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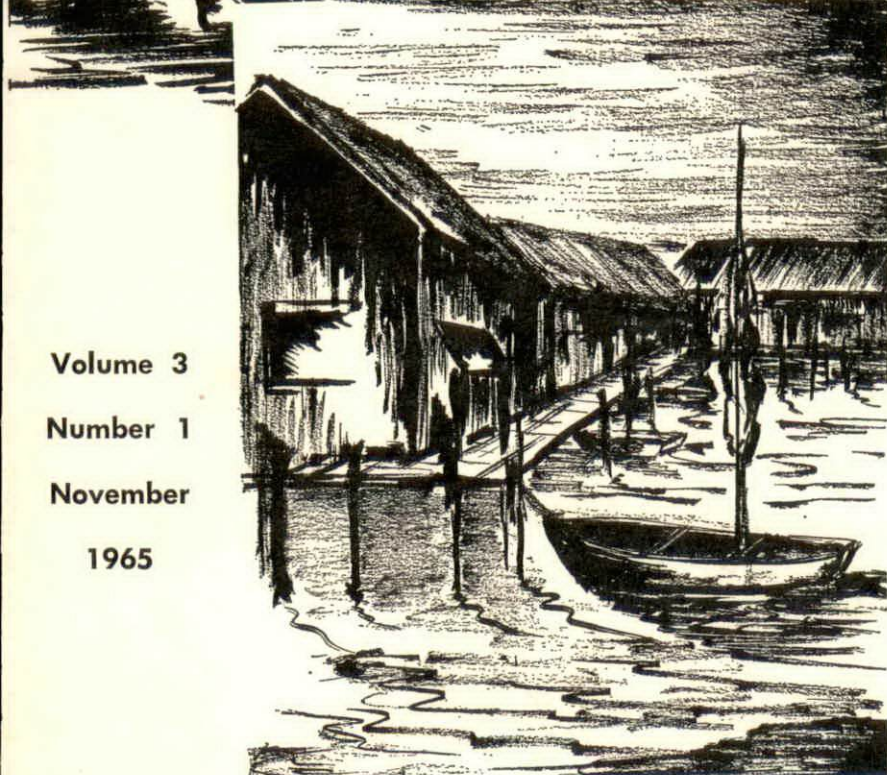
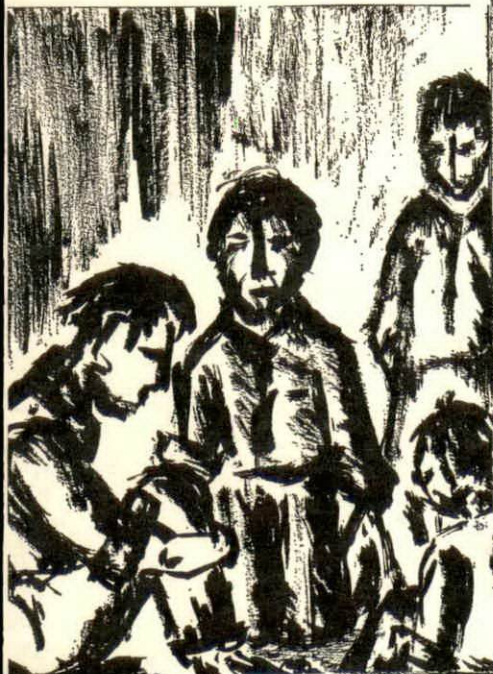
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SPEAKER

DONALD O. OLSO



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Volume 3
Number 1
November
1965

SPEAKER and GAVEL

Official publication of Delta Sigma Rho-Tau Kappa Alpha
National Honorary Forensic Society

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TO SPONSORS AND MEMBERS

Please send all communications relating to initiation, certificates of membership, key orders, and names of members to the National Secretary. All requests for authority to initiate and for emblems should be sent to the National Secretary and should be accompanied by check or money order. Inasmuch as all checks and money orders are forwarded by the Secretary to the National Treasurer, please make them to: "The Treasurer of Delta Sigma Rho-Tau Kappa Alpha."

The membership fee is \$10.00. The official key of 10K (size shown in cut on this page) is \$6.00, or the official keypin of 10K is \$7.00. Cut diamond in key is \$7 additional. **Prices include Federal Tax.** Individual key orders add 50c.



The names of new members, those elected between September of one year and September of the following year, appear in the November issue of SPEAKER and GAVEL. According to present regulations of the society, new members receive SPEAKER and 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 SPEAKER and GAVEL may subscribe at the following rates: \$1.50 per year for the standard subscription; \$5.00 per year for those who wish to sustain the work of SPEAKER and GAVEL; and \$25.00 for a lifetime subscription.

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A. C. H. S. Representative: Herold Ross, DePauw University, Greencastle, Indiana.

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Speaker and Gavel

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LETTERS TO THE EDITOR

September 4, 1965

Editor:

As one of the founding fathers of Delta Sigma Rho, I am sending you notice of two books which Rand-McNally have published this year. The first has already sold over 3,000 copies and the other goes on the market this month. During the 12 years of retirement, I have had published nearly 150 articles for the church press and have work nearing completion on two other books. I served 42 years as a Methodist minister—the last 21 as president of the above-named school.

In the year after my graduation at Northwestern, I organized the chapter at that university and represented it later as the national organization was formed. My charter rights were recognized at the Golden Jubilee in Chicago (1909).

I receive and read the Gavel and am now responding to your invitation in the last issue.

Respectfully,
DR. HORACE SMITH

Editor's note: The two books referred to by Dr. Smith are (1) "The World's Greatest Story," and (2) "Don't Retire From Life."

(Continued on page 35)

DIALOGUE AND DISCUSSION: THE CHALLENGE OF THE SIXTIES

DANIEL J. GOULDING*

Only a few years ago it was fashionable for educators and some social scientists to depict the American youth as a generation of complacent, other-directed, conservative, arch-realists: shorn of idealism, of the spirit of adventure, of the capacity for passionate and sustained commitment, of a deep concern for the vital issues of our time, and of any desire to modify, reform, or transform the institutions of which they are a part. The eyes of the young presumably were set upon a secure, pleasant, emotionally undemanding life in suburbia, and upon the achievement of a respectable niche somewhere in the middle ranks of their chosen vocation or profession. A considerable amount of scientific ballast was given to these comfortable generalizations by Gillespie and Allport in their book, *Youth's Outlook on the Future*, published in 1955. On the basis of their extensive investigation of student attitudes, the authors conclude that the contemporary student seeks the safe, good, life. They note that he is not concerned with the political and social problems that surround him. He is not even interested in philosophical and religious issues. In a most profound sense, say the authors, he is involved with himself and his future. Whatever validity these observations may have had a few years ago, it is evident that they are no longer completely satisfactory. In the 60's it was the students of small, conservatively oriented, Negro colleges in the South who joined together to form cadres of SNCC, one of the most militantly nonviolent of the civil rights organizations. In so doing, these students rejected the middle-class values of their colleges and their parents, and enlisted their idealism and their energies in one of the most conspicuous social issues of our time. It was out of the ranks of their complacent fellows in the North that volunteers were found for picketing, for marches of sympathy, and for work in voter registration in Mississippi. It is the safe, security-oriented college youth who have joined certain professors in teach-in demonstrations to protest United States policy in Viet Nam, and to demand more abundant and open dialogue on the question. It was one of the largest institutions of higher learning in America which discovered one night to its embarrassment that a group of apathetic students were lying down wall to wall in its administration building—chanting and protesting. Finally, it is groups of suburbia-bound students who have volunteered to invest their talents and their energies in the primitive corners of Latin America, Africa, and Asia, and in the slums of their own cities.

Whether the apparent renaissance of youthful idealism, and a capacity for commitment is a passing phase of our times, whether the particular aims to which it is currently being directed are socially and politically desirable, whether the means being adopted befit the ends sought, are questions currently being debated among educators and in the press. Some who were once in the vanguard of those lamenting the emotional and intellectual sterility of our youth now seem to yearn for the days when pantyraids were preferred to pickets, and when student controversy was more likely to cen-

* Ph.D.—Ohio University, Asst. Prof. of Speech—Dir. of Forensic, Albion College.

ter upon the need for a new hat rack in the student union than upon the need for radical revisions in the curriculum or the need for a greater measure of free speech. It seems to me that the growing evidence of student interest in certain campus, social, and political issues should be welcomed enthusiastically by the academic community. If this new-found vitality and interest on the part of students is misspent, if social action and participation is ill-advised and uninformed, if the development of critically considered opinions and values as a prelude to responsible action is lacking; then the blame must be laid in part, at least, at the feet of those of us in the teaching profession—their mentors and guides. As an academic discipline which explicitly affirms the values of meaningful and intellectually responsible dialogue, we in speech have a special obligation to foster and promote its realization throughout the academic community and the community at large.

In attempting to fulfill this obligation at Albion College, the Speech Department, through the years, has experimented with a variety of forum and public discussion formats. Perhaps the most successful of these has been the Freedom Forum, originated 14 years ago by Jack Garland. In its brief history, the forum has been widely publicized at the local, state, and national level, and has been the recipient of two awards from the Freedoms Foundation at Valley Forge: awards presented in recognition of its significant contribution to the promotion of free and open dialogue on crucial domestic and international questions. Attendance at the forum has grown from audiences of 100 or more in its early years to audiences of 1,500 to 2,000 in recent years. For example, in the forum presented 2 years ago entitled "Freedom and the American Negro" over 2,000 college and high school students along with citizens of the community were in attendance. Others listened to the program as it was broadcast live over local radio facilities. Still others viewed a half-hour TV documentary of the program aired over Channel 2 in Detroit during prime time the next evening. Finally, there were others who gained some impression of the issues presented by reading accounts of it in newspapers throughout the state and the nation, including a story devoted entirely to the forum written in the nationally syndicated column of William F. Buckley, Jr. More impressive than these quantitative indications of the success of the program have been the unsolicited, and apparently sincere, qualitative evaluations of several of its distinguished participants and speakers. The most frequent comments center upon the spirited dialogue which the format provokes. It has been variously described as tough-minded, completely candid, and penetrating. The atmosphere of complete freedom of inquiry, the attitude of openness on the part of the audience to heretical and unpopular viewpoints, have been especially commended and praised.

The format which we have evolved for the Freedom Forum is patterned after the Congressional hearing. The guest speakers, representing widely divergent points of view on the topic, serve as witnesses, and are allotted 20 minutes each to state their views. The witnesses are then vigorously questioned by an examining committee composed of experts in the subject matter being discussed. Provisions are then made for questions from the audience. By limiting the time and number of set, prepared speeches, a freewheeling, open-ended, and varied program is achieved. Essential to the success of this type of program, of course, is the care with which the witnesses are selected. We make a searching attempt to secure articulate

spokesmen representing all major perspectives on the questions, regardless of how unpopular these views may be. We try to avoid loading the forum in any particular direction; the object is to expose the audience to a number of viable, "live options" to controversial questions, and to submit these options to critical scrutiny. Our object is not to propagandize for any particular point of view however right and true it might appear to those preparing the program, or to the audience. The variety of views presented in these programs are attested by the witnesses secured for our forum on the American Negro which included Ross Barnett, former Governor of Mississippi, Floyd McKissick, the National Chairman of CORE, Dr. John Morsell, Roy Wilkin's assistant in the national office of NAACP, and William F. Buckley, Jr., noted conservative author and editor of the *National Review*. Our Forum last year, under the direction of John Bartholomy, dealing with the topic: "Viet Nam: Where are we Headed?" included one of the nation's leading Doves, U. S. Senator Ernest Gruening of Alaska, and one of the leading Hawks, U. S. Senator Gale McGee from Wyoming. Presenting other important perspectives were L. Brent Bozell, conservative spokesman and author, Joseph Mendenhall, an expert in Southeast Asian affairs representing the U. S. Department of State, and the well-known liberal spokesman, Sidney Lens, widely respected labor leader and author.

Although we have found the Congressional Hearing format to be more successful than others we have tried, some difficulties and problems do arise. First, the limitations of time imposed upon the witnesses often prevents them from giving important background information and evidence on the issues, and in support of their views. This defect has been remedied to some extent by the inclusion of several morning and afternoon seminars and briefing sessions. These sessions are quite informal, and follow a variety of formats—ranging from lecture-discussions, to panel and seminar arrangements. The students and citizens attending these sessions are usually in a much firmer position to evaluate the views presented in the evening forum, and to participate more meaningfully during the question period. Another difficulty arises in effectively defining and promoting the proper role to be fulfilled by members of the examining committee. Rather than asking pertinent, penetrating questions designed to clarify issues and to expose fallacies, some questioners will invariably abuse their function by delivering little speeches and remonstrances. It seems likely from our experience that the deceptively simple art of asking questions is one of the communication skills most sorely in need of general cultivation. A final problem involves educating the audience to accept its proper role in the dialogue. When controversial speakers are included in a program, there will always be some who attend more out of curiosity than deep interest, or who wish to convert the hall into a circus tent in which catcalls and the waving of signs replace intelligent participation. Although we have had a few anxious moments, I think that the Freedom Forum has been remarkably free of the kind of irresponsible emotionalism which has erupted on other campuses which have discussed such controversial issues as Civil Rights and Viet Nam. An effective guarantee against such occurrences may be found in the format itself which not only represents fairly every point of view, but also actively encourages free participation from the audience. It is difficult to picket and demonstrate in a meeting in which your own spokesman is being given a full and equal share in the discussion.

Some of the positive values which we have sought, and I think to a cer-

tain extent achieved, through the Freedom Forum, are: first, to provide an opportunity and a context for thoughtful, open-ended, sometimes abrasive, but seldom dull, dialogue and discussion concerning the great issues of our time; second, to realize greater educational rewards in our teaching of the class in problem-solving discussion. By making the planning and intellectual preparation for the Freedom Forum the focal point in the course, a sense of reality and urgency is breathed into the classroom which is sometimes lacking in more traditional classroom activities and exercises. Finally, by means of the Freedom Forum, our Speech Department shares in the promotion of the general values to be realized from open, discriminating, tolerant, and serious exchanges of ideas—values which lie at the center of the process of becoming educated; no less than at the center of meaningful speech education.

It has not been my purpose in these remarks to present an advertisement for Albion College or its Speech Department; nor has it been to encourage emulation and adoption of the Freedom Forum or some variation of it on other campuses. Rather, I have attempted to stress the idea that, in light of the growing signs of interest and a sense of involvement on the part of the College generation of the 60's, we must ever guard against becoming too myopically preoccupied with classroom exercises in discussion and in preparing a select number of students to participate in interschool competition. In so doing, we miss the opportunity to use imaginatively our professional skills in promoting free and intellectually sound discussion in the larger community; of exploring critically the diverse and conflicting opinions and attitudes currently held on the complex issues which surround us; and of encouraging the cultivation of the critical and inquiring mind as a necessary requisite for responsible advocacy, commitment, and social action. These values, which our profession daily affirms, are far too valuable to keep to ourselves or to lavish upon only a few students.

Balfour has a large number of Delta Sigma Rho–Tau Kappa Alpha lapel buttons. The cost is \$4.50 each.

STUDENT SPEAKER OF THE YEAR AWARD DSR-TKA

TO THE MEMBERS OF DSR-TKA:

Let me take this opportunity to acquaint you with the proposed Student Speaker of the Year Award of DSR-TKA. In the spring of 1965 the National Student Council and subsequently the National Student Assembly, meeting in Bloomington, Indiana, approved the establishment of this award to honor an outstanding student member of DSR-TKA, much as the National Council honors the recipients of its Speaker of the Year Award.

The specific guidelines for the award will be found in this issue of the *Speaker and Gavel*, but generally, each chapter will be asked to nominate one student speaker who (a) is a member of DSR-TKA, (b) attends a college or university in the chapter's DSR-TKA Region, (c) is a senior, and (d) has attended at least one DSR-TKA National Conference (or the equivalent in DSR or TKA previous to the merger).

I want to make it very clear that this award was not intended by its formulators to be a mere popularity poll. I earnestly ask that you give serious consideration to the criteria which you will use in selecting your nominees for this first—and most important—Student Speaker of the Year Award. Think of those who are truly outstanding speakers and who are worthy of this national honor.

Each chapter will receive a letter along with a nomination blank which must be returned to the office of your respective DSR-TKA Regional Governors by February 1, 1966. The addresses of these offices will be provided.

With best wishes for a successful forensic season of effective, intelligent, and responsible speech,

Yours,
NORMAN SNOW,
First V.P. DSR-TKA
National Student Council

It is requested that each of the Regional Governors appoint one of the student members of his chapter to contact me so that I may send him the form to be used in the nomination procedures.

SEQUENCE OF EVENTS

1. A letter of explanation will be sent to each chapter along with a nomination blank and the addresses of the Regional Governors.
2. By *February 1, 1966*, each chapter should return the nomination form to the student appointed by the Regional Governor.
3. By *February 10, 1966*, each student appointee should return the nomination blank to me.
4. On or about *March 1, 1966*, I will send the names of the 20 nominees to their coaches and request the forensic records of the nominees.
5. By *March 15, 1966*, I hope to be able to distribute the names and forensic records of the nominees to the Award Committee so that they may give thought to the matter before meeting at the National Conference.

Your help will be greatly appreciated.

SUMMARY OF PROCEEDINGS

Student Executive Council and Student Assembly Meetings
Delta Sigma Rho–Tau Kappa Alpha National Conference
Indiana University

April 11–14, 1965

STUDENT EXECUTIVE COUNCIL MEETING—APRIL 12, 1965

Because the Council lacked an official quorum, the members present met informally. President Mike McGee of Butler University called the meeting to order at 2:15 P.M.

The officers made their reports and each was accepted by acclamation.

Mr. Larry Woods of Emory University, chairman of the committee on the "Student Speaker of the Year Award," presented his report and the recommendations of his committee. The recommendations were discussed and modified and the following proposal for the award was drawn up, based on the recommendations of Mr. Wood's committee:

STUDENT SPEAKER OF THE YEAR AWARD

I. *Purpose of the Award*

Recognition of an outstanding student member of DSR–TKA.

II. *Nature of the Award*

A. The award shall be a plaque, a duplicate of the National Speaker of the Year Award which is presented annually by the National Council.

B. Certificates of Honorable Mention *may* be given to *no more than* four other student speakers. The number of Honorable Mentions shall be at the discretion of the selection committee, the number ranging from none to four.

III. *Nomination of Candidates*

A. Each of the Districts of DSR–TKA shall nominate by vote of the undergraduate members two (2) students from their respective regions according to the following provisions:

1. The nominees must be members of DSR–TKA.
2. The nominees must be seniors at the time of nomination.
3. The nominees must have participated in at least one national DSR–TKA Conference prior to their nomination.
4. The nominees must be students in good standing at an accredited college or university at the time of nomination.

B. The Forensic Records of the two (2) nominees from each district must be submitted to the Chairman of the Student Speaker of the Year Committee by March 1, preceding the National Conference.

IV. *Student Speaker Award Committee*

A. Composition of the Committee shall be:

1. The four (4) National Student Councilmen-at-large.
2. Four (4) faculty representatives of the National Council appointed by the National Council. It is the recommendation of the Student Council that these four representatives be from four different geographic areas.

3. The Chairman of the Committee, the only nonvoting member, shall be the National Student First Vice-President. The Chairman may, at his discretion, break ties by casting his vote. The Chairman shall distribute to the Committee the names and forensic records of the nominees as soon after March 1 as possible.
- B. The Full Committee shall meet on the evening preceding the first day of the National Conference to select the winner, using the following guideline:
- The Student Speaker of the Year shall be a member of DSR-TKA who has attained consistently high forensic achievement in recognized national competition.

The meeting was adjourned at 4:15 P.M. and provision was made for a full Student Council meeting at 2 P.M. on April 13, 1965.

STUDENT EXECUTIVE COUNCIL MEETING—APRIL 13, 1965

The meeting was called to order by Miss Sandra Purnell, National Student Vice-President, at 1:30 P.M.

The meeting heard the minutes of the previous National Student Council meetings and adopted them by acclamation.

The secretary read the recommendations for the Student Speaker of the Year Award and the motion was made and passed unanimously to adopt the recommendations.

President Mike McGee took charge of the meeting.

It was moved that the Student Executive Council suggest the discontinuation of the Student Congress from the national conference. Debate followed and an amendment calling for a poll of student opinion was made. The motion on the floor was withdrawn. A new motion to form a committee to study the Student Congress and poll student opinion on that subject as well as on Discussion and After-Dinner speaking was made and passed by a vote of 16 to 2.

The motion was made that the secretary communicate to the National Council that the Student Council approves of two-man debate, four-man debate, persuasive speaking, and extempore speaking and that the Student Council respectfully declines to voice an opinion on the Student Congress until the results of the poll are complete. The motion passed unanimously.

It was moved that the Student Council create the office of treasurer. Motion carried with Capital opposed.

An amendment to the motion which put the responsibility of the treasurer's office into the hands of the secretary during the year 1965-66 was adopted unanimously.

The secretary was instructed to request from Dr. Hance, treasurer of the National Council, that further funds for the Student Council be sent to the new secretary.

It was moved that the new standing committee on events be composed of the Chairman (president) and two members of the Student Council appointed by the President. Motion passed by a vote of 17, with 1 opposed.

Meeting adjourned at 3:25 P.M.

STUDENT ASSEMBLY MEETING—APRIL 13, 1965

President Mike McGee called the meeting to order at 4:20 P.M.

The minutes of the last meeting as read by the secretary were approved by acclamation.

President McGee reported the actions of the Student Executive Council Meeting:

- A. The motion to adopt the provisions for a Student Speaker of the Year Award passed unanimously after very brief discussion.
- B. The motion to establish the committee to study and evaluate events at the national conference passed unanimously.
- C. A constitutional amendment was made to create the office of treasurer. After a call for division of the house, the motion carried with three dissenting votes.
- D. It was moved and passed unanimously that the secretary have the responsibility of the treasurer's office for the year 1965-66.
- E. The Assembly was told of the availability of four (4) pages in the *Speaker and Gavel* for use by the students instead of attempting to distribute a newsletter. This space is the responsibility of the Second Vice-President.
- F. The President also suggested that all members present return to their regions and try to organize it to a greater degree.

Elections of officers for the year 1965-66 followed. The floor was opened for nominations for the office of National Student President. Nominations were:

1. Larry Woods, Emory University
2. David Kenner, University of Southern California

Mr. Larry Woods of Emory was elected.

Nominations for First Vice-President were:

1. Norman Snow, University of Vermont
2. Larry Gregory, Randolph-Macon University
3. Ray London, Weber State College

Mr. Norman Snow of Vermont was elected.

Nominations for Second Vice-President were:

1. David Kenner, University of Southern California
2. Fournier Gale, University of Alabama

Mr. Kenner declined the nomination and Mr. Gale of Alabama was elected by acclamation.

Nominations for Secretary were:

1. Gloria Smith, University of South Carolina
2. Rickie Rhodamer, Vanderbilt University
3. Christie Hayes, University of South Dakota

Miss Smith declined the nomination. Miss Rhodamer of Vanderbilt was elected.

Nominees for Councilmen-at-Large were:

1. Martin Price, University of South Carolina
2. Gary Pierce, Hiram College
3. Douglas Frost, Wayne State University
4. Kathy Dallinger, Ohio Wesleyan University
5. Robert Borker, Wabash College

6. Frank Dunn, Randolph-Macon University
7. Murry Cohen, George Washington University
8. Ray London, Weber State College

The four winners were Mr. Gary Pierce of Hiram, Mr. Douglas Frost of Wayne State, Mr. Robert Borker of Wabash, and Mr. Murry Cohen of George Washington.

The meeting was adjourned at 6:15 P.M.

Respectfully submitted,
MISS CARMEN WESSNER
National Student Secretary
DSR-TKA 1964-65

14th NATIONAL CONTEST IN PUBLIC DISCUSSION

For the first time in four years a member of Delta Sigma Rho-Tau Kappa Alpha won first place in the National Contest in Public Discussion. The University of California, Santa Barbara, received first place in the finals, which were held as a sectional meeting of the Central States Speech Association in Chicago. Judges were professors Wayne Brockriede, Charles Hunter, and David Potter.

Third place also went to a DSR-TKA institution, Hanover College. Other members receiving certificates of excellence were Elmira College, Miami University (Ohio), and Bellarmine College.

Second place this year was awarded to Bradley University, which had won the championship in both 1963 and 1964.

Each of the three winning institutions received a functional microphone and stand donated by Shure Brothers, of Evanston, Illinois. The first-place award was gold-plated and all three microphones were suitably engraved.

As in the past, the competing schools prepared twenty-five-minute recordings on the national discussion question. These tapes were shipped to various preliminary and semifinal judging centers, and through this process the three contestants in the national finals were chosen.

Institutions which desire to have copies of the winning tapes for use in classwork and forensic programs may secure copies by sending \$1.10 and a blank tape to the Audio-Visual Library, Kent State University, Kent, Ohio.

Dr. Wayne N. Thompson, who originated the contest and served as its National Sponsor for thirteen years, has resigned and has been replaced by Prof. Henry Vander Heyden, Department of Speech, Bradley University, Peoria, Illinois. Those desiring further information should write to Professor Vander Heyden.

EVALUATION DEBATING

BRUCE MARKGRAF*

Debaters stick to their guns. That's what American intercollegiate debating is all about, despite the fact that conviction must necessarily alternate from hour to hour in any switch-sides tournament. Few deny that debaters debating hunt not so much for truth (this, we are told, they have already winnowed) as for victory. Given the nature of our tournament debating, this is as it must be.

What is of deeper concern to me, however, is the sticking to guns *after* the debate. More often than not debaters, following casual thought or none at all, step back from a foray either quite confident of victory or convinced that the debate was at least an honorable standoff. Because of training, habit, ego-involvement, and the premium of victory, few debaters pause to objectively analyze and penetratingly evaluate debates in which they have participated.

Few in fact would know how to begin. A number of tournaments pack rounds so closely together that judges do not have the opportunity to deliver oral critiques. Several tournaments forbid such critiques. Some judges refuse to orally analyze debates (they distribute a number of reasons for this, all of them suspect in the context of educational debating), and some of these return Form D either blank or blotched with doodles. None of these practices contributes wholesomely to the development of evaluation-conscious debaters. Many students cannot judge debate because they have had no experience in judging; that task or honor is always reserved for their "betters," those who know. (This perpetration of exclusiveness in criticizing can be observed also in Public Speaking classes where students rarely discuss speeches heard. We hear in our profession that student criticism is worthless, that we are the only ones equipped with attributes necessary for evaluation. This notion is silly and any critique session in which students participate will prove it silly.) It is time for educators to push students into the sacred waters.

Efficient learning sustains itself from the nourishment of evaluation and self-evaluation. In the minds of many coaches and debaters these essentials have too frequently been dismissed from educational debating tournaments. Debaters are too often in to win instead of to know why they didn't. Eyes have focused on the debate to come or the award's assembly instead of on what took place in the debate just experienced.

Victors, debaters realize, are those who best stand their ground under fire—this is debate. I hold that another dimension should be added to intercollegiate debating. I urge the incorporation of an Evaluation Period within traditional debate formats. I do not suggest the demise of "firing when ready and without compromise"; I seek rather a platform for debaters to talk about it when they have finished. Educational debate should provide for debaters a moment during which they relinquish the role of advocate to accept the responsibilities of judge. Such debate should require after the final rebuttal or summary that students momentarily examine, from

* Bruce Markgraf (Ph.D., Wisconsin, 1960) is an Assistant Professor of English and Speech and Director of Debate at Wesleyan University, Middletown, Connecticut.

the perspective of the unbiased yet interested, the debate as a whole, the issues and the clashes, what went right and what went wrong—*on both sides*. I advocate annexing onto familiar debate formats (e.g., orthodox, cross-examination) an Evaluation Period during which the debaters will deliver brief oral criticisms of the debate which in turn will be evaluated by the faculty judge. This Evaluation Period is an endeavor to provide an essential ingredient which American debate presently lacks. Simply, it creates, after the completion of the debate proper, a brief occasion for each debater to objectively evaluate and orally critique the entire debate—not from his view as an Affirmative or Negative, and not blinded by his loyalty to one side—but rather, from the unfamiliar, and at times uncomfortable, chair of the impartial judge.

At first glance the mechanics of the Evaluation Period appear cumbersome; familiarity will mollify this. Because it is an addition and not a substitution, each debate employing the Period will require a greater time allotment than at present (10 minutes), unless the times of constructive and rebuttal speeches are reduced. Immediately following the final speech of the debate the students depart from the room. (This necessitates during any tournament an ample supply of spacious corridors.) In the hallway each team huddles for 2 minutes to establish and correlate decision and lines of approach for evaluating the debate. It is during this 2-minute span that the faculty judge completes the official debate ballot; his verdict is not, of course, subject to persuasive appeals of the debaters in the Evaluation Period.

The speaking order for the Period is as follows:

1st Negative Critique	2 minutes	(2nd Negative may listen)
1st Affirmative Critique	2 minutes	(1st Negative and/or 2nd Affirmative may listen)
2nd Affirmative Critique	2 minutes	(1st Negative and/or 1st Affirmative may listen)
2nd Negative Critique	2 minutes	(1st Negative and 1st and 2nd Affirmative may listen)

Students may switch speaking positions. Unlike traditional debate style, the Negative begin and end the Evaluation. It is assumed that 4 minutes, although not the ideal, furnish adequate opportunity for a substantial critique by any one team.

After the 2-minute preparation span, the First Negative returns to the room and delivers his 2-minute analysis of the debate. His colleague may listen if he so desires. (Such listening enhances the possibility of a synchronized team effort and eliminates unnecessary repetition; it does, however, reduce by 2 minutes the time allowed to the Second Negative for specific formation of his own speech.) The First Negative has the shortest period for preparation. This is compensated by the fact that his teammate has the longest period and by the fact that the Negative have the larger possible time span to prepare as a team: 6 minutes as compared to 4 for the Affirmative. Following the first critique, the Negative team retires again to the corridor to fashion the Second Negative critique. (If the First Negative chooses to remain in the room to hear the Affirmative evaluations he may not, of course, confer with his colleague.) The First Affirmative then enters the room with or without his teammate. (One prays also for broad doorways and swiftly motile debaters.) The Second Affirmative follows the

First. One presumes that police patrols will not be necessary to prevent Negative teams from listening at the door. The Second Negative speaker then enters and completes the Evaluation.

Following the Period the faculty-judge orally discusses the debate and the Evaluation, in terms of one another, and completes the Evaluation ballot, a ballot separate from the debate one. Winners of tournaments will be determined by won-lost records, as is the case at present. If a tie must be broken, total speaker points from both the Debate and the Evaluation Period would be utilized.

What does the judge look for in the Evaluation Period? How does he evaluate the Evaluation? Although he naturally will be inclined to see the debate his way, he will not demand agreement with his own decision even though in most cases his opinion and that of the students will coincide. (We would disengage ourselves from one-man judging if we did not presuppose that the judge's view most likely is the correct one.) Admitting that almost any debate may be analyzed in terms of diverse priorities, the faculty-critic would attempt to remain objective in his appraisal of the student critiques. It is also anticipated that the total Evaluation Period, including the judge's own oral criticisms, will become a dialogue for improvement and not itself a debate.

Judges will certainly not look for or be satisfied with jargon, or what Jacques Barzun terms Hokum. "You stood all right, Jack, but your eye contact could have been better. Be more enthusiastic (to Jack who wouldn't raise his voice a decibel if he won the Irish Sweepstakes), don't forget the 't' sound in 'night,' and don't use statistics like that." Although students themselves sling off such criticisms which come their way, they initially may employ such Hokum because they have been bombarded with so much of it from faculty-critics: the ratio must be one round to five in which debaters are favored with a penetrating oral analysis.

Rejecting Hokum, judges will encourage perception and insight into the controversies of the debate, into the weighing of issues, evidence, and reasoning, and into the omissions and the superfluous. During the debate and immediately after, students will have studied both sides and the debate as a whole, and in the Evaluation will pronounce upon them. Although judges will not reward debaters for altruism, they will often hear: "The opposition won the debate because they did this and we failed to do this." First sessions will probably be shaky, and judges may become impatient with shallow criticism. But as we required a myriad of experiences to sharpen our own proficiency as effective critique-makers, most students also will need a trial or several before they or we can discern heads or tails in what they say.

One of the major long-term benefits of the Evaluation Period (in addition to better debating) will be in almost all cases the refinement of technique of the faculty-judges themselves. There are few of us who cannot learn more about analyzing a debate. And who of us cannot learn from student critiques? And who will not learn while assisting debaters in preparing for Evaluation Periods and while orally discussing for the participants the Evaluation of a debate just heard?

The Evaluation Period guarantees a heavier load for everyone involved: besides the activities of listening, card shuffling, organizing, writing, supporting, refuting, clashing, etc., debaters must consider and prepare an evaluation of what they and others have endeavored to accomplish; and

judges, forced to become involved in a criticizing process, are encouraged to listen even more closely to the total debate. But such periods can only, because of their pedagogical emphasis, help to create more meaningful tournament debating in the United States.

By critiquing debates, students begin to sense the ingredients of effective debate, to understand useful techniques, and to realize the potentials of both themselves and the debating process. By being forced into a neutral role at the conclusion of the debate, students during debate rebuff the unsupported and the dogmatic, the foolish and the insincere, and then, for a brief span, contemplate the truth and sense of what occurred in the anticipation that such contemplation will promote better debating.

Wham, we are within a student explosion, not the population one which we predicted and which is already swallowing us whole, but an explosion of spirit and revolt which is sweeping campuses from Berkeley to Yale and which we shall continue to witness and hopefully to encourage and participate in. Students, marching to the times, effervescing with energy, curiosity, and commitment, pursue realistic and significant avenues for release. Pouring into their own communities to bag dikes, counsel mental patients, and tutor disadvantaged children, to hitchhike to Selma, or to march on Washington to sit-in, lie-in, teach-in, and listen-in, college students, essentially more mature and more serious than we were, are beginning to question the validity of the education which is offered, and, having evaluated this education in terms of their own lives and purposes, are protesting it. It is a protest that college professors had best not ignore.

Speech teachers must create, develop, and sustain sound pedagogical environments which will stimulate critical speaking activity. These, coupled with student-devised forms (e.g., soapbox oratory on the Union's steps), will assist in the long haul to improve speech's contribution to the educational enterprise. Interest along such lines for us in debate is not new. Professor Stanley J. Gray helped to initiate such activity by developing a workable cross-examination plan of debating. Direct-Clash, Oxford, Problem-Solving, Legislative, Documentary, Parliamentary, Two-Man, and other formats have and are being exploited by some debate directors. I toss into the hopper for serious consideration Evaluation Debating. Every dent helps.

TO SCUTTLE OR NOT TO SCUTTLE THE STUDENT CONGRESS

E. CHRISTIAN BUEHLER*

To scuttle or not to scuttle, that is the question. It is a question about which I cannot afford the luxury of sitting on the sidelines in long and continued silence. The concept of responsible communication and the matter of my professional conscience moves me as a devotee and practitioner in the area of educational intercollegiate forensics now in retirement to speak forth on this matter.

I suspect the first impression that crosses the mind of many who read these lines is that I speak with vested interest and my views are prejudiced. I admit there is some truth to this. Yet, in a sense, I say so what? We all must have our loyalties. Do those who favor wrecking the Congress raise their voices objectively? Frankly, I wish my readers could forget that I have been deeply involved in Delta Sigma Rho work as chapter sponsor or an officer for nearly four decades. I also wish my readers could lay aside the fact that I have attended every student congress since 1939 except the last and looked upon these ventures with favor, despite their imperfections and limitations. Would that we might forget who is for what and think about what is the wiser course for us to follow.

First of all, it seems to me this is not the appropriate time to bring out the wrecking crew to demolish the student congress movement. Can we, in all sincerity, as the leading and oldest honor society, devoted to the cause of educational forensics and responsible oral communication, afford the national and worldwide image of being the saboteurs of the student congress movement, a movement which has been widely acclaimed among speech educators and, incidentally, a movement which was born and nourished for a quarter of a century in a large measure from within our own ranks?

I offer no thesis to condemn decision debates as such or the tournaments. As you well know, I have given most of my professional life to the cause of debate coaching. But I see no point here to extol the virtues and values of debate training for the smart, able, industrious college boy or girl. Debate may be a good thing, but too much of a good thing may not be so good. I recall an incident during the depression days when my family was growing in size and number and we needed a larger rented house. We found one that stood vacant for some time, with newly varnished floors. I engaged a husky football player, before athletic scholarships were in vogue, for 40 cents an hour to clean up the place and make it ready for the family to move in. My wife suggested to the young man that the floors should first be wiped with some damp rags. Before the moving van arrived at the new address, this energetic, inventive young fellow proudly opened a side window, pulled in the garden hose, turned on the water faucet full force, and thoroughly hosed the newly varnished floors, dining room, living room, kitchen and all. This eager, resourceful young athlete from my debate class reasoned that if a little water is a good thing, a lot would be much better. I admit the analogy has its weakness, yet there is some substance to it. Too

* E. Christian Buehler is Speech Professor Emeritus, University of Kansas, Trustee Delta Sigma Rho-Tau Kappa Alpha, former vice-president and president of Delta Sigma Rho.

much contest debating of the tournament brand served up to the students as a heavy, constant diet will spoil the glow and potency of their oral communication.

A little contest debate may go a long way, but an overdose may not go very far. I suspect some of my readers have observed on occasion, as I have to my embarrassment, National West Point Debate Tournament winners with 4 years of this steady diet match wits and debating skills with teams from Oxford or Cambridge before a large audience, keen and alert with anticipation. We were pleased to see how the British charmed and delighted the audience and fielded points of logic in masterful style. We had somewhat of a sickening feeling when the American tournament champions floundered their way in a dull, deadly, mechanical manner, and we perhaps said to ourselves, "This is no match. This is a disheartening spectacle." It seems to me this points out that a heavy and continued diet of only tournament debating may be poor training for exploring the fuller dimensions by which effective human communication is attained.

Need I remind my readers that the country is flooded, even saturated, with debate tournaments? Almost any college with a thoroughgoing forensic program and a reasonable budget can offer their debaters a dozen or more tournaments during any given school year. Why should Delta Sigma Rho-Tau Kappa Alpha demonstrate its leadership by cooking up more of the same old stew? What is wrong with a more balanced diet to develop the whole man?

The student congress offers the student an opportunity to draw upon his forensic talents and translate them in a meaningful, realistic, and responsible manner. Above all, he needs to be communicative. He comes to grips with real issues and learns how to deal with them with some degree of tact, diplomacy, and perhaps with some sense of conciliation and spirit of compromise. In the give-and-take of 2 or 3 days of committee work and legislative debate, his image as a responsible and mature person is made to count for much more than if he were in the finals of a debate tournament. The whole concept of speaker credibility takes on new dimensions.

I like to think that the dialogue at the grass roots level of our society should vibrate with some of the idealism we preach and nourish when we consider the annual "Speaker of the Year" awards. Annabel Hagood made reference to some worthy and noble goals at recent ceremonial presentations of these awards. When speaking of Billy Graham, the 1964 award winner, she said, "The measure of this speaker is the measure of a man. Deeply troubled by the problems of our time, our lack of rugged convictions, and our timidity in expressing the convictions we do have, our speaker of the year has dedicated his life to urging people of the world to seek strength through dedicating their lives to the work of God." There you have it. The central mood of the Hagood quotation is, "The man talks." The chances for the whole man to be eloquent are better in a student congress environment than in an issue-switching debate tournament, especially after one has debated the same question 20 or 40 times and the most crucial thing at stake is a tall, shiny trophy. Suppose we as educators force our youngsters to stick with the brand of debate tournament communication and hold them strictly to this and nothing else year in and year out, will we ever develop from our ranks our share of "Speaker of the Year" award winners based upon the Hagood criteria?

In a real and larger sense, this is the wrong time for us to drop the stu-

dent congress. Our national culture, our profession as speech educators, and the world in general are conscious of two paramount needs: more effective communication and more effective international thinking. These are the two *prima facie* needs of today for human survival. The pressures which grow out of these needs have been so acute that the Speech Association of America is responding to the challenge of the times and is reappraising its rationale and now is proposing to change its name to "The International Association of Arts and Sciences of Communication." The wave of the future carries the label, "communication," and sooner or later we must all join the human race. Neither of these goals will be enhanced by more and bigger debate tournaments; yet both will be enhanced by improvement of group processes in the arts and science of communication and wise decision-making.

P.S. Pardon my indulgence in the luxury of a personal nature. I have the status of a speech educator in retirement. Except for occasional spot services by an invitation, I am out of the main stream of classroom activities. But I am thinking of some future day when an occasional student of forensics or speech communication may look at the record. In such an instance, I want the record to show that Professor E. C. "Bill" Buehler, longtime debate coach and devoted worker in the vineyard of Delta Sigma Rho-Tau Kappa Alpha, stood firmly in 1965-66 against the policy of willfully wrecking the student congress movement.

This might be a good time, in view of world developments and searches for a better world order, to consider some adjustments and modifications of the student congress concept and apply them to a pattern more similar to that of the United Nations. Such an adaptation of the congress idea could well work out to be a worthy experiment. It would be a unique challenge and an exciting educational experience for various delegates from the separate chapters to seriously play the role of an ambassador or special envoy from a chosen or designated country. These roles should be firmed up 6 weeks or longer in advance of the meeting of the general assembly. The secretary-general could be chosen long before the congress by mail ballot, or he could be elected in orthodox manner as part of the procedure of the congress.

The official representative of the United States might be omitted entirely. In fact, this could prove to be a good thing since so many of our countrymen have advocated that we pull out of the United Nations organization. This kind of role-playing might reveal something useful pro or con as it concerns our national interest.

Problems of international concern stand before us in great abundance. Some that come to my mind include birth control, control of nuclear weapons, imperialism of various types, present and pending problems among Asiatics, feeding the hungry, racial discrimination, religious discrimination, and many more.

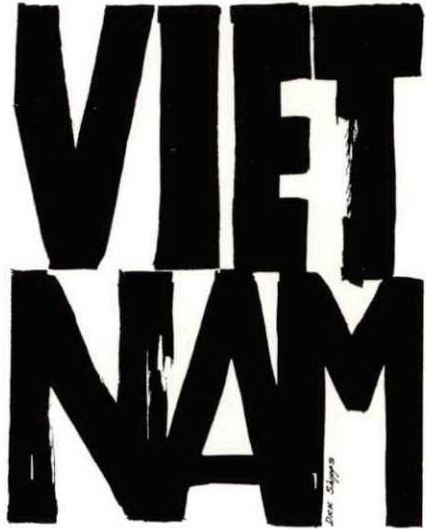
As Americans, we cannot escape the role of world leadership and the complex problems which grow out of the responsibilities of this role. Our manifest destiny is inextricably bound up with world destiny. The idea of isolation is unthinkable. Our way of life is firmly intertwined with the products of countless human minds the world over, reaching across many centuries of time. The knowledge and rewards we share from the areas of all sciences of literature, philosophy, the arts, governmental systems, laws,

(Continued on page 22)

ACKNOWLEDGEMENTS

- DIRECTOR, FREEDOM FORUM**
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14th Annual Albion College Freedom Forum

presented by the Department of Speech
Thursday, May 13, 1965, Goodrich Chapel

"VIET NAM: WHERE ARE WE HEADED?"

MORNING SESSION 10:00 a. m.

MODERATOR:
Dr. Daniel J. Goulding, Assistant Professor of Speech

SPEAKERS:
U.S. Senator Ernest Gruening: "In favor of disengagement."
U.S. Senator Gale McGee: "In favor of escalation."

EXAMINING COMMITTEE:
Dr. Charles Schutz, Associate Professor of Political Science
Dr. Charles Swan, Professor of Sociology
Dr. Charles Morton, Pastor, Metropolitan Baptist Church, Detroit
Associate Professor of Religion
Jeffrey Levensberg, Albion College Student

AFTERNOON SESSION 4 p. m.

Study Seminar North Hall Auditorium
Sidney Lens: "The origin and development of Communism."

EVENING SESSION 7:30 p. m.

WELCOME:
President Louis W. Norris

MODERATOR:
Dr. Lawrence Merrelli, Dean of the Chapel,
Assistant Professor of Religion

WITNESSES:
L. Brent Bollert, former editor, *National Review*
"Viet Nam: Where are we headed?—A Conservative Response."
Joseph Mendonhall, Director of Regional Affairs Bureau of Far Eastern Affairs, Dept. of State
"Viet Nam: Where are we headed?—An Administrative Response."
Sidney Lens, labor leader, author
"Viet Nam: Where are we headed?—A Pacifist Response."

EXAMINING COMMITTEE:
Rev. Charles Morton, Chairman
Mr. Willard Carpenter, Instructor of Political Science
Dr. Charles Schutz
Jeffrey Levensberg

Reception after the Evening Session
Goodrich Chapel Vestment

ACKNOWLEDGEMENTS

DIRECTOR, FREEDOM FORUM

Dr. Daniel J. Goulding, Department of Speech

STUDENT CHAIRMAN

Donald Melver

STUDENT COMMITTEES:

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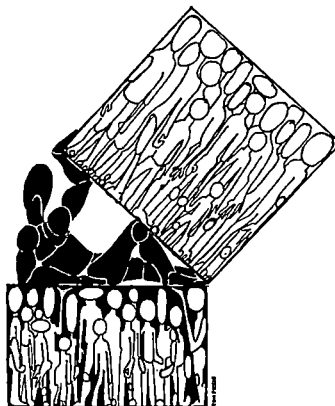
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**FREEDOM and the
 AMERICAN NEGRO**

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13th Annual Albion College Freedom Forum

presented by the Department of Speech
 Tuesday, May 5, 1964, Goodrich Chapel

FREEDOM AND THE AMERICAN NEGRO

MORNING SESSION 10:00 a. m.

MODERATOR:

Dr. Daniel J. Goulding

WITNESS:

Ross Barnett — Former Governor of Mississippi—"The Negro Revolution: A Segregationist Response"

EXAMINING COMMITTEE:

Ernest Masey — Executive Director, Michigan American Civil Liberties Union — Chairman
 Dr. John Ross, Assistant Professor of Sociology
 Reverend Charles Smith, Pastor, Lewis Chapel
 Donald Melver — Albion College Student

AFTERNOON SESSION 3 p. m.

North Hall
 Auditorium

"The Negro and Police Brutality" Ernest Masey
 "The Negro and Housing" Reverend Charles Smith

MODERATOR:

Robert L. Piper, Instructor of Political Science

North Hall
 Room 101

"The Negro and Fair Employment Practices" Mitchell Tendler,
 Deputy Director, Michigan Civil Rights Commission
 "The Negro and Education"

MODERATOR:

Rev. Charles Morton,
 Pastor Metropolitan Baptist Church, Detroit
 Willard Carpenter, Instructor of Political Science

EVENING SESSION 7:30 p. m.

WELCOME:

President Louis W. Norris

MODERATOR:

Dr. Charles Swan, Professor of Sociology

WITNESSES:

William F. Buckley, Jr., Editor-in-Chief.
 "The Negro Revolution: A Conservative Response"
 Dr. John Morsell, Assistant Executive Secretary, NAACP
 "The Negro Revolution: A Liberal Response"
 Floyd McKissick, National Chairman, CORE
 "The Negro Revolution: An Actionist Response"

EXAMINING COMMITTEE:

Ernest Masey, Chairman
 Dr. John Ross
 Rev. Charles Morton
 Donald Melver

Reception after the Evening Session
 Mary Sykes Room, Baldwin Hall

MEMORANDUM

TO: COMMITTEE IN CHARGE OF DSR-TKA CONFERENCE:

J. ANDERSON, G. ADAMSON, A. FREELEY

Gentlemen:

Enclosed find a copy of each of the two questionnaires sent out along with the resulting votes. A quick examination will reveal which of the various forensic events are the most popular. An examination of the questionnaires revealed that those who have been attending in the past were the predominant chapters responding to the questionnaire. Thus the vote should be fairly meaningful. I intend to have the results of the questionnaire printed in their complete details in the *Speaker and Gavel*. These results alone should do much to silence some of our critics.

The meaningful figure to us as a committee should be the response to the question as to whether or not we can usually count on the school to enter that event. Note the contrast between that figure and those who believe it should be offered. For example, in two-man debate, although 84 favored, only 41 assured us that they will usually enter. Note that four-man debate is only 27 out of 75. Note the heavy entries in persuasive speaking and extemporaneous speaking. It should be obvious to anyone that these are the four preferred events. Note, on the other hand, that only 8 schools out of 42 who voted that it should be offered say that they will be regular in attendance for group discussion, in congressional session only 14 schools out of 41 say they will participate regularly. Only 14 schools out of 43 suggested that they would be regular in forensic progression and only 7 would be regular in after-dinner speaking.

The number of schools who will attend irregularly may give us some clues to those entries. I think there is some meaning in adding those regular and those who might attend irregularly. The combined totals are as follows:

two-man debate	79	group discussion	36
four-man debate	65	congressional session	40
persuasive speaking	87	forensic progression	40
extemporaneous speaking	79	after-dinner speaking	39

With these results before you, along with the results of the Reno Conference questionnaire, please mark the enclosed ballot as to your choice as to what we should offer this year at Reno. Note that I have indicated with reference to both discussion and forensic progression the possibility of offering them in the morning hours in competition with two-man debate, four-man debate, and in the congressional session should we vote to offer them or include them in the afternoon to compete with persuasive and extemporaneous speaking.

We might try to experiment this year in Reno in offering what we did at the last two conventions plus forensic progression. Since schools like to have a representative at the National Conference, we might pick up individual forensic progression participants and have the event large enough if we were to offer it in the afternoon to compete with persuasive and extemporaneous speaking. We could run it from 2 to 4 or 5 o'clock on Monday and Tuesday, with the finals coming at 1 o'clock on Wednesday. I grant you

we will have some problems but we might find it worth our while to experiment this year.

Please return your ballot to me as soon as possible. We have a deadline of October 1 for material to be sent to Goetzinger to appear in the first issue of the *Speaker and Gavel*. We can put the rules into a later issue but we should get into the first issue the schedule of events and early announcements about the conference.

You probably have read the latest issue of the *Speaker and Gavel* with all its criticisms because we are not giving the congressional session a fair chance. You probably note that one of them, in particular (Mr. Goetzinger), who shall receive a copy of this letter, places a lot of blame on us. It is my responsibility as chairman of this committee to reply to those criticisms and we shall try to do so in a dignified and meaningful fashion. The essence of my remarks will be to the effect that our committee is a committee with one outstanding purpose and that is to run an excellent National Conference. I shall suggest that we are for all events and will do everything in our purpose to make every event as attractive as possible. Anything we can do to improve the operation of a particular event, we shall do. Officially we have no preference of one event over another, nor is it the function of this committee to advocate one over another. The purpose of this committee is to discover what the members want and to provide those opportunities. What the majority want, we will provide. What minority groups want, we will give to the extent that it is practical. At this moment I believe the foregoing to be about the extent of our statements in reply to critics in the *Speaker and Gavel*. As members of the committee, I would suggest to you something you already know—that if we were to offer a congressional session every other year and that it be the only event offered, the National Conference attendance, whether we like it or not or whether our critics like it or not, would have only one-third the attendance it has now. I believe that those of us who are actively engaged in directing forensics among the present-day students know that the congressional session isn't universally appealing. In fact, I'm sorry Mr. Goetzinger took the tack he did because various of his premises are somewhat inaccurate. Those of us in Tau Kappa Alpha remember how we started with discussion only and tried to make it work. Unfortunately, it didn't attract enough and we had to introduce other types of events which immediately tripled and quadrupled our National Conference attendance. Those of us of Tau Kappa Alpha also remember the years we struggled to make a congressional session as enticing as possible, giving it an exclusive place on the program so that all the students attending the conference could participate not only in debate, persuasive, and extemporaneous speaking but also in the congress. Much to our disappointment, fewer and fewer students took part in the congress until it was hardly deemed worthwhile continuing the struggle it demanded. There used to be a great number of congresses here in the East. For years I tried to run a congress in connection with my own debate tournament. All of these but two have died from the lack of interest upon the part of the students. There is no doubt that the congress is an excellent educational device. Unfortunately, its appeal is quite limited. The questionnaire reveals it. On the other hand, there is no reason why we can't offer the congress as an event in the National Conference. There were 44 in attendance last year which is a good number that can be handled effectively. Obviously we can improve on it. Obviously the young lady at Oregon State had an excellent experience with

it. I think we can say to her that we like the Congress; we will do everything in our power as a Conference Committee to make it attractive. If we believe in democracy, it would be utterly foolish for us to coerce the will of a minority upon all and offer the congressional session as the sole event of the conference.

I would like for you members of the committee to give me advice on the answer to our critics in the *Speaker and Gavel*. Please send me your advice on things that ought to be said or ought to be left out. What I say should go in the direction of representing each of you as well as I can.

I have been at work during the summer trying to get reduced rates for transportation to Reno and have come up with a certain degree of success and a certain amount of failure. I find that the railroad—and I have questioned both the Burlington route and the Union Pacific—gives no reduced rates. I was very much more successful with the airlines. The rate from Chicago to Reno by United Airlines is \$220. I have already bargained for a special airplane from Chicago for 85 passengers and the rates will not exceed \$120. The airplane will be a propeller plane leaving Chicago approximately 11 o'clock on Sunday morning, April 10, and leaving Reno at 8:00 A.M. on the 14th. In addition to that, if we can get 25 people to board an airplane from New York, we can get a reduced set of fares. In other words, all the airlines have the possibility of a 25% reduction if there are 25 or more people boarding the plane. We will further alert the people in the western part of the United States to the possibility of using what is known as "youth" fares. The fare is approximately 50% of the first-class propeller fare and is available on the following airlines: Bonanza, Central, Frontier, Ozark, Pacific, Trans-Texas, and West Coast airlines. My plan is to hire the airplane in Chicago and fill it up. We have to pay United Airlines 30 days in advance so I'll make my deadline 60 days in advance. Thus I can handle the whole thing. In addition, we found from the questionnaire about who would like to go and to have airline rates so we may, in a particular region such as Cleveland, perhaps Nashville for the South and New York in the East, find someone to get up a group of 25 to travel to Chicago and then all of us board the airplane to go West. Perhaps in this way we can save a lot of money and get heavier attendance.

I would appreciate knowing whether or not you sanction this plan of attempting to get cheaper transportation to Reno. If you have any suggestions, or if any of you know things that I don't, please share them with me.

Sincerely yours,
ROBERT B. HUBER, Chairman
National Conference Committee

TO SCUTTLE OR NOT TO SCUTTLE THE STUDENT CONGRESS

(Continued from page 17)

the stamp, "Made in U.S.A." Our horizons reach far beyond apple pie and baseball. Our intelligence and our talents for the refinements of civilization in behalf of human dignity represent the heritage of this planet. As a matter of fortune, good or bad, we are the trustees of this heritage. We owe so much to so many. Why not join the human race?

THE 1966 NATIONAL CONVENTION

This is an invitation from your National Committee urging you to attend the National Conference this coming spring, April 10-13, 1966, at Reno, Nevada. We are doing everything in our power to make it as attractive as possible for all of you. We are offering all the more popular events such as two-man debate, four-man debate, persuasive speaking and extemporaneous speaking, and, in addition, some of those not quite so popular such as congressional session and forensic progression. We have already contracted with United Airlines for a special plane to carry 85 people from Chicago to Reno at the reduced price of \$120. The regular and cheapest fare from Chicago to Reno and return is \$220 while those going by our special plane will have to pay only \$120. In addition, Austin Freeley is trying to get a group of 25 to fly from Cleveland to Chicago and Robert Huber is trying to get 25 to fly from New York to Chicago. Anyone who can get 25 people to board at a designated location can get 25% off the regular price. Thus those boarding in New York instead of having to pay anywhere from \$80 to \$105 round trip from Chicago to New York will have to pay only \$70. This 25% reduction for 25 or more persons boarding at a given spot is available anywhere in the country on any of the airlines. Should any one of you get 25 or more people to board from a given spot, you, too, can get that 25% reduction. On the other hand, throughout the western part of the United States, various of the airlines, including one which flies into Reno, have a special fare known as "youth" fare. This is a reduction of approximately 50% over regular fare and can be contracted by you to go to the conference. Of course, if you are close enough to travel by car, that is fine. We tried to get special fares by train but find that this is impossible. Thus it seems the cheapest way for those who will have to travel long distances and get the best reductions is to attempt to do so by flying. Thus the plan is to fly groups from New York and Cleveland into Chicago on Sunday morning, April 10, then all these groups will board the plane at Chicago with a departure time of 11:00 A.M. to fly on to Reno. Robert Huber, chairman of the National Committee, should be notified soon by all those who would like to reserve space on the charter flight from Chicago to Reno. Money for fares will have to be collected by all concerned two (2) months prior to the conference.

By such arrangements as these, we hope that we will have the greatest possible attendance at the conference.

TENTATIVE SCHEDULE OF EVENTS

Sunday, April 10

- | | |
|------------------------|---|
| 9:30 A.M. or
before | Departure from such areas as New York and Cleveland by air. |
| 11:00 A.M. | Departure of special flight from Chicago. |
| 7:00-10:00 P.M. | Registration at Reno. |

Monday, April 11

- | | |
|-----------------|--|
| 8:00 A.M. | General Orientation Assembly.
Announcements and Distribution of Schematics. |
| 8:30- 9:45 A.M. | Round I, two-man debate.
Round I, four-man debate. |
| 8:30-10:30 A.M. | Party Caucuses, Student Congress. |

- 10:00–11:15 A.M. Round II, two-man debate.
Round II, four-man debate.
11:00–12:45 P.M. Opening Legislative Assembly, Student Congress.
11:30–12:45 P.M. Round III, two-man debate.
Round III, four-man debate.
2:00– 4:00 P.M. Round I, Extemporaneous Speaking.
Round I, Persuasive Speaking.
Student Executive Council Meeting.
National Executive Council Meeting.
4:00– 6:00 P.M. Main Committee Meetings, Student Congress.
7:00– 7:30 P.M. Model Initiation.
7:30 P.M. Tournament Dinner (all students and faculty attend;
followed by social evening–dance).

Tuesday, April 12

- 8:30– 9:45 A.M. Round IV, two-man debate.
Round IV, four-man debate.
8:30–10:00 A.M. Main Committee Meetings, Student Congress.
10:00–11:15 A.M. Round V, two-man debate.
Round V, four-man debate.
10:30– 1:00 P.M. Joint Committee Meetings, Student Congress.
11:30–12:45 P.M. Round VI, two-man debate.
Round VI, four-man debate.
2:00– 4:00 P.M. Round II, Extemporaneous Speaking.
Round II, Persuasive Speaking.
Student Executive Council Meeting.
National Executive Council Meeting.
4:15 P.M. Election of Student Officers.
Meeting of Chapter Faculty Sponsors.
7:00 P.M. Tournament Banquet.
9:45 P.M. Faculty Social Evening.

Wednesday, April 13

- 8:30–12:00 noon Legislative Assembly, Student Congress.
8:30– 9:45 A.M. Octofinal Rounds, two-man debate.
9:00–10:15 A.M. Round VII, four-man debate.
10:00–11:15 A.M. Quarterfinals, two-man debate.
10:30–11:45 A.M. Round VIII, four-man debate.
11:30–12:45 P.M. Semifinals, two-man debate.
1:00– 2:00 P.M. Finals, Extemporaneous Speaking.
Finals, Persuasive Speaking.
2:15– 3:30 P.M. Finals, two-man debate.
3:45 P.M. Announcement of Results and Presentation of Awards.
Forensic Progression will be scheduled for Monday,
Tuesday, and Wednesday afternoons and possibly
Tuesday evening.
4:00 P.M. Adjournment.

Everyone in the fraternity should know the results of last spring's questionnaire so that all may understand why the National Committee has decided the way they have on the events of the conference. It should be quite obvious to all that two-man debate, four-man debate, extemporaneous and persuasive speaking are distinctly the most popular events. Quite signifi-

cant in running the conference are the votes of those schools who say they will attend regularly and those who will attend at least some of the time. This will give some indication of how many will be participating in each event. It is significant to note that a heavy percentage of those replying were schools who have been attending the National Conference.

Your National Committee has no desire whatever to take sides in the arguments over the values of the various events. Your National Committee was set up to do one job and that is to run the very best National Conference that they can. We are neither "for" nor "against" any of the events. What we are "for" is to give everyone the greatest possible educational experience and to operate all events that are popular enough in their demand to make it worthwhile. We do have a few limitations in the form of rooms available in the host school, times available for them to be run, and financial limitations. Each of those national trophies costs us \$20 apiece; certificates are an additional cost. Thus each new event offered requires an increase of fees to cover the cost.

The committee has received several questions about the fees established for the National Conference. Some feel that perhaps they are rather high. The method of setting the fee is very simple. There are two banquets in the evening for each person, so this is the beginning of the determination of the cost figure. A judge must be hired for each manager of an event, so this cost is prorated among each of the prospective attendees. The next big item is the cost of the trophies, which likewise must be prorated among the fees of each of the attendees. The next figure to be added is the cost of paper, printing, typing, etc., by the host school in operating the conference. After the conference is over, the director of the tournament is then required to make a complete cost accounting of the conference which is then sent to the National office of the secretary-treasurer and is open for all to see. This Cost Accounting system then becomes the basis upon which the National Council, not the Conference Committee, sets the fees at the business session each Christmas.

Your National Conference is one of the most stimulating and highly educational experiences that your student speakers can have. That is why so many schools are willing to travel such great distances year after year. Students enjoy the keen competition, the intellectual stimulation, and the fraternal spirit that predominates. The schedule of events, plus the types of events included, give emphasis to all three. That is why this National Conference Committee emphasizes that there must be time for the development of the fraternal spirit as well as for participation.

Let us hope that we have another great conference this year.

RESULTS OF QUESTIONNAIRE

Total Questionnaires 104

- 56 We attended the 1964 National Conference at Butler University.
- 61 We attended the 1965 National Conference at Indiana University.
- 57 We are planning to attend the 1966 National Conference in April at the University of Nevada.
- 28 We are unable to attend the 1966 National Conference.
- 54 We plan to attend the National Conference in 1967 (Midwest location) and regularly thereafter.
- 42 Our attendance at the national conferences will be irregular.

Please check the desires you have for the usual events at our National Conference wherever it is held. (See special Reno Questionnaire.)

TWO-MAN DEBATE

- 84 It should be offered.
- 41 You may usually count upon us to enter.
- 38 Our participation will be irregular.

FOUR-MAN DEBATE

- 75 It should be offered.
- 27 You may usually count upon us to enter.
- 38 Our participation will be irregular.

PERSUASIVE SPEAKING

- 68 It should be offered.
- 47 You may usually count upon us to enter.
- 40 Our participation will be irregular.

EXTEMPORANEOUS SPEAKING

- 79 It should be offered.
- 38 You may usually count upon us to enter.
- 41 Our participation will be irregular.

GROUP DISCUSSION

- 42 It should be offered.
- 8 You may usually count upon us to enter.
- 28 Our participation will be irregular.

CONGRESSIONAL SESSION

- 41 It should be offered.
- 14 You may usually count upon us to enter.
- 26 Our participation will be irregular.

FORENSIC PROGRESSION

- 43 It should be offered.
- 14 You may usually count upon us to enter.
- 36 Our participation will be irregular.

AFTER-DINNER SPEAKING

- 37 It should be offered.
- 7 You may usually count upon us to enter.
- 32 Our participation will be irregular.

RESULTS OF RENO CONFERENCE QUESTIONNAIRE

We would like to be able to participate in:

Total Questionnaires	69	18	Congressional Session
Refusals	6	14	Discussion
Unmarked	7	16	Forensic Progression
53 Two-Man Switch-Side debating	56	14	After-Dinner Speaking
35 Four-Man debate			Additional questions:
46 Persuasive speaking		31	1. We will definitely attend.
49 Extemporaneous speaking		25	2. We will probably attend.

STUDENT CONGRESS ON TRIAL

JERRY M. ANDERSON AND KENNETH E. ANDERSEN*

Sir Denis Brogan wrote in 1964, "It can be said, I think, with justice, that this is an age of legislative decline."¹ Professor Brogan, of course, was referring to the status of national legislative branches of government, but, on the face of it, his statement could be applied to the Student Congress event of Delta Sigma Rho-Tau Kappa Alpha as it has functioned at the first two national conferences. At least, as viewed by several members of our joint honorary, the Student Congress, too, is experiencing an era of decline.

That point of view was demonstrated in three "view-with-alarm" essays in the last issue of the *Speaker and Gavel*. Professors Goetzinger and Keltner and Miss Rummel, a 1965 Student Congress participant, all three from Oregon State University, appealed for a resurgence of the Student Congress event based on its educational values. This article, like Peter Quince, would seek ". . . to entreat you, request you, and desire you . . ." to analyze closely the event in question and its value before taking any strong stand for or against its continuation on the national conference program. Whatever the fate of the event, it should be the result of an analysis of the merit of the Student Congress. To bypass the analysis step would be an injustice to one of the cardinal principles upon which the forensic honorary is founded.

The proponents of the Student Congress should present their respective cases to the national jury of the membership, for Delta Sigma Rho-Tau Kappa Alpha members do not share a common frame of reference for the event. Many members, whether of Delta Sigma Rho or Tau Kappa Alpha lineage, have not participated in the event, perhaps have not examined it closely, and do not share the view of the Congress which Keltner describes as ". . . an exciting and challenging affair."² If Congress is on trial, it beckons the attorneys to come forth with arguments. Decisions on its fate should not be reached on the basis of loyalty to a presumed position previously held by one or the other societies on the issue, the nostalgia of a tradition, or simple disinterest, or an opinion survey of the membership in which many voters lack sufficient facts to enable them to cast a responsible vote.

In short, based upon our personal association with the event, we accept the aphorism of the late Progressive, Senator Robert M. LaFollette, Sr., "Give the people the facts and freedom to discuss, all will go well." As a starting point in uncovering some of these "facts," this article will briefly consider (1) conditional factors surrounding the event in the first two joint national conferences, (2) the function and role of the Student Congress in

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¹ Sir Denis Brogan (broadcaster and author and holds the Chair of Political Science at London University) in the Introduction of Senator Joseph S. Clark's book: *Congress: The Sapless Branch* (New York: Harper and Row, 1964), p. ix.

² John Keltner, "Backward or Forward?" *Speaker and Gavel*, May, 1965, p. 109.

relation to other activities on the conference program, and (3) the educational merits of the event.

The conditions under which the Student Congress has operated in the first 2 years since the merger have not been conducive to a healthy establishment of the Congress event. Granted that the Conference Committee has viewed all forensic activities in the national conference program as on trial, the greater familiarity of debate, persuasive, and extemporaneous speaking, which are more traditional events, has undoubtedly been an important factor. Debate has and will have a core position in most forensic programs; therefore, the event will always draw a large attendance. Further, it may be noted, no extensive special preparation, training, or extra time is needed for debate beyond that voluminous amount already invested in the national intercollegiate proposition prior to the conference. Most students have never participated in a congress of this type at the collegiate level and probably will do so only once.

Although both Tau Kappa Alpha and Delta Sigma Rho have sponsored the Congress events in years prior to the merger, at the time of the merger the event was largely identified with Delta Sigma Rho. And since the merger, the majority of the participants have been drawn from the Delta Sigma Rho schools which may be presumed to have had a stronger sponsor commitment to the event.

Of the events offered on the national conference program, the Student Congress has had the smallest mandate from the sponsors. The position of the National Conference Committee³ may be fairly judged from one of their letters reprinted in the November, 1963, *Speaker and Gavel* (p. 29):

The events offered and the overall format of the Conference have been determined on the basis of your replies to the questionnaire sent out last spring. By a strong majority, 2-man debate, 4-man debate, persuasive and extemporaneous speaking were asked for. Only minorities voted for either the forensic progression, discussion and congressional session [Student Congress]. The committee decided to choose one of the three for the first year, and we decided in favor of the congressional session.

For the first joint national conference in 1963, the rules of procedure mailed to chapters and printed in the *Speaker and Gavel* included information on all events adopted—*except* the Student Congress. The rules for the Congress were being revised, and did not reach the hands of the chapter sponsors until shortly before the opening session of the Congress—long after decisions on entrants had to be made and entry forms mailed; indeed, past the deadlines for the advance filing of bills as stipulated in the Congress rules.

This delay, granting the complex job of revising the rules, presumably curtailed entry in the event for the first year. Added to the fact that a small congress frequently does not function well, many participants seemed ill-prepared and to be "playing it by ear." Many observing it for the first time may not have been encouraged to enter the Congress in a future year.

In justice it should be noted that the Student Congress in its first year attracted almost one-third the total number of students that participated in the Delta Sigma Rho conference in some years when the Congress func-

³ Adamson of Utah, Freeley of John Carroll, Harnack of Colorado, and Huber of Vermont (Chairman).

tioned as the only event at the national meeting—without competition from any other activities.

In planning the second joint national conference, the conference committee scheduled the Student Congress and sought to bolster the program by charging two faculty sponsors (the authors) with planning and directing the event. Further, information was mailed earlier and under separate cover from other events on the conference program in the attempt to call particular attention to the Congress. Moreover, a bibliography on the topic was provided. The topic, reorganization of the United States Congress, not only was a topic of national concern but presumably had some relationship, albeit not a fully direct one, to the Student Congress event, per se. The number of participants in the 1965 Congress was almost double that of the previous year. Although less prepared in substantive and procedural matters than students in a national congress might be, nevertheless the enthusiasm of the students for the event and the general morale of the participants was marked.

In brief, then, the conditions under which the Student Congress began as an event were not particularly conducive to its strength. However, the growth in participation and the growth in familiarity of the event among greater numbers of chapter sponsors may provide an indication that the Congress could be a popular event on the national conference program. Also, results of the first two Congresses suggest some revision in the procedural rules might strengthen the event and that attention needs to be given to the nature, conditions, and value of the evaluation system currently employed.

With regard to the function and role of the Student Congress in relation to other activities on the conference program, a variety of positions is possible. In our view, the Congress event justly holds a place on the conference program without constituting the entire program. There is no need to indict debate or any other activity presently included. It is undoubtedly true that as long as debate is on the conference program it will remain the most popular activity. But indeed, debate is the core of most forensic programs. No other activity has been found to possess the unique ability of debate to impart a mastery of dialectical and rhetorical processes through *intensive* analysis of controversial public problems and practice in the art of presenting coherent, reasoned discourse in defense of that analysis before expert critic judges.

The Congress experiences serve as a valuable complement to debate and other forensic events. It does not need coddling on the program, merely equal time and the opportunity to stand or fall on its own merits. It is apparently true that some sponsors will never elect to have students participate in the Student Congress activity. It is also true that some additional participants would engage in the Student Congress if that were the only activity available; however, the majority of the present participants probably would not attend. Further, it would seem unfair of the National Conference Committee to make the decision to offer only one event, i.e., the Student Congress, whatever its merits specifically or as compared with the merits of other activities.

While there is not sufficient support to make the Student Congress the only activity, there is clearly not enough support to drop the Congress either. The events at the national conference should not be viewed as vying in a box office popularity contest. As long as a useful activity remains viable in terms of participation—as long as that participation is sufficient to provide

the valued educational objectives of that activity—it should be offered. The number of events offered is not unwieldy for a national conference.

The argument that student congress-type activities are available in other tournaments or other situations loses some face validity when the same point is made about the availability of debate tournaments on the national proposition. The Student Congress event makes available an activity only rarely provided in other settings as contrasted to the other events on the program at the national conference.

Finally, due to geographical factors, budget, alternative commitments, and the strength of the sponsor's commitment to the honorary, attendance of schools will vary from year to year. Similarly the size and interests of a given delegation will vary from year to year. Over a period of time every sponsor might find it useful to have a participant in all the events. In some years a school might have a maximum number of participants in every event (i.e., Nevada at Nevada or Indiana at Indiana). A school might enter a participant in the same one or two events at every tournament. But over a cycle of national conferences, participation should occur in every event because interested and deserving students will wish to participate. Clearly, sponsor interest is a key factor. Arbitrarily ruling out any one event as not worth the budget (even for 100 or 200 miles) would suggest the desirability of some evaluation of goals. The repertory of rhetorical skills to be acquired is very broad.

The most vital question to be posed in consideration of the Student Congress concerns the educational merits, realized or potential.

The goals of the Student Congress have been often articulated. The 1941 Delta Sigma Rho booklet of rules stated:

The purpose of the Congress is to broaden . . . to provide a unique method for training students in the skills of fact-finding, organization, group discussion, bill-drafting, parliamentary debate . . .

At the Sixth Delta Sigma Rho Congress, Kenneth G. Hance observed:

Specifically, the Congress is the living embodiment of a demonstrably correct point of view that neither discussion nor advocacy is more important—that it is not a matter of either—or, but that it is a matter of *both*. The Congress dramatizes the fact that in the workings of a free society, both discussion and advocacy have their place and that they are complementary processes.

The list of potential educational merits of the activity may be long or brief depending upon the degree of grouping undertaken. Furthermore, the values of every other forensic activity could be listed since the Congress, if effective, combines them all. Rather than engage in this attempt, attention should be directed to the additional merits which the Student Congress provides, not excluding those which characterize its subsaspects.

The Congress provides an opportunity for the student to combine the more specialized training received in other forensic activities. The Congress provides an opportunity for students to practice in combination a myriad of rhetorical and dialectical skills in small and large group communication settings and in both formal and informal discourse. The give-and-take of debate as well as cooperation and mutual problem-solving is necessary in the legislative process. Extempore speaking, both informative and persuasive, is utilized. Students are led to a fuller use of the complete range of persuasive

proofs. The Congress perhaps makes use of a fuller range of rhetoric than all the other forensic forms.

The Congress provides an opportunity for the student to apply rhetorical skills in a truly lifelike situation. Valuable practical insight into the importance of gaining and maintaining attention results from facing competing stimuli in committee meetings and on the floor in legislative sessions. Students are far less charitable than judges in tolerating the empty speech or the meaningless statistic when this impedes their progress toward that goal. The last Congress provided graphic demonstrations that unpopular, militant stands and an inability to compromise can be a political liability and result in no impact, whereas ability to compromise may result in a significant contribution to the final result.

The Congress provides an opportunity for the student to develop an understanding of the nature of the legislative process. The student who rushed to one of the Congress advisors and declared, "This was unfair—the majority just rammed it through. The speaker knew I wanted to debate and refused to recognize me but recognized someone else to move the previous question," is a student who on reflection may understand a bit more about legislative process. An appreciation of the power of majority rule and respect for the rights of the minority may also be realized through this activity. Certainly many of the students can testify to the frustrations inherent in the legislative process as well as the rewards. Some appreciation of the master movers who never debate but have mastered the power of the form and process of legislative procedures is developed.

Brogan's analysis of the decline of the legislative branches of government is a valid one. This fact challenges Delta Sigma Rho—Tau Kappa Alpha to work even harder in providing activities which stimulate outstanding students to an interest in the legislative process, an awareness of its realities, and a mastery of its demands.

One of the greatest values of the Student Congress is the fact it becomes more lifelike than almost any forensic activity. Repeatedly in the last Congress the students demonstrated they were not working for ratings, for some extrinsic goal, but had become so swept up in the process that they had intrinsic motivation. Students were truly angry at times, not mock angry. Students yelled their injury to the legislative body. Students at 2:00 A.M. on the morning of a legislative session were drinking milk in the union and plotting how to get an amendment onto the floor and passed. The majority of the work occurred outside the sight of any "judge" and none of the students seemed to care.

With reference to the criticism leveled by two of the writers in the May *Speaker and Gavel* on the awards and evaluations at the 1965 Congress, it may well be argued that these evaluation procedures were poorly conceived and poorly executed. These awards appear to have come into being in the attempt to motivate greater preparation and greater achievement. In the confusion surrounding the Student Congress (described earlier in this article) the awards came into being and may have been well intentioned but undesirable. Certainly this problem can be examined and changes may be warranted.

The Student Congress serves to provide refutation for those who indict intercollegiate forensics for its limited diet. It provides an opportunity for participation for those who are very concerned about the limited "diet" which is available to their students.

Finally, the Student Congress provides an opportunity for the student to practice parliamentary procedure—again with emphasis upon the real-life nature of the involvement which the student secures. And this procedure occurs within a legislative setting in which work is being accomplished. In past Congresses, the use of parliamentary procedure—whether to advance or retard a bill or an action—has been motivated by goal-directed behavior. Even the most obstructive tactics were goal directed—perhaps more strongly so than almost any other parliamentary action.

The concern for the status of the Congress in relation to other events raises the larger question which has always faced forensic directors. Do faculty adequately assume responsibility for meeting the challenge of prescribing the best educational experiences for students? When Keltner ends his essay by pleading, "Perhaps the time has come for a real and honest confrontation with our educational and society goals, standards, and values," he echoes the pleading of speech educators over the years. Working with forensics in an era of campus unrest, continued pressure on students for academic achievement and heavier faculty responsibilities in the face of growing enrollments and pressure for research, the time of "confrontation" with goals is an almost daily one for every faculty sponsor.

The faculty sponsor of the forensic program is so involved with the administration and coaching of forensic activities he has little time for other academic pursuits. Furthermore, the burden of directing the "standard" diet of debate and all the individual events is a very heavy one. Already in many instances the forensics director is being "exploited" in one sense by his school. Can this director undertake to add new responsibilities, training people in new forms and procedures and also prepare them on topics in new subject matter areas? Obviously he can (physically), but should he?

The real question remains unanswered whether the activities in vogue remain so because they are propagated through practice and tradition and are perhaps easier to administer, or in vogue because they provide the best training for students. Until concerted, rigorous, and continuous research is undertaken as a means of evaluating the relative merit of forensic activities, the problems in selecting activities in relation to forensic goals and the appeals for "reexamination" will persist.

The Student Congress may be suffering more from a lack of familiarity on the part of faculty and students alike than from a lack of educational merit. No polling of the membership at this time should serve as a criterion for its abolition or continuation. It is interesting to note that the forensic progression and other "different" activities may suffer from the same task.

The Student Congress is on trial and it deserves to have that trial continued. The proponents of the Congress must come forward not only to explain its rationale but also to enter students in it. It is not enough to argue that the event will continue because the tradition demands it or that the event will continue because educational merit demands it. The event must function meaningfully, in terms of student participation, faculty support, and evolution of the format to more fully realize the goals set for it. The criterion for continuance should not be popularity, it should not be continuance of tradition, it should not be window dressing to divert possible critics, it should not be potential merit. Rather, to some degree it may be all of these, but ultimately it must be upon realized merit, not potential but actual.

BOOK REVIEW

CONTEST SPEAKING MANUAL

Edited by WILLIAM E. BUYS. Lincolnwood, Illinois: National Textbook Corp., 1964. pp. 1-176. \$3.60.

This purports to be the first book published that aims at preparing students for interscholastic speech contests. A need has existed for such a guide, both for high school and for college competitors. Directed primarily to high school students, it adequately fills the need for beginning college students as well.

The *Contest Speaking Manual* consists of seven booklets bound together to form a hardback volume. Each booklet deals with a specific type of speech. The first six booklets concern types used in contest speaking; the seventh covers special occasion speaking. Each booklet is individually authored by one of five experienced and competent college speech teachers.

The booklets and authors are: (1) "Oratory in Interscholastic Contests"—written by Robert L. Scott, University of Minnesota; (2) "Oral Interpretation of Prose in Interscholastic Contests," (3) "Oral Interpretation of Poetry in Interscholastic Contests"—both by Paul Hunsinger, University of Denver; (4) "Extemporaneous Speaking in Interscholastic Contests"—by William E. Buys, Western Michigan University, the volume's editor; (5) "Serious Dramatic Interpretation in Interscholastic Contests," (6) "Humorous Dramatic Interpretation in Interscholastic Contests"—both by Martin Cobin, University of Colorado; and (7) "Special Occasion Speeches"—by Melvin H. Miller, University of Wisconsin-Milwaukee.

In addition to the hardback volume, the publisher issues the booklets separately as individually bound

paperbacks. Six are offered (the oral prose and oral poetry booklets are combined in one paperback) for 80 cents apiece. This scheme avails students of two options: they may purchase the costlier hardback if they desire details about all the speech areas, or they may buy the cheaper paperbacks if they want assistance in only certain areas.

Of the seven hardback volume booklets, the six orientated toward contest speech preparation follow this general format: (1) the nature and purpose of the particular speech type; (2) how the event is conducted, and factors which determine eligibility for participation; (3) the values of participation; (4) methods of preparation; (5) practice procedures; and (6) suggestions for conduct in the actual contest situation.

This format may imply that these booklets have sophistic tendencies. Actually, the content is founded on sound theoretical principles. Each booklet author reiterates the belief that successful performance depends on practice based upon the knowledge obtained from studying solid speech fundamentals. Each stresses these fundamentals in their material.

The seventh booklet on special occasion speeches also emphasizes sound public speaking fundamentals in its consideration of three kinds of such speeches: (1) commemorative—the commencement address, the anniversary speech, the eulogy, and the dedication speech; (2) courtesy—the introduction, the presentation of a gift or award, the acceptance of a gift or award, the welcome, and the response to a welcome; and (3) after-dinner. The treatment of each kind reflects the writer's thoroughness and competence.

This booklet appears to be an appendage, however, to the others in the hardback volume. Its merit in

a manual allegedly devoted to inter-scholastic contest speaking seems questionable. The subject matter lacks the contest orientation the other booklets offer. This would be expected since no speech tournaments include contests in commemorative or courtesy speaking and since the popularity of after-dinner speaking contests has waned. However, in its paperback form, the booklet should provide students who specifically desire help in special occasion speeches with complete and useful instruction.

The seven booklets exhibit an amazing degree of stylistic similarity, considering five people wrote them. Each is clear, concise, and interesting in its explanation of the principles; each achieves this through an abundance of examples, quotations, diagrams, and checklists. Each employs simple and direct, yet graceful and striking language. The unevenness characteristic of many multiple authored works is not apparent here. A masterful job of editing has created an excellence in stylistic quality.

Other features add to the manual's worthiness:

1. The booklet on oratory presents extremely informative and useful information. Few speech texts treat oratory so this booklet could prove exceedingly popular among would-be high school and college orators.

2. The extemporaneous speaking booklet effectively relates contest procedures with the essentials of public address. Astute and pragmatic advice from the writer should prepare contestants for the unexpected, which is peculiar to this contest.

3. The four booklets concerned with the interpretative reading contests concentrate on the necessary basics without becoming entwined

in problems of literary analysis common to interpretation texts.

4. Checklists in each booklet itemize specific steps in various aspects of preparation. If conscientiously followed, students should find themselves being eased through the important phases of preparation and practice with a minimum of strain. They also can supply coaches with efficient guides for objective evaluations of their students' performances.

Obvious weaknesses need to be mentioned:

1. Certain faults occur which are directly attributable to the binding of seven distinctive booklets into the hardback volume: (a) inconsistencies in points of view between writers on similar subjects, the best example of which may be the incompatible explanations of the problem-solution organization pattern expounded by Scott in oratory and Buys in extempore speaking; (b) repetition and redundancy of particular material between booklets, such as the values of winning, choosing a topic, delivery, to note a few; and (c) a sameness in bibliographies, when they are included.

2. The "Rule of Six" explanation and elaboration in the extemporaneous speaking booklet is incomprehensible; the cause, however, may be an unfortunate typographical error—the omission of several lines of the explanation.

3. Minor typographical errors distract from an otherwise remarkable editing job.

4. A complete model speech or reading with a thorough analysis of it at the conclusion of each booklet would serve to illustrate and make more concrete the writer's ideas.

In the preface of the hardback volume, the editor contends that the book can ". . . be used as a textbook for advanced speech courses

designed to give practical experience in a variety of speech forms . . . " Its obvious contest orientation, except for the booklet on special occasion speaking, precludes such usage. Nevertheless, the hardback and paperbacks should become popular. They answer the coaches' dreams for textbook assistance in

contest preparation. They fill students' demands for specific guidance in preparation and practice.

DONALD W. KLOPF*
University of Hawaii

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LETTERS TO THE EDITOR

(Continued from page 1)

July 13, 1965

Editor:

I see by the "Odds and Ends" section of the last *Speaker and Gavel* that a new cover design has not yet evolved. And you seem to be indicating that you will entertain suggestions.

At present, I have trouble keeping my issues in order when I or my students are working on them. What I would like very much to see is a cover that has the full table of contents. This, more than any other device short of fearfully expensive regular artwork changes, *would serve to identify an issue quickly* and, hopefully, pull in a reader. I would also like to see the title and the volume, number, and date placed along the very top of the cover page so it can be easily seen, even when it is in one of those stand-up magazine display racks.

The table of contents cover would also give us almost one full page more in the body of the magazine.

It suddenly struck me: I believe that the list of chapters and sponsors is published each issue? Perhaps this might be done but once a year? I am trying to get through the summer without teaching so I have become very economy-minded.

I think it is pertinent for me to add at this point that I think *Speaker and Gavel* is proving its value with the larger number of more substantial articles each issue. While I recognize that a certain amount of "news" is part of its proper function, I also believe that the field needs the periodicals for exchanges such as we have been getting recently. With forensics and especially debate becoming more and more recognized in higher education, we need to talk and read about these activities.

Sincerely yours,

JOHN GRAHAM
Faculty Sponsor
University of Virginia

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