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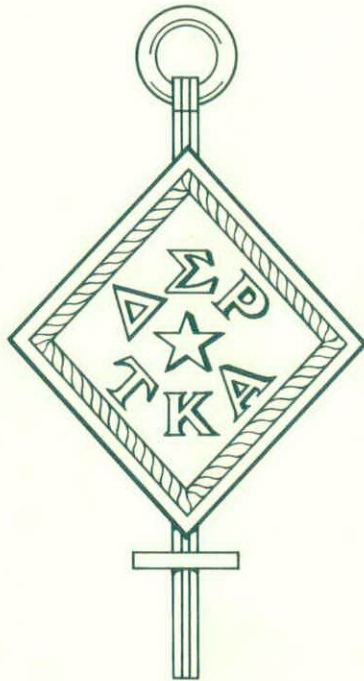
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et al.: Complete Issue 5(1)

speaker and GAVEL

DONALD O. OLSON



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NOVEMBER, 1967

SPEAKER and GAVEL

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Speaker and Gavel

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PLAN AHEAD!

Fifth Annual National Forensic Conference
George Washington University, Washington, D. C.
April 7, 8, 9, 10, 1968

Sixth Annual National Forensic Conference
University of Nebraska, Lincoln, Nebraska
April 6, 7, 8, 9, 1969

THE PRESIDENT'S PAGE

LEROY T. LAASE

Greetings to all the chapters, their members and sponsors. As the 1967-1968 academic year gets underway, it is time to plan for your Delta Sigma Rho-Tau Kappa Alpha activities.

The 1967-1968 National Conference, Washington, D. C. Your president hopes and earnestly pleads that each chapter make plans to attend the 1967-1968 national conference in Washington, D. C., April 7-10, 1968, with George Washington University as our host. The attendance at your national conference in Detroit was greater than the year before. With the chapters becoming more familiar with the extensive opportunities for forensic competition available in the annual national conference and with the location of the conference in our nation's capitol, we anticipate the largest attendance ever. Chapters interested in conventional forensic activity will find two-man debate, four-man debate, extempore speaking, and persuasive speaking available for participants. The annual DSR-TKA national conference has become one of the largest tournaments of the forensic season. Coming when it does, it is a fitting climax to any forensic season, and an excellent tune-up for schools who will participate in the American Forensic Association's national tournament. But many chapters can attend only if they plan ahead and budget for it now.

The DSR-TKA National Student Congress. Our Student Congress, held annually as a part of our conference program, could not meet this year in a more appropriate location than in our nation's capitol. Those chapters from afar who do not feel they can afford to send a large delegation could be represented well by one student who participated in the Student Congress. In addition, such a student could also participate in the extempore or persuasive speaking events. Those chapters who can afford more extensive participation are urged to consider sending a representative to participate in the Student Congress as well as participants in the more conventional type of forensic competition. During the past two years, the number of participants in the Student Congress has been relatively small, although they have been intensely interested in it and have professed to have received tremendous value from it. Let's make the Congress this year the largest and best ever.

Distinguished Alumni and Speaker of the Year Awards. Elsewhere in this issue you will find announcements pertaining to these awards. Chapters are urged to give these requests careful consideration and to nominate distinguished alumni for Alumni of the Year Awards, outstanding speakers in our national life for the Speaker of the Year Award, and outstanding intercollegiate forensic competitors for the Society's Speaker of the Year Award. If the selections are to be truly representative of the Society, the committees need your cooperation and participation in the selection process. If you have not already sent in nominations for one or more of these awards, please do so at once. The announcement of these awards have been and should be highlights in our annual national conference.

George Henigan, Regional Governor and Chapter Sponsor of the host school, with the able assistance of staff, students, and associates in George Washington University and the Washington, D. C. area, is planning for your convenience and hospitality. Austin Freeley, Chairman of the Tournament

(Continued on page 41)

THE "COMPARATIVE ADVANTAGES" CASE: A DISADVANTAGE—A REJOINER

BERNARD L. BROCK*

In his written debates with Patrick Marsh and Robert Newman as well as in his argumentation textbook *Modern Debate*, Arthur N. Kruger has defined and described the affirmative responsibilities for presenting the traditional need-plan debate case. For his contribution to debate theory, directors of forensics owe him a debt of gratitude. However, in his recent article, "The 'Comparative Advantages' Case: A Disadvantage," Kruger is no longer simply analyzing the traditional approach; he is rather suggesting that the traditional approach is the *only* acceptable one in argumentation.

In this article, after presenting his arguments against the use of the advantages approach, Kruger concludes that

the comparative advantages approach, except for special circumstances—debating counterplans or minor changes of the status quo—is completely illogical and confused (not to say confusing) when applied to debatable propositions of policy which advocate a major or significant change from the status quo.¹

Kruger's position that the advantages case is unacceptable may be correct, but the arguments set forth in the article do not warrant this conclusion. As yet, this position cannot be accepted because (1) the article does not offer a *prima facie* case, (2) it does not provide sufficient theoretical background, and (3) it uses the conclusion which it draws as a premise for its arguments.

Before determining whether the article offers a *prima facie* case, one must first discover if it is appropriate to do so. Traditional theorists in argumentation generally agree that the presumption favors the status quo, so that anyone recommending a change must fulfill his burden of proof by presenting a *prima facie* case.² A close examination of Kruger's article reveals that the advantages approach currently constitutes part of the status quo. First, the article mentions that at the 1965 SAA Convention two speakers advocated the use of the advantages approach.³ Next, it states that during both the 1964–1965 and 1965–1966 debate seasons, the wording of the resolution encouraged the use of the advantages approach.⁴ This writer might add that during the 1966–1967 season a significant number of affirmative teams utilized either the advantages philosophy or form or both. Finally, the article indicates in a closing footnote that the team which won the National Debate Tournament in 1966 used an affirmative case which the debaters described as an "advantages" case.⁵ The three points in the

* Mr. Brock is Assistant Professor of Speech, Communication, and Theatre Arts at the University of Minnesota and faculty sponsor of Minnesota's DSR-TKA chapter.

¹ *Journal of the American Forensic Association*, III (Sept., 1966), 111.

² Arthur N. Kruger, *Modern Debate: Its Logic and Strategy* (New York: McGraw-Hill, 1960), pp. 40–41, 127, 369.

³ *Journal of AFA*, 104.

⁴ *Ibid.*, 106.

⁵ *Ibid.*, 111.

article establish the advantages case as a part of the status quo of debate, so in opposing its use Kruger is upholding the affirmative position on the resolution that the advantages approach should not be employed in argumentation. Since Kruger is defending the affirmative position and since, according to his article, the advantages approach is unacceptable, the concept of the *prima facie* case is appropriate in evaluating the article.

In his textbook Kruger states that for an affirmative to present a *prima facie* case it must prove the following:

1. There is a need for changing the status quo
 - a. The status quo has failed (is failing, or will fail), for
 - b. The status quo has failed (is failing, or will fail), because⁶
2. The affirmative plan would meet the need.
 - a. Practicability
 - b. Desirability
 - c. Additional advantages⁷

Using this pattern of analysis as a standard, one can determine that the article does not construct a *prima facie* case. The article makes no real effort to follow the pattern which has been set forth. Instead, it establishes four other major points: (1) it briefly defines the advantages case, (2) it provides five examples of the approach, (3) it discusses weaknesses in each example and concludes that each is disadvantageous, and (4) it indicates that an advantages case which does have significant advantages should be restructured according to the need-plan standards. Thus, not only does the article fail to offer a *prima facie* case, it actually employs the advantages form which the article concludes is unacceptable. Although the failure to fulfill the burden of proof by not offering a *prima facie* case is sufficient reason for rejecting the article's conclusion, one should still examine the theoretical background and the assumptions.

In providing a theoretical foundation for the advantages approach, the article defines the case and then provides five examples of such cases. The advantages case is defined as follows:

The affirmative need not show any compelling and inherent need, that is, the existence of a significant problem stemming in whole or in part from the present policy whose removal is being advocated. It may contend simply that, although there is no real problem at present, the affirmative proposal would be slightly more advantageous in achieving certain goals than the existing policy and that its adoption, therefore, would be warranted.⁸

After this definition is provided, five examples of advantages cases are presented and then described as being disadvantageous. This article does not go beyond the general definition of an advantages case and break down the responsibility for proving the advantages into specific tasks which correspond to the pattern for the traditional approach. In fact, the article only refutes selected examples of advantages cases. The process of refuting selected examples does not provide an inherent indictment of the advantages approach *per se*. Since the advantages approach has only been defined,

⁶ *Modern Debate*, pp. 41, 44-47.

⁷ *Ibid.*, pp. 63-67.

⁸ *Journal of AFA*, 104-05.

there is no assurance that the refuted examples possess the essential characteristics of the advantages approach. Until the unique characteristics of the advantages affirmative are described and until an inherent indictment of the advantages approach is established, one should not completely reject it as an acceptable approach in argumentation. Thus, the article does not provide sufficient theoretical background for one to accept its conclusion.

The final reason why the conclusion in the article cannot be accepted is that the article uses the conclusion which it draws as a premise for its arguments. In proving advantages cases to be disadvantageous, the article classifies all cases into two general categories and then employs question-begging fallacies to refute each category. It states that either they are cases which make minor changes followed by insignificant advantages or they have major changes and significant advantages. Then the article suggests that the cases with minor changes are the same as the negative position, status quo with revisions, and are not debatable, while the significant changes should be restructured into the need-plan form. One is tempted to question whether it is possible to classify neatly all changes into the two categories insignificant and significant changes, but that temptation will be resisted. The important argument is that the article's handling of each category begs the question.

In demonstrating that advantages cases which make minor changes followed by insignificant advantages are disadvantageous, the article describes and refutes sample cases. In the process of refutation the fallacy of hidden judgment plays a significant role.⁹ The application of this fallacy can best be understood by examining the handling of one example case on the proposition: Resolved: That the husband should buy his wife a mink stole. The article provides the following summary of the case:

Are there valid arguments supporting each side of the proposition? Why shouldn't the husband buy his wife the mink stole if he can afford it and if the purchase will make her happier? There are really no significant issues so far as the husband or wife is concerned; there is simply nothing to debate.¹⁰

The article concludes that since in this situation traditional need issues are not discoverable, the question is not debatable. However, there are non-need oriented issues which make even this question debatable—for example, would a mink coat really make the wife happy? Or would the expenditure of the same amount of money for something else provide even greater happiness? In order to draw the conclusion that the absence of traditional need issues makes the question undebatable when non-need oriented issues are available, the article must make a hidden judgment about what approaches are acceptable in argumentation. The hidden judgment becomes clearer as the article extends the argument further. It indicates that if the situation changes so that the husband's income and the wife's wardrobe were smaller so that the purchase of a mink stole would impose hardships on the budget at the same time that it created happiness for the wife, then the question would become debatable. Now, the same resolution is debatable because in the new situation traditional need issues are available. So, according to the article, it is the *situation*—not the resolution—which makes debate possible,

⁹ *Modern Debate*, p. 198.

¹⁰ *Journal of AFA*, 106.

and the situation is debatable *only* when it is possible to discover traditional need issues. Thus, by hidden judgment, the need-plan approach is made the only acceptable approach in argumentation.¹¹

For the second category, major changes with significant advantages, the article employs the fallacy of skipping important links in arriving at the conclusion that this type of advantages case should be restructured into the need-plan form.¹² For this category the article discusses two sample cases, recognition of Red China and the 1966 National Championship Debate. The discussion points out that each advantage could be used as a need in a need-plan case:

Thus, it is clear that all "advantages" arguments are either undeveloped or assumed need arguments—"need arguments stood on their heads," as one debate coach has expressed it—or, if properly developed, they are solutions of demonstrated needs.¹³

The article indicates that significant advantages *could be* converted into needs, but it concludes that therefore the advantages *should be* so restructured. The article makes the leap from *could be* to *should be* by skipping important links in the arguments. This question-begging fallacy is most apparent in the closing footnote of the article when Northwestern University's advantages case is discussed:

Thus, this case was not a comparative advantage case in the usual sense of this term, and to use the term to designate the traditional need case, as was done here, could only have been confusing and damaging.¹⁴

The article does not provide the argumentative links in moving from *could* to *should*. The Northwestern debaters followed what many consider to be the "advantages" approach, they referred to their case as an "advantages" case, and they could have restructured the case if they had felt that it was confusing. Northwestern used essentially the same "advantages" structure for most of the debate season,¹⁵ so they must have felt that the structure was not too confusing or damaging. Indeed, their continued success with the approach indicates that judges must not have found it too confusing either. Yet, because the case *could have* followed the need-plan structure, the article concludes not only that the need-plan structure *should have* been employed but that it was confusing even to call it an "advantages" case. Thus, by hidden judgment the article refutes the first type of advantages case and by skipping important links it dismisses the second type.

The article, "The 'Comparative Advantages' Case: A Disadvantage," is designed to demonstrate the unacceptability of the advantages approach. However, because the article does not offer a *prima facie* case, because it

¹¹ One should note that people employing advantages cases would not recommend cases with minor changes and insignificant advantages any more than traditionalists would suggest need-plan cases with insignificant problems and minor changes.

¹² *Modern Debate*, p. 200.

¹³ *Journal of AFA*, 109.

¹⁴ *Ibid.*, 111.

¹⁵ I heard the Northwestern "advantages" case on Jan. 29, 1966, at the Ohio State University tournament, and when I heard the case again in the National finals, the Northwestern debaters had made only minor changes in the case.

does not provide sufficient theoretical background, and because it employs the conclusion which it draws as a premise for its arguments, this position as yet cannot be accepted. The underlying problem with Kruger's analysis of the advantages approach is his failure to examine the fundamental difference between the advantages and the need-plan approaches and to describe the unique characteristics of the former. The advantages affirmative raises the question, "To what extent will the adoption of a course of action improve future conditions?" while the need-plan affirmative considers, "How can one be relieved of some difficult situation?" If debaters are to reject the advantages approach, it will be after the inherent characteristics of the approach have been attacked. Advantages cases which make minor changes and have insignificant advantages represent poor advantages cases, so refutation of these poor cases does not prove the unacceptability of the advantages approach.

LETTER TO THE EDITOR

Dear Editor:

In the May, 1967 issue of *Speaker and Gavel*, Mrs. Angela C. Crampton in her article on debating-both-sides used the adjectives "corrupt," "shallow," and "unethical" to describe said practice.

The thrust of Mrs. Crampton's article is that an ethical man cannot make statements which he does not believe, and therefore cannot debate-both-sides. He must debate only the one side which his own moral convictions dictate.

Suppose that our debating team happened to have either all quite liberal or all quite conservative members who took the exact same side of the "national" or any other topic. There could be no intra-team debating. Second, when requested to debate with another university, our team would have to insist on only the side which it preferred. This could cause considerable irritation if several other teams felt the same. Finally, if 80 per cent of those attending a tournament wanted the positive, how could there be a tournament?

The only way which Mrs. Crampton's ideas can succeed is by forensics-without-debating. In this way, everyone can get up and give a speech from his own point of view without the necessity of an answer, rebuttal, or argument from anyone else. If this is necessary to achieve Mrs. Crampton's moral approach, then those schools which agree with her may well follow her approach. However, I for one hope that the many exciting and stimulating challenges borne of debate will not be sacrificed for this puristic approach. Anyone who has enjoyed the exciting give-and-take of debating can easily compile at least fifty reasons: I'm sorry that I don't at this moment have the time or inclination.

Frankly, I would like to make "debating-both-sides" the national topic next year, provided I could follow Mrs. Crampton's course of action and have only the positive. What a tournament that would be!

Sincerely,
B. FRANKLIN KAHN

REPORT TO THE ASSOCIATION ON THE FIRST ANNUAL FT. MUDGE NATIONAL INVITATIONAL DEBATE TOURNAMENT

DAVID W. SHEPARD*

Mr. Chairman. I am very pleased and I must say that I wish to thank our President and the Chairman of the Forensic Interest Committee for having been invited to report to this Association on the First Annual Ft. Mudge National Invitational Debate Tournament. We are painfully aware of the unwholesome smiles and the lewd winks being circulated about the occurrences at Ft. Mudge and I am grateful for the opportunity to . . . er . . . clarify some of the . . . uh . . . misunderstandings and confusion surrounding this truly excellent debate tournament. In brief, to quote the venerable John Brown, "I have, may it please the court, a few words to say."

First, I think we all agree that debate is one of the most important, challenging, enriching, and . . . er . . . ennobling learning experiences in which we engage and certainly the number of tournaments we go to each and every year to say nothing of the prosperity of our debate budgets proves beyond the shadow of a doubt that debate is everything we have ever said it is. Third, I realize that many of us have reservations on tournament debate but that is neither here nor there and inasmuch as our chairman has indicated to me before the program that I have but fifteen minutes I had better get on with this report. Second, I hope you will excuse me if I read my speech to this group because you are all speech teachers and I want to make certain that what I have to say will not be misunderstood. Please bear with me because these dark glasses give me some problems as I have difficulty seeing out of my right eye and my left arm is in a sling too. I realize that if I were like one department chairman I could name I would begin with a series of long-winded quotations from Cicero and Longinus but they are all Greek to me. I prefer more up-to-date speakers like W. Jennings Bryan who said, in *The Cross of Gold*, "Let me call your attention to two or three important things." Anybody can understand that.

The First Ft. Mudge Annual National Debate Invitational Tournament was conceived of as a tournament to be truly national in scope, national in interest, and national in significance. My students would here observe that there is a remarkable difference between the written and spoken style. To go on. We realize that there was some objection to the announcement and to the invitations to the tournament. May I stress this: At no time was it the intention of the F.M.N.I.D.T. Committee to offend anyone. The Committee—and I refuse to dignify and acknowledge by answering the stupid charges that are being circulated about the method by which the Committee was selected—decided that the invitations must be brutally frank. We wanted *superior* debate teams. Our original criteria were "Teams to be eligible as follows . . ."—I think that should be *was* one of my varsity debaters is a bum typist and she is my secretary this year. Hope no one will say, "His debaters write his speeches for him!" (Wheeze!) Well. "First, juniors and seniors who won 75% of their high school debates. Second, who have won 90% of their college debates. Three: preference to be given to

* Mr. Shepard is Professor of Speech at Ball State University and faculty sponsor of the DSR-TKA chapter there.

teams undefeated this year." For a number of reasons we eliminated number one.

We are not snobs. We just do not want our good first-rate debate teams to be debating a bunch of dogs from some corncob college and being judged by coaches who do not know how to coach championship debate. The Ft. Mudge Tournament was conceived of as a Tournament of Excellence in Debate, Excellence in Judging, and Excellence . . . er . . . in Excellence! If I may paraphrase an observation about Art: "Excellence is in the ear of the beholder."

Mr. Chairman. I wish to add something that is not in my prepared text. I realize that time is at a premium. I do not want to go over time. Two points. First, it is no credit to the speech profession in general and to the debate directors in particular that I have entries from schools and they are right here in my briefcase that lost every debate they have ever been in since debate was invented. This *mind you* in spite of the clear qualifications spelled out in the invitations. There are in this briefcase over sixty schools furnishing us records of fictitious tournaments! What is this profession coming to? No wonder so many debate directors abandon the follies of the classroom for those of the ad building. Now we know where they learn 'em.

I heard that remark from the audience. It is typical of the half-baked bar room accusations that are being circulated. The one-watt minds charge that the only schools accepted at Ft. Mudge were the schools of the National Committee. This is a lie. There are six of us on the Committee. There were *eight* schools selected for the National Tournament. Eight! It is no credit to the applicants that the Committee could find only two schools in addition to their own that met the rigorous standards set forth.

I had intended to keep this report short in time, short in scope, and short . . . er . . . all the way around. To make a long story short. We . . . uh . . . the Committee . . . selected eight schools which legitimately met the high qualifications of the Tournament. Now the uproar started from the *results* and not from selection or rejection. I am now going to give you the official record and please remember never speak of a rope in the house of a man who has been hanged. Will someone please turn out the lights and the operator will give us Exhibit Number One.

* Entrants' ratings weighted and corrected by statistical formula beyond scope of this paper.

SCHOOL	I	II	III	IV	V	VI	W	L	P	T	S	
Fort Mudge	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14
Hardstone Univ.	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15
Aaron Burr U.	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14
Bigwater State	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15
St. Vitus	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14
St. Torquada	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15
Hester Pryme Col.	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14
Joaquin Miller State	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15	L14	W15

FT. MUDGE NATIONAL PRELIMINARY ROUNDS*

It's upside down! Try it . . . No! . . . Not sideways! Blast! If the exhibit were right side up you'd see that at the end of six preliminary rounds all schools were tied three horses each with identical speaker points. The mathematical probability of such an occurrence is not rhetorical but astro-

nomical. The head of our math department who is an expert in statistical design worked up a formula for this and he said he had to write it with a screw driver. "Figures don't lie if there's only one set of books." I seem to have misplaced the other chart. Lights please.

When we were confronted with these results we knew that we should have power-matched. But inasmuch as all teams met each other and were judged or something by all judges we saw no need for power-matching. All teams quarter-finalists anyway. Next year we'll probably power-match. But if we have only eight teams we'll probably not. Oh well. As Admiral MacArthur said, "No wind does him good who steers for no port."

Now if I may digress. Let me say as a member of the Ft. Mudge Committee I am not willing to state that we will devote our time and energy to another tournament. Here I come to the crux of this report and of the tournament. I must say very candidly that the conduct of *some* coaches and *some* debaters was not above reproach and left much to be desired and was in fact a disgrace to any profession. For example. We completed the quarter-finals. We started the semi-finals but did not complete them. Whywhywhy? In all candor I must explain what happened so as to defuse the wild and woolly fabrications that are hatching on all sides. Unfounded rumor has no place in forensics, no place in speech, and no place in . . . er . . . Academe.

At the conclusion of the quarter-finals everything was going smoothly except there was and I'm not exaggerating a slight wee bit of an altercation amongst the coaches and some of the teams started debating by hand too. Nothing to get excited about, I simply wanted to mention it. Then midway through the semi-finals the jute mill exploded. Get this: *Captain Hengeist—the Ft. Mudge coach—had bugged all preliminary rounds!* He said he was doing some scholarly research but it turned out that a Ft. Mudge negative had refuted an Aaron Burr affirmative with a Hester Prynne negative. The "research project" had rabbit ears on it. Yet Ft. Mudge blew the whistle! Captain Hengeist had been listening to the tapes and he discovered that some teams namely the winners of the quarter-finals had been doing the hanky-panky. The winning cases were appropriate to a poetry contest *not* to a debate tournament. I am not accusing anyone of fabricating anything but the sources do not check out even if you can find them. Now we know what Aristotle meant by Invention. Eeeegad this was like lighting a match to see what's left in the old gas tank.

My time has run out and this is about all I have to say on the First National Average Ft. Mudge Invitational anyway. If you insist, Mr. Chairman, I will be happy to answer one question. Ah. The first question is, "How did we decide who got the trophies?"

I'm glad you asked that question because we drew lots and contrary to rumor the drawing was not rigged. Dr. Himmler and Lydia P. Frink supervised the drawing and the best they came up with was a quarter-finalist plaque and a silver-plated bung starter for a speaker's award. By the time we got through with the drawings I know how our old sergeant-major felt on Guadalcanal when he put a 12 gauge shotgun shell in a brass Very pistol and said, "The next thing Ah knowed all Ah had left wuz the grip!"

Now I'd like to present the recommendations for next year's tournament that we voted on about 3 a.m. this morning. May I say in the words of the immortal Isocrates who is the only orator to have a triangle named after him that "Nor am I ignorant that many, who professed wisdom and learning, have handled this subject before me."

First. There is to be a strict limitation upon the size and number of card files a team may bring or have carried into the room. Furthermore, no school will be permitted to pull the old poor-mouse routine and cart its evidence into the tournament in shopping bags and lunch pails. This goes for tournament costume too. Bilgewater sent its team and coach in looking like they had just hopped off the Nickle Plate and that did not impress anybody. Moreover, the length of women's skirts will be regulated on both ends and if Hortense LaFitte Craulspace wants her darling girls to play the strumpet voluntary they can damn well go to a music contest. There is no place in the Ft. Mudge Tournament for unethical proof. That also goes for debaters with accents you can pour on a waffle trying to fool Yankee judges.

Second. There is to be an astute accounting of tournament fees. We did not do what is done at some tournaments I could name and drink up the surplus. We needed all the money we could get for bail. Moreover, we are going to hire competent judges because not all schools brought three judges with them who were clear in the head. When two teams of Ft. Mudge caliber meet each other and must wait half an hour because the judge thinks there's three men on each team somebody's come along for the ride. We did have problems here that we could compensate for by cranking a corrective formula into the computer but it gives the circuits a heavy load when teams are judged by a Professor of Vertical Transportation who thinks the debaters have memorized someone else's speeches and complains because the speakers don't prance around the platform more than they do. Oh well. Old professors like old trees start to die at the top.

Finally. Next year no debate team will even see its opponent. Think about that. Teams will debate in radio studios and listen to the opponents and the same thing goes for judges. The judge will not see—but he will hear—the teams he judges. The ballots will be IBM cards which the judges punch and pop into the computer. The IBM cards and the taped transcriptions of the debates will be transduced onto IBM cards again and the whole shebang will be loaded into the computer all over again and Gunner Hengeist will pull the lanyard. Everything will be correlated and that contraction will fire out results in all directions! Don't ask me how it works. A roll of tape over here a memory blank over there and a jolt of electricity in between. It's just like the separator down on the farm—cream comes out one spout and skim milk the other.

Let me conclude with one of my favorite quotes from Henry Ward Beecher: "At this time it is peculiarly necessary that all good men should be divinely led to act with prudence and efficient wisdom." Let's make next year's Ft. Mudge the best ever!

CURRENT CRITICISM

Edited by DONALD L. TORRENCE

INSULARITY, RHETORIC, AND GENERAL CHARLES DE GAULLE

MARY REEVES*

Any inquiry into the rhetoric of General Charles de Gaulle must begin with de Gaulle the man. The only major politician on the contemporary scene who survived World War II, de Gaulle has become one of the most controversial men of all times. Flora Lewis, syndicated foreign affairs columnist, writes in the *New York Times Magazine* that one in doubt as to the complexity of this man need only ask the people whom he governs: "What does Gaullism mean?" Their answers range from "a sentiment for France" to "a noise, a headstrong arrogance" to "nothing."¹ Amid the diversity of answers there is, however, a strain of consistency. Gaullism, defined by negation, is not a political system or philosophy. Reactions to the term are reactions to the person, de Gaulle, rather than to a specific ideology.

Alexander Werth, political biographer of de Gaulle, feels that the opening passage of de Gaulle's *Memoires* gives, perhaps, the clearest explication of his deep feeling for his country.

I early came to believe that France, like the Princess in a fairy tale or the Madonna of the Frescoes, had an eminent and exceptional destiny. . . .

Our country must, under pain of mortal danger, aim high and stand upright. In short, France as I see her, cannot be France without greatness.²

Coupled with this vision of France's destiny is General de Gaulle's conviction that no man can serve France as well as he. In short, he is France and France is destined to greatness. The acceptance of this philosophy was exemplified when a German Common-Market official was asked "whether it was not absurd that one *country* could impose its will on five others?" The official replied, "Great *men* are like that."³

The focus of this paper will be General de Gaulle's recent (May 16, 1967) speech dealing with Great Britain's application for membership in the European Economic Community.⁴ Material dealing with the "no entry" of Great Britain dominated the last twenty minutes of General de Gaulle's eighty-minute press conference held in the Salle des Fetes of the Elysee Palace. The May 16th speech needs to be examined in relation to two preceding speeches. One was given by General de Gaulle January 14, 1963 after eighteen months of negotiating concerning Britain's membership in the European Economic Community.⁵ The other was given by Harold Wilson May 8, 1967 preceding the 488-62 vote in the House of Commons favoring Britain's application for membership in the Common Market.⁶

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¹ May 14, 1967, p. 26.

² Alexander Werth, *De Gaulle* (New York: Simon and Schuster, 1966), p. 57.

³ *The London Times*, May 20, 1967, p. 3.

⁴ *Vital Speeches of the Day*, June 1, 1967, pp. 495-97. All references to de Gaulle's May 16, 1967 speech are to this printed version.

⁵ *Vital Speeches of the Day*, Feb. 1, 1963, pp. 232-33. All references to de Gaulle's Jan. 14, 1963 speech are to this printed version.

⁶ *Vital Speeches of the Day*, June 1, 1967, pp. 482-94. All references to Harold Wilson's May 8, 1967 speech are to this printed version.

De Gaulle's 1963 comments regarding Great Britain were also part of a longer news conference. The remarks were not, however, impromptu in nature. De Gaulle prepares such television performances meticulously. Alexander Werth describes this process in detail in his biography of de Gaulle when he states that de Gaulle writes out his text, memorizes it, practices in front of a mirror, and has even gone to the trouble to take lessons in diction from an actor in the Comedie Francaise. He invites questions from the reporters ahead of time, then contorts them so as to label the broad areas that he has previously decided he wants to cover. In no way could either of these speeches be considered to be less than carefully calculated pronouncements on Britain's advances to the European Economic Community.

Technically, the 1963 speech was not a veto of Britain's efforts because Great Britain had not officially applied for membership. The speech was, however, worded in such a fashion that negotiations stopped and Great Britain did not submit a bid for entry. At that time, according to C. L. Sulzberger writing in the *New York Times*, de Gaulle prophesied that MacMillan's defeat would doom the Tories; the subsequent labor government would "make such a mess of things that when the conservatives came back they would seek membership on any terms."⁷

General de Gaulle may have been somewhat surprised to find labor-leader Harold Wilson speaking for Britain's application only four years later. The Wilson speech was a carefully prepared and lengthy explanation of the conditions governing Britain's current application to the EEC. It represented a capsule reappraisal of the dynamic changes in the interim between the two de Gaulle pronouncements.

De Gaulle's May 16, 1967 speech did not function immediately as a veto. If the purpose were to quell British action, it failed. If the purpose were to subdue British optimism, it succeeded.

Anthony Lewis writing from London for the *New York Times* carefully considers and refutes de Gaulle's basic arguments against entry. In conclusion, he mentions that de Gaulle in a passing phrase referred to Britain as an island. Mr. Lewis suggests that de Gaulle's economical and political theories are open to reproach, but that his geography is impeccable.⁸ No doubt General de Gaulle was referring to Great Britain's insularity in more than merely geographical terms. Just such an interpretation defines the chief characteristic of General Charles de Gaulle's rhetoric of May 16th. It is, indeed, isolated: isolated from the changes that have occurred in the last four years, isolated from the arguments advanced by the government of Harold Wilson, and even isolated in the scope of its intended audience.

Before turning to an analysis of the content of the speech, an examination of the scope of the audience seems requisite as a means of demonstrating insularity. May 16, 1967 provided a background of political agitation for de Gaulle's speech. At de Gaulle's instigation, Premier Pompidou had presented the legislature with a request for the power to govern by decree in social and economic affairs for six months. According to the *New York Times* of May 17th, the major labor unions had called a nationwide strike in protest against this request. Given the dimensions of this strike activity, one can necessarily conclude that General de Gaulle knew that his press conference would not have wide mass media coverage in France.

⁷ May 17, 1967, p. 46.

⁸ May 18, 1967, p. 18.

Printers and journalists started a walkout at 5 this afternoon (Tuesday afternoon of the speech). As a result there will be no morning newspapers tomorrow and the text of the President's news conference will not be printed until Thursday.⁹

Two afternoon papers in Paris were able to carry an incomplete report of the press conference; but since de Gaulle had held the remarks concerning Britain and the EEC until the end of the conference, this material was not included in the sketchy reports. Thus, the strike prevented readers from receiving news of the press conference; furthermore, the extreme chaos caused by a nationwide general strike tended to divert the attention of Frenchmen away from a consideration of Great Britain and the Common Market when they did receive the news. According to *The London Times*, May 18, 1967:

Reaction to General de Gaulle's press conference yesterday, and particularly to his detailed treatment of Britain's entry into Europe, were muted today because of the general strike which deprived France of newspapers.¹⁰

De Gaulle had to know that this reaction would occur. Maybe an inkling of the reason for the strategic positioning of the EEC pronouncement can be found in this quotation reported by Richard E. Mooney in the *New York Times* of May 21, 1967. Mooney is quoting from *Le Monde*, widely regarded as France's most respected daily.

The only way to settle this issue is to negotiate without delay. We are pleased that our partner countries have decided to proceed this way and not to become discouraged too quickly just because the general has raised his voice.¹¹

Thus, one may perceive a definite aura of "isolatedness" surrounding de Gaulle's chosen audience. The British and American newspaper headlines must have pleased the General. For example, from London came "General de Gaulle Says It Again,"¹² and the *New York Times* cited a West European diplomat's comment: "It was a 20-minute burial of Britain's chances."¹³ The follow-up reports were, however, more reflective and exemplified the determination that has characterized Great Britain's recent drive for admission: "Not Taking Non for an Answer."¹⁴

The content of de Gaulle's recent speech provides the most obvious aspects of insularity. The major arguments advanced by General de Gaulle January 14, 1963 were:

1. The Treaty of Rome was concluded among six continental countries that are adjacent, an outside country with less political and military solidarity would be a disruptive force in such an arrangement (insularity argument).
2. The British agricultural system, largely based on importing food-stuffs purchased at low prices, would be incompatible with the policy of the EEC as it stands (agricultural argument).
3. Great Britain is linked to certain other countries by "special" political or military agreements. The United States would inch her way in and form an Atlantic Community that "would soon completely swallow up the European Community" (Trojan Horse argument).

⁹ *New York Times*, May 17, 1967, p. 14.

¹⁰ P. 5.

¹¹ P. 10.

¹² *The London Times*, May 19, 1967, p. 1.

¹³ May 17, 1967, p. 1.

¹⁴ *The London Times*, May 17, 1967, p. 9.

4. Great Britain's own evolution and the evolution of the world *might* at some time create such conditions that membership would be possible (remote possibility argument).

Harold Wilson's May 8th speech gives a primary emphasis to the concept of dynamism. It sets forth in no uncertain terms that Great Britain's position has changed. Admittedly, the strong antimarket attitude of the Labor Party of four years ago is a little difficult to forget, and the virtually unattainable "essential conditions" to be met before Britain would consider entry are, no doubt, residual in the minds of many. Times have, however, changed.

As far as the new attitudes toward the Common Market, the Wilson speech speaks for itself:

1. "So far as British industry is concerned, we seek no exemption from the obligations which fall upon every member of the Community."
2. "We have to decide whether or not to apply for entry to a Community which is characterized by this particular agricultural system. It is useless to think we can wish it away and I should be misleading the House if I said that this policy is negotiable. We have to come to terms with it."
3. Concerning political issues: "Her Majesty's Government are prepared to accept the same obligations as our prospective Common Market colleagues—no more, no less."

Couple these official pronouncements with such editorial comments as the following by C. L. Sulzberger writing from Paris for the *New York Times*:

Once-imperial Britain has been spending the past few months doing everything Harold Wilson can imagine to prove that England is part of Europe—that is, everything except filling in the channel. It even wants to tunnel under the channel to France,¹⁵

and headlines from recent United States news magazines: "Is U. S. Losing Britain Its No. 1 Ally?"¹⁶ and you have a more realistic picture of the status quo.

Having examined the background of content in the two previous speeches, we turn to de Gaulle's recent speech. The speech begins with a foreboding air when de Gaulle states he doesn't want "to prejudice what the negotiations, if they take place—I repeat, if they take place—would be about." Depending on how you read this phrase, you may say that de Gaulle doubts that negotiations will occur or he is admitting the inevitability of their occurrence. At least he is not categorically saying they won't occur. Prejudgment, in spite of the verbal disavowal of its use, characterizes the speech. The opening of the speech outlines three alternatives that must be contemplated by anyone wishing to change the status quo.

1. The first is to admit Great Britain with all the exemptions and new conditions such an entry would entail. The consequence of such action would be "destructive upheavals" and a prelude to an Atlantic area in which Europe would lose personality.
2. A closer association between the Common Market and the European Free Trade Association could be formed. Such an association is "provided for in the Treaty of Rome and should multiply and help the economic relations of the contracting parties."
3. Finally, Great Britain could wait until she achieves the "profound

¹⁵ May 17, 1967, p. 46.

¹⁶ *U. S. News and World Report*, May 15, 1967, p. 52.

economic and political transformation which would allow her to join the six continentals.”

De Gaulle left little doubt concerning his preference for the third alternative. According to Charles Hargrove writing from Paris May 16, 1967:

There was only a very small qualification to the new “No” of General de Gaulle. That involved a “historic” conversion on Britain’s part which she had obviously not accomplished, and which, he clearly implied, would not take place for many a year—assuredly not in his own lifetime.¹⁷

What were the arguments advanced by General de Gaulle to support this conclusion:

1. “England, which is not a continental country, which because of the Commonwealth and its own island status has faraway commitments, and which is tied to the United States by all sorts of special agreements, could not merge into a community of fixed dimensions and rigorous rules” (insularity and Trojan Horse arguments). De Gaulle makes no acknowledgment of the changes of the last four years. His remarks at this point are a parroting of those of 1963. This reiteration of “special” ties and “special” relationships seems to be nothing more than a bit of semantic felicity for which de Gaulle has become quite well known.
2. Concerning agriculture, if England is allowed to enter under the present conditions, her balance of payments will collapse. If the treaty is changed, it would disrupt the equilibrium of the entire Common Market (agriculture argument). This argument completely isolates itself from Britain’s bargaining position which is to accept the common agricultural policy and ask only for the transitional period that the founder-members asked for themselves.
3. De Gaulle advances a new economic argument concerning the position of the pound on the world market and particularly its status as a reserve currency. As in the other arguments, no specific proof was advanced and Wilson’s carefully structured and documented arguments were not acknowledged. This economic argument comes at a time when Britain, according to her ministers, has a healthy balance of payments and the pound has been supporting the franc in the international monetary market for weeks.

Thus, I would conclude that the most distinguishing characteristic of General Charles de Gaulle’s rhetoric of May 16, 1967 is its insularity. It is rhetoric in a vacuum: isolated from the changes that have occurred in the last four years, isolated from the arguments advanced by the government of Harold Wilson, and even isolated in the scope of its intended audience.

De Gaulle concluded his May 16th speech with hope for Great Britain’s “historic transformation.” Wilson concluded his speech with hope for a new “outward looking unity.” After de Gaulle’s pronouncement, Wilson emphasized his hope with these words:

Change, industrial and political, is the nature of things and is a necessary condition of progress. Those who resist change do so at their own peril. I believe there can be no future for those who seek to pull the blankets more tightly over their heads.¹⁸

Perhaps the historic transformation occurred while some interested parties had the blankets over their heads. The question remains: Who’s insular now?

¹⁷ P. 1.

¹⁸ *New York Times*, May 18, 1967, p. 18.

PROCEDURES, RULES, AND SUGGESTIONS FOR THE NATIONAL CONFERENCE OF DELTA SIGMA RHO-TAU KAPPA ALPHA

AUSTIN J. FREELEY*

PROCEDURES

I. CONSTITUTIONAL AUTHORITY (Article VII, Section 4 of the DSR-TKA Bylaws)

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; and 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 a vote, of the National Conference Committee for one year.

II. POLICY MAKING AND ADMINISTRATION

The policy making or legislative control of the Conference is vested in the National Conference Committee; they are analogous to the Board of Directors of a corporation. The administrative division of the National Conference shall consist of the Tournament Director and the chairmen of the various events; they are analogous to the managers of a corporation carrying out the policies set by the Board.

III. NATIONAL CONFERENCE COMMITTEE DUTIES

1. From time to time take samplings of the wishes of the various chapters to determine their desires concerning the events and the format of the National Conference.
2. Determine the speaking events to be held.
3. Establish the rules for all speaking events.
4. Determine the awards to be given for the various events.
5. Establish the schedule of events.
6. Appoint the faculty sponsors who will serve as chairmen and co-chairmen of the various events.
7. Recommend the fees for the Conference to the National Council.
8. Serve as a Board of Review to answer any questions and to settle any problems which may arise within any event. The Chairman of the event involved shall sit as a member of the Board of Review except when he or his college is a party to the question or problem before the Board.
9. The Chairman of the National Conference Committee shall ap-

* Dr. Freeley, Professor of Speech and Director of Forensics at John Carroll University, is the Chairman of the National Conference Committee. He wishes to express his appreciation to the previous Chairman, Robert B. Huber; to George A. Adamson and Jerry Anderson, members of both the previous and current committees; to Kenneth E. Andersen of the current Committee; to the previous Conference hosts; to the faculty sponsors who served as chairmen of the various events; and to the many members of DSR-TKA whose thoughtful recommendations form the basis of these procedures, rules, and suggestions.

- point members of the Committee to serve as liaison with the chairmen and co-chairmen of the various events. They shall supervise and assist the chairmen and co-chairmen so that each event may operate as efficiently as possible.
10. They shall coordinate the plans of the National President, the National Student Council, the Distinguished Alumni Awards Committee, the Speaker of the Year Award Committee, the Model Initiation Committee, and other relevant committees in conducting the various banquets and other events of the Conference, and shall establish the schedule for all Conference events.
 11. The Chairman of the National Conference Committee, or his appointed agent, shall order and obtain the following materials:
 - a. trophies for all events
 - b. certificates for all events
 - c. debate ballots
 - d. individual events ballots
 12. The National Conference Committee shall appoint such other subordinate officers and committees as hereinafter specified and such other subordinate officers and committees as they shall deem necessary or desirable to provide for the efficient conduct of the Conference and to delegate to these officers and committees such powers and duties as they deem proper.

IV. TOURNAMENT DIRECTOR'S DUTIES

1. He shall recommend to the National Conference Committee candidates for appointment as chairmen and co-chairmen of the various events.
2. He shall, subject to the policies established by the National Conference Committee, make all local arrangements necessary and desirable for the Conference. These shall include:
 - a. arranging housing for the visiting delegations.
 - b. arranging such luncheons and banquets as are a part of the Conference; the cost of these, including taxes and gratuities, shall be so planned that they become a part of the registration fee.
 - c. arranging for such sightseeing and social activities as are a part of the Conference. The National Conference Committee shall from time to time establish policies regarding the costs of these events.
 - d. arranging to have a sufficient number of suitable rooms available for the various events of the Conference.
 - e. arranging such local transportation as may be necessary for the participants to travel to and from the various events of the Conference.
 - f. arranging such other local matters as are necessary or desirable for the orderly and efficient operation of the Conference.
3. From his own college, or from nearby colleges or high schools, he shall secure the services of a sufficient number of students to serve as chairmen-timekeepers of the debates and individual events.
4. From his own college he shall secure the services of a sufficient number of students or graduate students to assist at registration and to assist the chairmen of the various events.
5. He shall secure the services of qualified faculty judges to relieve

the following of judging duties during the Conference: the National President, the Chairman of the National Conference Committee, the Tournament Director, the Chairman of two-man debate, the Chairman of four-man debate, the Chairman of the Student Congress, the Chairman of persuasive speaking (for the first day of the Conference only), and the Chairman of extemporaneous speaking (for the first day of the Conference only). If other activities are added to the Conference or substituted for some of these events, the National Conference Committee shall determine if and to what extent judges may be provided for the chairmen of such events. The cost of securing the services of the judges herein provided shall be a part of the registration fee.

6. He shall cooperate with the National Conference Committee Chairman in securing the services of such additional hired judges as may be provided for from time to time by the National Council. The cost of such additional hired judges shall be provided for by the National Council.
7. He shall make arrangements to have typists, typewriters, and duplicating machines available from prior to the beginning of registration until the conclusion of the Conference, together with duplicating materials, paper, and such other supplies as may be needed to insure the rapid and accurate publication of announcements, schematics, bills, results, and other matters relating to the Conference. He shall also assemble an adequate supply of ballots for all events, sets of time cards, paper, envelopes, and other necessary supplies and have them readily available throughout the Conference.
8. His responsibilities for the speaking events shall be as follows:
 - a. Debate

The day and evening of registration for the Conference he shall have available the means of duplicating schematics for two-man and four-man debate. Enough copies shall be provided for each debater and judge. (Suggestion: use different colored paper for two-man and four-man schematics.) The facilities for duplicating shall be kept available during the Conference to permit rapid distribution of any announcements that may be needed. He shall have available a list of rooms to be used for these events and the names of the chairmen-timekeepers. He shall have available a list of the colleges participating in each event. He shall have a "stand-by" team available from his own or a nearby college; this team shall be ready to enter two-man debate if needed to provide an even number of teams. While the tournament is in operation he shall be responsible for getting the student chairmen-timekeepers to each room. Prior to the tournament he shall have obtained the ballots necessary for debate (AFA Form C) and an adequate supply of time cards and shall have them readily available to the Chairman. The ballots and time cards will be given to the student chairmen-timekeepers who shall carry them to and from the rooms under the direction of the Chairman or Co-Chairman. Facilities for tabulating results should be available throughout the tournament; i.e., Round I should be tabulated and recorded during Round II, etc. Large envelopes

should be available, labeled with the name of each college, so that ballots may be sorted promptly. (Suggestion: have an adding machine available.)

b. Congress

The day and evening of registration for the Conference he shall have available the names of the colleges participating in the Congress and the names of the students from each college. He shall have available a list of the rooms to be used for the various events of the Congress. He shall have available facilities for duplicating committee assignments, announcements, and other materials necessary to the Congress. Facilities should be available throughout the Congress to permit the duplication of bills and other materials.

c. Discussion, Forensic Progression, and similar events

The duties are the same as for Congress, together with such additional facilities and chairmen-timekeepers as the special nature of the event may make necessary.

d. Extempore Speaking

The day and evening of registration for the Conference he shall have available the names of the colleges and their participants, the rooms in which the drawings of topics will take place, and the rooms in which the contests will be held. The Chairman or Co-Chairman shall be responsible for providing the topics and conducting the drawings. He shall also have available chairmen-timekeepers. He shall have available such facilities as are needed to publish announcements relating to the contest. He shall have available the ballots needed for the contest. He should have available facilities for duplicating results. Results should be tabulated immediately after each round so that they will be ready for prompt distribution at the end of the contest. Large envelopes should be available, labeled with the name of each college, so that ballots may be sorted promptly.

e. Persuasive Speaking

The duties are the same as for Extempore Speaking, with the exception that no student help will be required for the drawing of topics. (Suggestion: use different colored paper for extempore and persuasion announcements. Of course, these should be different from the colors used for debate.)

9. He shall be responsible for mailing out copies of the rules, the schedule, registration forms, announcements about housing, and other general information to all chapters of DSR-TKA early in January. These announcements should include a statement of the fees and should be designed to provide the following information to the Tournament Director when they are returned: names of all judges; names of participants in two-man debate, in four-man debate, in extempore speaking, and in persuasive speaking; and names of participants in the model initiation. All of this information will be urgently needed before the final registration. He shall, in consultation with the Chairman of the Student Congress, provide a registration form for participants in that event. The Tournament Director and the Chairman of the Student Congress may have the Congress registration form returned to either of

them, as they shall choose. In either event, the two must work together closely so that the Chairman of the Congress will have the names of participants available for committee assignments and the Tournament Director will have accurate information about the number of participants. (Sample forms may be seen in Appendix 1 and 2.)

10. He shall have a photographer present at the final session of the Conference to take pictures of all trophy and certificate winners. These pictures shall be sent to the editor of *Speaker and Gavel* as soon as possible.
11. He shall be responsible for collecting all fees due to the Conference and for paying all bills incurred for the Conference. The source of Conference revenues are (a) fees paid by participating delegations—the main source of revenue, (b) such funds as the host college shall provide to partially defray the operating expenses of the Conference, the amount of these funds to be determined by the Tournament Director and the National Conference Committee Chairman as far in advance of the Conference as possible, and (c) such funds as are provided from time to time by the National Council. It shall be the objective of the Tournament Director and the National Conference Committee to conduct the Conference within the limits of the sources of revenue herein specified. Should there be surplus income, the surplus shall be deposited in the National Treasury. Within thirty days following the Conference the Tournament Director shall send a financial statement of the Conference to the National President, the National Treasurer, the National Conference Committee Chairman, and all members of the National Conference Committee.
12. He shall be responsible for distributing ballots and results to all participating colleges.

V. PROCEDURES OF FACULTY SPONSORS AS CHAIRMEN OF EVENTS

1. The primary responsibility for the successful conduct of the event is vested in the Chairman. He shall share such duties with the Co-Chairman as are mutually convenient.
2. The Co-Chairman shall assist the Chairman in the planning, preparation, and operation of the event. Insofar as possible, the National Conference Committee shall appoint co-chairmen from colleges near the host college. The co-chairmen should, whenever possible, visit the host college in advance of the Conference, familiarize themselves with the facilities to be used, and in cooperation with the Tournament Director and the event Chairman do all possible advance planning and preparation for the event.
3. The National Conference Committee Liaison member shall supervise and assist the Chairman and Co-Chairman. He shall be responsible for coordinating the operations of the event with the policies of the National Conference Committee and with the operations of other events.

VI. PROCEDURES FOR FOUR-MAN DEBATE

1. The first duty of the Chairman is to draft a schematic for the tournament. This schematic shall be drawn on a geographic basis, providing each team with the maximum practical opportunity to meet teams from different geographic areas. He should so draft

- the schematic that no team meets another team more than once. He should so draft the schematic that no judge will judge a team his own team will meet later in the tournament. (See Appendix 3 for a sample schematic.) (Suggestion: prior to the tournament the Chairman should correspond with the Tournament Director and obtain the best preliminary estimate of the number of teams that will participate in this event. On the basis of this information he should draft several preliminary schematics.) With the prior approval of the National Conference Committee, and with prior publication of this decision, provision may be made to power-pair certain rounds.
2. He should arrive at the Conference location sufficiently early in the day of Conference registration to permit him to draft the final schematic that will be used in the tournament. (Suggestion: have three schematics available to allow for last-minute changes in registration.)
 3. It shall be his responsibility to get the schematic duplicated and distributed to the participants. (Suggestion: the Chairman and Co-Chairman should proofread the schematic before it is printed.)
 4. He should be prepared to redraft the schematic should illness, accident, or other unforeseen events make this necessary.
 5. The Chairman or Co-Chairman shall distribute ballots and time cards to the student chairmen-timekeepers before each round and collect them after each round. Should chairmen-timekeepers not be available, the Chairman should devise some plan whereby the judges shall pick up and return ballots and time cards.
 6. At the conclusion of each round, the Chairman shall examine each ballot. He shall check to determine that all ballots have been returned and correctly filled out. Should any ballot be incomplete, contain any apparent error, or require additional facts written upon it, he shall immediately search out the judge and have the judge make such corrections or additions as may be necessary. Under no circumstances should the Chairman alter or mark ballots.
 7. It shall be the responsibility of the Chairman to see to it that the ballots are properly sorted and that each college receives one ballot for each debate. Envelopes containing these ballots, together with the results of the tournament, shall be distributed at the conclusion of the Conference.
 8. It shall be the duty of the Chairman to tabulate results of four-man debate and to determine the winner.
 9. Trophies shall be awarded to the 1st, 2nd, 3rd, and 4th ranking four-man units. The following method shall be used to determine these rankings: (a) the highest number of wins, (b) the highest total points, (c) lowest total rank, (d) highest total points of the middle six debates (i.e., the debate with the highest number of points and the debate with the lowest number of points are disregarded in this procedure), (e) the highest median number of points for eight rounds. These steps shall be followed only as far as necessary to break a tie. If the number of four-man units is large, all five steps may be necessary in some cases.
 10. Certificates shall be awarded to the 1st, 2nd, 3rd, and 4th ranking affirmative debaters and to the 1st, 2nd, 3rd, and 4th ranking

negative debaters. The following method shall be used to determine these rankings: (a) highest total points, (b) lowest total rank, (c) highest total points of the middle six debates (i.e., the debate with the highest number of points and the debate with the lowest number of points are disregarded in this procedure), and (d) the highest median number of points for eight rounds. These steps shall be followed only as far as necessary to break a tie. If any tie cannot be broken by the procedures provided here, the problem shall be referred to the Board of Review.

11. Utilizing facilities made available by the Tournament Director, he shall duplicate the final results of four-man debate and have them ready for distribution at the final session of the Conference. (Suggestion: The Chairman and Co-Chairman should proofread the results before they are duplicated.)
12. He shall, as provided in III, 8, sit as a member of the Board of Review. If the Chairman is disqualified, the Co-Chairman shall serve in his place. If the Co-Chairman is disqualified, the Board shall proceed without them.
13. The Chairman shall officially announce the results of four-man debate at the final session of the Conference.

VII. PROCEDURES FOR TWO-MAN DEBATE

The procedures are the same as for four-man debate except that for two-man debate Procedure VI, 8, shall be as follows:

8. It shall be the duty of the Chairman to determine the sixteen teams to enter the octafinals. The following method shall be used to break ties: (a) the highest number of wins, (b) the highest total points, (c) lowest total rank, (d) the highest total points of the middle four debates (i.e., the debate with the highest number of points and the debate with the lowest number of points shall be disregarded in this procedure), (e) the highest median number of points for six rounds. The brackets for the octafinals shall be as follows: 1 vs. 16; 6 vs. 11; 8 vs. 9; 4 vs. 13; 3 vs. 14; 5 vs. 12; 7 vs. 10; and 2 vs. 15. The brackets for the quarterfinals shall be as follows: the winner of 1-16 vs. 6-11; of 8-9 vs. 4-13; of 3-14 vs. 5-12; and of 7-10 vs. 2-15. The brackets for the semifinals shall be as follows: the winner of 1-16-6-11 vs. 8-9-4-13; of 3-14-5-12 vs. 7-10-2-15. The winners of the semifinals shall meet in the final round. Sides in each debate in the elimination rounds shall be determined as follows: (a) if the teams have met previously, they shall reverse sides; and (b) otherwise, they shall toss a coin and the winner shall have the choice of sides. Certificates shall be awarded to the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th ranking debaters. The following method shall be used to determine these rankings: (a) highest total points, (b) lowest total rank, (c) highest total points in the middle four debates (i.e., the debate with the highest number of points and the debate with the lowest number of points shall be disregarded in this procedure), (d) the highest median points for six rounds. These steps shall be followed only so far as necessary to break a tie. If any tie cannot be broken by the procedures provided here, the problem shall be referred to the Board of Review.

VIII. PROCEDURES FOR STUDENT CONGRESS

1. The first duty of the Chairman is to prepare lists of the delegates by party membership and by main committee assignment.
2. He shall prepare lists of those eligible for the various offices of the Congress.
3. He shall arrange for the distribution of such Advance Bills as may have been received.
4. He shall appoint such student chairmen pro tem as are necessary.
5. He shall make such announcements as are necessary at the caucuses and opening assembly.
6. He shall be available throughout the Congress to guide and supervise the students.
7. He shall, in cooperation with the Tournament Director, make available such facilities as are necessary to duplicate and distribute bills and other materials necessary to the Congress.
8. He shall carry out such other duties as are provided in the Congress rules.
9. If the National Conference Committee should provide awards for the Congress, it shall be the duty of the Chairman to provide such judges and ballots and to make such tabulations and announcements as are necessary to implement any awards.
10. He shall, as provided in III, 8, sit as a member of the Board of Review. If the Chairman is disqualified, the Co-Chairman shall serve in his place. If the Co-Chairman is disqualified, the Board shall proceed without them.

IX. PROCEDURES FOR EXTEMPORE SPEAKING

1. Prior to the Conference, the Chairman shall prepare forty or more topics from which the extempore speakers shall draw. These topics shall be chosen from major current events of the six months immediately preceding the Conference.
2. He shall prepare a schematic for this contest. He shall determine the number of sections necessary in consultation with the Tournament Director. In assigning students to the sections he should, insofar as possible, avoid assigning two students from the same college to the same section. Insofar as possible, he should provide for geographic distribution within each section.
3. He shall assign judges to each section.
4. In consultation with the Tournament Director, he shall arrange for the duplication and distribution of schematics announcing the speaking and judging assignments.
5. He, or the Co-Chairman, shall conduct the drawing of topics by the students.
6. The Chairman or Co-Chairman shall distribute ballots and time cards to the student chairmen-timekeepers before each round and shall collect them after each round. Should chairmen-timekeepers not be available, the Chairman should devise some plan whereby the judges shall pick up and return ballots and time cards. (See Appendix 5 for a sample ballot.)
7. At the conclusion of each round, the Chairman shall examine each ballot. He shall check to determine that all ballots have been returned and have been correctly filled out. Should any ballot be incomplete, contain any apparent error, or require addi-

- tional facts written upon it, he shall immediately search out the judge and have him make such corrections or additions as may be necessary. Under no circumstance should the Chairman alter or mark ballots.
8. It shall be the responsibility of the Chairman to see to it that the ballots are properly sorted and that each college receives its ballots. Envelopes containing the ballots, together with the results of the contest, shall be distributed at the conclusion of the Conference.
 9. It shall be the duty of the Chairman to tabulate results of the contest and to determine the winner. Eight speakers will enter the final round. The four highest ranking speakers shall be awarded Certificates for Superior Achievement and trophies. The four remaining speakers shall be awarded Certificates of Excellence. Finalists shall be chosen on the basis of (a) high total number of superior ratings, (b) low total rank (if ratings are tied), (c) high total percentage points (if rankings are tied). The same method shall be used to determine winners of Certificates for Superior or Excellent Achievement.
 10. Utilizing the facilities made available by the Tournament Director, he shall duplicate the final results of the contest and have them ready for distribution at the final session of the Conference. (Suggestion: the Chairman and Co-Chairman should proofread the results before they are duplicated.)
 11. He shall, as provided in III, 8, sit as a member of the Board of Review. If the Chairman is disqualified, the Co-Chairman shall serve in his place. If the Co-Chairman is disqualified, the Board shall proceed without them.
 12. The Chairman shall officially announce the results of the contest at the final session of the Conference.

X. PROCEDURES FOR PERSUASIVE SPEAKING

These are the same as for Extempore Speaking except that no provision need be made for the drawing of topics.

XI. DISCUSSION, FORENSIC PROGRESSION, AND SIMILAR EVENTS

Should these events be included in the Conference from time to time, the National Conference Committee shall provide appropriate procedures.

XII. CHANGES IN PROCEDURES OR RULES

1. The National Conference Committee welcomes suggestions for changes in the procedures or rules which might lead to an improvement in the conduct of various events.
2. The Tournament Director and the chairmen of the various events are cautioned, however, that no change whatsoever in the procedure or rules may be made without the prior approval of the National Conference Committee. A unilateral change, however well intentioned and however beneficial it might be for a specific event, could prove disadvantageous to the Conference as a whole. Consequently, any proposed changes must be considered in the context of the Conference as a whole.

RULES

I. TWO-MAN DEBATE

1. The national intercollegiate debate proposition shall be used.
2. Each chapter may enter two students who shall be prepared to debate on both sides of the proposition.
3. There shall be six preliminary rounds of debate for all teams entered in this event. The sixteen teams with the best records shall be chosen to enter the octafinal rounds. This shall be followed by quarterfinal rounds, semifinal rounds, and a final round to determine a champion.
4. Debates shall be standard type (i.e., ten-minute constructive speeches and five-minute rebuttal speeches). There shall be no intermission between constructive and rebuttal speeches.
5. Each chapter participating in this event must provide a qualified critic judge. As a condition of entering a team in this event, the judge undertakes to be available for judging assignments through the quarterfinal rounds; judges whose teams enter the octafinal round undertake to be available for judging assignments through the final round.
6. Any team more than fifteen minutes late for any round shall forfeit that round of debate. Their scheduled opponent shall be credited with a win for that round and shall be credited with the average rank and points they have earned in their other rounds.
7. If a judge is more than fifteen minutes late in meeting a judging assignment, his team shall forfeit that round. Their opponent shall be credited with a win, rank, and points as provided in Rule I, 6.
8. Delta Sigma Rho-Tau Kappa Alpha certificates shall be awarded to the eight highest ranking debaters on the basis of their achievement in the six preliminary rounds of debate. Trophies shall be awarded to the winner of the event, to the second place team, and to the two other semifinalist teams. The winner shall also be awarded possession, for one year, of the rotating trophy.
9. The American Forensic Association Form C Debate Ballot shall be used for all debates.
10. Judges may give a critique after each debate, but they may not announce a decision.

II. FOUR-MAN DEBATE

1. The national intercollegiate debate proposition shall be used.
2. Each chapter may enter one affirmative team and one negative team (a total of four students) in this event.
3. There shall be eight rounds of debate for all teams entered in this event.
4. Debates shall be standard type (i.e., ten-minute constructive speeches and five-minute rebuttal speeches). There shall be no intermission between constructive and rebuttal speeches.
5. Each chapter participating in this event must provide a qualified critic judge who, as a condition of entering his teams, undertakes to be available for judging assignments throughout all eight rounds.
6. Any team more than fifteen minutes late for any round shall forfeit that round of debate. Their scheduled opponent shall be

- credited with a win for that round and shall be credited with the average rank and points they have earned in their other rounds.
7. If a judge is more than fifteen minutes late in meeting a judging assignment, his affirmative team shall forfeit that round. Their opponents shall be credited with a win, rank, and points as provided in Rule II, 6.
 8. DSR-TKA certificates shall be awarded to the four highest ranking affirmative debaters and to the four highest ranking negative debaters on the basis of their achievements in the eight rounds of debate. Trophies shall be awarded to the 1st, 2nd, 3rd, and 4th ranking four-man units. The 1st place unit shall also be awarded possession, for one year, of the rotating trophy.
 9. The American Forensic Association Form C Debate Ballot shall be used for all debates.
 10. Judges may give a critique after each debate, but they may not announce a decision.

III. PERSUASIVE SPEAKING

1. Each chapter may enter one or two student speakers. Men and women shall compete in the same division. Students entering persuasive speaking cannot enter extemporaneous speaking.
2. Each contestant shall participate in two rounds of speaking. The final round shall consist of eight speakers chosen from Rounds I and II on the following basis: (a) high total number of superior ratings, (b) low total rank (if ratings are tied), (c) high total percentage points (if ranks are tied). In all rounds the order of speaking shall be determined by random drawing.
3. Each speaker shall deliver a speech on a subject of his choosing. The speech must be original and of the speaker's own composition. The speech must be persuasive in nature, designed to inspire, convince, or actuate.
4. The speech must not be more than ten minutes in length.
5. The speech may be delivered with or without notes.
6. Each chapter participating in this event must provide a qualified critic judge who, as a condition of entering his students, undertakes to be available for judging assignments for all three rounds. NOTE: Judges may be assigned to *either* persuasive speaking or extemporaneous speaking or both at the discretion of the chairmen of these events. NOTE: If a chapter enters speakers in *both* persuasive speaking *and* extemporaneous speaking, it must provide judges for *both* events.
7. At least three judges shall be used in each section.
8. Any speaker more than fifteen minutes late in meeting his speaking assignment shall forfeit that round and shall be assigned zero rating, rank, and points.
9. If a judge is more than fifteen minutes late in meeting a judging assignment, his contestant shall forfeit that round and shall be assigned zero rating, rank, and points. If a judge has two contestants, this forfeit shall apply only to the contestant whose last name comes first alphabetically.
10. In each round each judge will rank the first four speakers 1, 2, 3, and 4. All the remaining speakers shall be assigned a rank of 5. The judge shall rate each speaker as superior, excellent, good, or

fair. These ratings shall be given a numerical value on the following scale: superior 90 or higher; excellent 85 to 89; good 80 to 84; and fair 75 to 79.

11. The four highest ranking speakers in the final round shall receive Certificates for Superior Achievement and trophies. The other four speakers shall receive Certificates of Excellence. These two classifications shall be determined by the method provided in Rule III, 2. No announcement of 1st, 2nd, 3rd, etc. place shall be made.
12. Members of the National Council are requested *not* to enter students in persuasive speaking unless they will have another faculty member available to serve as judge. This contest is scheduled at the same time as the meeting of the National Council.

IV. EXTEMPORANEOUS SPEAKING

1. Each chapter may enter one or two student speakers. Men and women shall compete in the same division. Students entering extemporaneous speaking cannot enter persuasive speaking.
2. Each contestant shall participate in two rounds of speaking. The final round shall consist of eight speakers chosen from Rounds I and II on the following basis: (a) high total number of superior ratings, (b) low total rank (if ratings are tied), and (c) high total percentage points (if ranks are tied). In all rounds the order of speaking shall be determined by random assignment made by the Chairman.
3. Speakers shall draw their topics in the order listed on the schedule prepared by the Chairman thirty minutes before their speaking time. Each speaker shall receive three topics from which he shall select one. The topic shall be handed to the chairman-time-keeper who shall announce it to the judges before the speaker begins.
4. The speech must not be more than seven minutes in length.
5. The speech may be delivered with or without notes.
6. The topics shall be chosen from major current events of the six months immediately preceding the Conference. They shall be significant subjects meriting serious consideration. Facetious subjects shall not be used.
7. Each chapter participating in this event must provide a qualified critic judge who, as a condition of entering his students, undertakes to be available for judging assignments for all three rounds. NOTE: Judges may be assigned to *either* extemporaneous speaking or persuasive speaking or both at the discretion of the chairmen of these events. NOTE: If a chapter enters speakers in *both* persuasive speaking *and* extemporaneous speaking, it must provide judges for *both* events.
8. At least three judges shall be used in each section.
9. Any speaker more than fifteen minutes late in meeting his speaking assignment shall forfeit that round and shall be assigned zero rating, rank, and points. NOTE: If a speaker is late in drawing his topic he may still proceed to his speaking assignment; but he must speak on schedule or forfeit.
10. If a judge is more than fifteen minutes late in meeting a judging assignment, his contestant shall forfeit that round and shall be

assigned zero rating, rank, and points. If a judge has two contestants, this forfeit shall apply only to the contestant whose last name comes first alphabetically.

11. In each round the judge shall rank the first four speakers 1, 2, 3, and 4. All the remaining speakers shall be assigned a rank of 5. The judge shall rate each speaker as superior, excellent, good, or fair. These ratings shall be given a numerical value on the following scale: superior 90 or higher; excellent 85 to 89; good 80 to 84; and fair 75 to 79.
12. The four highest ranking speakers in the final round shall receive Certificates for Superior Achievement and trophies. The other four speakers shall receive Certificates of Excellence. These two classifications shall be determined by the method provided in Rule IV, 2. No announcement of 1st, 2nd, 3rd, etc. shall be made.
13. Members of the National Council are requested *not* to enter students in extemporaneous speaking unless they will have another faculty member available to serve as judge. This contest is scheduled at the same time as the meeting of the National Council.

V. DISCUSSION CONTEST, FORENSIC PROGRESSION, STUDENT CONGRESS, AFTER DINNER SPEAKING

From time to time, on the basis of a sampling of the wishes of the chapters, the National Conference Committee may select one of these events to be added to the regular events of the Conference. In such cases, rules shall be provided and published in *Speaker and Gavel* a reasonable time before the Conference.

SUGGESTIONS

I. SUGGESTED DEADLINES

1. The time and place of the National Conference should be selected not less than twelve months prior to the event.
2. At three or four year intervals, it may be desirable to conduct a survey of the chapters to determine their wishes for the events to be offered at the National Conference. Such surveys should be conducted during May. This will allow for an evaluation of the immediate past Conference and permit adequate time to make plans for future conferences.
3. The schedule of events and the rules for the Conference should be decided upon in time to permit their publication in the November *Speaker and Gavel*. NOTE: This will mean a September 1 deadline in sending copy to the Editor.
4. Any changes in fees from the previous Conference should be decided upon in time to permit publication of this announcement in the November *Speaker and Gavel*.
5. Final entries for the Conference should be due two weeks prior to the opening of the Conference.
6. The Chairman of the National Conference Committee and the Tournament Director may find it desirable to require payment of all Conference fees two weeks prior to the opening of the Conference.

II. SUGGESTIONS FOR REGISTRATION

1. Provide a large envelope for each chapter entered. This should contain:
 - a. a schedule of events for each person.
 - b. a general information announcement for each person.
 - c. a map of the campus for each person.
 - d. tickets for each person for luncheons, banquets, and other events included in the registration fee.
 - e. one or two copies of the rules for each event.
2. Bring to the Registration Desk:
 - a. a folder containing the final entry forms received from each chapter. NOTE: bring a supply of blank forms as well.
 - b. envelopes of material for each chapter as provided in # 1 above.
 - c. a list of the chapters entered in two-man debate.
 - d. a list of the chapters entered in four-man debate.
 - e. a list of the chapters entered in extempore speaking.
 - f. a list of the chapters entered in persuasive speaking.
 - g. a list of the chapters entered in the discussion contest, forensic progression, student congress, or after dinner speaking.
 - h. a list of the candidates for the model initiation who have been verified by the National Secretary. NOTE: in cooperation with the National Secretary arrange to have a supply of membership applications on hand.
3. Stations at the Registration Desk

Station 1—Verification of Registration

 - a. Check the final entry form to make sure that all participants (both students and judges) are listed correctly. Be sure to double check spelling of all names.
 - b. Obtain the name of the local hotel or motel and the room number of each faculty sponsor for contact in case of emergencies.

Station 2—Finances

 - a. Check to determine if all fees and charges have been correctly figured.
 - b. Check to see if all fees have been paid, or collect such fees as are due. Collect any additional fees or make any necessary refunds.
 - c. Give a receipt for any monies collected. NOTE: Be sure to have a receipt book at hand.
 - d. Check the tickets in the envelope and make sure the correct number is provided. Collect for any tickets sold for additional guests.

Station 3—Candidates for Model Initiation

 - a. This desk should be manned by the National Secretary or his agent.
 - b. Verify the names of the candidates, if any, for the model initiation.
 - c. Collect such fees as may be required.
 - d. Issue receipts.
 - e. Collect such membership applications as have not been previously received.

- f. Hand out the envelope provided in II, 1.
- g. Send the final entry form (as revised if necessary) on to Station 4.

Station 4—Revision of Lists

- a. This station is not visited by the participants. It should be located in a room near the Registration Desk, but away from the activity of registration.
- b. This station should be manned by a faculty member who will work closely with the Tournament Director.
- c. Upon receiving the final registration form, make any necessary revisions in the list of participants and judges for each event.
- d. Maintain a folder of the registration forms of those chapters having completed registration.
- e. At the conclusion of registration hand a copy of the revised list of participants and judges for each event to the Chairman of that event. NOTE: the faculty member manning this station and the Chairman of each event should double check the lists.

III. SUGGESTIONS IN RE: ROOMS ON CAMPUS

1. At the earliest possible date reserve all necessary rooms—plus a few extra. A recent Conference required 30 rooms for two-man debate and 45 rooms for four-man debate.
2. Confirm the room reservations one month prior to the Conference. Obtain the specific list of room numbers.
3. Inspect each room on the list. Make sure that it is in fact suitable for its intended use.
4. Provide a headquarters area or room for each event held on campus. Make sure that a telephone, table, etc. are provided and that the location and telephone numbers are made available to all participants.

IV. SUGGESTIONS IN RE: COMPILING RESULTS

1. Provide a large, centrally located room to be used to collect all of the results from the various events.
2. Keep extra copies of the result sheets for each event. Complete sets of result sheets should be furnished to the National Conference Committee Chairman, the Tournament Director, and the Editor of *Speaker and Gavel*. Keep a reserve supply of result sheets for later inquiries.

V. SUGGESTIONS IN RE: MODEL INITIATION

1. The Chairman of the model initiation is appointed by the National President; he is responsible for the conduct of the event and for providing all materials required by the ritual.
2. The Tournament Director is responsible for providing a room for the initiation—chairs, tables, etc. A large room with approximately 300 chairs, five small tables (card tables will do), and one large table will be required.
3. A supply of membership forms should be obtained from the National Secretary and kept available.

VI. SUGGESTIONS IN RE: HOTEL FACILITIES

1. The following events are often held in the headquarters hotel—rooms must be provided for: (a) registration (see Suggestions II); (b) general assembly (a large room—approximately 500 chairs needed); (c) student congress (one room set up “congress” style and approximately six rooms suitable for committee meetings); (d) individual events (approximately ten rooms will be needed); (e) student executive council (one room); (f) national executive council (one room); (g) banquet room; (h) faculty social hour (one room); (i) student social hour (one room); and (j) student election of officers (one room).
2. Suites should be reserved at the hotel for the National President and the National Conference Committee Chairman. (The hotel usually provides complimentary suites.)
3. Approximately 250 hotel rooms were required at a recent national conference.
4. Plan the banquet as far ahead as possible. Approximately 425 persons attended a recent national conference banquet. If two banquets are planned, the second should be the more elaborate. In consultation with the hotel catering service, find out what guarantee must be made, when it must be made, and how much leeway is provided.
5. Obtain a seating plan for the head table from the National Conference Committee Chairman and provide for the implementation of the plan.
6. Provide tickets for the banquet and arrange for collecting the tickets. In consultation with the hotel catering service, decide if these are to be collected at the door or at the table.
7. Set up a table outside the banquet room at which banquet tickets may be sold.
8. Provide a microphone, public address system, and lectern.

APPENDIX 1
REGISTRATION FORM

DELTA SIGMA RHO-TAU KAPPA ALPHA NATIONAL CONFERENCE

PLEASE TYPE PLEASE TYPE PLEASE TYPE

Name of College: _____

Name of faculty member in charge of delegation: _____

Names of students in two-man debate: _____

Name of judge for two-man debate: _____

Names of students in four-man debate: _____

Name of judge for four-man debate: _____

Names of students in Extempore Speaking: _____

Name of judge for Extempore Speaking: _____

Names of students in Persuasive Speaking: _____

Name of judge for Persuasive Speaking: _____

Names of students in Congress: _____

Names of students for Model Initiation: _____

Name of Student Council Member: _____

Expected time of arrival: _____

Mode of travel: _____

Keep one copy and mail the other to: _____

Office phone (000) 000-0000 _____

PLEASE MAIL THIS FORM IN TIME

TO REACH US NOT LATER THAN _____

Fees: \$15.00 per faculty member; \$18.00 per student. Total due \$ _____

check enclosed: _____ we will pay on arrival: _____

APPENDIX 2

ENTRY FORM FOR DSR-TKA STUDENT CONGRESS

Return by March 13, 1967
Be sure Delegates are also listed on the master entry form sent to Wayne State

WHAT SHOULD BE THE UNITED STATES POLICY TOWARD COMMUNIST CHINA?

Main Committee Problem Areas:

1. U. S. Diplomatic Recognition.
2. U. N. Admission.
3. Participation in Treaties such as space, disarmament, territorial.
4. Trade, Tourism, and Cultural Exchange.

DELEGATES: (Maximum of four—unlimited number of alternates or observers)

Full Name	Party Affiliation (Liberal or Conservative)	Committee Preference (Use Number Given Above)
1. _____,	_____	_____
2. _____,	_____	_____
3. _____,	_____	_____
4. _____,	_____	_____

NOMINATIONS FOR OFFICES:

(Within limits of rules, must be made in advance)

1. Speaker of the Assembly: _____
(Selected among nominees by caucuses, elected by Assembly vote)
2. Clerk of the Assembly: _____
(Selected among nominees by caucuses, elected by Assembly vote)
3. Party Floor Leader: _____
4. Party Whip: _____
(Posts 3 and 4 elected from nominees by Party Caucuses)
5. Chairman Pro-Tem of the Caucuses: _____
6. Chairman Pro-Tem of Main Committees: _____
(Posts 5 and 6 are selected by the Congress Directors. Chapter Sponsors must attach a sheet indicating qualifications of nominees.)

Submission of Advance Bills: Send ten copies with this registration form. Only one bill per committee may be submitted.

RETURN ENTRY BLANK BY MARCH 13, 1967. SEND TO KENNETH E. ANDERSEN, DEPARTMENT OF SPEECH, THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MICHIGAN 48104.

ALSO BE SURE TO INDICATE CONGRESS PARTICIPATIONS ON THE GENERAL REGISTRATION FORM SENT TO GEORGE ZIEGELMUELLER IN FEBRUARY.

Chapter Sponsor _____

School _____

Address _____

APPENDIX 3

SAMPLE SCHEMATIC FOR FOUR-MAN DEBATE

		Affirmative		Negative and Judges					
EAST	1 Rhode Island	27	7 11	19	14	26	21	32	27
	2 Vermont	28	8 12	22	15	21	17	22	28
	3 MIT	29	9 7	23	15	22	20	23	29
	4 New York Univ.	30	10 8	24	16	23	17	24	30
	5 Rutgers	31	11 9	25	17	24	18	24	31
SOUTH	6 Morgan State	32	12 10	26	18	25	19	26	32
	7 Alabama	20	17 18	19	20	32	21	24	23
	8 Miami	1	18 19	27	21	22	19	25	27
	9 Florida State	2	20 20	28	22	27	23	28	29
	10 Duke	3	1 14	28	23	24	29	25	13
	11 South Carolina	4	2 15	29	24	28	18	26	20
	12 Richmond	5	14 16	30	25	26	31	30	31
	13 Louisiana State	6	3 4	31	30	22	21	15	14
EAST CENTRAL	14 Muskingum	7	16 24	13	24	20	4	12	9
	15 Ohio University	8	13 25	11	27	28	1	30	5
	16 Bellarmine	9	21 26	28	29	2	31	6	7
	17 Xavier	10	9 13	29	30	3	32	20	13
	18 Kentucky	11	23 21	30	31	4	12	1	9
WEST CENTRAL	19 Denison	12	24 22	31	32	5	27	2	10
	20 Western Michigan	13	25 23	32	13	6	29	3	11
	21 Ball State	14	12 29	6	1	12	4	7	19
	22 Butler	15	31 30	8	1	2	7	4	8
	23 Purdue	16	15 31	9	2	3	8	5	9
	24 Mankato	17	27 32	10	3	4	9	10	16
	25 St. Cloud	18	28 27	12	4	5	10	11	17
	26 Wabash	19	30 28	13	5	6	11	12	18
WEST	27 Southern Methodist	21	5 29	12	7	19	14	26	21
	28 Southern Calif.	22	6 3	15	7	14	8	11	14
	29 Utah	23	1 22	4	16	8	15	9	13
	30 Pacific Univ.	24	2 5	9	10	16	7	13	17
	31 Denver	25	3 6	10	11	17	8	7	18
32 New Mexico	26	4 7	11	12	18	9	19	8	

Negative team is the first number; judges second.

APPENDIX 4
 SAMPLE SCHEMATIC FOR TWO-MAN DEBATE

	Round	1	2	3	4	5	6
	Side	Neg	Aff	Neg	Aff	Neg	Aff
1		19 32	22 40	29 22	32 30	17 12	30 20
3		21 34	24 32	31 24	34 22	19 14	22 12
5		23 36	26 34	33 26	36 24	21 16	24 14
7		25 38	28 36	35 28	38 26	23 18	26 16
9		27 40	30 38	37 30	40 28	25 20	28 18
11		29 2	32 10	39 32	2 40	27 22	40 30
13		31 4	34 2	1 34	4 32	29 24	32 22
15		33 6	36 4	3 36	6 34	31 26	34 24
17		35 8	38 6	5 38	8 36	33 28	36 26
19		37 10	40 8	7 40	10 38	35 30	38 28
21		39 12	2 20	9 2	12 10	37 32	10 40
23		1 14	4 12	11 4	14 2	39 34	2 32
25		3 16	6 14	13 6	16 4	1 36	4 34
27		5 18	8 16	8 8	18 6	3 38	6 36
29		7 20	10 18	17 10	20 8	5 40	8 38
31		9 22	12 30	19 12	22 20	7 2	20 10
33		11 24	14 22	21 14	24 12	9 4	12 2
35		13 26	16 24	23 16	26 14	11 6	14 4
37		15 28	18 26	25 18	28 16	13 8	16 6
39		17 30	20 28	27 20	30 18	15 10	18 8

- Schools 1 through 10 from the East.
- Schools 11 through 20 from the South.
- Schools 21 through 30 from the Midwest.
- Schools 31 through 40 from the West.

The numbers are so arranged that each school from one region meets two schools from each of the other regions. The judges to some degree follow the same pattern, but can't quite because of irregularities in the schematic. Principles to be observed on judges: (1) should not judge the same team twice; (2) should not judge a team that his will meet later (note exceptions on judges 10, 20, 30, and 40 who do but on the opposite side of the proposition.)

To check the schematic, check what happens to teams 1, 2, 10, 20, 30, and 40. What happens to 1 and 2 will happen to all others in that schematic framework. All exceptions should be checked; i.e., judges and teams 10, 20, 30, and 40.

APPENDIX 5
 DSR-TKA INDIVIDUAL EVENTS BALLOT

Event Round Room

Directions to judges: Please *rate* all the speakers as Superior, Excellent, Good, or Fair. These ratings should be assigned a numerical value on the following scale: Superior 90 or above; Excellent 85 to 89; Good 80 to 84; Fair 75 to 79. Record these numbers in the column headed *Points*. Please *rank* all speakers in order of quality: 1 for first, 2 for second, 3 for third, 4 for fourth. Rank all the remaining speakers 5.

Contestant	College	Topic or Title	Rating	Rank	Points
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Judge:

College:

APPENDIX 6
 A SAMPLE SCHEDULE OF EVENTS

SCHEDULE OF EVENTS

Fourth Annual Delta Sigma Rho-Tau Kappa Alpha
 Forensic Conference
 Wayne State University, Detroit, Michigan
 March 29, 30, 31, April 1, 1967

March 29, 1967
 6:00-8:30 p.m.
 9:00 p.m.

Registration—Founder's Foyer, Sheraton-Cadillac Hotel
 General assembly and announcements—Crystal Room, Sheraton-Cadillac Hotel

March 30, 1967
 7:45 a.m.

Continental breakfast for participants in 2-man debate, Alumni Lounge,
 Wayne State campus

8:15 a.m.
 8:30 a.m.

Continental breakfast for participants in 4-man debate, Alumni Lounge
 Round I, 2-man debate, Prentis Hall, Wayne State campus

8:30-10:30 a.m.	Student Congress, party caucuses, Mason Room and State Room, Sheraton-Cadillac Hotel
9:00 a.m.	Round I, 4-man debate, State Hall, Wayne State campus
10:00 a.m.	Round II, 2-man debate, Prentis Hall, Wayne State campus
10:30 a.m.	Round II, 4-man debate, State Hall, Wayne State campus
11:00-12:45 p.m.	Student Congress, opening legislative assembly, Sheraton-Cadillac Hotel
11:30 a.m.	Round III, 2-man debate, Prentis Hall, Wayne State Campus
12:00 noon	Round III, 4-man debate, State Hall, Wayne State campus
2:30-4:00 p.m.	Round I, Extemporaneous Speaking, Sheraton-Cadillac Hotel
	Round I, Persuasive Speaking, Sheraton-Cadillac Hotel
	Student Executive Council Meeting, Mason Room, Sheraton-Cadillac Hotel
	National Executive Council Meeting, State Room, Sheraton-Cadillac Hotel
4:00-5:30 p.m.	Student Congress, main committee meetings, 3 rooms, Sheraton-Cadillac Hotel
5:30-6:30 p.m.	Model Initiation, English Room, Sheraton-Cadillac Hotel
7:00 p.m.	Tournament Dinner, Ballroom, Sheraton-Cadillac Hotel
<i>March 31, 1967</i>	
7:45 a.m.	Continental breakfast for participants in 2-man debate, Alumni Lounge, Wayne State campus
8:15 a.m.	Continental breakfast for participants in 4-man debate, Alumni Lounge, Wayne State campus
8:30 a.m.	Round IV, 2-man debate, Prentis Hall, Wayne State campus
8:30-10:30 a.m.	Student Congress, main committee meetings, 3 rooms, Sheraton-Cadillac Hotel
9:00 a.m.	Round IV, 4-man debate, State Hall, Wayne State campus
10:00 a.m.	Round V, 2-man debate, Prentis Hall, Wayne State campus
10:30 a.m.	Round V, 4-man debate, State Hall, Wayne State campus
10:30-1:00 p.m.	Student Congress, joint committee meetings, Sheraton-Cadillac Hotel
11:30 a.m.	Round VI, 2-man debate, Prentis Hall, Wayne State campus
12:00 noon	Round VI, 4-man debate, State Hall, Wayne State campus
2:30-4:00 p.m.	Round II, Extemporaneous Speaking, Sheraton-Cadillac Hotel
	Round II, Persuasive Speaking, Sheraton-Cadillac Hotel
	Student Executive Council Meeting, Mason Room, Sheraton-Cadillac Hotel
	National Executive Council Meeting, State Room, Sheraton-Cadillac Hotel
4:30 p.m.	Meeting of Chapter Faculty Sponsors, Sheraton Room, Sheraton-Cadillac Hotel
	Election of Student Officers, Founder's Room, Sheraton-Cadillac Hotel
7:00 p.m.	Tournament Banquet, Ballroom, Sheraton-Cadillac Hotel
9:30 p.m.	Faculty Social Hour, Founder's Room, Sheraton-Cadillac Hotel
<i>April 1, 1967</i>	
7:45 a.m.	Continental breakfast for participants in 2-man debate, Alumni Lounge, Wayne State campus
8:15 a.m.	Continental breakfast for participants in 4-man debate, Alumni Lounge, Wayne State campus
8:30 a.m.	Octa-final rounds, 2-man debate, Prentis Hall, Wayne State campus
8:30-12:00 noon	Student Congress, legislative assembly, Sheraton Room, Sheraton-Cadillac Hotel
9:00 a.m.	Round VII, 4-man debate, State Hall, Wayne State campus
10:00 a.m.	Quarter-final rounds, 2-man debate, Prentis Hall, Wayne State campus
10:30 a.m.	Round VIII, 4-man debate, State Hall, Wayne State campus
11:30 a.m.	Semi-finals, 2-man debate, Helen DeRoy Auditorium, Wayne State Campus
1:00-2:00 p.m.	Finals, Extemporaneous Speaking, Prentis Hall, Wayne State campus
	Finals, Persuasive Speaking, Prentis Hall, Wayne State campus
2:15-3:30 p.m.	Finals, 2-man debate, Helen DeRoy Auditorium, Wayne State campus
3:45 p.m.	Announcement of Results and Presentation of Awards, Helen DeRoy Auditorium, Wayne State campus
4:00 p.m.	Adjournment

The schedule of events will vary somewhat from year to year; each schedule must be tailor made to meet the specific local conditions of the host college.

DISTINGUISHED ALUMNI AWARDS: 1968

Has your chapter nominated one of its members for this award? Look over your alumni rolls and you may find the names of one or more men or women who should be nominated. Please check carefully the following conditions governing the awards—and then submit one or more nominees from your chapter—for *you* know of their success!

CRITERIA: Nominees must be alumni of DSR-TKA or of DSR or of TKA. The nominee need not be an alumnus of the chapter which nominates him or her. The award is intended to honor both theorists and practitioners—those who have been outstanding in their profession as well as those who have been intelligent, responsible, and effective speakers. Many alums have achieved success in both fields.

PROCEDURE FOR SUBMITTING NOMINATIONS: Six copies of the full supporting material should be mailed to the chairman of the Distinguished Alumni Awards Committee by December 11, 1967. This date is one month earlier than last year's because the Balfour Company needs more time for preparation of the awards. The letter of nomination should be signed by both the chapter president and the chapter sponsor. Suggestions for material to be submitted include data in outline form on the nominee's education and professional life, public service contributions, evidence of contributions to the field of public address, publications, honors or awards earned, etc.

PROCEDURE FOR FINAL SELECTION: The present committee will be responsible for evaluating the nominees and recommending those to be honored. There is no minimum nor maximum number to be selected each year, but normally not more than three or four have been honored in a single year. If a chapter's nominee has not been selected in a given year, there is nothing to prevent their nominating him or her again at a later date.

NOTIFICATION AND PRESENTATION: The persons to be honored by this award will be notified by the National President. Whenever possible, the recipients are urged to attend the national conference to receive the award in person. One or more of the honorees may be asked to speak at the conference. Announcements in both professional publications and the mass media will be made concerning the nature of the awards and the recipients. If the recipient is unable to attend the national conference, the actual presentation of the award will be made under arrangements mutually satisfactory to the recipient and to the chapter or chapters nominating the individual.

TYPE OF AWARD: Each recipient will be presented with an appropriately engraved scroll and a new DSR-TKA pin with the individual's name, the date, and "Distinguished Alumni Award 19__" engraved on the back, or a suitably engraved plaque.

DEADLINE: Send six copies of all material on each nominee by December 11, 1967, to the Chairman of the Committee. You may consult any of the committee members for more details.

Distinguished Alumni Awards Committee, 1967-68

Thorrel Fest, University of Colorado
Robert Huber, University of Vermont
John Keltner, Oregon State University
Franklin Shirley, Wake Forest College
Lillian R. Wagner (Chairman), Department of Speech, University of
Northern Iowa, Cedar Falls, Iowa 50613

SPEAKER OF THE YEAR AWARD: 1968

The Speaker of the Year Committee would like to urge all chapters to submit names of outstanding speakers who should be considered for this important honor. The speaker may represent any major field such as politics, religion, law, business, education, etc. He should, moreover, have been active during the past year. Send all nominations to the chairman of the Committee: Professor James L. Golden, Department of Speech, Ohio State University, Columbus, Ohio 43210.

THE STUDENT SPEAKER OF THE YEAR: 1968

SUSAN CAHOON

Two years ago the first Student Speaker of the Year Award was presented to James Hudek of Michigan State University. The award, patterned after the National Speaker of the Year, recognizes extraordinary contributions to forensics by an undergraduate senior. The intention of the selection committee to maintain only the highest standards for its choice was emphasized last year. After a thorough examination none of the candidates was found to possess that unique combination of ability, devotion to forensics, and scholarship which must characterize the one "speaker of the year" among many fine debaters.

Because of the newness of the award and the difficulties of communication during the year, there has been some confusion about the requirements for a candidate, the method of nomination, and the criteria for selecting the recipient. Accordingly, the First Vice President of the National Student Council has been given the responsibility of publicizing the award and answering any questions about the procedure. In addition to the information given in this article, the First Vice President will mail a letter with a copy of an official application form to all chapter sponsors, regional governors, and regional student officers later this year.

Anyone interested in becoming a candidate for the award or in making a nomination should become familiar with the following specifications:

I. General Requirements

- A. Any undergraduate member of Delta Sigma Rho-Tau Kappa Alpha, currently enrolled in his senior year of academic work, is eligible for the Student Speaker of the Year Award.
- B. A candidate for the award must be a participant in one of the major events (currently 4-Man Debate, 2-Man Debate, and Congress) at the National Conference at which the award is to be presented.

II. Nominations

- A. Students eligible for the award may apply directly to the First Vice President of the National Student Council or they may be nominated by one or more of the following organizations and individuals:
1. The sponsor of the chapter of which the student is a member.
 2. The sponsor of a chapter at another institution.
 3. The student members of any chapter.
 4. A regional governor.
 5. A member of the National Student Council or the National Executive Council.
 6. A regional organization of DSR-TKA.
- B. The student will be required to submit information which will enable the committee on the Student Speaker of the Year to evaluate his application.

III. Selection of the Student Speaker of the Year

- A. The award winner will be selected by a special committee composed of student and faculty members of DSR-TKA.
- B. The committee will apply the following criteria in making its selection (listed in order of priority):
1. Comprehensive forensics record (win-loss, awards, etc.).
 2. Activities directly related to public speaking.
 3. Activities indirectly related to public speaking.
 4. Academic record.

Applications must be received by the First Vice President by February 1, 1968. Address all applications and inquiries to:

Susan Cahoon
 First Vice President, National Student Council, DSR-TKA
 Drawer U
 Emory University
 Atlanta, Georgia 30322

PRESIDENT'S PAGE

(Continued from page 2)

Committee, and his committee members are planning for continuation of the high level of tournament efficiency experienced last year at Wayne State University in Detroit. The respective committees on the special awards of the Society are already hard at work. What is needed to insure a highly successful national conference is your involvement in its activities. The hope that the 1967-1968 national conference in Washington, D. C. may be our best yet. Its success to a great extent rests with the individual chapters. We hope to see you in Washington, D. C., April 7-10.

MINUTES OF THE DSR-TKA STUDENT EXECUTIVE COUNCIL MEETING

March 30, 1967

President Ric Flam of the University of Southern California called the meeting to order at 3:30 p.m. in the State Room of the Sheraton-Cadillac Hotel, Detroit, Michigan.

Mr. Flam announced that the election of student officers would be held the following day. Mr. Flam also announced that the Executive Council was considering the problem of non-attendance of national student officers at the national convention.

Mr. Bob Shields of Wichita State, First Vice President, then gave a summary concerning the problems related to the National Student Speaker of the Year Award for 1967.

Mr. Kenneth Newton of Michigan State, Second Vice President, reported to those present on the poor response of chapters in contributing articles to the *Speaker and Gavel*.

Mr. Flam concluded the discussion of old business with several suggestions concerning national student officers. These included a need for more frequent communication and a clarification of the finances belonging to the Student Executive Council.

Mr. Flam then introduced discussion of the term of office of the Student Executive Council President. After discussion, an interim ruling of the Executive Council was issued stating that the office of the President of the Executive Council would be limited to a tenure of one year.

The absence of a constitution and bylaws was acknowledged to compound the problems of the Executive Council inasmuch as no guidelines existed. No action was taken on this matter.

Meeting adjourned.

Respectfully submitted,
SUZANNE JACKSON,
Acting Secretary

MINUTES OF THE DSR-TKA STUDENT EXECUTIVE COUNCIL MEETING

March 31, 1967

President Flam called the meeting to order at 3:15 p.m.

Mr. Shields of Wichita State read the text of a special recommendation for the National Student Speaker of the Year Award. Alvin Entin of American University made a motion that the special recommendation be accepted in full and two committees be established to implement the recommendation. Motion passed unanimously.

Discussion followed on several suggestions submitted by President Leroy T. Laase, University of Nebraska. In keeping with Dr. Laase's suggestion, Mr. Shields moved that awards of special distinction be made to students within the organization. The motion was defeated. Those present then dis-

cussed the possibility of including participation in the national conference of that year when selecting the Student Speaker of the Year. It was moved that consideration of this question be sent to committee. Motion was defeated.

Meeting adjourned.

Respectfully submitted,
SUZANNE JACKSON,
Acting Secretary

MINUTES OF THE DSR-TKA STUDENT ASSEMBLY

March 31, 1967

President Flam called the meeting to order at 4:30 p.m. The Acting Secretary, Miss Jackson of the University of Alabama, read the minutes of the 1967 conference. They were approved by those present.

Mr. Flam summarized the business which had been conducted by the Student Executive Council during the conference. The interim ruling which stated that the office of the President of the Executive Council would be limited to a tenure of one year was explained. A motion was made for its adoption. Motion passed.

Mr. Shields as First Vice President explained the difficulties encountered in the selection of the National Student Speaker of the Year. It was moved that the special recommendation be accepted in full and two committees be established to implement the recommendations. Motion passed unanimously.

Results of the student election:

PRESIDENT: Bob Shields of Wichita State defeated Richard Brautigam of Michigan State.

FIRST VICE PRESIDENT: Susan Cahoon of Emory defeated Carolyn Smith of George Washington.

SECOND VICE PRESIDENT: Carl Moore of Texas Tech defeated Bert Rush of the University of Southern California.

SECRETARY: Suzanne Jackson of the University of Alabama, unopposed.

TREASURER: Ann Splete of Ohio Wesleyan, unopposed.

COUNCILMEN AT LARGE: Irish Scully of Cornell, Michael Prince of Randolph-Macon, Donna Loizeaux of Vermont, and Donald Ritzenheim of Wayne State were elected.

Meeting adjourned.

Respectfully submitted,
SUZANNE JACKSON,
Acting Secretary

NEW INITIATES OF DELTA SIGMA RHO-
TAU KAPPA ALPHA

1966-1967

UNIVERSITY OF ALABAMA

Barbara Jean Gilbert
Suzanne Marie Jackson
John Hazlewood McMurphy III
Kathy Jane Wahlers

ALBION COLLEGE

Robert Dale Gamage
Saundra Hagemann

THE AMERICAN UNIVERSITY

Lester J. Birdsall, Jr.
Barry William Messinger (at large)

AUBURN UNIVERSITY

John Fletcher Comer, Jr.
William Hughes Edwards
Jane Hall
Robin Ellen Langston
William Dwayne Lee
Judith Lynne Walton

BALL STATE UNIVERSITY

Barbara Baumgart
Richard T. Bother
Edith Louann Canada
Karyn S. Charles
James R. Keating
Thomas Allen Kraack
Peter D. Miller
Charles L. Montgomery, Jr.
Virginia L. Vermillion

BATES COLLEGE

Howard Bernard Melnick
William Murry Norris

BROOKLYN COLLEGE

Alan D. Marrus
Irwin H. Schwartz
Ira Harvy Zuckerman

BUTLER UNIVERSITY

Carl David Flanigan
Cheryn Lynn Heinen
Bette Jo Kremer

CAPITAL UNIVERSITY

Linda Raye Cittings
Charles Melvin Fahlbusch
William Emerson Saunders
James Frederick Zingale

UNIVERSITY OF CHICAGO

Mark Allen Bohnhorst

UNIVERSITY OF CINCINNATI

Claire Louise Brinker
Avi Done Eden
Gary Richard Hoffman

CLEMSON UNIVERSITY

Hans Charles Feige

COLORADO COLLEGE

William Henry Hyde
Barbara Jean Keener
Linda Kay Marshall
Steven Lee Methner

UNIVERSITY OF COLORADO

Harold D. Myers III

CORNELL COLLEGE

John August Bowman

CORNELL UNIVERSITY

Eileen Dale Barkas
Kenneth Berkley Bedell
Martin Douglass Bellis
Mary Jane Ferguson
Seth Merlin Lloyd
Anil Chunilal Madan
Edward Willis Nottingham
Marie-Celeste Bridget Scully

CREIGHTON UNIVERSITY

Michael William Amdor
Robert John Bertrand
Gregory Keeran Foley
David Leroy Hefflinger
Thomas Anthony Hutchinson

DENISON UNIVERSITY

Barry Douglas Roseman
Robert Alan Sams
Lawrence Wiley Schad

DICKINSON COLLEGE

Thomas Wayne Scott
Burton Saul Weiss

EASTERN KENTUCKY UNIVERSITY

Karen Porter Fletcher
Charles Darwin Greenwell
Sandra Holderman
Jimmie Meese
Paul Randall Nolte
Carol Anne Watson

EMORY UNIVERSITY

William Griffin McDaniel

EVANSVILLE COLLEGE

Joseph William Baus
Herbert Arthur Jensen
Susan Jane Kleinschmidt
William W. Whitehouse

UNIVERSITY OF FLORIDA

John Gerald DeLancett
Howard Gary Freeman
Richard Lee Quianthy
Richard Caldwell Smith

FLORIDA STATE UNIVERSITY

Jo Ann Brockway
Patricia Ann Higgins
Marcia Kay Lippincott
Paula Louise Price
Ida Carmen Mingione
Herbert Carleton Rand II
Densil R. Taylor (at large)

**GEORGE WASHINGTON
UNIVERSITY**

Robert John Borgmeyer
Leonard Patrick Gianessi
Andrew William Mason
Isa Natovitz

UNIVERSITY OF HARTFORD

Barbara Ruth Bartuski
Robert Michael Bourke
Howard Thomas Hurt
Waldo Rosebush Jones, Jr.
Robert Thomas Richards

HIRAM COLLEGE

Kenneth Cameron Moore
Dhiren Kaushik Sharma

HOWARD UNIVERSITY

Adrienne Manns
R. Charles Moyer
Barbara Jeanne Penn

UNIVERSITY OF ILLINOIS

George Luman Grice
Robert K. Haugen
Carter H. Klein
Monica Marie Manning
Judith E. Maxwell
Thomas Alan Roberts
Alan Charles Wernicke

INDIANA UNIVERSITY

James Russell Fisher
Charles B. Reafsnnyder
Laurence Gordon Rotkin

INDIANA STATE UNIVERSITY

Osborn J. Morgan
Nellie Simbol
Hugh Dwayne Spurgin II
Ronald Eugene Virgin

STATE COLLEGE OF IOWA

Michele Leah Farrell
James Roger Gashel
Marilyn Jeanne Jones
Janice Ann Seeland
Carleton Winey Troutner, Jr.

JOHN CARROLL UNIVERSITY

Daniel Murphy Shea
Richard William Tomc

UNIVERSITY OF KANSAS

Hanan Samuel Bell
Paul Robert Falzer

UNIVERSITY OF KENTUCKY

Edwin Wakefield Ockerman
Ralph Edward Wesley

KING'S COLLEGE

William John Foley
James Francis Gilbride
John Charles Marcinkowski

KNOX COLLEGE

Carol Rae Eberly
Richard William Scovie

LEHIGH UNIVERSITY

Bruce Malcolm Bakerman
Richard C. Hess (at large)
William Wallace Josey
John Joseph Musewicz
Roger Straus

**CALIFORNIA STATE COLLEGE AT
LONG BEACH**

Adolph Buelna
June Margaret Cooper (at large)
Richard H. Mercer (at large)
Rita Jean Rice
Kathleen Louise Ross
Steven Joel Winer

MARQUETTE UNIVERSITY

Joseph John Bronesky
Dennis James Leonard

UNIVERSITY OF MASSACHUSETTS

Janis Ann Farren
John Edward Putman

MERCER UNIVERSITY

Charles Michael Blizzard
Sara Evelyn Smith
John Wilson Winkle III

MEXICO HIGHLAND UNIVERSITY

Phoebe Lorraine Bryan
George Edward Tinker IV
Noel Trujillo

UNIVERSITY OF MICHIGAN

Gary Michael Black
James Alan Fisher
Janet Lee Gaspar
Lee Howard Hess
Robert Francis Januzzi
Susan Anne McGill
Donald Paul Rogers
Walter Ellison Shapiro

MICHIGAN STATE UNIVERSITY

Bette Rae Blackburn (at large)
Dennis Richard Blyth
Roger Bruce Chard
Rodney Allen Dean
Sandra Lynn Filion
Glenn Warren Foster
Ted R. Jackson (at large)
Harvey David Levine
Douglas Miller McIntosh (at large)
Lynn Marie Penchalk

Lani Jean Smalley
David Allen Thomas (at large)
Roger Eugene Williams

UNIVERSITY OF MINNESOTA

Bruce John Pedersen
Bruce Duane Rigelman
Ronald Sherman Wallace

MOUNT MERCY COLLEGE

Lynda Ann Birekbichler
Esme Therese O'Connor

MURRAY STATE UNIVERSITY

Jack Clemeth Eli
Kenneth W. Hauptli
Michael L. Smith

MUSKINGUM COLLEGE

Lawrence Dow Bryan
Sandra Larr Darrow
Judson Downer Ellertson (at large)
Judith Loughman Erven
Sally Ward Maggard
Bryan Jared Townsend (at large)

UNIVERSITY OF NEBRASKA

Jerilyn A. Adam
John Edward Drowdow
David Walter Erbach
Linda Sue Wells

UNIVERSITY OF NEW MEXICO

Julia Ann Goodrich
Stuart Alexander Licht
Joseph Vinovich

**STATE UNIVERSITY OF NEW YORK,
HARPUR COLLEGE**

Bruce Alan Bell
Jay MacDonald Davis
Irwin Philip Romaner
Mark Schattner

UNIVERSITY OF NORTH DAKOTA

Wayne Arthur Drugan

NORTHWESTERN UNIVERSITY

David Harris Zarefsky

OSBERLIN COLLEGE

William Mark Balin
Roger Lisle Conner

OCCIDENTAL COLLEGE

Noah Franklin Modisett

OHIO STATE UNIVERSITY

David Michael Cohen
 Samuel David Eisen
 Richard Allen Smith
 Stephen Gary Varga

OHIO UNIVERSITY

Norman Everett Brague
 Ingeborg Gabriele Chaly
 Thomas Dean Queisser

OHIO WESLEYAN UNIVERSITY

Judith Ann Climer
 Carol A. David
 Anne Louise Splete

PACIFIC UNIVERSITY

Elvis Lloyd Kawahara
 Curtis Harold Stamey

UNIVERSITY OF PENNSYLVANIA

James Blaise Callaghan
 Karyl Lynn Gilbert
 Jeffery Charles Hayes
 Robert Johnson
 Philip Lezenby
 Leon W. Taub

UNIVERSITY OF PITTSBURGH

Robert Anthony DiBiccario
 Jeffery J. Leech
 Harry John Tuminello
 Elliot Jay Zeldow

PURDUE UNIVERSITY

Thomas A. Carmichael
 Pamela Anne Miller
 James Hallett Oberlin
 Armando Perez
 John William Wolf

QUEENS COLLEGE

Phillip Dechtenberg

RANDOLPH MACON COLLEGE

Frank Michael Prince

ST. ANSELM'S COLLEGE

Thomas Walter Alexander
 Donald Harry Bouchard

ST. CLOUD STATE COLLEGE

Linda Kaye Shimeta
 Quentin Thorne Smith (at large)

ST. LAWRENCE UNIVERSITY

Thomas William Simon

UNIVERSITY OF CALIFORNIA AT SANTA BARBARA

Stephen Edwin Lucas
 Michael Victor Sedano

UNIVERSITY OF SOUTH CAROLINA

Robert Edward Salane
 Thomas Charles Salane

UNIVERSITY OF SOUTH DAKOTA

Julianne Barker
 Dennis Lloyd Hogarth
 Dennis Ray Holub
 Therese Jean Tomscha
 James Raymond Villone

SYRACUSE UNIVERSITY

Carl Gordon Dworkin
 Thomas Joseph Kroboth
 Paul Frank Stavis
 Howard Leon Ross
 Barbara Irene Tannenbaum
 Arthur Frank Nacht

TEMPLE UNIVERSITY

Ruth Gonchar
 Bernard Alan Moore
 Arthur Robert Sagoskin
 Kathleen Patricia Strange

UNIVERSITY OF TENNESSEE

Stephen Reed Bowers
 James Allen Cobble
 Donald Ray Thomas
 Richard Warren Rucker

UNIVERSITY OF VERMONT

Robert Howard Bullard
 Ramona Jean Goddard
 Donna Jeane Loizeaux

UNIVERSITY OF VIRGINIA

Hamilton Phillips Fox III

VIRGINIA POLYTECHNIC INSTITUTE

Vernon Russell Daniels, Jr.

WABASH COLLEGE

John Robert Crook
 Stephen Goldsmith
 Larry Seabrook Landis

WASHINGTON AND JEFFERSON COLLEGE

Kenneth Lee Baker

**WASHINGTON AND LEE
UNIVERSITY**

Christopher Henry Mills
Kirk Woodward

WASHINGTON STATE UNIVERSITY

James Roy Bachert
Robert John Bergstrom
Richard Ward Givan
John Kenneth Jones
Robert John LeClair
John Charles Ruppert
James Stephen Sorrels

WAYNE STATE UNIVERSITY

Mary C. Adams
Charles Gary Apple
Lawrence Howard Brenner
Gary William Cralle
Frank James Greco
Janice Marie Havrilla
Lorraine Karen Jannette
Dorothy Jean Moor
Brenda Charlotte Robinson

WESTERN MICHIGAN UNIVERSITY

Mary Ann Grambort

WESTERN RESERVE UNIVERSITY

Bruce Alan Kimball

WESTMINSTER COLLEGE

James Renner Gilbert
James Howell Moorhead
Gerard Albert Palmer

WEST VIRGINIA UNIVERSITY

Sally Rae Hammes
Virginia Lee Jackson
John Sherman Kaull
Joseph Alan Luchock
Martha Lee Poland
Eileen Frances Praderio
George Drew Rolston
Michaelina Patricia Samargo
Benjamin Norman Snyder
Jerry Wayne Sublette
James Robert Watson
William Thomas Wertman, Jr.

WICHITA STATE UNIVERSITY

John E. Buckley
Karen Dawn Dill
Debera C. Drew
Louis Earl Duggan, Jr.
Danny Kay Kalp
Ivan Hugh Rich, Jr.
Van Courtright Stone
Morris Lee Thompson

WILLAMETTE UNIVERSITY

Paula Kay Casey
Dean Chris Guyer

COLLEGE OF WILLIAM AND MARY

Ray Converse
Dean Edward Hewes
Michael Bedout Chesson

UNIVERSITY OF WISCONSIN

Roger Keith Resar

**UNIVERSITY OF WISCONSIN-
MILWAUKEE**

Joyce Ann Seiser

WITTENBERG UNIVERSITY

Edgar Curtiss Winkler

COLLEGE OF WOOSTER

Betty J. Cocuzza
John P. Cook
Jonathan E. Rubens

XAVIER UNIVERSITY

Lester Edward Czernik
Robert Thomas Joseph
William Terrence Pfeffer
Robert Joseph Thesing
Thomas Harold Walsh
David Robert Winter

YALE UNIVERSITY

James W. Colbert III
Stephen Mason Hudspeth
A. Douglass Melamed
William Stanberry, Jr.



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