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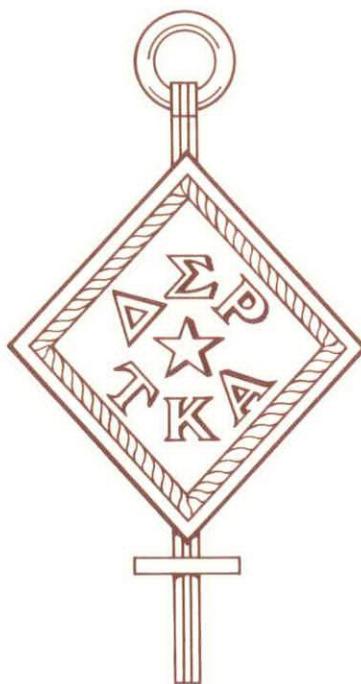
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et al.: Complete Issue 5(2)

DONALD O. OLSON

speaker and gavel



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The names of new members, those elected between September of one year and September of the following year, appear in the November issue of SPEAKER and GAVEL. According to present regulations of the society, new members receive SPEAKER and GAVEL for two years following their initiation if they return the record form supplied them at the time their application is approved by the Executive Secretary and certified to the sponsor. Following this time all members who wish to receive SPEAKER and GAVEL may subscribe at the following rates: \$1.50 per year for the standard subscription; \$5.00 per year for those who wish to sustain the work of SPEAKER and GAVEL; and \$25.00 for a lifetime subscription.

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Speaker and Gavel

Volume 5	January, 1968	Number 2
The Editor's Page— <i>Wayne Brockriede</i>		50
Student Congress: Retrospect and Prospect— <i>Kenneth E. Andersen</i>		51
The Leavenworth Penitentiary Debating Society— <i>Wil A. Linkugel</i> and <i>Donn W. Parson</i>		55
Honor Societies: Past, Present, and Future— <i>Robert H. Nagel</i>		58
CURRENT CRITICISM: A Debate on the "Death-of-God"— <i>Michael R. Hagan</i>		63
News Notes from the Chapters		
Chapter News		67
Organizational Notes		69
Tournaments for Real Novices— <i>William W. Chaffin</i>		70
The 1968 DSR-TKA Conference		71
Chapters and Sponsors		72

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 EDITOR'S PAGE

WAYNE BROCKRIEDE*

The present issue is the sixth of the twelve for which the present editorial staff is responsible. A timely question for you and us is how to improve the remaining six issues.

One answer is that our coverage of organizational news will be more comprehensive if each officer and committee will use *Speaker and Gavel* as a channel and if each chapter will deputize a reporter. The membership will be better informed about the Society if the editors are better informed. Please send materials of this sort to Professor Robert Weiss.

A second answer is that our articles might be more stimulating if *you* were to write them. Our desire to keep standards as high as we possibly can is better realized if we have more high quality manuscripts from which to choose those we publish. Especially welcome are essays from student and alumni members. We wish also that we had more "letters to the editor," particularly lively ones on controversial topics.

A third answer is that the question might be confronted profitably by the entire membership of DSR-TKA and the answers communicated to the editor. We are now thoroughly convinced of the accuracy of the observation that editors are lonely people. They get from their readers little praise, little blame, few suggestions for change, few reinforcements for the status quo—not much feedback of any kind. In our more optimistic moments we hope we are publishing a journal of useful organizational news and stimulating articles, but we have no interest in maintaining unrealistic optimism. In short, your correspondence is welcome and your recommendations will get our full attention.

My editorial associates, Professors Scott, Torrence, and Weiss, work hard and competently. They, and I, recognize our responsibility for *Speaker and Gavel* for six more issues, and we do not seek to evade it. But we will be happier and our readers better served if you will send us your news, your essays, and your counsel.

* The "President's Page" feature is broadened, beginning with this issue, to permit other officers from time to time to address the DSR-TKA membership.

STUDENT CONGRESS: RETROSPECT AND PROSPECT

KENNETH E. ANDERSEN *

Three student congresses of Delta Sigma Rho-Tau Kappa Alpha are now history. Planning for the fourth congress to be held as one activity at the national conference, April 7-10, 1968, in Washington, D. C., is well advanced. The congress has been the least popular event of those offered at our national conference, as judged by number of participants. Yet it has prompted more writing and received more space in the pages of *Speaker and Gavel* than has any other element relevant to the organization.¹

The function of this article is not to renew the debate. There has been no debate. In a debate both the pro and con sides of an issue must be presented. Numerous articles by students and faculty defend the concept of the congress, testify to its worth, and urge its continuance.

Whatever the reason, the students who participated in the Sixth National Congress generally felt that it was a worthwhile experience, that it added significantly to the sum total of their forensic experience, and that it was an interesting and stimulating adventure in human experience.²

Whereas:

1. The Student Congress benefits greatly all participants.
2. The Student Congress is a relief after a season of tournament debate.
3. The Student Congress creates a vital awareness of the importance of debate by:
 - a. the use of persuasion within groups such as the Assembly.
 - b. the use of logic and reasoning in committee.
 - c. the use of strategy both in and out of caucus.

Be it Resolved by the Student Congress of Delta Sigma Rho-Tau Kappa Alpha that:

the Student Congress continue its important function in the annual conference of Delta Sigma Rho-Tau Kappa Alpha.³

No article can be found either in the *Gavel* or in the *Speaker and Gavel* which challenges the concept or the value of the congress, although specific suggestions for improvement are found, typically in the reports of the evaluation committee. Yet the strength of the unspoken opposition to the congress cannot be denied. Mr. Garland summarized the results of the evaluation committee for a Congress of 113 students from 38 of 73 chapters in 1953. The Congress resolution, unanimous though it was, carried the support of only 34 delegates from 18 of almost 200 chapters

* Mr. Andersen is Associate Professor of Speech at the University of Michigan, former Director of Forensics, and present sponsor of the Michigan chapter. He has served as a co-chairman for two student congresses (Indiana, 1965 and Detroit, 1967). He is currently a member of the National Conference Committee.

¹ For example, see the series of articles in *Speaker and Gavel*, II (May and November, 1965).

² J. V. Garland, "A Look at the '53 Congress," *The Gavel*, XXXV (May, 1953), 79.

³ "Minutes of the Legislative Assembly," *Speaker and Gavel*, IV (May, 1967), 124.

in 1967.⁴ If the congress be regarded as the status quo, the presumption resting with that status quo seems perilously small empirically.

Society President Leroy T. Laase, himself a strong supporter of the congress event, said in his address to the last national conference, "The National Student Congress is on trial. Either more interest and participation in it must develop, or it will die as an event in our national conference."⁵ The National Conference Committee has clearly expressed the sense of its responsibility: "Your National Committee has no desire whatsoever to take sides in the arguments over the values of the various events. . . . We are neither 'for' nor 'against' any events. What we are 'for' is to give everyone the greatest possible educational experience."⁶

Thus, the burden of choice is placed exactly where it should be placed: on the faculty sponsors and on the student participants. Clearly, I believe in the student congress as an activity or I would not have invested the time and interest that I have.⁷ But since so few schools have been participating in the congress recently, some retrospective generalizations and a word or two about the immediate future may be relevant to your choices among the activities available in this and future years. At the very least, the article should lead you to ask, "What is my interest in the student congress?"

Some Retrospective Generalizations

1. *The student congress does serve as an expression of effective, intelligent, responsible communication.* It apparently continues to astonish some people that, despite the obvious faults of the legislative process, legislative bodies do act, and ultimately the world survives and seems to improve rather than decline, in part due to the operation of the legislative process. Many viewing the student congress might react with contempt to the politics, the trading between parties, the haste of legislative action, the lack of in-depth analysis apparent in the debate. (Perhaps the reaction is just as valid a response to much of the debate on the floor of either of the houses of the United States Congress.)

Yet if the legislation passed by student congresses in previous years is reread, some of it is quite perceptive, the views expressed are intelligent, responsible, and often indicative of future changes adopted by our society.

The legislation passed by the student congress does not die with the congress; rather, copies of the bills are sent to appropriate governmental officials: typically, this means copies of the bills are sent with covering letters to many persons in the federal government in the legislative and executive branches.

The following letter was received from William P. Bundy, Assistant Secretary of State, dated April 29, 1967, in response to the 1967 Student Congress action:

⁴ The Student Congress of 1953 was the only "nation-wide" event sponsored by Delta Sigma Rho; several other events were available to participants in the 1967 National Conference of DSR-TKA. The congress participants are unable to participate in four- or two-man debate, and vice versa.

⁵ Leroy T. Laase, "The President's Page," *Speaker and Gavel*, IV (May, 1967), 86.

⁶ National Conference Committee (Robert B. Huber, Chairman), "The 1966 National Convention," *Speaker and Gavel*, III (November, 1965), 25.

⁷ Personally, I should like to see the Forensic Progression tried again, perhaps alternating with the congress; perhaps alternating years of the congress or forensic progression with a more traditional tournament pattern.

Dear Professor Andersen:

The President and the Secretary of State have asked me to reply to your letters of April 18, 1967, with which you enclosed copies of bills dealing with United States foreign policy toward Communist China which were passed by the Student Congress at the recent National Congress held in Detroit.

I very much appreciate your thoughtfulness in describing the work of the Student Congress and sending copies of the bills. I am pleased by the interest of the Student Congress and impressed by the obvious work and thought that went into the consideration and adoption of these bills. A copy of your letter and of the bills is being circulated to officers of the Department who are directly concerned with our foreign policy toward Communist China.

Sincerely,

WILLIAM P. BUNDY

2. *The student congress is a uniquely meaningful experience.* The congress may not be meaningful to everyone. But the support of those who do participate gives this generalization a very high level of confidence. The evaluation committee of the 1967 Congress, headed by Dr. Ed Robinson of Ohio Wesleyan, reported that all participants found the congress to be at least moderately valuable and forty per cent found it a "most valuable experience."

The uniqueness of the event is suggested because very few of the delegates had participated in a similar event at the collegiate level. In a day of less and less diversified forensic diets, the decline of discussion and legislative assemblies as intercollegiate events, and the almost total demise of the concept of a forensic progression, a congress at a national level is indeed unique.

The most convincing proof for this generalization for those of us who have worked with congresses lies in the interaction we have had with the delegates. Good educational experiences involve a high degree of reality. And the congress possesses this reality for its participants.

3. *The congress needs better planning and preparation.* This is true both for those sponsoring the event and those student delegates participating in it. The congress has occasioned organizational problems, publicity problems, and mistakes in planning. Unlike the other activities which characterize the national conference, the congress is relatively novel. Topics have to be selected. Bibliographies need to be prepared. Students need assistance in researching a new area, planning and drafting legislation, making the legislative process work for them rather than against them.

4. *The congress needs support.* In business, the statement is often made that customers vote with their feet—they come in or they stay away. People who participate in the congress voice strong support of it. Then, typically, they graduate. For the most part, only students are directly involved in the congress since it is not a formally judged activity. Perhaps stronger faculty involvement would lead to more positive support. Some few students seek out the congress. A very few return to it until they graduate. But without sympathetic response from the chapter sponsors and forensic directors at the various member schools, the congress will not survive.

This is a hypothetical illustration which I offered to a coach at last year's Congress to explain why his school was not represented in it. "Coach, where is your star debater?" "Well," the coach replied, "The

debater said he wanted to participate in the student congress, not debate." "And what did you do?" "What could I do? I left his team home and brought the other two-man team. I'll bet his partner takes care of him from now on!"

How fictional is the story ultimately? Students are extremely intelligent people who understand rewards and punishments. Some schools do not attend the national conference so their students do not attend its congress. Some schools can afford only to bring two or four people for debate so their students do not attend the congress. Some schools have to save for the chance of another tournament, so their students do not attend the congress. Some schools need to give their debaters another chance to try out a case or get another chance at a "national championship," so their students do not attend the congress.

Budgets are limited! But directors of forensics do have choices about how to expend them.

The congress does not need support because it is dying. Give it the dignity of a decent death. The congress does not need the support of the student who is there because the event is next door, or the coach is too busy to judge in any other event. The congress needs support only if it is the viable, meaningful, valid experience its supporters hold it to be.

Some Prospects

Another Student Congress will be held in Washington D. C. in the Spring of 1968.⁸ Perhaps it will be held in the Senate or House Chamber. The participants will once again enjoy it. They will become upset about the treatment of their bill, the politics, the student leaders, the rules—indeed, just about everything and everyone, including themselves. Some will stay up until 2 a.m. planning a complex strategy that disappears with the opening gavel of the next session.

Who knows, someone might even get as upset at I did in 1953 when along with some 100 other students, I helped to suspend the rules in the attempt to register displeasure with four men named Jenner, Velde, McCarron, and McCarthy. Maybe we will have another round of triumphant applause when a Wisconsin delegate, after voicing fear about the effects on his University's appropriation, melodramatically "casts one vote for freedom."

Once again we will conclude that the congress serves as (1) an expression of effective, intelligent, responsible communication; (2) a uniquely meaningful experience; (3) an activity in need of better planning and preparation; and (4) one in need of support.

But the prospect beyond 1968 is less clear. Certainly our Society will survive without a student congress. It could survive without original oratory, or without a national conference. The world could survive without a Delta Sigma Rho-Tau Kappa Alpha. I happen to think the world would be the poorer without it. I happen to think that our Society would be the poorer without its student congress.

The next opportunity to vote "with your feet" is at Washington D. C., April 7-10, 1968. Has the trial continued long enough? Are we ready for a verdict?

⁸ The rules are printed in *Speaker and Gavel*, II (November, 1964), 35-47; they have not been changed in any substantial way since they were revised and published in that issue.

THE LEAVENWORTH PENITENTIARY DEBATING SOCIETY

WIL A. LINKUGEL AND DONN W. PARSON *

Major penal institutions now offer educational opportunities for their prisoners. A prisoner who had never considered acquiring advanced education while in high school not uncommonly begins a college education while serving a prison sentence. An inmate often enrolls in a college course offered in the penal institution and becomes interested in further work; in some cases he may ultimately acquire a college degree. For example, one prisoner who had grown up within three blocks of the University of Chicago, began a college education while serving a term at the United States Penitentiary at Leavenworth, Kansas, and completed the equivalent of three years of study, making excellent grades. After completing his sentence he planned to enroll at the University of Chicago to finish his undergraduate degree. Numerous Leavenworth inmates are graduates of nearby Highland Junior College, and many take courses offered by the University of Kansas Extension Program.

Proper intellectual stimulation may well be one road to permanent rehabilitation. In fact, some inmates at the Leavenworth Federal Penitentiary have become so interested in intellectual development that they have sought to supplement the college courses offered for credit with activities within the confines of the penal institution.

Late in the 1950's, a Leavenworth inmate proposed that a series of "pro and con" articles be published in the prison magazine, *The New Era*. While these articles never materialized, the opportunity for controversial discussion was attractive, and a group of inmates decided to form a prison debating society. Beginning in May, 1958, twenty-four interested applicants began a ten-week debate series; two debates were held on one night of each week. From these twenty-four contestants (a few inmates later dropped out) the twelve prisoners achieving the highest individual scores for the series were to form the nucleus of a club—The Debating Society of Leavenworth Penitentiary. A committee of inmates drew up a constitution and bylaws for the society which was then approved and signed by the twelve charter members. They took as their motto: *Ante Victoriaem Ne Cana Triumphans*.

The Constitution set up stringent conditions for membership, limiting the group size to twenty-five inmates. Any prisoner interested in joining the society had to apply in writing to the society's sponsor, a prison administration representative; if this application was approved, the candidate was eligible to try out before the society. He was then asked to choose one of three topics selected by the membership committee to debate before the active members. Three active members completed the team, the candidate being paired with the most "experienced" debater. The decision for membership was not based on winning the debate but rather on whether the candidate's presentation displayed possibilities for development.

The constitution also set forth rigid conditions for maintenance of

* Mr. Linkugel is Associate Professor of Speech and former chapter sponsor at the University of Kansas. Mr. Parson is Assistant Professor of Speech, Director of Forensics, and chapter sponsor at the University of Kansas.

membership. It provided specific means of expulsion in cases of gross misconduct, persistent failure to perform duty, or continued absence from meetings of the society. Expulsion from the society required a majority vote of the members present. The constitutional limit of twenty-five members has never been reached; the roll usually lists fifteen to eighteen active members. That the group has never numbered twenty-five inmates can be attributed to careful screening and selection rather than to lack of interest.

The constitution provided for the election of officers: a President, Vice-President, Secretary, Reporter, and Critic (one of the few democratically elected critics in modern debating), all of whom were elected every sixteen weeks. Two standing committees were created: the Program Committee, charged with selecting the topic for debate at each regular meeting, and a Membership Committee, charged with the screening of applicants.

The formation of the debating society at Leavenworth generated considerable interest in forensic activities among its inmates. Most of the members enrolled in extension speech courses offered by the University of Kansas, completing fundamentals of speech, public speaking, and fundamentals of debate either for credit or as special students. Nearly every member of the debating society enrolled in the class in fundamentals of debate.

The society soon extended its competitive horizons. It began a series of debates with teams from the University of Kansas, the first contest being held on November 5, 1958. The first two such debates were under the auspices of the extension class in fundamentals of debate, but all debates since 1958 have been sponsored by the Debating Society of Leavenworth. One of the more interesting questions debated in this series was the topic, "Resolved that capital punishment should be abolished."

Within the society itself, problems, not all of them peculiar to institutional organizations, soon arose. There were the petty jealousies and the cliques that one might find in any club, but these problems were intensified by the lack of other interests resulting from confinement. In the summer of 1959 the society decided to suspend debate activities during the heat of the season, a move which resulted in such attrition in active membership that by fall it took several months to rebuild the group. In that year the society was not ready to debate until so late in the debating season that they encountered difficulties in scheduling college teams. In recent years the group has avoided this problem by holding a summer elimination tournament for the purpose of recruiting its teams for the winter debate activities.

The society also found that some inmates seeking membership had a misconception of debating, believing that debate involved no more than standing up and talking without any necessary preparation or knowledge of the topic. Some of these members quickly became disillusioned when they discovered that debating requires a modicum of hard work; as the leader of the society expressed it to the authors, "We see these disenchanted ones fold their tents like Arabs, and silently steal [sic?] away."

In February, 1964, an event sponsored by the Leavenworth Debate Society was so important that it was carried over the national wires of the Associated Press, when the first woman ever to enter the confines of the prison engaged a Leavenworth team in debate. Normally, the society holds its debates with college teams in front of an assembly of prison

inmates. On this special occasion when Lauralee Milberg and Fred Kaufeld of the University of Kansas met the prison team, the debate was held behind the closed doors of the society's meeting room with only members present. The occasion was especially memorable because of the extremely courteous treatment the inmates accorded Miss Milberg.

Each year debaters from Kansas University travel to Leavenworth to engage the prisoners on the college topic. With the 1965-66 topic, "Resolved that law enforcement agencies should be given greater freedom in the investigation and prosecution of crime," the Kansas debaters found the Leavenworth inmates, who were debating the affirmative, possessing insight into the topic for which the college debaters were not prepared.

The highlight of the Leavenworth debate program occurs when colleges in the area bring students to debate the prison inmates. In the past several seasons debates have been held with a significant number of schools, and an especially keen rivalry has been struck up with the University of Kansas. A panel of three judges including the Society's sponsor, its critic, and the coach of the visiting college render the decision. To a great extent, the society measures the success of its season by how well it does in these debates. Although they are usually at a disadvantage in debates with college teams, Leavenworth debaters are highly competitive opponents. Unlike some college debate teams, the society's debaters are especially interested in the oral critiques following the debate. In fact, they consider the visiting coach's critique to be the high point of the occasion. The society encourages any college debate team which would like a new and interesting experience to write to the Leavenworth Debating Society and express interest in scheduling debates with its members.

Members of the Leavenworth Debating Society are optimistic about their program despite the barriers they face. The foremost barrier to the continued success of this group is the acquisition of materials pertinent to the national college topic. Prison library holdings are limited, and since the group involves relatively few inmates, not much of the library budget is expended directly for their purposes. Thus the debaters are highly appreciative of any material sent to them. They also appreciate receiving tapes of college debates which they use for studying debate technique as well as the arguments in the proposition.

While the Leavenworth debate group may have several unique advantages in that its members need not miss classes and that its sponsor does not exhaust himself in travel, the society faces immediate problems and needs the support of college debate programs. Reason and controversy are not without value inside the walls of a prison. The greater the intellectual development, the greater the chance of rehabilitation—the most worthy objective of modern prisons.

HONOR SOCIETIES—PAST, PRESENT, AND FUTURE

ROBERT H. NAGEL *

In what I believe to be reasonably logical fashion, this presentation of facts and ideas will start with the concrete and progress to the abstract. Specifically, I propose to trace the history of honor societies, which is a matter of record, and then go into orbit about what I think is the proper future role of honor societies, which you may call my personal conjecture.

I have stolen all these facts and most of these ideas from other people and have tried to stick them together into a connected theme. You cannot fault my sources—the documented record and the top officials of such institutions as the University of Illinois, MIT, Stanford University, Stevens Institute of Technology, and others of high stature—although you may rightfully criticize my contextual glue.

I think that an understanding of the history and the present status of college honor societies is a necessary prelude to a meaningful discussion of their future role on the campus and off.

It all started in 1776 at the College of William and Mary, with the founding of Phi Beta Kappa as a “drinking and literary” society. In the early 1800’s, other social groups sprang up in the colleges, calling themselves fraternities. These organizations were founded, and continue today, for the social welfare of their members. This concern and objective is a proper adjunct to the total education of young people. In the middle 1800’s when women began to go to college, sororities appeared, for that same purpose, attending to the social well-being of young ladies in college.

A little later men’s professional fraternities appeared. The first of these was established at the University of Michigan in the late 1870’s for those who were studying law. Women’s professional sororities soon followed in appropriate fields, such as music and art, to assist and share in the professional development of those pursuits by genteel young ladies.

Meanwhile Phi Beta Kappa was changing its nature. It abandoned its earlier emphasis on drinking, perhaps regrettably, and its literary emphasis became dominant. By 1875, twelve years after the passage of the Morrill Land Grant Act with its new accent on higher education for the sons of mechanics and farmers, Phi Beta Kappa decided to limit its field of academic interest to what is now called the liberal arts. Thus Phi Beta Kappa became an honor society in a particular field of learning, as we now recognize such organizations.

Into the vacuum created by the Phi Beta Kappa decision to stay within the liberal arts alone, and into the emerging areas of new higher education, there came new honor societies flatteringly modelled after Phi Beta Kappa. Tau Beta Pi in engineering was the first of these, in 1885, followed quickly by Sigma Xi in the sciences and then many others. By the turn of the century the basic patterns of the several kinds of college fraternities and societies had made their appearance on the American scene, and were not to be copied to any significant degree in any other country.

* Mr. Nagel, Secretary-Treasurer of the Tau Beta Pi Association, delivered this address before the Association of College Honor Societies Council, Feb. 25, 1967. Delta Sigma Rho-Tau Kappa Alpha, as a member of the ACHS, was represented at the meeting by H. L. Eubank, Jr.

With the development of these organizations there came many good results and even more good potential, plus a considerable amount of chaos. Almost no one could tell what a particular fraternity or society stood for, or where it might be headed.

The social fraternities were the first to band together into a confederation called the National Interfraternity Conference, to compare notes, set guidelines, and generally bring some order into that area of student groups. The sororities followed with their National Panhellenic Conference; and the professional fraternities and sororities created their national conferences, all aimed at mutual self-help and the ultimate benefit of the American college student who deserved to know where and for what his initiation fee dollar was going, if nothing else.

Because the honor societies, except for Phi Beta Kappa, were the newest organizations, they were the last to recognize the value of a voluntary confederation of the type formed by the fraternities. They were late—1925 to be exact—in forming the Association of College Honor Societies, because the need had not been seen. But by that time there was chaos in the honor society field also.

Six generally recognized honor societies got together in 1925 to survey the situation and, hopefully, to establish standards for what should be a true honor society. It was a difficult task. Even the six founders couldn't agree, and some have left the ACHS. It wasn't until the early 1950's, as a matter of fact, after 25 years of careful consideration, that basic definitions and standards were hammered together and the full shape and dimensions of today's true honor society were established. Changes may still come, as higher education changes in America. In fact, change is probably the only constant in which we can put our faith. But the ACHS and its member societies should now change in response to student needs, not to whims or worse; and changes should be deliberate, not willy-nilly.

Such is the history and a bit of the nature and purpose of the ACHS. Specifically, in official words, here it is, succinctly:

The Association of College Honor Societies was organized October 2, 1925 by a group of college and university teachers, administrators, and representatives of a few well-established honor societies. Its object was then and is now to consider problems of mutual interest such as those arising from the confusion prevailing on college campuses concerning the character, function, standards of membership, multiplicity, and undesirable duplication of honor societies; to recommend action leading to appropriate classification, higher standards, reasonable cost of membership, consolidation or elimination; and to promote the higher interests of honor societies.

A vital part of the work of the ACHS has been the adoption, after all those early years of study, of an authoritative definition of an honor society. This is it:

An honor society is an association of primarily collegiate members and chapters whose purposes are to encourage and recognize superior scholarship and/or leadership achievement either in broad fields of education or in departmental fields, at either undergraduate or graduate levels.

Further defining the several recognized types of honor societies, and simultaneously specifying requirements for ACHS membership of societies, the ACHS has made this official statement:

1. General honor societies which base membership eligibility primarily upon the attainment of high scholarship in a broad field of study shall elect members from the highest 20% of the class in scholarship.
2. General honor societies which base membership eligibility primarily upon all-around leadership attainment in student affairs shall elect from the highest 35% of the class in scholarship.
3. Departmental honor societies which elect persons actively interested in a specific field shall elect from the upper 35% of the class in scholarship.

Still further defining recognized types of honor societies, the ACHS Bylaws make specific provision for the freshman honor societies (Phi Eta Sigma and Alpha Lambda Delta) which are "general" honor societies because they cover all academic fields.

The ACHS has also assumed responsibility for defining another kind of collegiate organization, the recognition society, since no national confederation exists in that area. The definition states: "A recognition society is an organization which confers membership in recognition of the student's interest and participation in some field of collegiate study or activity, with more liberal membership requirements than are prescribed for honor societies." This definition is significant, I think, because it describes accurately a very common and useful kind of organization and makes valid the rather arbitrary setting of scholastic floors for honor societies.

And that brings our condensed historical sketch pretty much up to date. The ACHS presently has thirty-nine member societies. It has conducted many studies and has issued many reports to its member groups, in areas of prime concern to the administration and operation of honor societies and to their vital standards. It has certainly played a part in the better understanding of the proper functions of honor societies by students and academic officials. But there is much work yet to be done, and these efforts should be continued with vigor.

There are also new directions in which the honor societies should be looking because the patterns of education are changing and, indeed, the very object of our affection—the college student—is changing. These new directions may guide us to an appreciation of the proper future role of our organizations.

Our role derives from our natural advantages and from our challenging opportunities. A human being's yearning for recognition is perfectly normal. This is our advantage. It makes honor society membership attractive. Our opportunities spring from the circumstance of an existing organization of superior people. Imbue our young honor society members with a sense of responsibility, and you have a capable group raring to render useful service.

The normal and healthy desire for recognition should lead to the exertion of a student's best efforts in order that he may excel and thus earn recognition. This stimulus is enhanced by the possibility of joining one's respected friends in group recognition. Being invited to join an honor society was for me, and I think should be for anyone, a thrilling feeling of accomplishment. It meant that I had done pretty well what I had come to college to do.

But the honor of membership would have been rather empty and short-lived if my honor society had not impressed another point on me. I was now a marked man, my honor society said to me, and I was expected to

assume the responsibilities and obligations of the truly professional person. It doesn't make any difference that I was an engineering student and that my honor society operated in the engineering field. The point is universally applicable no matter what the field or discipline.

All true honor societies have an important membership requirement beyond pure scholastic achievement. It may go by different names, but it amounts to *personal character of the highest type*. Honor is not properly conferred on the shrewd rascal nor the stupid angel. For us in the honor societies, scholarship and worthy character are inseparable. No one will disagree that personal integrity, breadth of interest, adaptability, and unselfishness are key ingredients of exemplary character. These are also the marks of the truly professional person no matter what his specialty may be.

An appreciation of these factors sets the stage for an understanding of the proper role of the collegiate honor society. That role is:

1. To emphasize the central purpose of the college or university—the achievement of excellence in learning.
2. To hold up to public view those who are representative of the very best in college life, in contrast to the rioters, the raiders, and the Florida-beach crowd.
3. To stimulate the best students to continue to do their capable utmost in the solution of problems on the campus now and in the world when they leave college.

People with brains have a greater obligation to their fellow man than do most members of the human race. They owe society more than just their hard work. They are under obligation to exercise their best judgment. Today their obligation is greater than ever. The web of our civilization is spun not only from the threads of industriousness and judgment, but also from the willingness to commit oneself to society's problems. The guiding purpose of a college education is to prepare young people to meet their obligations as mature men and women contributing to a better world.

New ideas spring from the minds of the most talented people, and we must search out the most promising wherever they are and give them opportunity for maximum performance. The nation is best served when we provide opportunity for education for all to the limit of their ability. But our thrust forward will depend on the performance of the best, not the average.

The authorities thus paraphrased are pointing their fingers at the American college honor society, as I read them!

We live in a time of rapid change to which activism, on the campus and in the world, seems to be an accepted response. Let's re-examine our policies, procedures, and goals. Let's realize that the explosion of knowledge has brought to light new facts that have applicability to our daily lives. This is not to belittle the eternal verities. Rather, it is to strengthen our understanding of them and their fullest meaning.

Here, then, is a field of opportunity for the honor society beyond its necessary function of identifying and conferring membership on qualified students. The society should utilize the proven capabilities of its members to discharge at least a significant part of its and their professional responsibilities in meaningful and constructive ways.

Some ACHS societies have reported that decreasing interest on the part

of students and faculty, not to mention alumni off campus, is becoming a serious threat to the very existence of the society. Quite understandably, the mere act of self-preservation through periodic membership elections is not enough of a response to the problems of today. The honor of membership alone can be rather empty. Young people crave activism because they are in tune with the times. We must help guide them toward proper activism, in accord with their great capacities and their stimulating enthusiasm.

Honor societies and their chapters comprise people with the inherent intellectual ability to observe and criticize the environment or culture in which they live. This talent can and should be turned to good use—to recognize and define problems and then to work toward their solution. Too often the role of critic has been left to the highly publicized activist groups on campus. Honor societies have a vantage point that is unique and important, and more should be made of it. Honor society chapters should strive for an outward orientation in their thinking. They should try to understand and grapple with the problems of our environment. Such an attitude is in good alignment with the avowed purposes of honor societies.

An educational authority has said that the university man today has a special requirement to perform effectively for society. For it is performance that is the final standard of a man's worth. He will be concerned with service to society and with the well-being of his fellow man. He will have the ability to appreciate the whole, to compose confidence with a sense of the beauty of life and the tragedy. He will carry a deep-seated sense of responsibility. He will have an enjoyment of life that will set him apart as a member of that select band who through the years have known the pleasure of intellectual advance and solid social accomplishment, who have the high ideals and yet no illusions about what remains to be done or the difficulty of dealing with an ambiguous world. In seeking to serve his fellow man, he will come closer to understanding man's purpose on this earth.

That quotation is a pretty good order of march for the honor society!

Another authority has said that knowledge is the most important commodity a college or university has to offer. It therefore follows that a student's major opportunity is to absorb and collate as much of it as possible, so that he may harness and hitch it and put it to work. One of the most frequently used words among students now is commitment. It is usually associated with a sense of urgency to improve society, including the university. This is good because it bespeaks a concern about the welfare of mankind and a desire to be of service. The commitment to learn is the student's first obligation. The basic purpose of any institution of higher education is to discover better ways and opportunities to acquire knowledge, and to put knowledge to work, so that better ways can be found to solve problems great and small which beset society. Important contributions to this basic purpose are to be expected from students.

The future role of the honor society, in my judgment, is to marry the talent to the problem. The opportunity belongs to the honor society. If it is not grasped and converted into achievement, the honor society is not likely to survive as a useful mechanism. Mere key-hanging will not satisfy the bright minds and the eager desires of young people in this last third of the twentieth century!

CURRENT CRITICISM

Edited by DONALD L. TORRENCE

A DEBATE ON THE "DEATH-OF-GOD"

MICHAEL R. HAGAN *

I commented recently to a class that I considered absurd the notion of some people that they should not discuss religion or politics with others because the subjects are too controversial. A student put the point better than I had when he responded, "Religion and politics? What else is worth talking about?"

That we consider religion and politics among the most controversial of subjects suggests that they may be the ones most open to debate. Political debate is well known, but, except in reasonably specialized circles, religious debate is less so. So occasional, and perhaps growing, interest in public encounters between proponents of different religious persuasions is refreshing to see.

One such confrontation took place February, 1967, on the campus of the University of Chicago in a debate sponsored by the University's chapter of Inter-Varsity Christian Fellowship. There Thomas J. J. Altizer, theologian from Emory University and leading spokesman of the "Death-of-God" theology, defended his views against John Warwick Montgomery of Trinity Evangelical Divinity School.¹ An audience of 2,000 filled Rockefeller Chapel on the University campus and many would-be listeners were turned away.

The debate consisted of a thirty-minute opening speech by each participant and an hour-long exchange of comments in answer to questions from the audience. The response of the audience was enthusiastic, especially during the questioning period.

The opening statements were reasonably technical in nature, though quite different one from the other. Altizer's speech, delivered without notes or documentation, was a summary of his own position, a summary Montgomery later hailed as "succinct" and "clean-cut." It explained the theological position of "Christian atheism," the belief that God has ceased to be God, has emptied Himself of His transcendence and become totally immanent in Christ, and is now infusing into the whole world His transforming life.

Montgomery's speech was not a statement of a personal credo, as was Altizer's, but was direct refutation of his opponent's position, advancing the speaker's own beliefs only as they contrasted with Altizer's. Filled with documentation and anecdotes, it was at time biting in tone. While Altizer's presentation was extemporaneous, Montgomery's was read from a manu-

* Mr. Hagan is Acting Assistant Professor of Speech at the University of Washington.

¹ Transcripts and tape recordings of the debate are available from Inter-Varsity Press, Chicago, Illinois 60606. Quotations in this article are based upon the transcript, *The Altizer-Montgomery Dialogue*, copyright 1967 by Inter-Varsity Christian Fellowship, as corrected by reference to the recording. Quoted by permission.

script prepared in advance of the debate. In contrast to Altizer's deliberate delivery, Montgomery had to rush to squeeze in two-thirds of his prepared statement.

Though the opening statements made clear that the two men disagreed substantially, the sharpest differences occurred during the questioning period. Montgomery took the offensive during the latter half of the debate. In the exchanges during the questioning period, Montgomery incorporated into about half of his seventy or more statements questions directed to Altizer, and in many more made comments designed to challenge his opponent. Altizer, in contrast, spent most of his time answering Montgomery's challenges and clarifying his own position. While he did make some counter-challenges, Altizer initiated few of his own and asked only a handful of questions of his antagonist. Altizer certainly was not cowed by the barrage of questions, though he was a bit annoyed by some queries he considered irrelevant or based on misunderstanding of his position, but he was on the defensive much of the time.

The character of the exchange between the two men is indicated in the following excerpt:

- A/ We understand the incarnation primarily not on the basis of deductions from the New Testament, but rather on the basis of an encounter with an understanding of the Word which is present in our midst in our flesh.
- M/ There's an article by philosopher Kai Nielsen which was reprinted in *New Theology* No. I titled "Can Faith Validate God-Talk?" The essence of this article is that anybody who speaks about an encounter with something has a responsibility to make sure that he is encountering something other than his own innards. Now what I want to know is why this is an encounter with a Word?
- A/ If the Word isn't present in our flesh, then it's nowhere.
- M/ Well, why is it present in our flesh and not present nowhere?
- A/ That is the essence of faith, that the Word is here and now in us redemptively as a source of life.
- M/ Let me present you with another faith position. This has to do with a little green man who is eating toasted cheese sandwiches and is sitting on a planet exactly two miles out of the range of the best telescope on earth. He is a figure who loves us, and particularly if we eat toasted cheese sandwiches. And he has a nasty habit of moving out of the range of the telescope as they increase their range. Now, I believe in this, you see, I believe in this. How does this differ from your claim that you're having some sort of encounter with a kenotic Word?
- A/ The decisive criterion is, Can you speak of it?
- M/ I've just spoken of it.
- A/ Oh no, that's not speech, that's gibberish.
- M/ The thing that you don't seem to realize is that what you're saying is regarded as gibberish in the exact same sense because you have absolutely no criteria whatever for affirming that you're having an encounter with any Word. You've cut yourself off from any kind of criteria. Why not an encounter with bloop or gleep?²

Quite clear here is the slashing nature of Montgomery's attack and the biting nature of comments by both men. Montgomery's effort at many points, as in the case of the god who loves toasted cheese sandwiches, was to reduce Altizer's position to an apparent absurdity.

² *The Altizer-Montgomery Dialogue*, pp. 66-68.

While he spent the bulk of his time challenging the basis of Altizer's arguments, Montgomery did not confine all of his comments to refutation. He interspersed his attacks with positive declaration of his more orthodox view of Christianity. For example, to a question as to how one can know a historical figure such as Christ or Caesar who has died in space and time, Montgomery responded:

We come to know an historical figure personally as we come to know that historical figure objectively. Not the other way around. Anybody who tries to set personal knowledge over against objective knowledge is doomed to solipsism, and this is evident within the New Testament itself. For example, when John the Baptist was finding difficulty in retaining his commitment to Christ, being in the hoosegow, he sent his disciples to Jesus and said, "Are you the one who was supposed to come or should we look for another?" Jesus said, "Go back and tell John the things that you have heard and seen, that the dead are raised, that the blind receive their sight, that the gospel is preached," and so on. The point is that in order for John's personal commitment to remain as it ought to be, it was necessary for the personal commitment to be grounded referentially. And the great mistake of historiographers such as [Wilhelm] Dilthey is that they attempt to impart some kind of knowledge by participation which does not take seriously the objectivity of historical facts. If you want to find out about Jesus personally, the way to do it is to go to the primary historical records. Don't go to Altizer's books, don't go to Montgomery's books, go to the books that were written by people who had personal and direct contact with Christ. That's the way to find out what the Christian faith is all about, and to find out what that magnificent personal encounter with Christ can mean.³

As is clear from the above excerpts, the crucial issue in the debate became, which theology has the sounder objective or rational basis? Early in the debate, Altizer characterized his own position as "a confession of faith. It is in no sense a rational statement; certainly not a logical deduction."⁴ And on that ground Montgomery attacked his opponent's views. Montgomery argued for the validity of the New Testament documents as an objective basis for religious commitment and made clear that, at least in this encounter, Altizer had nothing better to offer as an alternative. When Altizer did offer objective evidence for his position, such as in references to the biblical criticism of Rudolph Bultmann, Montgomery was able to parry his comments and thus keep the advantage in the debate. No matter what he may have thought of the Bible, any good debate judge would have seen that, at least in the context of this debate, the Bible is superior as evidence to what seemed to be only Altizer's subjective preferences. It may seem ironic to some that the evangelical position, itself often assailed for lacking objective proof, should come off the better when compared with Altizer's theology which claims to be more modern.

Some may feel that Altizer's position was at an unfair disadvantage, that its subjective nature could not be communicated adequately in a formal debate where the basis of decision traditionally is reasonable discourse and objective evidence. If so, Altizer was responsible for advancing his views in a situation which almost necessarily prejudiced his listeners against his approach, or for not providing them with an adequate alter-

³ *Ibid.*, pp. 76-77.

⁴ *Ibid.*, p. 10.

native basis for judging his ideas. As it was, he tried to find a middle road and defend a theology which is subjectively based in an objective manner. The result was that neither the objective nor the subjective element of his communication was convincing. In fact, to try to substantiate a subjective position in such a manner may well have been inherently inconsistent.

Montgomery's arguments were by no means flawless. He was especially guilty of allowing his *reductio ad absurdum* to become *argumentum ad hominem*, such as when he called upon Altizer to do as much as Christ and rise from the dead before founding his own religion.⁵ But if the criterion for judgment of a debate is still to be the rational and objective basis of the arguments presented—and I see nothing in the Altizer-Montgomery dialogue to change that presumption—it is only fitting that the audience appeared to consider Montgomery the “winner.” And the very problem Altizer faced in the debate may be the reason *Christianity Today* commented after the encounter that in theological circles “the death-of-God stir has passed like an overnight storm, and . . . it may soon be forgotten.”⁶

⁵ *Ibid.*, pp. 56 and 73.

⁶ “The Waning Death-of-God Tumult,” *Christianity Today*, II (May 26, 1966), 16.

NEWS NOTES FROM THE CHAPTERS

Edited by ROBERT O. WEISS

CHAPTER NEWS

The annual chapter reports submitted to the national secretary have again revealed an impressive array of speaking activities being conducted as part of the forensics programs of DSR-TKA schools. Although the typical writing style in the annual reports may be best described as brevity bordering on the laconic, together they present an interesting picture of the range of forensic opportunities being provided.

The debate tournament, of course, continues to predominate overwhelmingly forensic programs, with almost every school reporting tournament activity sometimes ranging into dozens of tournaments.

Many schools are supplementing tournaments with debates before audiences. For instance, Massachusetts reports having "public debates on and off campus." Michigan had 17 audience debates before more than 4,000 people. Murray State presented 40 assembly programs with a total audience of 17,000 students. Notre Dame took part in 30 exhibition debates. Ohio University, with three audience debates, expects to have an increase in audience appearances this year. Pittsburgh's program included 35 public debates before high schools, and Purdue simply reports "numerous off-campus and on-campus public debates."

Audience debates before service clubs and radio debates are mentioned by St. Anselm's. Hartford scheduled several home and home debates. Ursinus sponsored exhibition debates for local high schools. Wesleyan reported six audience debates. West Virginia continued its ambitious program of campus public debates and series of television debates with invited colleges and universities. Colorado College laconically cites "occasional public debates."

Virginia reports, "We maintain a systematic program of public debates and sponsor a speaker's forum." In 1967-68 they have doubled the number of scheduled public debates and have increased the frequency of the forums.

Very extensive and active symposium presentations are taking place in some localities. The Georgia Symposium Program, for instance, made more than 30 appearances before groups in the state of Georgia. Oregon reports symposium programs before more than 100 audiences in that state. Vermont sponsored a state-wide discussion program with some 35-40 programs.

The debate "tour," as contrasted with the debate "trip," is not common currently, although Knox still engages in this type of activity. Yeshiva reports a national tour undertaken by eight members of the debate team, with another one planned for this coming March.

Back on the campus, North Dakota sponsored a Forensics Forum Series throughout the year, open to the public. American held discussion programs and public debates on topical issues on campus. Hanover sponsored a "series of housing unit discussions," and, more specifically, Dr. Phifer reports from Florida State the occurrence of a "debate in women's dormitory."

Several chapters are sponsoring awards to students on their own campuses. One example is the Morgan State Debaters Hall of Fame announced during their annual banquet. Kentucky presents a "Campus Student Speaker of the Year" award.

A most imaginative program of activities is recorded by Hampton Institute. For instance, they have "adopted" the local high school debate group. They have also developed a prize competition between members and nonmembers of DSR-TKA. Another feature of the Hampton Institute program last year was debate "exchanges" with Norfolk State College and with Cornell University.

The chapter reports do not generally record what topics other than the national one were debated. DePauw University and Wabash College held a debate on "Resolved that the New Left is right," in which the first affirmative, Mark Weinberg of DePauw, sang his first speech with guitar and harmonica accompaniment.

Hanover College has recently instituted a plan whereby students may meet the graduation requirement in speech by taking part in forensic activities.

Several chapters have provided special reports of their activities for this issue of *Speaker and Gavel*.

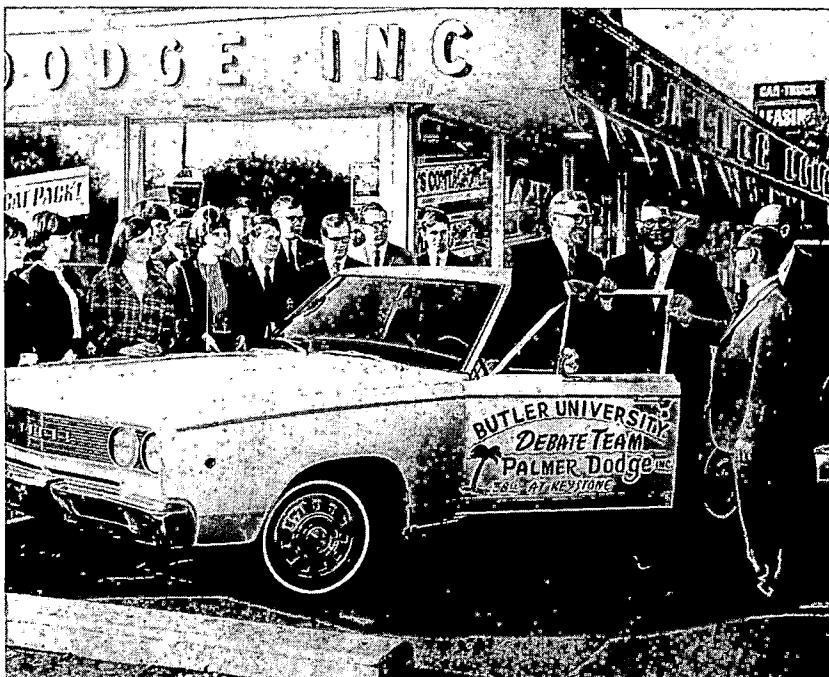
University of Alabama. Our chapter has for the past several years actively assisted the Alabama High School Forensic League in its attempts to improve the quality of high school debate in the state by putting on exhibition debates in the larger cities throughout the state. We participated in some seven or eight such debates last year as a part of debate clinics conducted by the Forensic League. We feel this is a useful activity and plan to continue it during the current debate season.

Albion College. The new sponsor, D. Duane Angel, reports: Our chapter is sponsoring the Freedom Forum to be held in May of this year. We will invite prominent speakers to join us on campus for a one-day examination of the topic of the generation gap. Albion College will also sponsor the Michigan Intercollegiate Speech League oratorical contest on April 5 and 6.

Butler University. The Butler Chapter of DSR-TKA received a boost this fall when the debate program was provided a 1968 Dodge Coronet by a Butler alumnus, Eldon Palmer, president of Palmer Dodge, Inc., Indianapolis, Indiana, for use during the forensic season.

University of California, Santa Barbara. The Santa Barbara chapter of DSR-TKA is currently sponsoring a symposium program for campus groups and community service organizations. Their programs include well-informed student speakers presenting informal debates and discussions on topics of interest to the organizations involved. Though the program has just been inaugurated recently, it has been well received. Members of our chapters participate in the symposium and in intercollegiate forensics, with some 23 scheduled tournaments this year.

Pennsylvania State University. Penn State debated Hunter College, upon invitation, in the Youth Pavillion at Expo '67 this past summer. Penn State is scheduled to debate the touring British team on February 23. It will host the 33rd annual Joseph F. O'Brien Interstate Debaters' Congress, featuring, in addition to parliamentary speaking, persuasive speaking, after-dinner speaking, and impromptu speaking, on February 29-March 2. This event of long standing is open to all colleges and universities.



Picture is of members of the Butler debate squad, Cripe, Walwik, John Knapp (Palmer Dodge) and Eldon Palmer.

University of Iowa. The Iowa forensics program is active in both tournament and non-tournament debating. The 1967-68 schedule includes nearly 20 tournaments (double the number in 1965-66). The expanding nature of the program is illustrated by having ten first-year debaters on a squad of fifteen. This year Iowa has continued the extensive schedule begun last year, of exhibition debates before high schools. This program, under the direction of Robert Kemp, has taken University debaters before 20 audiences throughout the state in October, November, and December of 1967. This spring, as last year, the University of Iowa will meet Iowa State University, Grinnell College, and the University of Northern Iowa in a series of televised debates which are won or lost by the reaction of viewers on a shift-of-opinion ballot. Iowa hopes to repeat last year's sweep of the series, but has learned that the public is even more fickle than tournament judges. Additionally, Iowa debaters appeared in five statewide radio debates. The Iowa chapter of DSR-TKA is building membership and strength. In 1967 the chapter initiated four new members.

Organizational Notes

Dr. Herold T. Ross, Historian for DSR-TKA, represented the Society at the centennial celebration of the University of Illinois in May, 1967.

Dr. James McBath, Vice President of DSR-TKA, represented the Society at the inauguration of Robert Christian Kramer as President of California State Polytechnic College in October, 1967.

Dr. P. Merville Larson, Texas Tech, represented us at the inauguration of the new president of that institution, Grover E. Murray, in November, 1966.

Dr. Harold M. Jordan represented DSR-TKA at the inauguration of Edward Quentin Moulton as president of the University of South Dakota in April, 1967.

Dr. Peter Kane, State University of New York at Binghamton, is serving as Governor of Region II while Governor Raymond Beard is on leave.

Tournaments for Real Novices

WILLIAM W. CHAFFIN *

For the past five years I have been having a very early novice tournament (this year, October 9) just for Virginia schools, three rounds, no registration fee, upper-class debaters to judge, always on a week day (two rounds in the afternoon, one at night), expressly for very inexperienced debaters. I allow schools to bring as many debaters as they wish, as long as there is a judge for every 2 or 4 debaters. I do not use the switch-sides format. At the end, I give out lots of certificates, both to schools and to individuals.

My experience has been that this gives upper-class debaters the opportunity to appreciate the problems of judging and allows area schools either to use these three rounds to bring novices that would go no place else or to get novices ready for large tournaments. Naturally, the DSR-TKA chapter is the sponsor.

For years now, I have been concerned with the problem of giving experience to novices who don't have the ability or drive or time to compete intensively. This little tournament is a mechanism for exposing novices at low cost, minimum time, and at a time in the week when most debate activity is at a low key.

This year 40 or 50 debaters from six colleges took part with the University of Virginia having the best record. Last year, about the same number of debaters took part, but from nine schools, with the Virginia Military Institute having the best record.

Roanoke College for the past two years has been doing the same thing in January in order to pick up late novices. My hope is that Roanoke will continue this year and that perhaps other schools will join in with similar tournaments.

Perhaps other schools, like Washington and Lee, that compete on all levels of forensic activity, have this problem of what to do with inexperienced debate talent. (EDITOR'S NOTE: This is undoubtedly a problem at many colleges. A similar response, in the form of what have come to be called "serendipity" tournaments, has arisen in Illinois and Indiana, and some metropolitan areas have practice tournaments with easy access. We welcome further information about this development. ROW)

* Mr. Chaffin is faculty sponsor at Washington and Lee University.

THE 1968 DSR-TKA CONFERENCES

TIME AND PLACE. The Conference will be held in Washington, D. C., April 7-10, 1968.

HOST CHAPTER. George Washington University is the host chapter. Its campus is located near the headquarters hotel.

HEADQUARTERS HOTEL. The Willard, long noted as "the residence of Presidents," has been chosen as the Headquarters Hotel. Special rates for students and faculty will be available. Immediately adjacent to the Willard and within a four-block radius are the financial and theatrical districts; the White House, the Treasury, State, War, and Navy Buildings; the Departments of Interior and Agriculture, the Washington Monument, the Smithsonian Institute, and many other places of public interest. The Capitol, Lincoln Memorial, and the Senate and House Office Buildings are within easy walking distance.

REGISTRATION. Registration forms will be mailed in time to reach you not later than Feb. 1, 1968. If you do not receive your registration form by that date, please write directly to the Tournament Director, George F. Henigan.

EVENTS. Two-Man Debate, Four-Man Debate, Extempore Speaking, Persuasive Speaking, and Student Congress.

OTHER FEATURES. Distinguished Alumni Awards, Speaker of the Year Award, Student Speaker of the Year Award, and Model Initiation.

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George A. Adamson, University of Utah

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Jerry Anderson, Michigan State University

George F. Henigan, George Washington University, *ex officio*

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