker Assigned	
Report Received	
Remarks: (Use back of card for additional comments.)	

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The Law in Debate III Hearsay Evidence *

BY ROBERT W. SMITH

[Editor's Note: This is the third and last in a series of articles by Prof. Smith.]

Debate philosophy, practice, and texts have generally had nothing favorable to say of hearsay evidence in eristic discourse. But like a preceding article in this series dealing with burden of proof, we also find that in debate, even though coaches, judges, and practitioners have failed to recognize it, there is a niche for hearsay as well.

In discussing hearsay I am aware that the courts never decide an issue *in vacuo*. Circumstances must be considered in rendering an opinion. It is the purpose of this article to indicate what the likely legal status of hearsay is, such status based upon past decisions.

At the outset let us define hearsay as testimony, written or oral, made in a locale other than where the speaker is, such statements depending in whole or in part on competency and credibility of some person other than the speaker.¹ The crux is that the statement made elsewhere is offered as equivalent to those made in person under oath, and is offered to prove the truth of matters asserted in the statement.

Before assaying its rightful role in forensics, it will prove helpful if we scan briefly the evolution of hearsay in legal history.²

Up to the 1200's the history of rules of evidence, in the modern sense, was nonexistent. Under ancient Mosaic law Jews were required to establish truth in the eyes of two or more witnesses. Later in medieval trials by ordeal, battle, or compurgation, proof was established by "judicium Dei," the judgment of God. In the thirteenth

century juries came into their own, but even then they were only one of several competing ways. In later Middle Ages jurors were to gain knowledge of the case on their own initiative. They were not commonly expected to depend upon witnesses for information as contemporary practice goes. Renaissance England employed witnesses increasingly as the jury's chief source of information. This advent, hearsay now under greater suspicion, ushered in the modern system. Thus the whole question of admissibility enters, but it was another 200 years before the quality of witnesses was more important than the quantity. Compulsory attendance, early used in jury calls, facilitated cross-examination instituted in the early 1700's. Such examination indicated the necessity for formulation of definite laws regulating hearsay. The basis of the rule for hearsay was the lack of opportunity for cross-examination. If there were circumstances which furnished some guaranty of truth, thus substituting for cross-examination, hearsay could be admissible. Thus, it has not always been excluded.

As noted, the law has not meant to exclude all hearsay. To do so would hinder the search for truth. It has, however, endeavored to regiment its use in order that truth might have the fuller opportunity. There are, therefore, a number of areas in which hearsay had been admitted in courts of law. If a deceased witness testifies against himself just prior to his death, such statements frequently are admissible, on the grounds he would not lie against himself at such a time. Similarly, dying comments of homicide victims are also admitted, as one is unlikely to fabricate at such a time. But disallowed is the declaration of a deceased person that he was about to disappear or suffer violence.³ Again, if evidence is based on both personal knowledge and hearsay, it is (understandably) admissible, as a 1934

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* I am indebted to Professor Dan Meador, Law School, University of Virginia, for helpful comments on the law of evidence.

¹ Based upon 22 *Corpus Juris Secundum* No. 166 and C. T. McCormick, *Handbook of the Law of Evidence* (St. Paul), 1954; p. 460.

² Students of law will detect my indebtedness to J. H. Wigmore, 1 *Treatise of Evidence . . . in Trials . . .*, 3rd ed. (Boston), 1940; E. M. Morgan, *Cases and Materials on Evidence*, 2nd ed. (Chicago), 1942; and McCormick, *op. cit.*—three common sources.

³ F. Wharton, 1 *Wharton's Criminal Evidence*, 12th ed., revised by R. A. Anderson (Rochester, N.Y.), 1955, No. 249.

Texas railroad case showed.⁴ In recent years use of radar in traffic control has come into much discussion. Despite its appearance as a type of hearsay, it has been admitted into courts in several states — Delaware, New York, Virginia, to name some.

A couple of years ago in a Connecticut suit involving unfair practices there was at issue this point: was the defendant's product (pocket knives) confusingly similar to the plaintiff's so that customers bought the defendant's goods thinking it was the plaintiff's? A market survey showing the confusion in the purchasers' minds was admissible even though they were not compelled to testify under oath.⁵

Frank Costello, whose conduct is imperfectly known to law enforcement officers, found that hearsay may be perfectly valid in court. In his 1955 income tax litigation, the U.S. Supreme Court permitted the use of hearsay, stating "again and again" court decisions have held that it may be as dependable as any other type of evidence. The only condition upon its use being the opposite party shall not object to it. "It would be impossible to carry on a day's business without it," it continued.⁶

Several states have ruled that hearsay is appropriate in pedigree cases, as when family Bible entries declare dates of birth, marriage, or death of litigant. Similarly, tombstone inscriptions are often admissible to prove dates of birth and death, although they are clearly hearsay.

Courts have also decreed that certain business records may be allowed in evidence, if done in the ordinary routine of work, even though the person making the record does not testify. On the other hand, some have excluded records of municipalities, private corporations, and churches.⁷ Reason? Hearsay.

Texas has ruled in her *Statutes* (Art. 3737e) since 1951 that persons recording

data in records, as well as individuals who transmit information to the recorder, must have personal knowledge of the information recorded. However, the witness testifying to qualify contents need not have personal knowledge of them.⁸

Much, however, discourages the use of hearsay. Rumor is generally discredited, as one physician's reporting another's findings, if the latter is unavailable for swearing in. Moreover, multiple hearsay is not more competent than single: whether several believe it to be true, or whether one "knows a man who knows the father who heard the defendant say . . .," it is still hearsay.⁹ Although one Alabama decision (*Grammer v State*, 1940) admitted testimony of a hospital superintendent on the sanity of a defendant, all but one of the staff making the judgment being absent, later Alabama rulings seem to have overruled this view.¹⁰

Phrases which are patently rumor are inadmissible. "It is my understanding," or "I understand" are hearsay, unless the evidence is relevant on bases other than the truth of what is "understood." An 1885 Texas decision involving the seizure of goods declared that a witness cannot state he "found out" certain information without giving the source.¹¹ Later holdings relative to news reporters can easily be recalled.

In fine, the hearsay rule is designed generally to exclude testimony which cannot be tested directly by cross-examination. The exceptions, under which hearsay is admitted, are based in the main on there being some inherent guaranty of truth in the situation and some pressing need for the testimony.

How does the foregoing apply to debate? First, the original source must meet the basic requirements for testimony: age, sanity, be observer of incident; etc. Second, statements do not become competent by

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⁴ *Ft. Worth and Rio Grande Railway Co. v Thompson*, 77 S.W. 2d 289.

⁵ *W. E. Bassett Co. v H. C. Cook Co.*, 164 Fed. Supp. 278.

⁶ *U.S. v Frank Costello*, 221 Fed. 2d 668; see also "Recent Cases," 69 *Harvard Law Review* (1955), 383.

⁷ "Comments on Recent Cases," 42 *Iowa Law Review* (1957), 431; 31 *Corpus Juris Secundum* No. 194.

⁸ Federal laws do not require that either the entrant or any person in his organization have personal knowledge of what is recorded. See, O. B. Lowrey, "Admissibility of Hospital Records as an Exception to the Hearsay Rule in Texas and Federal Courts," 8 *Baylor Law Review* (1956), 231ff.

⁹ See *U.S. v W. H. Bartholomew & Argile Bartholomew*, 137 Fed. Supp. 700 for discussion of this.

¹⁰ J. F. Falknor, "Indirect Hearsay," 31 *Tulane Law Review* (1956), 3.

¹¹ *Rosenthal, Meyer and Co. v Middlebrook*, 63 Texas 333.

Incidence and Characteristics .. For Speech Majors

BY WALTER W. STEVENS

One of the most important questions that every speech department must answer is what type of beginning speech course shall it offer? In an effort to gain some information as to what is being done, the writer approached one limited phase of the problem, namely, is it a common practice to structure a special first course for only speech majors and minors? And if such a course exists, how does it differ from the standard basic course offered by the department?

Questionnaires were sent to approximately one hundred speech departments throughout the United States. The departments were asked, (1) Do you offer a beginning speech course designed solely for speech majors and minors? (2) If you do, what differentiates this special course from your regular basic course which is open to other students? Of the seventy questionnaires which were returned, sixty-two indicated that the department offered no course exclusively for speech majors and minors; four replied that they had such a course and delineated its peculiar characteristics;¹ and four stated that their speech areas were so limited that they had no speech majors or minors.

The departments which channel their speech concentrates into a special basic course described that course as differing from their regular beginning course in the following respects:

1. Greater stress upon voice and articulation.
2. Knowledge and use of phonetic alphabet required.
3. A broader survey of the field of speech rather than "quickie," practical, immediate results sought.
4. More intensive instruction, more comprehensive understanding of principles and theory, and a higher level of performance achievement expected.

5. More work required of students, especially more reading assignments.
6. Course consists of twelve quarter-hours of credit (full year) as compared to four quarter-hours for the regular course.

The results of this survey are limited, but they do indicate that approximately six per cent of the departments of speech which returned the questionnaire offer a specially structured basic speech course open only to speech majors and minors. The course appears to be geared to a higher level of expectation with more rigorous and demanding assignments than the standard beginning course in the same department.

STREAMLINING THE SPEAKERS' BUREAU

(Continued from Page 22)

delivery. But it should seek unceasingly to instill in members this vigorous conviction.

A periodic meeting of the speakers where the agenda is thoughtfully planned is a use-

FIGURE 3

SPEAKER'S REPORT	
Organization	_____
Location	_____
Nature of Meeting	_____
Person Presiding	_____
Date _____ Hour _____	Number Present _____
Subject _____	Length of Speech _____
Visual Aids Used	_____
Audience was Favorable _____	Passive _____
	Unfavorable _____
Specific Action, if any, Taken by Group	_____
Questions Asked by Members of Audience:	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
(Use back of sheet, if necessary, for additional questions.)	
Remarks	_____

(Use back of sheet, if necessary, for additional remarks.)	
Mileage to and from Meeting	_____
Signed	_____
Address	_____
Phone	_____
Date	_____

¹ The institutions are the University of Georgia, Oklahoma A & M College, University of Nebraska, and Northwestern University.

ful device for maintaining this enthusiasm and instilling the spirit that brings victory. The following is a suggested agenda:

Distribution of Additional Material
Supplemental Instructions by Manager
Round-table Discussion of Questions and Answers

Brief Inspirational Talk by a Member

To be effective the meeting should be well planned, each unit on the agenda kept within the time limit allotted to it, and the meeting as a whole brief. Since good fellowship and *esprit de corps* are promoted by the members' eating together, a breakfast meeting is suggested. Breakfast is generally better than lunch or dinner because the speakers often have speaking engagements or other commitments at those times.

Winding Up the Affairs of the Bureau

Immediately upon the conclusion of a campaign, it is desirable for the manager to

compile a brief report. The report will be a valuable guide for future campaigns. It may not be required by the manager's campaign superiors but it will be most welcome.

The main headings in the report are logically as follows:

Material Compiled
Speakers Enrolled
Speakers Used
Meetings Covered
Results Obtained
Disbursements
Recommendations for Future Campaigns

There is another matter, often overlooked, but nevertheless essential. Sincere letters of thanks from the manager are greatly appreciated by speakers, particularly volunteers. A "thank you" letter is more than a gesture of courtesy: it creates a reserve of good will upon which to draw when the next campaign rolls around.

EDITOR—GAVEL

(Continued from Page 17)

more important role in teaching many undergraduates the forensic skills. We would attempt to reach many more than the present 35 undergraduates per year who debate intercollegiately. In anticipation of this change in emphasis, Delta Sigma Rho is cooperating with the Debate Council to plan a more extensive intramural debate program to include as many as 250 of the undergraduate body of 1,000. This is an ambitious goal which we hope to achieve by several programs.

[The Amherst administration looks favorably on forensics, so we can anticipate a sympathetic atmosphere for a dynamic program here at Amherst.]

Delta Sigma Rho was instrumental in arranging for a debate—which was held Monday, April 26—on the subject "Is Theology Possible?" Professor John Hick of Cornell Religion Department defended the proposition, while Professor William Kennick of Amherst Philosophy Department opposed it. The format was not standard. Kennick presented a ten-minute negative speech (prepared and read) and Hick gave

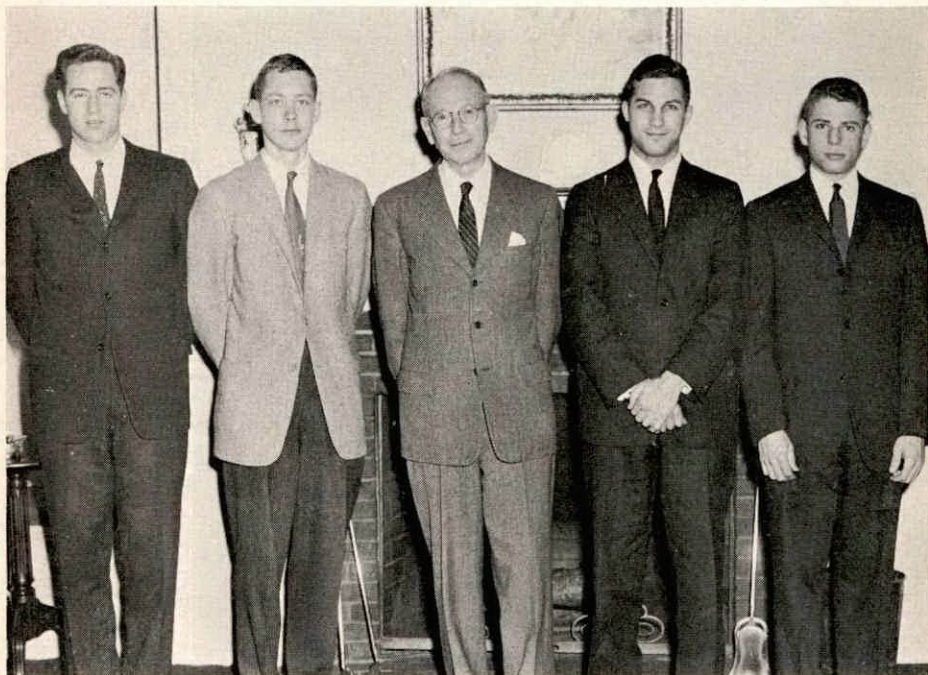
a ten-minute reply (also prepared and read). Brief rebuttals followed and then both speakers answered questions from two panel members from philosophy and religion departments of Amherst, and then audience questioning was permitted. An audience of several hundred attended the debate.

The renewed interest in debate at Amherst has made it possible for us to renew our association, not only with $\Delta\Sigma P$, but also with the New England Forensic Association. Our plans for next year include sponsoring a high school tournament at Amherst, a varsity tournament at Amherst, and attendance at more important tournaments away from Amherst. We have been able to stretch our budget a long way by inviting colleges such as Norwich, Vermont, and Syracuse to stop at Amherst to debate on their way to distant tournaments. By offering overnight accommodations, we can save them money and have an inexpensive debate for our members. By supplementing this program with an expanded intramural program on non-national topics, there is every reason to expect a highly successful program in the year to come.

I hope these comments will give you some idea of the scope of our activities and the

Delta Sigma Rho - Amherst College Chapter

January 1959



These men, who were initiated into Delta Sigma Rho and who now constitute the reactivated Amherst Chapter, are—from left to right—Stanley William Morris, Kenneth Townsend Palmer, Stewart Lee Garrison (Member at Large), Lawrence David Posner, William Ira Goldberg. Lawrence D. Posner is presently the President of the undergraduate chapter.

direction in which we are moving. We are, of course, still handicapped by the lack of a Faculty Director. Professor Garrison was not able to continue coaching from 1945 to the present. This year, we have been aided immeasurably by Mr. Jay Savereid of the University of Massachusetts, who worked with us on a part-time basis. We hope to have a regular member of the faculty to handle debate within two years.

In regard to the initiation, it was presided over by Amherst's President, Charles Woolsey Cole ($\Delta\Sigma P$ Amherst), and participated in by Rev. David Moore ($\Delta\Sigma P$ Bates), Alfred Guest ($\Delta\Sigma P$ Amherst), and Mr. Jay Savereid ($\Delta\Sigma P$ Northwestern?).

If you use these comments for the column in *The Gavel*, would you please have the material edited and rearranged in a more coherent manner. The only section to take particular care with is the one regarding the Amherst administration (marked in []). I particularly do NOT want some other phrase substituted for "sympathetic attitude" because it would be easy to step on toes accidentally.

I look forward to receiving my first copy of *The Gavel*.

Sincerely,

LAWRENCE D. POSNER

Pres., Amherst Chapter, $\Delta\Sigma P$

Golden Anniversary of Delta Sigma Rho

May 13, 1960

Two founding members of the Ohio State Chapter of Delta Sigma Rho attended the 50th anniversary of its origin at OSU. Benjamin F. "Frank" Miller of the law class of 1910 reminisced about the debate program of his school days here. He graduated with a Bachelor's degree in 1908. Elton Nile, '11 of Killesville added his story of the founding. Chalmers Parker of the class of '12 was initiated shortly after the charter members were accepted. The Ohio State Chapter is one of the nation's oldest chapters of DSR which was founded in Chicago April 13, 1906. It is the oldest debating honorary fraternity on American campuses.

Quite appropriately a former OSU debate coach C. Emory Glander served as chairman for the banquet held the evening of Friday, May 13, in the Franklin Room of the Ohio Union.

Dr. Herold T. Ross of DePauw University, Chairman of its Speech Department is national president. He gave the principal address of the evening titled, "The Fifty Years of a Forensic Honorary Fraternity." He recalled outstanding historical events and pointed out the changes which have occurred in collegiate debating. While debate is an academic competition, there is much friendship and cooperation in present day activity between campuses. Ohio Wesleyan (1907) and Ohio State (1910) have had joint initiations for ten years.

Dr. W. Hayes Yeager, Chairman of the Ohio State Department of Speech, presented a plaque to John W. Bricker former governor, U.S. Senator, Vice presidential nominee and presently a trustee of OSU. His achievements in governmental service exceed those of any other alumnus in the history of the honorary.

Alpine Angus MacArthur, '50, of Madison, Wisconsin, presented the MacArthur award given annually to the senior debater with the best four-year record of debate participation, scholarship and leadership in forensic activities. This award went to William Hamann, '60 of Canton.

Kenneth B. Johnston, Columbus attorney, OSU alumnus and Delta Sigma Rho debater presented the Johnston-Wiley award to the "debater of the year." This went to Allen Rule, '61 of Columbus, the first debater to win the honor twice. Rule was a debate colleague of Mr. Johnston's son, now a student in Germany. The award was created to honor Mr. Johnston's former debate coach Professor Emeritus Earl W. Wiley of the Speech Department.

Four friends of debate on the local campus were presented silver keys of honorary membership in the Ohio State Forensic Society founded locally in 1949. The recipients were Dr. Harvey Walker, Dean of Men Mylin H. Ross, Dean of Women Christine Y. Conaway and Kenneth Creasy a State Legislator and former Ohio State debate coach.

A program feature of the afternoon was a lecture by the President of the Speech Association of America, Dr. Kenneth Hance of Michigan State. He is also a national officer of the honorary. He spoke to graduate students of the Department on "Milestones in the Teaching of Speech Making in the United States."

At 4:00 p.m. a record breaking number of initiates in quality and quantity were inducted into the fraternity. Four chapters cooperated. Governor Michael V. DiSalle, President Novice G. Fawcett and President O. J. Wilson became members of the local

Golden Anniversary of Delta Sigma Rho— Ohio State University



Mrs. David Lockmiller (president Lockmiller of Ohio Wesleyan is cut off at the left edge), Benjamin F. Miller, '10 and Elton Kile, '11, two of the chapter founders, Mrs. Ross, Dr. Herold T. Ross, National President; C. Emory Glander, Chairman and Mrs. Glander; Dr. Novice G. Fawcett, OSU President, Mrs. Fawcett; John W. Bricker, "Distinguished Alumnus," Carl V. Weygandt, Chief Justice of the Supreme Court of Ohio and new Wooster Chapter initiate (facing him), Chalmers Parker, '12. Left table. Dr. Frank Knower OSU former debate coach, University of Minnesota, Mrs. Knower; Mrs. Yeager, Dr. W. Hayes Yeager, Chairman Department of Speech; Kenneth B. Johnston, trophy donor and OSU-DSR alumnus, Professor Emeritus Earl W. Wiley, Dr. J. Garber Drushel, College of Wooster sponsor.

chapter. Chief Justice Carl V. Weygandt was inducted in to the Wooster Chapter where he debated as a student prior to their chapter's installation and where he presently heads the trustees of the College. The new Ohio Wesleyan president, Dr. David A. Lockmiller became a member of that chapter. Thomas Gindlesberger of Millersburg, a state legislator and former OSU debater

was honored by active membership. Dr. Paul Boase of Oberlin College, national vice president, headed the delegation from his campus. Twenty-nine students and three faculty members completed the group of new members initiated by all of the national officers present for the occasion. Dr. Paul A. Carmack, local sponsor who planned the meeting is also the national secretary.

An Evaluation of "Group-Action"

KIM GIFFIN AND BRAD LASHBROOK*

In 1958 a new and unique type of forensic activity was initiated on an experimental basis at the University of Kansas; it was known as the Group-Action Tournament.¹ This activity sought to combine the elements of effective and realistic group discussion with an accepted motivational force, competition.

Competitive discussion is not at all new to the forensic field. However, much criticism has been attached to the ordinary discussion contest. Most of this criticism seeks to show that these contests are inconsistent in practice with the principles of group discussion. In a recent article² in the *Quarterly Journal of Speech* the major criticisms of the usual discussion contest were summarized as follows:

1. Genuine groups are not established.
2. Competitive individual ratings distort relationships among participants.
3. Students are not motivated to effect adequate preparation.
4. Insufficient time is allotted for this activity.

Out of these criticisms grew the group-action approach to competitive discussion. This approach seeks to alleviate these criticisms by judging discussants on the basis of what a discussion group produces (a written committee report) and their oral defense of this report rather than on the basis of the discussion procedure employed. Students from one school constitute a discussion group or "team"; competition is between groups rather than between individuals within a group. Two full days are allowed for the activity. Elements which reflect adequate

preparation are made a part of the basis for evaluation of the groups ("teams").³

Procedure for Investigation

The first University of Kansas Group-Action Tournament was held December 5 and 6, 1958; the second on October 23 and 24, 1959. The 1958 tourney was attended by thirty-two students and five coaches, comprising six group-action teams representing four schools; the 1959 tourney was attended by thirty students and six coaches, comprising six teams representing six schools.

These two tournaments provided the data for an evaluative study of the group-action approach. Written questionnaires were administered to all student participants in the two tournaments. The purposes of these questionnaires were three-fold: first, to determine the amount of consideration which the student participants had given to elements essential to good group discussion (analysis, logic, evidence, organization, objectivity and language); second, to determine the amount of preparation made prior to the tournament as well as the amount of time devoted to various steps in the discussion process (e.g., analysis of the problem, evaluation of alleged solutions, preparation of the written report, etc.); and third, to determine student evaluation of the group-action tournament as an educational experience. Responses to each question were recorded on a scale of values listed on a continuum as follows:

' _____ ' ' _____ ' ' _____ ' ' _____ '
A great deal some very little none

A similar questionnaire was administered to the faculty coaches of the participating teams. Oral interviews were conducted with the coaches and the judges in an effort to find any inherent weaknesses in the activity which might reduce its value as an educational experience.

* Kim Giffin (Ph.D., Iowa, 1950) is Head of the Speech Division and Director of Debate in the Department of Speech at the University of Kansas.

Brad Lashbrook (M.A., Kansas, 1959) is an Assistant Instructor in Speech at Michigan State University.

¹ See Giffin, Kim, and Brad Lashbrook. "The University of Kansas Group-Action Tournament," *The Gavel*, Vol. 41 (1959), pp. 41-42, 48.

² Brockreide, Wayne, and Kim Giffin, "Discussion Contests Versus Group-Action Tournaments," *Quarterly Journal of Speech*, Vol. 45 (1959), pp. 59-64.

³ For a complete description of the Group-Action Tournament procedures see Giffin, Kim and Brad Lashbrook, *op. cit.*

Results

The date obtained from the questionnaires given to the student participants attending two group-action tournaments indicated the following:

1. Ninety percent of the participants spent at least "some" time in preparation on the general topic for discussion before coming to the tournaments.
2. After the tournaments started one hundred percent of the participants gave either "some" or "a great deal" of attention to evidence, analysis, logic and objectivity; ninety percent gave either "some" or "a great deal" of attention to organization.
3. Ninety-eight percent of the participants believed that the written reports presented by their groups were the product of cooperative effort.
4. One hundred percent indicated that the group-action approach had practical educational value.

The questionnaires administered to the faculty coaches showed these results:

1. All of the coaches believed that their teams spent at least "some" time in preparation on the general topic-area prior to the beginning of the tournament.
2. All of the coaches indicated that during the tournament their teams gave either "some" or "a great deal" of consideration to evidence, analysis and logic; eighty percent stated that their teams gave either "some" or "a great deal" of attention to language and organization.
3. All of the coaches felt that the final reports of their groups were products of cooperative effort.
4. All of the coaches indicated that the group-action tournament had practical educational value in their estimation.
5. Over ninety percent of the coaches stated that they favored the establishment of group-action tournaments as permanent features in collegiate forensic programs.

Information from the oral interviews with the judges who participated in the two tournaments showed that, in their estimation, the tournaments, as devised, presented no inherent weaknesses or complex administrative problems. All of them indicated that they believed the group-action approach had demonstrated positive value as an educational experience.

Conclusions

On the basis of the data collected from participants, faculty coaches and judges attending two experimental group-action tournaments, the following tentative conclusions seem warranted:

(1) The major concern of the student participants was the production of an effective committee report; this fact leads us to believe that genuine groups were established.

(2) Cooperative effort on the part of the participants was achieved; the competitive feature connected with the activity (competition between group-action teams) did not distort the relationships among the discussants.

(3) The student participants were motivated to do at least adequate preparation for the tournament before it actually began, and after arriving at the tournament they were motivated to give real consideration to the essential elements of discussion—evidence, analysis, logic, organization, objectivity and language.

(4) Effective written committee reports were developed within the allotted period of time; these reports were judged to be at least adequate for a satisfactory training experience in discussion with respect to analysis, logic, evidence, organization, objectivity and language.

The results and conclusions cited above are, of course, limited by the number of participants studied in these two experimental tournaments; however, these data provide some perspective regarding the merit of the activity. It would seem that further experimentation with group-action tournaments is warranted. There is widespread agreement that group discussion is important to modern society; it would seem that extra-curricular forensics is an appropriate program in which to offer training and practice in discussion because, otherwise, we very well may be doing our students a serious disservice by exposing them to large amounts of training in the process of advocacy (debate) without the necessary complementary training in the process of oral inquiry and problem-solving (discussion).

THE LAW IN DEBATE:

III—HEARSAY EVIDENCE

(Continued from Page 24)

reason of fact they are printed, even though it is in book form.¹² This is especially important due to naive quoting of *Time*, *Newsweek*, *U.S. News*, to say nothing of the *Walch* or *Mid-West Debate Handbooks*.

¹² See the New Mexico suit involving a fire insurance policy of the Baltimore American Insurance Co. of New York v *Pecos Mercantile Co.* (1941), 122 Fed. 2nd 143.

An unsigned article in a news organ, or a debate handbook prepared especially for a debate topic, would have some difficulty in a court of law. "*Time* magazine of December 14th has stated . . .," and that's all there is to it, so some debaters think. But who wrote the article? Is he in position to know the facts?

Some hearsay is, then, legally admissible. Unhappily, much that has this label is not used by disputants, while much that is hearsay is unabashedly cited. Surely this curious state needs reflection. It would be hoped that during the present season disputants

will content themselves with men qualified to write thoroughly on the subject of the Supreme Court, and not with those who are irrationally and prejudicially committed to one position.

It has been my purpose in these three articles—freedom of speech, burden of proof, and hearsay evidence—to call our attention to loopholes in debate. We can render pre-law debaters a favor, in addition to strengthening the quality of debate in general, if we are mindful of the legal precedents to which debate longs to hearken, but seldom does.

Installation of the Loyola (Chicago) University Chapter of Delta Sigma Rho



Standing, left to right: John Poltzke, LeRoy Blommaert, C. Thomas Dienes, Kathleen Dwyer, Barry Cullinan, Philip J. Augustine, Alan Jorgensen.

Sitting, left to right: Richard Bock, Patricia Kubistal, Dr. Herold T. Ross, National President, Delta Sigma Rho, Donald J. Stinson, Moderator, Elaine Koprowski, William Hegan.

Delta Sigma Rho . . . Chapter Directory

Code	Chapter Name	Date Founded	Faculty Sponsor	Address
A	Albion	1911	J. V. Garland	Albion, Mich.
AL	Allegheny	1913	Nels Juleus	Meadville, Penn.
AM	Amherst	1913	S. L. Garrison	Amherst, Mass.
AMER	American	1932	Dale E. Wolgamuth	Washington, D.C.
AR	Arizona	1922	G. F. Sparks	Tucson, Ariz.
B	Bates	1915	Brooks Quimby	Lewiston, Maine
BE	Beloit	1909	Carl G. Balson	Beloit, Wisc.
BK	Brooklyn	1940	William Behl	Brooklyn, N.Y.
BR	Brown	1909	Anthony C. Gosse	Providence, R.I.
BU	Boston	1935	Wayne D. Johnson	Boston, Mass.
CA	Carleton	1911	Ada M. Harrison	Northfield, Minn.
CH	Chicago	1906	Mrs. Shirley Miller	Chicago, Illinois
CLR	Colorado	1910	Thorrel B. Fest	Boulder, Colo.
COL	Colgate	1910	Robert V. Smith	Hamilton, New York
CON	Connecticut	1952	Charles McNames	Storrs, Conn.
COR	Cornell	1911	H. A. Wichelns	Ithaca, N.Y.
CR	Creighton	1934	Harold J. McAuliffe, S.J.	Omaha, Nebr.
D	Dartmouth	1910	Herbert L. James	Hanover, N.H.
DP	DePauw	1915	Robert O. Weiss	Greencastle, Ind.
EL	Elmira	1931	Geraldine Quinlan	Elmira, N.Y.
GR	Grinnell	1951	Wm. Vanderpool	Grinnell, Iowa
GW	George Washington	1908	George F. Henigan, Jr.	Washington, D.C.
H	Hamilton	1922	Willard B. Marsh	Clinton, N.Y.
HR	Harvard	1909	Harry P. Kerr	Cambridge, Massachusetts
HW	Hawaii	1947	Orland S. Lefforge	Honolulu, Hawaii
I	Idaho	1926	A. E. Whitehead	Moscow, Idaho
ILL	Illinois	1906	King Broadrick	Urbana, Ill.
IN	Indiana	1951	E. C. Chenoweth	Bloomington, Ind.
ISC	Iowa State	1909	R. W. Wilke	Ames, Iowa
IT	Iowa State Teachers	1913	Lillian Wagner	Cedar Falls, Iowa
IU	Iowa	1906	Orville Hitchcock	Iowa City, Iowa
JCU	John Carroll	1958	Austin J. Freeley	Cleveland, Ohio
K	Kansas	1910	Dr. Wilmer Linkugel	Lawrence, Kansas
KA	Kansas State	1951		Manhattan, Kansas
KX	Knox	1911	Donald L. Torrence	Galesburg, Ill.
L	Loyola University	1960	Donald J. Stinson	Chicago, Illinois
LU	Lehigh University	1960	H. Barrett Davis	Bethlehem, Pennsylvania
MQ	Marquette	1930	Joseph B. Laine	Milwaukee, Wisc.
M	Michigan	1906	N. Edd Miller	Ann Arbor, Mich.
MSU	Michigan State	1958	Dr. Murray Hewgill	East Lansing, Michigan
MN	Minnesota	1906	Robert Scott	Minneapolis, Minn.
MO	Missouri	1909	Robert Friedman	Columbia, Mo.
MM	Mount Mercy	1954	Thomas A. Hopkins	Pittsburgh, Penn.
MR	Morehouse	1959	A. Russell Brooks	Atlanta, Ga.
MU	Mundelein	1949	Sister Mary Irene, B.V.M.	Chicago, Ill.
N	Nebraska	1906	Don Olson	Lincoln, Nebraska
NC	University of North Carolina	1960	Donald K. Springen	Chapel Hill, N. Carolina
NEV	Nevada	1948	Robert S. Griffin	Reno, Nevada
ND	North Dakota	1911	John S. Penn	Grand Forks, N.D.
NO	Northwestern	1906	Russel Windes	Evanston, Ill.
O	Ohio State	1910	Paul A. Carmack	Columbus, Ohio
OB	Oberlin	1936	Paul Boase	Oberlin, Ohio
OK	Oklahoma	1913	Roger E. Nebergall	Norman, Okla.
OR	Oregon	1926	W. Scott Nobles	Eugene, Oregon
ORS	Oregon State	1922	Earl W. Wells	Corvallis, Oregon
OW	Ohio Wesleyan	1907	Ed Robinson	Delaware, Ohio
P	Pennsylvania	1909	G. W. Thumm	Philadelphia, Pa.
PO	Pomona	1928	Howard Martin	Claremont, Calif.
PS	Pennsylvania State	1917	Clayton H. Schug	University Park, Pa.
PT	Pittsburgh	1920	Bob Newman	Pittsburgh, Pa.
R	Rockford	1933	Mildred F. Berry	Rockford, Ill.
SC	Southern California	1915	James H. McBeth	Los Angeles, Calif.
ST	Stanford	1911	Leland Chapin	Stanford, Calif.
SY	Syracuse	1910	J. Edward McEvoy	Syracuse, N.Y.
TE	Temple	1950	Amelia Hoover	Philadelphia, Pa.
T	Texas	1909	Martin Todaro	Austin, Texas
TT	Texas Tech	1953	James E. Brennan	Lubbock, Texas
TU	Tulane University	1960	Dr. E. A. Rogge	New Orleans, Louisiana
UNYF	University of New York at Fredonia	1960	Alan L. McLeod	Fredonia, New York
VA	Virginia	1908	Robert Jeffrey	Charlottesville, Va.
W	Washington	1922		St. Louis, Mo.
WA	University of Washington	1954	Laura Crowell	Seattle, Wash.
WAY	Wayne	1937	Rupert L. Cortright	Detroit, Mich.
WES	Wesleyan	1910		Middletown, Conn.
WICH	Wichita	1941	Mel Moorhouse	Wichita, Kansas
WIS	Wisconsin	1906	Winston L. Brembeck	Madison, Wisc.
WJ	Washington and Jefferson	1917	Frederick Hellegar	Washington, Penn.
WM	Williams	1910	George R. Connelly	Williamstown, Mass.
WO	Wooster	1922	J. Garber Drushal	Wooster, Ohio
WR	Western Reserve	1911	L. W. Kuhl	Cleveland, Ohio
WSU	Washington State University	1960	Gerald M. Phillips	Pullman, Washington
WVA	West Virginia	1923	F. A. Neyhart	Morgantown, West Va.
WYO	Wyoming	1917	Patrick Marsh	Laramie, Wyoming
Y	Yale	1909	Rollin G. Osterweis	New Haven, Conn.

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