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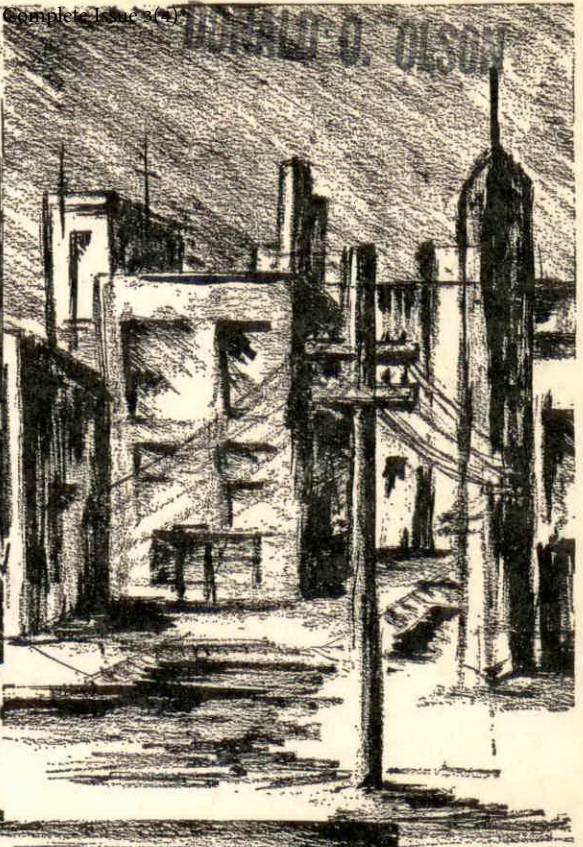
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SPEAKER



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Volume 3
Number 4
May
1966

SPEAKER and GAVEL

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

PUBLISHED AT LAWRENCE, KANSAS
By ALLEN PRESS, INC.

**Editorial Address: Charles Goetzinger, Department of Speech,
Oregon State University, Corvallis, Oregon**

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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.

NATIONAL OFFICERS

President: Wayne C. Eubank, University of New Mexico, Albuquerque, New Mexico.
Vice President: Leroy T. Laase, University of Nebraska, Lincoln, Nebraska.
Secretary: H. L. Eubank, Jr., Purdue University, Lafayette, Indiana.
Treasurer: Kenneth G. Hance, Michigan State University, East Lansing, Michigan.
Trustee: E. C. Buehler, University of Kansas, Lawrence, Kansas.
Editor: Charles Goetzinger, Oregon State University, Corvallis, Oregon.
Historian: Lionel Crocker, Denison University, Granville, Ohio.

REGIONAL GOVERNORS, MEMBERS AT LARGE, AND A. C. H. S. REPRESENTATIVE

Regional Governors: Herbert L. James, Dartmouth College, Hanover, New Hampshire; Raymond S. Beard, State University College, Cortland, New York; Edgar MacDonald, Randolph-Macon College, Ashland, Virginia; Joseph C. Wetherby, Duke University, Durham, North Carolina; Edward A. Rogge, Tulane University, New Orleans, Louisiana; Melvin Moorhouse, Wichita State University, Wichita, Kansas 67202; Harold W. Jordan, University of South Dakota, Vermillion, South Dakota 57069; Thomas Ludlum, Capital University, Columbus, Ohio; Robert Griffin, University of Nevada, Reno, Nevada 89507; George A. Adamson, University of Utah, Salt Lake City, Utah.

Members at Large: Austin Freeley, John Carroll University, Cleveland, Ohio; Annabel Hagood, University of Alabama, University, Alabama; Charles Redding, Purdue University, Lafayette, Indiana.

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

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Speaker and Gavel

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DELTA SIGMA RHO–TAU KAPPA ALPHA, TODAY—TOMORROW

By

WAYNE C. EUBANK, President
University of New Mexico

August 10, 1963, I returned from Bechuanaland, Africa, to find a letter on my desk from Herold Ross, then President of DSR, and Chairman of the DSR–TKA Nominating Committee. Herold's letter stated that I had been nominated for the Presidency of the new Society, to be organized at the SAA Convention meeting in Denver, Colorado, August 18, 1963. I shall never forget that memorable evening. From all parts of the Nation, some thirty men and women, leaders in the fields of Forensics and Speech gathered to fashion two great societies into one. There was about this group of men and women, a quiet air of self reliance and determination. At the close of the two merger meetings, the structure and direction of the new Society had been cast.

Tonight, we meet for our Third National Conference since the merger. Tonight, is the last time that I shall have the opportunity to speak to you as your President about the present status and the future of DSR–TKA. Since our active student membership is very fluid, changing about every two years, I believe that it is most important for us to discuss with you at regular intervals the status and functioning of our Society. Therefore, for a few minutes I would like to take a good, hard look at DSR–TKA.

What About Our Membership?

Within our ten regions tonight, we have 193 Chapters representing about 600 student members. Our alumni membership numbers about 20,000. Secretary Hank Ewbank reports that several Chapters have not initiated members during the last two years. Let me urge all Chapter Sponsors to encourage those students who excel in forensics and scholarship to join DSR-TKA. Time and again we have stressed that the real strength of our Society lies in the strength of our local chapters and the strength of our Regional Organizations. The DSR-TKA Chapter on your campus should be more than an honor organizations. It should make its presence known. Your Chapter should be an active, dynamic group always ready to demonstrate and promote intelligent, effective and responsible communication.

Most of our regions have reported successful regional conferences. For some of our chapters, the regional conference is the heart of DSR-TKA since they can only attend the National Conference, occasionally. Let me urge all Regional Governors to stimulate interest and good fellowship among the Chapters in their Region through sponsoring strong Regional activities. Regional activities may well vary greatly from those activities offered at our National Conference.

What About Our Awards?

Tomorrow night, Dr. Thorrel Fest of the Distinguished Alumni Award Committee will present three Distinguished Alumni whom we shall honor. These awards mean much to our Society. They honor alumni who have, in their professional lives, exemplified the highest ideals of DSR-TKA. We know that these awards heighten Chapter interest, nominations originate at the Chapter level, and certainly deepen loyalties between alumni and our Society.

One of the most difficult, most challenging, and I think, most worthwhile activities in which we engage is the choosing of our annual Speaker of the Year. The Award Board works months in gathering and evaluating pertinent materials and exchanging ideas before deciding upon a nominee. Annually, through our Speaker of the Year Award we say to the Nation: "Here is a Speaker who engaged in the kind of communication, on public issues, that our Society regarded as intelligent, effective and responsible—the kind of communication for which DSR-TKA stands, and is proud to honor.

At this Conference, for the first time, we shall announce a STUDENT Speaker of the Year, chosen from our active student membership. This individual will receive the Student Speaker of the Year Award for having excelled in intelligent, effective and responsible speaking during the previous year. I am happy to report that this award, recommended by your Student National Council, was approved unanimously by your National Council at its last December meeting.

What About Our Textbook in the Field of Argumentation and Debate?

Dr. James McBath, Chairman of our Research Committee, reports that the newly revised DSR-TKA Argumentation and Debate Text received about 40 percent of the adoptions in the field for 1965. This wide acceptance of the Text is a warm compliment to the DSR-TKA contributors, and the monetary returns will be a welcome addition to our treasury.

What About the Financial Status of DSR-TKA?

When the President of an Organization approaches the subject of finances, it is usually with apology or panic. Fortunately, the President of DSR-TKA need not engage in either. When the Society was launched, the National Council decided that we should do the things that needed to be done even though we exceeded the trial budget. We did the things that needed to be done and we exceeded the trial budget. However, the necessary funds were available. Based upon two years of experience, this year we were able to adopt a realistic budget, and our Secretary, Dr. Kenneth Hance, informs me that we are operating well within that budget.

Last December, at our National Council meeting, our Trustee, Dr. Bill Buehler, who Chairmans the Finance Committee, suggested that part of the annual dividends from our endowment be transferred to the operating budget, allowing the Society to engage in what he termed "extended services." The Council unanimously adopted his idea. Under this policy, two steps were immediately approved. The work of our Speaker-of-the-Year-Award Board, which had been confined, because of budget, to about six or seven months each year was increased to a year-round project. The second step was the approval of the Student-Speaker-of-the-Year Award. I am certain that in the future other extended services will result from this policy.

What About Our National Conference?

The policy of the National Conference Committee has been to include in our National Conference program those events in which our student membership has shown interest. A questionnaire from the Conference Committee each year has given you a direct voice in this decision. There has been apprehension on the part of some that we were moving away from the discussion-congress concept, centering all of our energies on more competitive events. Certainly, this has not been the intent of the National Conference Committee nor the intent of your President. Each year, I have encouraged the National Conference Committee to schedule the congress even though the interest indicated was not great. I am delighted to report that at this Conference, the participation in the congress has reached a three-year high. Let me state, once and for all, I believe DSR-TKA is large enough and strong enough to offer and encourage participation in activities of all kinds. Furthermore, I am confident that future National Conference Committees will do just that.

For a Moment I Wish to Speak to the Members of the National Councils, Our Regional Governors, and Members of Committees.

I wish I could present each one his well deserved personal accolade. Time does not permit. Never have I had the opportunity and privilege of associating with a more efficient, loyal, dedicated group of men and women. In two and a half years of problem solving together, not a single voice was raised in anger.

Ladies and Gentlemen of the governing bodies of DSR-TKA, your interest, dedication and fidelity has made the office of President a pleasure and a delight.

Tonight, Ladies and Gentlemen, we meet as a great society. In alumni and active membership, more than twenty thousand strong we stand:

A society with a financial stability and independence unheard of in educational circles;

A society that offers, in its revised edition, the most widely adopted text in argumentation and debate;

A society with unexcelled chapter strength in the leading universities and colleges throughout the land;

A society with the highest scholarship and achievement standards;

A society that has wisely delegated to its student membership much of the direction of its activities;

A society that embraces the outstanding leadership in Forensics in this country;

A society that lists among its alumni, men and women who are leaders in every field of professional life;

A society dedicated to an ideal—an ideal that challenges Americans everywhere—in college, in business, in industry, to aspire to the ultimate in communication through intelligent, effective and responsible speaking.

Delta Sigma Rho was founded in 1906. Tau Kappa Alpha was founded in 1908. Delta Sigma Rho—Tau Kappa Alpha, conceived in greatness, born in greatness, has an enviable record of service and achievement.

What of the Future?

Even if I could, I would not fathom the crystal ball. This I do believe. DSR-TKA, through its many activities, must encourage and honor those who search out the truth and, through responsible speech, press for its adoption. This idea was most ably voiced by an Alumnus of DSR-TKA speaking almost a decade ago at one of the Golden Anniversary Celebrations of our Society. Let me paraphrase:

The struggle for men's minds continues to be the critical problem of our time. The role of Delta Sigma Rho—Tau Kappa Alpha is clear. It must be in the open forum that man first states, then tests, then urges his conception of the truth. DSR-TKA must continue to use its historic medium of debate, discussion and exhortation to search out the truth that makes men free.

The destiny of DSR-TKA rests with you young ladies and gentlemen and the thousands of young collegians like you who, year after year, will join our Society. The officers and other trappings of DSR-TKA are only its structure—you are its energy, its essence, its heartbeat. Tonight, a past of almost six decades looks down upon you—a cherished heritage fashioned by men and women of vision, imagination, energy, and conviction who were equal to the task of translating dreams into reality. The highest tribute you can pay your Society will be manifest in your communication inside and outside the classroom. Through your communication, may your peers know that you belong to a Society that gives more than lip service to excellence in utterance. Let them know that you belong to a Society that seeks to augment a heritage of greatness by engaging in and honoring those who speak intelligently, effectively and responsibly.

If the legendary fairy were to grant me one wish tonight, it would be this: May the ideals fashioned and hallowed by the patience, ingenuity and vision of six decades of men and women who have worn the DSR-TKA key with distinction and pride, burn brightly in your hearts, in your minds, and above all, in your utterances.

MINUTES OF NATIONAL COUNCIL DELTA SIGMA RHO—TAU KAPPA ALPHA

APRIL 11, 1966
Reno, Nevada

The meeting was called to order at 2:05 PM by President Wayne C. Eubank. Present for all or part of the meeting were: Charles R. Goetzinger, J. R. Wier, M. R. Moorhouse, G. A. Adamson, Annabel D. Hagood, Franklin Shirley, P. E. Kane, L. T. Laase, R. S. Griffin, J. H. McBath, A. J. Freeley.

President Eubank presented the report of the Treasurer which he had received by mail from K. G. Hance, showing the receipts and disbursements from July 1, 1965 to April 1, 1966. It revealed that on a balanced budget estimated at \$7,355.00 for the year, \$3,975.59 has been received, and \$3,725.44 had been disbursed. Both receipts and disbursements are greatest during the remainder of the fiscal year. (A complete copy of the financial report is filed with the original of these minutes.)

Editor Charles Goetzinger reported for the *Speaker and Gavel*, describing its current status, and presenting four proposed cover designs worked out with Allen Press. He also reported that he had asked to be relieved of the duties of Editor, after his total of eight years at the post.

Secretary H. L. Ewbank, Jr., reported that, in addition to the normal operations of his office, he had written to each of the sponsors of chapters into which less than two people had apparently been initiated since the merger—first, to recheck the records for accuracy, and second to urge that they meet this minimum in order to assure their status as active chapters, per the constitutional requisite.

A report of further information regarding the petition of Hampton Institute was made, detailing their forensic activities and budget for the current year. This report was made in response to unanswered inquiries at the time of the National Council meeting in December, and had been brought to the National Conference by the representatives from Hampton who were participating. No action was taken on the report, but it was put on the agenda for the Tuesday meeting.

Vice President (President-elect) Leroy Laase reported that he was engaged in the process of making appointments to offices and committees, to begin their work July 1, 1966, at the start of his tenure in office. He noted the need for some continuity, and asked for recommendations, stating that he would report at the Tuesday meeting, seeking approval for those offices which necessitated it, and informing the Council of other appointments.

There followed some discussion of reasons for inactivity among certain chapters. One reason cited was the change to the merged society, which would disappear as we progressed. Another was the fact that sponsors move, without adequate provision for appointing or informing their successors. A third possible reason cited was the lack of satisfaction with the ritual in its present form. This view led to the suggestion of the desirability of a Ritual Review Committee (see minutes of Chapter Sponsor's meeting of Tuesday, April 12).

There being no reports from the Research and Publications Committee on the Speaker of the Year Award Committee, reports from the Regional Governors were entertained.

George Adamson (Region 9) reported that though the chapters in his region had pledged 100% attendance, Colorado College had been unable to attend. In general, all was well.

J. Rex Wier, newly appointed Governor of Region 8, reported that he would attempt to generate some activity within his region where none has developed due to a series of necessary shifts in regional governorship. Arkansas and Texas Tech, as well as his chapter at The University of Texas, were represented at the Conference.

Robert Griffin (Region 10) reported that all mainland chapters in his region except Willamette were present, and that there were some possibilities of the addition of new chapters at west coast institutions.

Mel Moorhouse (Region 7) reported that four institutions were here from his region, and that there was cause for some optimism for greater activity, following the one regional meeting which had been held.

Peter Kane, reporting on Region 2 activities for Ray Beard, noted that three chapters—SUNY Albany, SUNY Harpur, and Brooklyn, were at the Conference. The Harpur College chapter will be installed by Governor Beard on May 7.

Franklin Shirley reported for Regional Governor Joe Wetherby that five schools were present; that the Spring Hill College chapter had been installed in March by Annabel Hagood; and that they would elect a new governor at their regional meeting in the fall.

Kenneth Mosier and Gerald Paul, now at Stanford and Whittier, respectfully, were unanimously approved by the Council for Membership at large.

The meeting adjourned at 4:00 PM.

Respectfully submitted,
H. L. Ewbank, Jr.
Secretary

TUESDAY, APRIL 12, 1966

President Eubank called the meeting to order at 2:00 PM. The following were present for all or a part of the meeting: Charles Goetzinger, W. C. Eubank, Austin Freeley, Melvin Moorhouse, Franklin Shirley, Rex Wier, Peter Kane, Annabel Hagood, George Adamson, James McBath, Robert Griffin, Leroy Laase, and H. L. Ewbank, Jr.

Fr. Vincent Horrigan issued an invitation to the Council to hold the 1967 National Conference at Xavier University, Cincinnati, Ohio, on March 26, 27, 28, and 29. These were dates comparable to the 1966 Conference. He described the new facilities available at Xavier, which would make it possible to accommodate the Conference easily. Discussion followed on this and the invitation extended earlier by letter from Gifford Blyton to hold the Conference at the University of Kentucky either between March 12 and 20, or between May 7 and 13. (These dates were reconfirmed by phone.) Because two more institutions were exploring possibilities by phone, the final decision was delayed until later.

Ewbank-Moorhouse moved that a charter be granted in response to the petition from Hampton Institute, Hampton, Virginia, where Jacob B. Miller is currently directing forensics. The motion CARRIED unanimously.

Hagood-Freeley moved to approve the cover design embodying the title at the top, the DSR-TKA key emblem centered, and the designation of volume and issue below, together with possible provision for designa-

tion of a feature article; and to approve the return to a color rotation for the four issues each year. The motion CARRIED unanimously.

Following discussion of the Student Speaker of the Year Award, for 1966 and following years, the following resolution was adopted by the Council:

The 1966 Award has been determined, and should be awarded as Already determined; and in the future one of the criteria should be that the award should go to one of those present at the National Conference.

President-elect Laase then reported on those appointments which are to be made with the approval of the Council, as well as other members of committees.

Wier-Goetzinger moved approval of E. C. Buehler as Trustee. Adopted unanimously.

Hagood-Kane moved approval of H. T. Ross as Historian. Adopted unanimously.

Kane-McBath moved approval of H. L. Ewbank as representative to the Association of College Honor Societies. Adopted unanimously.

Moorhouse-Goetzinger moved approval of Wayne Brockriede as editor of the *Speaker and Gavel*. Adopted unanimously.

Hagood-Kane moved approval of H. L. Ewbank, Jr. as chairman of the Standards Committee. Adopted unanimously. Other members were to be Gifford Blyton (Kentucky) and Glenn Pelham (Emory).

Wier-Shirley moved to ask Ron Reid (Massachusetts) and then Owen Peterson (Louisiana), and if neither of these accepted, that Leroy Laase should move to his next choice. Adopted unanimously. (Research and Publications Committee Chm.)

Moving to those appointments which do not require Council approval, the following were announced:

Representative to the Committee on Intercollegiate Discussion and Debate—Austin Freeley.

National Conference Committee—Austin Freeley (chairman), George Adamson, Jerry Anderson, Charles Goetzinger and the Tournament Director.

Distinguished Alumni Awards Committee—Lillian Wagner (chairman), Thorrel Fest, John Keltner, Franklin Shirley, Robert Huber.

Speaker of the Year Award Committee—Chairman replacing Annabel Hagood, not named; the remainder of the Committee to stay intact, except for Wayne Eubank replacing James McBath; Paul Boase replacing Paul Brandes; and N. Edd Miller replacing Bert Bradley.

Hagood-Wier moved that the By-Laws be amended to provide that the chairman of the Speaker of the Year Award Committee, the Distinguished Alumni Award Committee and the National Conference Committee be made members of the National Council. Adopted unanimously.

Annabel Hagood reported that the Speaker of the Year Award Committee would move to a year-round basis starting May 1, 1966, so that they would name the sequence of candidates at the SAA Convention in December. The ultimate recipient for 1966 would be the one of highest rank on the list who would agree to attend and speak at the 1967 National Conference. The committee would be empowered to comment on the status of speaking in America if it felt so moved. The 1965 Award goes to Senator J. William Fulbright, who will not be present. The report was received with thanks.

Moorhouse-Kane moved approval of membership-at-large for Professor Eugene Vasilew. Adopted unanimously.

After thanking the National Council for assistance and a good job well done, the meeting was adjourned at 4:00 PM.

Respectfully submitted,
H. L. Ewbank, Jr.
Secretary

FACULTY SPONSORS MEETING

TUESDAY, APRIL 12, 1966

UNIVERSITY OF NEVADA, RENO

Vice President and President-elect L. T. Laase called the meeting to order, noting that there was no formal agenda and requesting an airing of views, suggestions, gripes, and remarks for the good of the order.

Secretary Ewbank reported some items of interest and concern from the meetings of the National Council. Vice President Laase announced those appointive officers which had been approved by the Council and other members of committees to take office on July 1. He reported that the Council had initiated a constitutional amendment which would make the chairmen of the three continuing committees (National Conference, Outstanding Alumni Award, and Speaker of the Year Award) members of the National Council as chairmen of Standing Committees.

On the question of a Ritual Review Committee, there is need to edit the Greek, which was "atrocious" in its present form. It was suggested that the mechanics of unfolding the white ribbon be investigated and perhaps modified; and that the ritual be assessed from the point of view of initiating both large and small groups. The phrase "All men desire power" was cited as one which might well need modification. The suggestion was made that some students, from their council be made members of this committee.

Suggestions modifying the information sought on part E of the membership application form were made. It would be more clear to indicate that certain representative tournaments or events should be named, showing that the applicant had participated for at least two years.

Regarding the National Conference, the Local Director cited the need to know, from the Secretary, the name of the person at each institution who should receive information and registration materials. The structure of management of the tournament was described, noting that the Conference Committee has legislative responsibilities, and the Local Chairman of the Tournament and his events chairmen are the executives. The responsibility of all judges to be available for possible assignment was reaffirmed. Rules for the conference are to be printed this summer. The general philosophy of including those events which most wanted was reaffirmed, with the pattern of concentrating most events in the morning, a variety of events including society business in the afternoon and development of the fraternal spirit in the evening.

A straw vote of those present suggested a preference for the University of Wisconsin as the conference site for 1967, if all could be worked out, with Wayne State as the next choice.

The suggestion was made that a more clearly defined description of the "Central" area would be wise—in terms of chapters geographical, and/or population centers. The possibility of "east central," "central," and "west central" designations was suggested.

Investigation of a pro rata distribution of costs of attending the National Conference was proposed—to be executed through a three year rotation cycle.

Ballots for individual speaking events which could be distributed to the participants were proposed.

The meeting adjourned at 5:15.

Respectfully submitted,
H. L. Ewbank, Jr., Secretary

DELTA SIGMA RHO-TAU KAPPA ALPHA

TREASURER'S REPORT—JULY 1, 1965—APRIL 1, 1966

INCOME

Initiations	\$1,326.00	(Budgeted: \$3,500.00)
Investment Income	1,635.29	(Budgeted: 3,455.00)
Keys	503.00	(Budgeted: ?)
Special Gifts	279.50	(Budgeted: 300.00)
Charters	100.00	(Budgeted: 100.00)
Miscellaneous	131.80	(Budgeted: ?)
	<u>\$3,975.59</u>	(Budgeted: \$7,355.00)

DISBURSEMENTS

Speaker and Gavel:

November Issue	\$ 822.00	(Budgeted: \$1,000.00)
Remaining Issues	466.40	(Budgeted: 2,300.00)
Editorial Expenses	225.00	(Budgeted: 300.00)
Keys	305.54	(Budgeted: ?)
Printing and Postage	26.00	(Budgeted: 300.00)
President's Office	150.00	(Budgeted: 200.00)
Secretary's Office	750.00	(Budgeted: 1,000.00)
Treasurer's Office	150.00	(Budgeted: 200.00)
Maintenance of Records by Allen Press	186.84	(Budgeted: 750.00)
Dues and Expenses re. Assn.		
College Honor Societies	35.00	(Budgeted: 150.00)
Expenses re. SAA Committee on		
Debate-Discussion	107.54	(Budgeted: 100.00)
Membership Certificates	141.12	(Budgeted: 300.00)
Awards:		
Speaker-of-the-Year	135.00	(Budgeted: 250.00)
Distinguished Alumni	—	(Budgeted: 75.00)
Trophy for NFL	—	(Budgeted: 80.00)
SAA Life Membership Payment	200.00	(Budgeted: 200.00)
Student Council	25.00	(Budgeted: 100.00)
Miscellaneous	—	(Budgeted: 50.00)
	<u>\$3,725.44</u>	(Budgeted: \$7,355.00)

MINUTES OF THE OPENING LEGISLATIVE ASSEMBLY OF THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU KAPPA ALPHA

The Opening Legislative Session of Delta Sigma Rho-Tau Kappa Alpha was held in the Education Auditorium of the campus of the University of Nevada at Reno, Nevada, during the morning of Monday, April 11, 1966.

The Assembly called to order by the Temporary Chairman. The Temporary Clerk called roll. All 42 members were present.

The first business before the Assembly was the Election of Officers. Tip Scott of DePauw University was nominated by Mike Phillips of the University of Texas for the Liberal Party for the Office of Speaker of the Assembly. Jim De Moux of Brigham Young University was placed in nomination by Mike Miles from Iowa State University as candidate from the Conservative Party. A roll call vote elected Tip Scott Speaker by a vote of 24 to 18. Nominations were opened for Clerk of the Assembly. Kristi Hayes of the University of South Dakota was the candidate of the Liberal Party. Sue O'Connell of the University of California-Santa Barbara was the Conservative candidate. Kristi Hayes was elected by a roll call vote of 23 to 18.

The Chair entertained a motion that the Clerk be given the right to vote. Motion passed.

Delegates were assigned to the three main committees.

The Party Floor Leaders and Party Whips were introduced. They are as follows:

Liberal Floor Leader—Carl Moore of Texas Tech

Liberal Whip—Mike Phillips of Texas University

Conservative Floor Leader—Mike Miles of Iowa State University

Conservative Whip—Jim Harris of Alabama University

It was moved and seconded to adjourn the Assembly until 8:30 A.M., Wednesday, April 13, 1966. The meeting was adjourned at 12:05.

Respectfully Submitted by
Kristi Hayes
Clerk, Delta Sigma Rho-Tau
Kappa Alpha

MINUTES OF THE SECOND LEGISLATIVE ASSEMBLY OF THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU KAPPA ALPHA

April 13, 1966

The Assembly was called to order by the Speaker of the Assembly, Tip Scott, at 8:40 A.M. Attendance was taken by a roll call of the delegates. Necessary announcements were made. The Speaker announced the agenda prepared by the Steering Committee of the Congress:

Bill #1—60 minutes

Resolution #2—60 minutes

Bill #3—30 minutes

Resolution #4—30 minutes

Bill #5—30 minutes

The majority report on Congress Bill #1 from the Committee on Freedom of the Press was presented by Randy Prier of Nebraska who yielded his remaining time to Simon Sinnriech of State University of New York.

The Speaker opened the floor for discussion.

Byron Lee of the University of South Dakota presented Amendment #5 to the Bill. Simon Sinnriech seconded. The amendment was carried. The motion to request a roll call vote was defeated.

Bob Glenn of Wichita State University proposed a further amendment to Bill #1. A motion to table the amendment by James McKee of Ohio Wesleyan was passed. With the tabling of the amendment, Bill #1 was also tabled.

Motion to reconsider was ruled out of order.

A motion to take a 5-minute recess was seconded and carried.

The Assembly recessed for 5 minutes.

During the recess the Steering Committee met and decided that Congress Bill #1 had been tabled until the Special Orders of the Day had been finished.

Congress Resolution #2 was presented by Martin Weisman of Ohio Wesleyan who moved its adoption. He yielded to Byron Lee, who yielded to John Mayer of Randolph-Macon, who yielded to Bill De Moux of Brigham Young University.

The floor was opened for debate on the resolution. The Chair recognized Bill Goodman of DePauw, Bob Glenn of Wichita State University who presented the minority opinion. Cathie Shattuck of Nebraska spoke for the Resolution.

Bill De Moux moved to amend the resolution. The motion was seconded but defeated.

An amendment to the resolution by Bill Goodman was seconded by Cathie Shattuck. Mike Phillips spoke against the amendment. Simon Sinnriech moved the previous question, which was defeated. Consideration of the amendment continued. Byron Lee was ruled out of order for not having been recognized by the Chair. The amendment moved to a vote and was defeated.

The previous question was moved on the main motion. A roll call vote passed the resolution by a vote of 24 to 18.

Bill #3 was introduced by Jim McKee. Debate was opened. Speakers for the bill were Jim De Moux and Jim McKee. Mike Phillips spoke

against the bill. Randy Prier moved to table the bill indefinitely. Seconded. The motion was defeated by a vote of 15 to 20. Discussion was ruled still to be in order. The following speakers were recognized: Rabb of DePauw; Mayer of Randolph-Macon; Peterson of DePauw; Lee of the University of South Dakota; De Moux of Brigham Young University; McKee of DePauw; Goodman of DePauw; Smith of Wichita State University; O'Connell of the University of California at Santa Barbara who yielded to McKee of DePauw who was ruled out of order; Brooks of Vermont; Tucker of State University of New York; Moore of Texas Tech.

Wiggins of State University of Iowa moved to recess for 10 minutes. The motion was seconded but defeated by a vote of 21 to 18.

The Chair recognized Randy Prier who moved the previous question which was seconded but defeated by a vote of 19 to 16. A two-thirds vote was required.

Jim McKee was recognized to give the final speech of the discussion of Bill #3. The bill moved to a vote and was defeated by a vote of 12 to 21 with 4 assentions.

A motion to recess until 11:10 was passed.

Congress was reconvened at 11:15. Cathie Shattuck was recognized to present Congress Bill #4 and move its adoption. Bill Goodman further explained the bill. A motion to cut short discussion on the bill was seconded and passed by a vote of 23 to 11. The bill then moved to a vote and was passed by roll call vote of 31 to 8.

Sanders of the University of Oregon was recognized to present Congress Bill #5 which is the minority report and bill of the Main Committee of Assembly. She yielded her remaining time to Byron Lee. During the following discussion Tucker of State University of New York spoke against the bill. Moore of Texas Tech moved to table the bill. Motion was passed by a vote of 21 to 14.

The Chair then opened the Floor for motions of Thanks. Resolution #6 was then presented by Mike Phillips and failed by a vote of 22 to 13. A motion to table the resolution was passed by a vote of 18 to 15.

Resolution #7 was proposed by Bob Smith. A motion to table was carried by a vote of 22 to 17. A motion to remove Resolution #6 from the table was ruled out of order.

A motion to remove Congress Resolution #1 from the table was recognized, seconded, and passed by a vote of 22 to 16. The issue before the floor then became the consideration of Amendment #7. Mike Phillips called the previous question. The amendment was defeated by a vote of 12 to 14.

The main motion, Congress Resolution #1, however, was passed by a "show of hand" vote of 19 to 11.

Carl Moore was recognized and then moved that Resolutions #6 and #7 be removed from the table and accepted unanimously. Motion was seconded and carried.

Bob Glenn moved for the adjournment of the Assembly. The motion was seconded by Bob Smith and carried.

The Legislative Assembly of the Student Congress of Delta Sigma Rho-Tau Kappa Alpha adjourned at 12:17 P.M.

Respectfully Submitted,
Kristi Hayes
Clerk, Student Congress
Delta Sigma Rho-Tau Kappa Alpha

CONGRESS BILL #1

Majority Bill by the Committee on Freedom of the Press by Simon Sinnreich of State University of New York, Nancy Denhalter of the University of Utah, and Lynda Rummel of Oregon State University
AN ACT to permit the sale and consumption of all printed matter

BE IT ENACTED BY THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU KAPPA ALPHA:

1. Section 1. That no legislative or executive body shall pass
2. any law or regulation prohibiting the sale of any printed material
3. on the grounds of immorality or obscenity however defined to persons
4. over the age of eighteen,
1. Section 2. That no legislative or executive body shall pass
2. any law or regulation prohibiting the consumption of any printed
3. material by persons over the age of eighteen on the grounds of
4. immorality or obscenity, however defined.

AMENDMENT #5

An amendment to the Majority Bill by the Committee on Freedom of the Press by Simon Sinnreich of State University of New York, Nancy Denhalter of the University of Utah, and Lynda Rummel of Oregon State University. Presented by Bryon Lee of the University of South Dakota.

An amendment to:

To insert between "the" and "consumption" the words "possession and" in line 2, section 2.

CONGRESS RESOLUTION #2

Majority Resolution by the Committee of Speech supported by Marty Weisman—Ohio Wesleyan, John Mayer—Randolph-Macon, Jim Demoux—Brigham Young, and Bryon Lee—University of South Dakota.

RESOLUTION TO PROVIDE FREEDOM FOR UNIVERSITY SPEAKERS

1. Whereas: We believe the university should be a community where men's
2. minds are free and all shades of opinion must be offered in the market-
3. place, and
4. Whereas: Regulations established by college, university, and state
5. officials ban the appearance of controversial speakers on controversial
6. subjects, therefore:

BE IT RESOLVED BY THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU KAPPA ALPHA:

1. That: Such regulations constitute pre-censorship of ideas and are
2. therefore against the principles of free speech as guaranteed in the
3. Bill of Rights, and
4. That: Such regulations should be grounds for the withdrawal of all
5. federal aid from such institutions by the appropriate federal agency, and
6. That: Such regulation should be grounds for a civil suit in a federal
7. court.

CONGRESS BILL #3

Majority Bill by the Committee on Freedom of the Press by James McKee of Ohio Wesleyan University
AN ACT to insure greater freedom in obtaining access to government information

BE IT ENACTED BY THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU KAPPA ALPHA:

1. Section 1. That all government officials, except the President,
2. shall be obligated to explain all actions to Congress, unless specific
3. laws allow withholding of information in that official's particular
4. area.
1. Section 2. That also any government records shall be made available
2. to Congress within 1 month after their request, unless specific laws
3. allow withholding of information in their particular area.
1. Section 3. That also Congress shall enact criminal penalties against
2. government officials who withhold information from Congress and its
3. properly authorized committees.
1. Section 4. That also the President with the advice and consent of
2. Congress shall appoint a five-member committee to review government
3. papers carrying national security classifications of 'confidential,'
4. 'secret,' or 'top secret,'
1. Section 5. That also this committee shall have the authority to question
2. classifications and obtain explanations from the personnel involved in
3. making the security ruling and must do so when Congress requests.
1. Section 6. That also this committee shall not have the authority to
2. change security classifications, but may make such recommendations in a
3. monthly report to the President.

RESOLUTION BY THE COMMITTEE ON ASSEMBLY #4

1. Whereas the committee on freedom of assembly having met and
2. considered the issues on freedom to assemble, having reviewed
3. recent actions regarding violations of said freedom, having
4. found that these violations are often arbitrary in nature, and
5. having found by examining the machinery in the present system,
6. be it hereby resolved that: This committee endorses the use of
7. existing laws concerning federal injunctions to correct existing
8. harms mentioned above.

CONGRESS BILL #5

Referred to the Committee on Freedom of Assembly Minority Bill by Nancy Sanders of Oregon State University

BE IT ENACTED BY THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU KAPPA ALPHA:

1. Section 1: That Paragraph three of Title eighteen Section
2. twenty three hundred and eighty-five of the Smith Act of
3. nineteen hundred and forty be hereby repealed.

CONGRESS RESOLUTION #6

A MAJORITY RESOLUTION BY MIKE PHILLIPS, UNIVERSITY OF TEXAS

- 1) Resolution to compliment the University of Nevada
- 2) Whereas, the smooth functioning of this Student Assembly has been possible because of the cooperation and contributions of faculty and students of the University of Nevada and of Reno, Nevada,

BE IT RESOLVED

That the Student Assembly of the Congress of Delta Sigma Rho-Tau Kappa Alpha extends our hearty appreciation for the courtesy, kindness, and sincerity that have been shown to this Convention,

And directs the Clerk to write a letter of thanks to the following:
N. Edd Miller,
Dr. Robt. S. Griffin, Conference Director, and
Mr. and Mrs. Charles Steen.

RESOLUTION #7

Referred to the Assembly at Large by Bob Smith of Wichita State University
BE IT RESOLVED BY THE STUDENT CONGRESS OF DELTA SIGMA RHO-TAU
KAPPA ALPHA THAT:

This body unanimously supports this Congress as a worthwhile and educational experience and supports participation in this event in future conventions.

THE 1967 NATIONAL CONFERENCE

Make your plans *now* to attend the 1967 National Conference of Delta Sigma Rho-Tau Kappa Alpha at Wayne State University in Detroit, Michigan on March 29-April 1. Registration will be held on Wednesday evening, March 29, and the Conference will conclude on Saturday afternoon, April 1.

Detroit has excellent train and plane service and driving is easy via the Ohio Turnpike and Interstate highways.

The 1968 National Conference will be held in the eastern area. The preferred date is during the week of April 14 (Easter). The Committee invites eastern chapters interested in serving as hosts to correspond with the Chairman for full details.

George A. Adamson,
University of Utah
Jerry Anderson,
Michigan State University
Charles Goetzinger,
Oregon State University
George W. Ziegelmueller, *ex officio*, Tournament Director,
Wayne State University
Austin J. Freeley, Chairman
John Carroll University

Balfour is completely out of stock on the old-style DSR keys. Any key can be converted into a permanent tie tack, using a gold-finished chain and toggle and clutch post attached to the back of the key at an additional price of \$1.50. You may have a key for \$6.00, keypin for \$7.00, and tie tack for \$7.50. Engraving will not be included. At most the initials of the owner, his chapter code, and year.

PROPOSED AMENDMENTS TO BY-LAWS

ARTICLE VII—STANDING COMMITTEES

Amend to give the National Conference Committee, The Distinguished Alumni Awards Committee, and the Speaker of the Year Award Committee the status of Standing Committees:

Section 1. There shall be *five* Standing Committees of the Society: Standards; Research and Publications; *National Conference*; *Distinguished Alumni Awards*; *Speaker of the Year Award*.

Add new sections 4, 5, and 6:

Section 4. The National Conference Committee shall consist of four members appointed by the President for a term of three years; appointment of the Chairman shall be subject to the approval of the National Council. The committee shall be responsible for recommending the time and place of the Conference to the National Council; shall plan and supervise the activities of the Conference; shall appoint annually a National Tournament Director to administer the events of the Conference. The National Tournament Director shall serve as a member, *ex-officio* without vote, of the National Conference Committee for one year.

Section 5. The Distinguished Alumni Awards Committee shall consist of five members appointed by the President for a term of three years; appointment of the Chairman shall be subject to the approval of the National Council. The Committee shall be responsible for securing nominations from the chapters of distinguished alumni who exemplify in professional life the ideals of the Society; shall investigate the merits of the nominees; select those for recognition; prepare an appropriate citation for each recipient; and carry out whatever responsibilities are involved in implementation of the provisions for these Awards.

Section 6. The Speaker of the Year Award Committee shall consist of at least fifteen and not more than twenty members, geographically distributed; the Chairman to be appointed by the President with approval of the National Council; the members to be appointed by the President in consultation with and on recommendation of the Chairman of the Committee. The committee shall constitute a board charged with the responsibility of selecting the Speaker of the Year in accordance with the rules approved by the National Council and set forth in the Speaker of the Year brochure.

SPEAKER OF THE YEAR CITATION, 1965

The Speaker of the Year Award of Delta Sigma Rho-Tau Kappa Alpha is presented annually to a nationally prominent American citizen whose speaking can be characterized as intelligent, responsible, and effective. In selecting the Speaker of the Year, the Board of Award deliberately avoids the intellectually impossible task of selecting the "best" speaker of a given year. This award is not an "Emmy" or an "Oscar." Rather the Board attempts to express its judgment of the kind of speaking which America needs. The Board of Award through its selection says to you and to the nation this speaker represents the intelligent, responsible, and effective speaking which is essential if democracy is to endure.

Inaugurated in 1949, the Speaker of the Year Award winners have included speakers with distinguished careers in National Affairs, in Business and Commerce, in Labor, in Educational, Scientific and Cultural Activities, and in Religion. Among the recipients have been Presidents Truman, Eisenhower, and Kennedy, as well as the Reverend Duncan Gray, Episcopal minister of Oxford, Mississippi, who courageously reflected the concern of a troubled nation during the integration crisis at the University of Mississippi. Award winners have come from many fields. Their backgrounds have been diverse. Their accomplishments have been varied. Their common denominator has been their wisdom and courage in skillfully and humanely modifying effectiveness by intelligence and responsibility.

Our Award winner for 1965 typifies the highest ideals of the Award and of this Society. It is with pride that the Board of Award announces the Speaker of the Year for 1965 in the area of National Affairs, J. William Fulbright.

J. William Fulbright was born in Sumner, Missouri on April 9, 1905. He was educated in the public schools of Fayetteville, Arkansas, and at the University of Arkansas from which he holds the Bachelor of Arts degree. As a Rhodes Scholar, he read in history at Oxford University where he was awarded the Bachelor of Arts in 1928, the Master of Arts in 1931, and, in 1959, an honorary doctorate. He holds an LL.B. degree with distinction from George Washington University.

Our Speaker served as a lecturer in law at George Washington University, as a member of the law school faculty at the University of Arkansas, and for two years as president of the University of Arkansas.

In 1942 William Fulbright entered public life. It was during his freshman term in the House of Representatives that he introduced the Fulbright Resolution, a companion to the Connally Resolution in the Senate. Calling for approval of international machinery with power adequate to establish and to maintain a just and lasting peace, the resolution generally is considered the fundamental step leading to the establishment of the United Nations.

Widely known for the international educational exchange program which bears his name, widely respected for his courage in fighting McCarthyism, William Fulbright's greatest role in the United States Congress is in the area of foreign affairs. He is one of the most important and perhaps one of the most influential men serving in national politics. As chairman of the Senate's powerful Foreign Relations Committee he is vitally involved in that which interests him most. A thoughtful man, with deep and challenging convictions, he has served to probe the national conscience with frank and courageous criticism.

Walter Lippman commented of our Speaker of the Year, "The role he plays in Washington is an indispensable role. There is no one else so powerful and also so wise. . . . Not only has he been the bravest and wisest of advisers, he is also the most farseeing and constructive." To Tristram Coffin, he is a man of wildly sane ideas, which he must dribble out little by little lest he offend too deeply our middle class gods. The most revealing statement of his role in government is to be found in Senator Fulbright's Foreword to his book, *Old Myths and New Realities*, "My purpose in this book is not to advance particular ideas or policy proposals, but rather to stimulate public thought and discussion free of the rigid and outdated stereotypes which stultify many of our foreign policy debates. To encourage such free-ranging discussion is one of the important responsibilities of the Congress under our Constitutional system."

Forthright in expressing his views on foreign policy, our speaker summarized his position on the war in Vietnam when he declared in the Senate last June 15, "Our policy has been and should remain one of determination to end the war at the earliest possible time by a negotiated settlement involving major concessions by both sides." And he added, "The most striking characteristic of a great nation is not the mere possession of power but the wisdom and restraint and largeness of view with which that power is exercised."

And it was this speaker who focused national attention on the issues involved in Vietnam through the public hearings of the Senate Foreign Relations Committee. While the public has not been persuaded to a national consensus, surely the cause of democracy has been served by free and full discussion.

The influence of our Speaker of the Year spans the years and the decades. He speaks of his convictions with courage, frequently in opposition to the mainstream of executive opinion. Thus, did he counsel with President Kennedy and others prior to the Bay of Pigs operation. And thus did he speak at length last September 15, on the situation in the Dominican Republic. The Fulbright opinion may not consistently prevail yet national policy will have been refined from exposure to the incisive analysis of a penetrating mind.

To many J. William Fulbright is a wise leader in a vital phase of the American political system; to many he is a man ahead of his time; to the Speaker of the Year Board of Award he is a man who has spoken with intelligence, responsibility, and effectiveness on significant issues of the day.

Annabel D. Hagood, Chairman
Speaker of the Year Board of Award



SENATOR FULBRIGHT

"SPEAKER OF THE YEAR" AWARD

APRIL 12, 1966

Acceptance Statement by SENATOR FULBRIGHT

The Society of Delta Sigma Rho-Tau Kappa Alpha is to be commended for its encouragement of responsible speech by the presentation of these awards in the various fields.

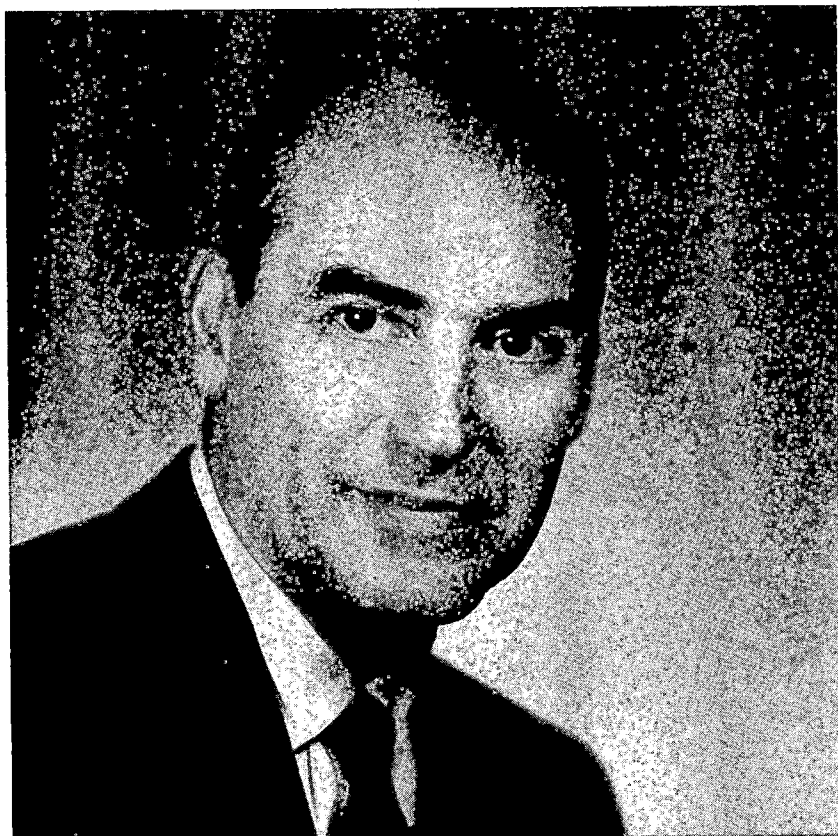
As a former professor, I know the difficulty in orally conveying an idea or a concept to a group of eager minds—yet what a rewarding experience. I agree with you that the rapid communications media of today *demand* a quality or degree of effectiveness of the spoken word theretofore unknown, for it now has, in fact, as far-reaching an impact and effect as the printed word.

I confess that sometimes—especially on matters of international or domestic concern—I feel I've said *too* much, at other times too little and too late. (My staff, in cataloging and keeping up with my speeches, is never convinced I've said too little!) But, the press of world events, the demands of the citizenry of our own nation, and the complexities of the problems with which we cope require not only that a Senator come forth with new ideas, but also that he effectively communicate them—if they are ever to initiate or portray our policies.

The events of this past year have stimulated a number of public figures to highly responsible and persuasive speech. For that reason, I am honored that your selection board has chosen me for this award.

I sincerely regret that a long-standing previous commitment has prevented my being with you on this occasion. It is a high honor to be added to a list of recipients which includes John F. Kennedy and Adlai Stevenson. I thank your Society and Board for this award.

DELTA SIGMA RHO-TAU KAPPA ALPHA DISTINGUISHED ALUMNI AWARD



SAMUEL B. GOULD
President
State University of New York

Samuel B. Gould has the distinction of two interests and two successful careers, separate, yet complementary—one in oral communication and the other in educational administration. At college he was both an outstanding debater and actor. As a secondary school teacher and university instructor he was a pioneer in New England in the development of educational radio. This career culminated in 1962 with his selection as president of Educational Television for the Metropolitan area of New York. In the meantime he has been successively vice-president of a university in New England, president of a college in the Mid West, chancellor of a university in the Far West, and is now president of that vast educational complex, the State University of New York, with fifty-eight college presidents on his staff. His published speeches on education are widely in demand in reprints. It is uniquely appropriate that Delta Sigma Rho-Tau Kappa Alpha, standing for excellence in both education and oral communication, should honor him as one of its Distinguished Alumni.



WALTER KOCH
President

Mountain States Telephone and Telegraph Company

In personal life, professional leadership and public service, Walter Koch has exemplified the good and able man speaking well. As an administrator, he has used imaginatively the concepts of communication and human relations. As a respected spokesman for the communication industry, he has interpreted and integrated its human, scientific and economic potentials. In both his personal and public acts he has given vigorous, persuasive support to philanthropic, educational, spiritual and esthetic endeavors. Sensitive to the critical role of communication in all areas of human endeavor, he participated in the establishment of the National Center for Communication Arts and Sciences. In recognition of this and other contributions to effective speech, Delta Sigma Rho-Tau Kappa Alpha is happy to present one of its 1966 Distinguished Alumni Awards to Mr. Walter Koch.



DR. ARTHUR S. FLEMMING
President
University of Oregon

For many years Arthur Flemming has frequently used his considerable talent in public speaking to further many worthwhile causes. He is no stranger to the college platform, the church pulpit and the lecture podium. Using his outstanding undergraduate speech record as background, he contributed to the public speaking ability of many students as a college debate coach. Later, on numerous occasions, his college presidencies provided him with unusual opportunities to effectively use the "spoken word." As a member of the President's Cabinet, he was continually called upon to communicate with various groups throughout the nation and world. In recognition of these and other accomplishments, Delta Sigma Rho-Tau Kappa Alpha takes great pleasure in presenting one of its 1966 Distinguished Alumni Awards to Dr. Arthur Sherwood Flemming.



JAMES HUDEK
Student Speaker of the Year

CITATION FOR THE STUDENT SPEAKER OF THE YEAR AWARD

BY NORMAN SNOW
1st Vice President
Student National Council

During the past 4 years, hundreds of outstanding Student Speakers have upheld the traditions of DSR-TKA by engaging in effective, intelligent and responsible communication. Their communication has been effective in terms of outstanding achievement in intercollegiate competition. Their communication has been intelligent, in that they have sought to discover the complexities of the issues with which they have dealt, and have expressed themselves accordingly. Their communication has been responsible, in that they have attempted to school themselves in the powers, privileges and weighty responsibilities of the ethical advocate.

From students such as these, the selection committee for the Student Speaker of the Year has selected one from among them who, in the estimation of the Faculty and Student Members of the committee, best typifies the ideals of DSR-TKA. This first Student Speaker of the Year has demonstrated effective communication within the framework of intercollegiate competition by compiling the most outstanding debate record in the history of his university. He has debated with many different colleagues

while winning over 75% of his debates. He has, additionally, achieved marked success in a wide variety of forensic events.

The complexity of the debate propositions which he has researched and argued speaks well for the intelligent communication that this year's speaker typifies. International economics and politics, Federal aid to higher education, Public works and economic theory, and, of course, the intricacies and subtleties of law enforcement have demanded that the Student Speaker of the Year be challenged as few college students are to be an intelligent speaker.

Finally, this year's award winner has demonstrated that he has understood and accepted the responsibilities of the trained advocate and public speaker. He has been for 4 years, *the* guiding influence and principal motivating force in his own DSR-TKA chapter. His attitude toward; achievement in, and use of, forensics has made it clear that responsible communication is something that he upholds with great conviction.

The Student Speaker of the Year is not necessarily the best debater, orator, persuasive speaker or congressional participant in DSR-TKA. There are silver trophies for those so adjudged here. We are thankful that the committee does not have to make such a choice, for it is virtually impossible to arrive at a decision such as this, given the innumerable variables that enter into the making of championship speakers in various events. He is one who has proved that during his career in intercollegiate forensics he stands for, holds highly, and proudly displays the ideals for which DSR-TKA stands: EFFECTIVE, INTELLIGENT & RESPONSIBLE SPEECH. It gives me great pleasure to present the DSR-TKA Student Speaker of the Year award to James Hudek of Michigan State University.

The selection committee is empowered to additionally recognize other outstanding speakers in DSR-TKA. This year, of the nominations which were initially submitted, the committee would like to recognize and honor 3 members of DSR-TKA who have proudly adhered to the Society's ideals.

Larry Woods—Emory
David Kenner—Southern California
Fournier Gale—Alabama

My sincerest thanks go to the members of this most important first Selection Committee, who have, I am sure, set a favorable precedent by their exemplary actions in connection with this award.



USC (2-Man Team—1st Place)
Rick Flam, David Kenner.



UNIV. OF ALABAMA (2nd Place—2-Man Debate)
Russell Drake, Fournier Gale.



UNIV. OF UTAH (3rd Place—2-Man Debate)
Richard Brown, Richard Ostlund.



PERSUASIVE SPEAKING (Not Nec. in Order)
Marge Minor—BYU, Gerry Philipsen—Denver Univ., Elizabeth Meyer—Univ. of S. Dakota, Robert Burbker—Wabash College.



USC (1st Place—4-Man Debate)
Ralph Brown, Davana Klor, Cathy Salvesson, Bettina Tabak.



SOUTH CAROLINA (2nd Place—4-Man Debate)
Ken Mosier—Event Director, Mac Cable, Garret Van Setters, Gloria Smith, Richard Goldie.



UNIV. OF OREGON (3rd Place—4-Man Debate)
Jo Ann Johnson, Bill Lawrence, Greg Mowe, Gary Roberts.



INDIVIDUAL SPEAKER AWARDS (Negative 4-Man)
Penni Addrian—U. of N. Mex., John Patton—U. of Kentucky, Gloria Smith—
U. of S. Carolina, Richard Goldie—U. of S. Carolina. Presenting Awards—Ken
Mosier, Stanford.



POST MORTEM



OUTSTANDING SPEAKER AWARD (2-Man Debate)
David Kenner. Presenting Award—Ken Mosier.



USC (Sweepstakes Winner in 2 and 4-Man Debate)

Rick Flam, Dave Kenner, Bettina Tabak, Dr. Robert S. Griffin—Tournament Director, Cathy Salvesson, Davana Klor, Ralph Brown.

A PROPOSED PLAN FOR POWER-PAIRING

by

FLOYD J. GRIFFIN, JR.*

Although many debate directors would like to power-pair their debate tournaments, they believe that it is too difficult or too time consuming. In this article I will propose a relatively quick and easy method for power-pairing.

This method has one limitation. Since two paired teams could possibly have met six different judges and since they cannot meet their own judge, the total number of possibilities could be exhausted. Therefore, a four round unit tournament requires ten or more units, and an eight round team tournament requires twenty teams. With this limitation in mind, let us look at the procedure.

The first step, which can be done before the tournament, consists of ruling four by six index cards into sections. These cards are ruled as follows: 1. skip a line and then draw a line; 2. then draw two more horizontal lines four lines apart; 3. then draw five vertical lines one inch apart. When the cards are sectioned, you write "won," "lost," and "judge" in the three left hand blocks. At the top of the card you place the school's name and number and side, if a unit tournament. In the skipped space you place the round number. Here is a sample card:

#1	Affirmative	Zorch University			
	I	II	III	IV	
Won	2				
Lost		3	5		
Judge	6	2	7		

When the results are received, you record the decision, team met, and the judge on the card. For example, if Affirmative one met Negative two and won, you would place the number two in the "won" box under round I. Then you would place the judge's number in the "judge" box under round I. The same procedure is used for the other rounds. By using these cards you can easily see which teams won and who judged them.

The second step is to set up the first round. A unit tournament is set up as follows: Affirmative one meets Negative two and is judged by three, Affirmative two meets Negative three and is judged by four, and so on.

A team tournament is set up in this manner: Affirmative one meets Negative two and is judged by three, Affirmative three meets Negative

* Mr. Griffin is a student at John Carroll University, Cleveland, Ohio.

four and is judged by five, and so on. In the odd numbered rounds the odd numbered judges are used, in the even numbered rounds the even numbered judges are used. If a school enters two teams, they should both be given odd or even numbers.

As the results come in, the pertinent data should be recorded on the index cards. The cards are then put into piles according to the number of wins and losses. For example, after the second round you will have three piles, those teams having two and zero records, those having one and one records, and those with zero and two records. You are now ready for the power-pairing.

Power-pairing is accomplished by matching those teams with the same or similar records. When matching the teams choose the closest team numbers. For example, match Affirmative one with Negative three rather than Negative five. When power-pairing it must be remembered that the same two teams may not meet twice even if they have the same records.

Once the teams are matched, you assign judges to the pairs. It must be remembered that a judge may not judge his own team or a team he has already judged.

The average time for this procedure is fifteen minutes. Therefore, within a half-hour to forty-five minutes you can power-pair a round and publish the schedule for the next round.

In order to better explain this method, a schematic for a four-round ten-team tournament, and for an eight-round twenty-team tournament has been included at the end of this article. The wins and losses were randomly chosen to assure an objective sampling.

Therefore, any debate coaches who want to power-pair their debate tournaments can now do so.

UNIT SCHEMATIC

<i>Round I</i>			<i>Round II</i>		
Aff.	Neg.	Judge	Aff.	Neg.	Judge
1(L)	2(W)	3	1(W)	3(L)	2
2(W)	3(L)	4	2(W)	4(L)	1
3(L)	4(W)	5	3(L)	2(W)	4
4(L)	5(W)	6	4(L)	1(W)	3
5(L)	6(W)	7	5(L)	8(W)	6
6(L)	7(W)	8	6(W)	5(L)	7
7(W)	8(L)	9	7(W)	9(L)	5
8(L)	9(W)	10	8(L)	10(L)	9
9(W)	10(L)	1	9(L)	7(W)	10
10(W)	1(L)	2	10(L)	6(W)	8
<i>Round III</i>			<i>Round IV</i>		
Aff.	Neg.	Judge	Aff.	Neg.	Judge
1(L)	4(L)	10	1(L)	8(W)	7
2(L)	7(W)	9	2(W)	1(L)	10
3(W)	1(L)	6	3(L)	9(L)	8
4(L)	3(W)	7	4(W)	10(L)	5
5(L)	10(W)	8	5(L)	3(W)	9
6(W)	2(L)	5	6(L)	4(W)	3
7(W)	6(L)	4	7(W)	2(L)	6
8(W)	5(L)	3	8(W)	6(L)	1
9(W)	8(L)	2	9(L)	5(W)	2
10(W)	9(L)	1	10(L)	7(W)	4

TEAM SCHEMATIC

<i>Round I</i>			
Aff.	Judge	Neg.	Judge
1(L)	3	2(W)	1(W)
3(W)	5	4(L)	3(W)
5(L)	7	6(W)	5(W)
7(L)	9	8(W)	7(W)
9(W)	11	10(L)	9(L)
11(W)	13	12(L)	11(W)
13(L)	15	14(W)	13(L)
15(W)	17	16(L)	15(W)
17(W)	19	18(L)	17(W)
19(L)	1	20(W)	19(L)
<i>Round II</i>			
Aff.	Judge	Neg.	Judge
4(L)	3	1(W)	2
2(L)	5	3(W)	4
10(L)	7	5(W)	6
12(L)	9	7(W)	8
6(W)	11	9(L)	10
8(L)	13	11(W)	12
16(W)	15	13(L)	14
14(L)	17	15(W)	16
20(L)	19	17(W)	18
18(W)	1	19(L)	20
<i>Round III</i>			
Aff.	Judge	Neg.	Judge
1(L)	19	8(W)	20
3(W)	17	6(L)	18
5(L)	15	2(W)	16
7(L)	12	4(W)	14
9(L)	7	20(W)	6
11(L)	9	14(W)	8
13(W)	11	12(L)	12
15(W)	5	18(L)	10
17(L)	1	16(W)	4
19(W)	3	10(L)	2
<i>Round IV</i>			
Neg.	Judge	Aff.	Judge
1(W)	20	1(W)	18
3(W)	18	3(W)	20
5(L)	16	5(L)	14
7(L)	14	7(L)	16
9(L)	6	9(L)	12
11(W)	8	11(W)	10
13(L)	12	13(L)	8
15(W)	10	15(W)	6
17(W)	4	17(W)	4
19(L)	2	19(L)	2
<i>Round V</i>			
Aff.	Judge	Neg.	Judge
1(W)	15	16(L)	18
3(L)	19	14(W)	16
5(L)	17	8(W)	14
7(L)	11	10(W)	16
9(W)	3	4(L)	12
11(W)	7	18(L)	10
13(W)	9	20(L)	8
15(W)	1	2(L)	6
17(L)	5	12(W)	4
19(L)	13	6(W)	2
<i>Round VI</i>			
Aff.	Judge	Neg.	Judge
14(L)	15	1(W)	18
16(L)	19	3(W)	16
18(L)	17	5(W)	14
20(L)	11	7(W)	16
2(L)	3	9(W)	12
6(W)	7	11(L)	10
10(L)	9	13(W)	8
12(W)	1	15(L)	6
8(W)	5	17(L)	4
4(W)	13	19(L)	2
<i>Round VII</i>			
Aff.	Judge	Neg.	Judge
1(W)	17	12(L)	6
3(W)	1	18(L)	14
5(W)	3	20(L)	20
7(L)	5	6(W)	18
9(L)	15	14(W)	16
11(L)	19	10(W)	14
13(L)	7	2(W)	12
15(L)	13	8(W)	10
17(W)	11	4(L)	8
19(W)	9	16(L)	6
<i>Round VIII</i>			
Aff.	Judge	Neg.	Judge
18(W)	17	1(L)	6
20(L)	1	3(W)	14
14(L)	3	5(W)	20
16(W)	5	7(L)	18
8(W)	15	9(L)	16
2(W)	19	11(L)	14
10(W)	7	13(L)	12
4(W)	13	15(L)	10
10(W)	11	17(W)	8
6(L)	9	19(L)	6

A CASE FOR GROUP DISCUSSION

H. DAVID RUSSELL

From its early use in the Harvard School of Law,¹ the case method spread to national prominence as a standard method of instructing most law students. More recently, it has become the teaching method for such courses as Business Statistics,² Marketing, Finance, Accounting, and many others. Currently, the case method is receiving a gentle, if not cautious, trial in college courses of group discussion: e.g., Problem Solving Through Group Discussion. In these courses, however, such a wedding of methods: i.e., group discussion and the case method, appears unique to the casual observer. Beneath their denotative exterior there exists an interesting relationship between them.

1. Both methods appear to require continual mental alertness from teachers and students alike.
2. Both methods revolve about a problematic discussion-subject.
3. Both methods foster an attitude of organized inquiry.
4. Both methods foster learning through oral discourse.
5. Both methods permit the individual to attack a problem by researching its background and consequently seeking its solution.
6. Both methods contain the inherent characteristic of allowing the student to discover for himself principles and concepts of knowledge.
7. There seems to be a certain relationship between the increased use of the case method in a given subject area and the planned development of cases strategic to that area.

The discussion of cases helps to bring about cooperative and critical thinking within the group and the individual. Since human interactions are flexible, the discussion of cases that involve human problems involves a skill which permits the discussant to work out solutions for future difficulties³ . . .

Such persons should be given classroom opportunity to see, study, and evaluate human interaction. The discussant should actively participate in presenting opinions to the group and thereby obtain value from the interplay of case discussion. This social process, then, becomes a means of broadening the student's range of experience. Further, the application of such experience is important in that the student approaches future employment with greater confidence in knowing and evaluating the interaction between both his superiors and those who work under him⁴ . . .

Since little is known of the case method as it is currently being used in group discussion courses, the author conducted a study to determine what merit teachers of group discussion placed on the method, how much time they spent using it, and if this time were used to develop skills or to teach concepts and principles. It was determined that the case method indeed has popular appeal as methodology in this context, but its application has

¹ F. P. Fitzsimmons, "Case Method of Teaching," *School and Society*, LXXVIII (October, 1953), pp. 102-105.

² C. E. Fraser, *The Case Method of Instruction* (New York: McGraw-Hill Book Company, 1931), pp. 11 *et passim*.

³ Harry D. Russell, "The Case Method in Group Discussion" (unpublished Master's Thesis, Ohio University, Athens, Ohio).

⁴ *Ibid.*, pp. 2-3.

been mainly for teaching skills. However, there was a significant interest shown toward using the method to teach concepts and principles as well—the normal use of the case method.

The most significant finding was in the area of actual cases used. Over 70 percent indicated that they did not know of a source of cases written for teaching discussion. Most either used cases they had written themselves or had adapted from business or law. There is every indication of a need for cases designed to be used in discussion classes.

The following case includes both correct and incorrect student leader responses with the reader's attention focused on leadership from various points of view (including the reader's own). This case, then, provides a "redundant system" for discussing the discussion method in terms of skills, concepts, and principles. There has also been provided a teacher's guide to the specific concepts and principles that may be taught through class discussion of this case.

CASE LEADERSHIP

Five persons were discussing the problem, "What Can Be Done to Combat Communism in the United States?" The discussants were seated in a semicircular position around a conference table. Neither had a position of advantage. The room was well lighted, and generally there was a pleasant atmosphere.

Don, the leader of the group, had a high regard for himself and was anxious for others to share his opinion. Knowing he was the leader and thinking he would probably not be involved with the discussion, he decided that he would not need to prepare himself on the subject. He had a single sheet of notepaper on the table before him, but he did not write anything on it during the discussion. On Don's immediate right sat Paul, quiet, pensive, and seldom angry. In many ways he was easily influenced by others. Bill sat to the right of Paul and, like him, was also quiet. He showed little evidence of being a deep thinker. He kept his feelings so suppressed that he seemed always to be at the point of emotional explosion. To the right of Bill was John, another discussant and very self-conscious. Each time he spoke, he maintained a constant surveillance of the group for an indication of some personal reaction. His own reaction to ideas was usually immediate and showed a great deal of personal sentiment. Raymond enjoyed sitting on the end because it gave him more room to move. He was not afraid to state his ideas, but he never forced them on the group. Allen sat to the left of Don, always defended the ideas of other discussants, and seldom spoke unless someone else had spoken first.

At the very beginning, Don made it clear that no one could speak without permission from the chairman. The first difficulty appeared when Don objected to a definition of Communism and followed it with his own.

Our discussion involves at least two issues: first of all, it is a threat to the free world which is supported by the panel. Then, there is also this matter of ideological Communism as opposed to the concept of wanting to kill someone or overthrow a government by force. Now, the panel should discuss these or else incorporate them. (pause) There is the threat of Communism as a force and there is Communism as a way of life—such as Socialism.

These were his own opinions on the topic, and he insisted on making them known. Bill attempted to disagree with him, and was ignored. Paul

suggested that they discuss "ideal" Communism so that the group could address itself to Communist theory, but Don refused saying that it would lead to solutions which would not be based on fact. He indicated, that instead, he wanted them to discuss "practical Communism." Each time Don spoke, he took at least 5 minutes of the group's time, and he was almost always in disagreement with the previous speaker. More and more, the group became irritated. Again and again members attempted to submit important information only to be ignored or thwarted in their attempts. Bill was moving about in his seat and becoming more frustrated by the moment. Finally, with the group at the exploding point, Raymond suggested that Russia's political success was based on revolution, and Bill burst out:

I'm afraid I must disagree with that very strongly. We don't care what the Russian Communist Party does or has done in the past. I just want to say that I don't think your approach is appropriate.

Paul calmly listened to the discussion at first. Then he broke in.

I must agree with the thought of Raymond; however, it's communistic at best to label it as non-factual and irrelevant. This information that he gave is accepted today as being the truth.

Don seemed pleased with the stimulation that he had aroused. He constantly insisted that every discussant first be recognized by him. Although some attempted to speak several times only to be thwarted, every member of the group showed strict attention to the discussion. Don entered the conversation periodically to insist that they further explore the history of the problem. This exploration eventually led to more heated clashes.

As the leader, Don either accepted completely the ideas presented, or he totally disagreed with them. He continually looked at his watch, realizing that the discussion was more than half gone and that the group was still on the background of the question. It soon became evident to the members of the group that Don was lost and not sure what to do about it. John shyly suggested that they begin considering criteria, but Don reacted to him personally, defended the time limit, and reminded him that he had spoken without recognition. Don continued, saying that by submitting to his leadership they would use their time more economically. The discussion immediately turned to the aggressive nature of Communism.

"We cannot," Bill began, "dispose of so many people in such a bullheaded manner." John had been watching both Don and Bill intently and when he heard "Bullheaded manner," his expression changed. There was a burning pause; then he spoke,

I'm not sure how the term *bullheaded* was intended. No matter—I'm going to put it in English that we will all understand. That thoughtless remark doesn't bother me—really. I just don't think we should be allowed to spend all of our time in an informative discussion of Communism. Our discussion could take as long as it did for Russia to live out its story.

Don had been listening, but he had made no attempt to regulate the discussion. Slowly his aloofness was disappearing and his statements were beginning to show even more aggression.

I'm a little taken back here. You should all remember that you chose your own agenda—I didn't. You wanted a thorough discussion of the problem before you proposed criteria. I just don't think our discussion is thorough enough yet. That's all.

He toyed with his pencil as he spoke. When he finished, his voice trailed off, and he dropped his head. John was anxious to take advantage of an obvious situation.

But you're misinterpreting the whole agenda. An agenda is elastic. You can't hold us to so rigid a schedule.

The whole group nodded agreement. Everyone dropped his evidence cards and stopped writing notes. John saw their interest in his statement, and he paused for a moment thinking while the group shifted its attention to Don for an answer.

All I can say is this: I am chairman for this round and I am going to insist that this group continue the history and present status of the problem until I feel the group has adequately covered it.

The group discussed the status of the problem for another 15 minutes during which time John busied himself writing. Don kept toying with his watch and becoming preoccupied with trivia. John kept watching him. Each time Don's attention drifted away, John would ask the group for another idea they should consider in controlling Communism, for criteria, and finally for a "best solution" which would meet the demands of the criteria. Within a short time, the group came to agree that the United States need not worry about bringing harm to the Communist Party; that one must assume the calculated risk of forcing the Communist Party to go underground; that the United States' position with its allies would benefit greatly from any solution which would truly control the spread of Communism in the United States.

Through all of the latter discussion, the group addressed its answers to John even though each discussant was careful to be recognized first by Don. They all seemed anxious to add to the discussion and were surprised when Don broke in to close it.

I'm terribly sorry, but our time is up. I wanted to save time for final remarks, but it seems as though we must forego them. You seemed to enjoy your discussion very much. I will say one thing for you, there was no lack of stimulation. I like that kind of discussion.

I'm sorry that we did not get to list criteria for solutions, but I'm sure the next leader can take that up with you.

Raymond was startled at Don's comment, thinking there was no reason to close the discussion when there was such obvious cooperation. He glanced over to John and saw him shaking his head slowly and grinning. Raymond hesitated for a moment, thoughtfully, then a slight smile broke across his face. One by one, the group shook hands with John as they left the room.

SUGGESTIONS TO THE TEACHER FOR THE USE OF CASE-LEADERSHIP

General Purpose. This case has been constructed to give students of group discussion an opportunity to become familiar with the concepts of leadership.

Specific Purpose. Students should know the specific duties and qualities as well as the mistakes that are frequently made by leaders. The teacher may want to have the class discover for itself the concepts of leadership that are in the case.

- A. The qualities of a leader are discussed by Wagner and Arnold,⁵ and they include five items:
1. One should display intelligence through his knowledge of group interaction and through sound judgment.
 2. One should anticipate certain statements from the group's members and be prepared to meet them effectively. To do this, he must constantly keep his mind on discussion procedure.
 3. One should be interested in the individuals in the group in the sense of respecting and cooperating with them.
 4. One should not become easily discouraged with the group. One should be optimistic at all times.
 5. One should have adequate mental strength to control the number of persons making up the group.

The leader, then, should possess an inclination for attainment of success in things attempted. The leader should also develop a rapport which will lead to the mutual satisfaction of everyone. This may best be done through the proper performance of his duties.

- B. The duties and responsibilities of the leader are divided here into five categories:
1. The leader should become thoroughly acquainted with the problem before attempting to work with a group.⁶
 2. One should become familiar with each member's own personality, assets and liabilities, and specific traits.⁷
 3. One should know in advance what is expected of him in terms of regulating time, clarifying points, focusing group attention, and pointing up important ideas.⁸
 4. The leader should open the discussion with an explanation of terms, remarks about the problem, and introductions for the group members.⁹
 5. The leader should close the discussion with summary remarks concerning any agreements or disagreements reached during the discussion. If the leader has taken extensive notes, he may risk the loss of adequate group control. Therefore, he should depend on memory and sketchy notes for his summary remarks.¹⁰

Applications

- A. Many concepts of good and poor leadership were displayed by Don.
1. He had decided earlier that a leader need not know about the problem. Therefore, he did not prepare. This lack of preparedness evidenced itself in the fact that he seemed unsure of what area should be discussed.
 2. He seemed to care very little about adjusting to the personality of his group members. He seemed always in disagreement with the previous speaker. When the argument occurred over Russia's history, he showed little concern for the feelings of others.

⁵ Russell H. Wagner and Carroll C. Arnold, *Handbook of Group Discussion* (New York: Houghton Mifflin Company, 1950), pp. 108-109.

⁶ *Ibid.*, p. 92.

⁷ *Ibid.*, p. 106.

⁸ William E. Utterbake, *Group Thinking and Conference Leadership* (New York: Rhinehart & Company, Inc., 1950), pp. 60-68.

⁹ Wagner and Arnold, *op. cit.*, p. 99.

¹⁰ *Ibid.*, p. 106.

3. The fact that he was reluctant to let them leave the background of the problem also indicates perhaps that he was unsure of his duties and how to discharge them. He seemed more interested in stimulating them at any cost than he did in summarizing, clarifying, pointing up, or focusing the discussion. What little direction he offered was mostly self-centered.
4. Don failed to perform three important tasks: He failed to explain or to seek an explanation of terms. He failed to introduce the group members to each other. He failed to open the discussion with remarks about the problem and its importance.
5. He spent too much of his time letting his mind wander from subject to subject. He did not make use of any notes taken during the discussion. He did not summarize or give any other indication of the group's progress. For his concluding remarks, he only said he was sorry that they could not go on to criteria and solutions.

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A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.



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