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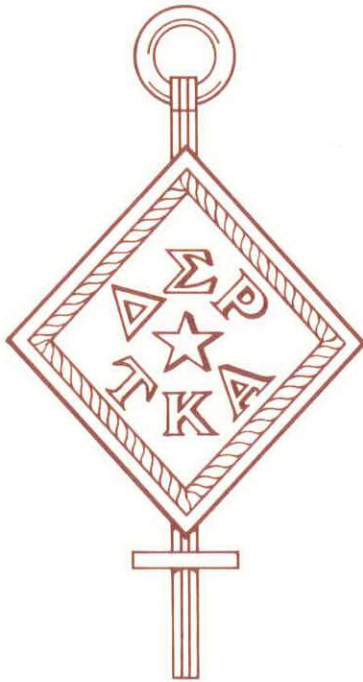
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DONALD O. OLSON

# 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: \$2.00 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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## THE SEVENTH ANNUAL DSR-TKA NATIONAL CONFERENCE

UNIVERSITY OF ALABAMA  
MARCH 25-28, 1970

Plan now to attend the Delta Sigma Rho-Tau Kappa Alpha Conference at the University of Alabama, March 25-28, 1970. Annabel Hagood has already completed the plans for one of our best conferences. True Southern hospitality has been promised in spirit and deed. Don't miss this first conference to be held in the Southern Region.

Several innovations have been planned for this year. The opening assembly will assume a more important role in response to suggestions from Chapter sponsors. An address of welcome will officially open the Conference. Society President, Jim McBath, will report on the state of the Society. Necessary Conference business will also be included. *Everyone* should attend this meeting.

A dinner party for Chapter Sponsors and faculty on Thursday evening will be added to the agenda. This will take the place of the former Chapter Sponsors' meeting. A post-dinner forum, conducted by the President or Vice President, will provide feedback from Chapter Sponsors before the final meeting of the National Council.

A dinner and party for the student delegates has also been planned for Thursday evening. A special event for both faculty and students will be a Seminar on Southern Politics Thursday afternoon—3:00 to 5:00 p.m. This should provide a vital experience for everyone.

The survey of the chapters by the National Conference Committee to determine the events at the National Conference received a good response. The results, which were published in the November, 1969, issue of *Speaker and Gavel*, indicate support for the events now being held.

Suggestions for improving the National Conference will be welcomed by the National Conference Committee. Every member of the Society can contribute to the success of our National Conference.

George A. Adamson  
Chairman  
National Conference Committee

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## THE BALLOT OR THE BULLET: ONE-MAN DIALECTIC

PEGGY REYNOLDS

The mid-1960's marks an era of turbulence in the black man's struggle to assert his individuality within the framework of the American domestic scene. It is an era in which white liberals began abortive efforts at legislating a civil rights 'conscience'; and in which black men began turning to articulate, outspoken 'Negro leaders' to pave the way to a more meaningful concept of community. It is an era characterized by transition, in which the black man not only proclaimed his revolt against the role of eunuch in a WASP society, but began to make himself heard above the din of 'do-gooding.' It marks, as well, a transition in strategic emphasis from passivity and nonviolence to militance.

Inextricably bound up with this transitory period is the figure of Malcolm X. Although seldom associated with the current Black Power furor, his shifting ideologies and personal crises reflect, on a number of levels, its tumultuous beginnings.

On March 8, 1964, Malcolm X, who had been indisputably considered the Black Muslim movement's "second-in-command,"<sup>1</sup> and had risen to prominence as *the* spokesman for Elijah Muhammad (founder of the Nation of Islam), declared his withdrawal from the organization. In the ensuing brief span of time before his assassination in 1965 he managed to immerse himself in the civil rights controversy, to establish his own organization (Muslim Mosque Inc.), to make a pilgrimage to Mecca which significantly altered the racist overtones of his doctrine, and most important, to play a profound influence in the development of the black man's militant stance.

On April 3, 1964, less than one month after leaving the Nation of Islam, Malcolm X addressed a predominantly black audience in Cleveland at a symposium sponsored by the local chapter of the Congress of Racial Equality on the topic "The Negro Revolt—What Comes Next?". In view of the revolution taking place in his own life at that time the topic was a profoundly personal one. His approach centered on the two major problems which he faced, consisting of the necessity to redefine his position in the Negro community, and to articulate modifications in his vision for that community's plan of action. This was certainly no simple task. Eldridge Cleaver provides a graphic description:

. . . These events caused a profound personal crisis in my life and beliefs, as it did for other Muslims. During the bitter time of his suspension and prior to his break with Elijah Muhammad, we had watched Malcolm X as he sought frantically to reorient himself and establish a new platform. It was like watching a master do a dance with death on a highstrung tight-rope. He pirouetted, twirled, turned somersaults in the air—but he landed firmly on his feet and was off and running.<sup>2</sup>

It was a task begun shortly before the actual break, and one demanding immediate action. The April 3 speech, although it does not represent the

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<sup>1</sup> James Baldwin, *The Fire Next Time* (New York: Dell, c. 1962).

<sup>2</sup> Eldridge Cleaver, *Soul on Ice* (New York: Dell, 1968), p. 54.

maturity of Malcolm's later thoughts, is a succinct statement of both aspects of the problem of reestablishing his leadership. Likewise, the content, which is representative of a common theme in his oratory, has enjoyed extended influence, and is remarkably congruent with the later formulations of 'Black Power' advocates.

The speech which Malcolm presented was entitled "The Ballot or the Bullet," and he forthrightly disposed of the leadership question in the first five minutes. The title introduced the essence of his discourse. Before expanding on his topic he hastened to assuage his audience's curiosity by establishing "I'm still a Muslim."<sup>3</sup> This simple summation of the extended trauma he had undergone in his break with Elijah Muhammad provides one example of how he turned circumstances to his advantage. For, in spite of the history of sectarian differences and his own ostracized position from the Muslim fold, he used it to align himself with and attempt to unify his audience:

. . . I'm not here to try and change your religion. I'm not here to argue or discuss anything that we differ about, because it's time for us to submerge our differences and realize that it is best for us to first see that we have the same problem, a common problem—a problem that will make you catch hell whether you're a Baptist, or a Methodist, or a Muslim, or a nationalist. . . . We're all in the same boat and we all are going to catch the same hell from the same man. He just happens to be the white man.<sup>4</sup>

The audience to which Malcolm X directed this speech, both immediate and extended, was essentially a *black* audience. And in spite of the fact that he was a 'fallen' leader, that he was proposing a highly unorthodox strategy from the platform of an erstwhile 'liberal' non-violent organization (CORE), that he was attempting to spark an issue held in rein by contemporary token legislation, and that he was trying to crystallize a *raison d'être* in the fact of personal upheaval—he was able to grasp the one overriding common feature which he held with his audience, their blackness, and rather powerfully suggest that it was the most valid frame of reference from which to begin.

The ensuing expansion on his theme is a compendium of forms of proof, but relies heavily on the value of *ethos*. The style, delivery and organization are variations on the theme. For this is Malcolm X speaking, and as already suggested, that is the central determinant for the speech's effectiveness.

Stylistically, Malcolm's speeches tend to be conversational, and the format of "The Ballot or the Bullet" is only superficially more formal. A typical introduction might read, "We want to have just an off-the-cuff chat between you and me, us."<sup>5</sup> In this speech, however, probably partly as a function of the occasion and partly tongue-in-cheek, Malcolm begins by formally addressing his audience, and quickly lapses into a more conversational tone: "Mr. Moderator . . . , friends and enemies: I just can't believe that everyone in here is a friend and don't want to leave anybody out."<sup>6</sup> He not only is, but speaks like one of his audience.

The bulk of the speech is a clarification of one central idea—the impor-

<sup>3</sup> Malcolm X, "The Ballot or the Bullet," delivered in Cleveland on April 3, 1964, reprinted in *Malcolm X Speaks*, ed. George Breitman (New York: Grove Press, 1965), p. 24.

<sup>4</sup> *Ibid.*

<sup>5</sup> Malcolm X, "Message to the Grass Roots," reprinted in *Malcolm X Speaks*, p. 4.

<sup>6</sup> Malcolm X, "The Ballot or the Bullet," *loc. cit.*

tance of a stable socio-economic self-made community, via *whatever* means—the ballot or the bullet—nonviolent “channels” or violence. The devices consistently employed are repetition and analogy. The catch-phrase (“Ballot or the Bullet”) is repeated, for example, approximately fourteen times (not counting allusions to it). Figurative analogy appears to be another favorite, such as:

I'm not going to sit at your table and watch you eat, with nothing on my plate, and call myself a diner. Sitting at the table doesn't make you a diner unless you eat some of what's on that plate. Being here doesn't make you American.<sup>7</sup>

Likewise, in keeping with the “conversation” with “just people” approach, Malcolm's vocabulary is very simple. He capitalizes on this:

You know what is meant by “reciprocal”? That's one of Brother Lomax's words, I stole it from him. I don't usually deal with these big words because I usually don't deal with big people. I deal with small people.<sup>8</sup>

Taken together, these stylistic elements serve to augment the thesis. Like many of the dynamic spokesmen for Black Power who followed (cf. Carmichael, Cleaver . . .), the style adapted in addressing the black community has been carefully geared to avoid flowery pretentiousness in preference for the simple and graphic oratory of ‘telling-it-like-it-is.’

In terms of content, the direction which he takes to clarify the theme elicits assumptions quite analogous to those presented later by Carmichael and Hamilton in their now classic attempt to clarify the meaning of Black Power. The fundamental cry has been for the self-determinism of the community. Both Malcolm X and the Carmichael and Hamilton duo, much as prophets in the wilderness, are wary of the subtle bonds which prevent its realization. Carmichael and Hamilton explicitly refer to these barriers as the “Myths of Coalition,”<sup>9</sup> which may be summarized as awareness of an underlying support of “Anglo-conformity” in the “white liberal” camp which espouses its love for its “black brethren,” the power base of political and economic security irrevocably located in the “white” camp, and the fallacy that “white liberal” intervention is conscience-based. In the CORE address Malcolm X mercilessly hammers at each of these. To the point of a fundamentally WASP-based society he declares:

. . . . The same government . . . is in a conspiracy to deprive you of your voting rights, . . . of economic opportunities, . . . of decent housing, . . . of decent education. . . . it is the government itself which is responsible for the oppression and exploitation and degradation of black people in this country.<sup>10</sup>

Regarding the socio-economic power-structure he says, “The economic philosophy of black nationalism is pure and simple. It only means that we should control the economy of our community.”<sup>11</sup> And to the question of a “conscience motivation” he declares:

<sup>7</sup> *Ibid.*, p. 26

<sup>8</sup> *Ibid.*, p. 32.

<sup>9</sup> Stokely Carmichael and Charles V. Hamilton, *Black Power* (New York: Random House, 1967), pp. 58-84.

<sup>10</sup> Malcolm X, “The Ballot or the Bullet,” *op. cit.*, p. 31.

<sup>11</sup> *Ibid.*, p. 38.



Don't change the white man's mind—you can't change his mind and that whole thing about appealing to the moral conscience of America—America's conscience is bankrupt . . . We have to change our own mind.<sup>12</sup>

Stylistically and thematically such presentations as this bridge the gap between the quiet passivity and cooperative tactics of such figures as Booker T. Washington and Dr. Martin Luther King and the vociferous emergence of a rhetorical manifestation of a new kind of "pride." And in a wider spectrum, Malcolm's own biography, as one small element in the midst of large-scale turmoil, is somewhat analogous to the black man's cyclic repression and release. Black history is replete with cyclic repression—most dramatically represented in the move from the institution of slavery to emancipation—but to be repeated in the slow struggle from the economic enslavement of the ghetto towards civil rights through superficial legislative promises. Malcolm X moved from slavish devotion to the Harlem underground, to a succession of prisons, to unquestioning adherence to Elijah Muhammad's Nation of Islam, to the "emancipated" status from which this speech emerges (which might even yet be seen as servitude to a later modified ideology). There is likewise a movement from a religiously based "faith" or resignation in the face of the inevitable to a secular concern with the efficacy of group endeavor.

Much as Malcolm X's background and rhetorical strategies produce a unique and productive approach to long-standing ills, the hue and cry of Black Power, born of its own brand of turmoil, demands a drastically different plan of action. Malcolm reiterates: "When you're under someone else's control, you're segregated . . . You've got to *control* your own. Just like the white man . . ."<sup>13</sup> The keynote is neither over-intellectualization nor pseudo-cooperation but long overdue straightforward self-determination. In no uncertain terms we find that ". . . it is time . . . if you are a man, to let that man know."<sup>14</sup>

<sup>12</sup> *Ibid.*, p. 40.

<sup>13</sup> *Ibid.*, p. 42.

<sup>14</sup> *Ibid.*, p. 43.

## ON NIXON'S KENNEDY STYLE

RONALD H. CARPENTER AND ROBERT V. SELTZER

Style is personal. A man's unique lexical and syntactical choices are reflective of his singular condition. Exigencies of audience and situation may determine the arguments and appeals used in discourse, but as stated in Buffon's celebrated epigram, "The style is the man himself."<sup>1</sup> It seems incongruous that a man of Richard M. Nixon's background and temperament should assume the very personal and different style in discourse of a man of John F. Kennedy's significantly divergent background and temperament. In *The Making of the President 1968*, however, Theodore White reported that phenomenon, hearing in Richard M. Nixon's speaking "the echo of the phrases of John F. Kennedy in 1960."<sup>2</sup> Here, we compare the famous Kennedy Inaugural Address of 1960 with Nixon's crucial Acceptance Address at the 1968 Republican National Convention to illustrate two major stylistic sources of that echo.<sup>3</sup>

First, recall the salient elements of the John F. Kennedy style in discourse. In his brief years of national prominence, the former President established a personal, highly identifiable style. It is immaterial whether any given turn of phrase came from Theodore Sorensen or other writers. The crucial point is that certain stylistic forms characterized John F. Kennedy's Inaugural Address and other public discourse to become intimately associated with the man himself. Foremost among these usages are parallel repetitions and the almost ubiquitous antitheses.

Antithesis evolves when utterance elements of contrasting meanings are arranged syntactically to be contiguous or in close proximity. Although rhetoricians identify six variations of antithetical form, the usage involves basically apposition of antonyms or clauses with opposing semantic content. John F. Kennedy's Inaugural Address contains some twenty-eight antitheses. Antonyms in proximity to one another appear, for instance, in "support any friend or oppose any foe" or in the antithesis between "the many who are poor" and "the few who are rich." Or note the antithesis between "United, there is little we cannot do. . . . Divided, there is little we can do." Apposition of clauses with opposing semantic content is illustrated by the familiar "Ask not what your country can do for you—Ask what you can do for your country."

Parallel repetition results from beginning or concluding successive phrases, short sentences, or very brief paragraphs with the same word or words. The Kennedy Inaugural also utilized this structure often, as in "To those old

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<sup>1</sup> Buffon, "Address on Style," in *The Art of the Writer*, ed. Lane Cooper (Ithaca: Cornell University Press, 1952), p. 153.

<sup>2</sup> Theodore H. White, *The Making of the President 1968* (New York: Atheneum Press, 1969), p. 131.

<sup>3</sup> The text of the Kennedy address is that provided by Ernest J. Wraga and Barnet Baskerville in *Contemporary Forum: American Speeches on Twentieth-Century Issues* (New York: Harper and Brothers, 1962), p. 317; the text of the Nixon speech is that appearing in *U.S. News and World Report* (August 19, 1968), 54.

allies. . . . *To those* new states. . . . *To those* people in the huts and villages. . . ." The following entreaty, for example, also is characterized by parallel repetition.

*Let both sides* explore what problems unite us instead of belaboring those problems which divide us.

*Let both sides*, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

*Let both sides* seek to invoke the wonders of science instead of its terrors.

And even within this parallelism are the antitheses between *unite* and *divide*, *absolute power* and *absolute control*, or *wonders* of science instead of its *terrors*.

Prior to 1968, Richard M. Nixon's extensive use of the extemporaneous mode of delivery allowed ample rehearsal of and reliance upon such stock phrases as: "I want to make it perfectly clear what I mean"; "I have been asked why I do this and this is my answer"; and "What do I mean by 'freedom?' This is what I mean by 'freedom.'" His characteristic style in discourse, however, did not include to a noticeable extent John F. Kennedy's stylistic tendencies.

In 1968 there was a change. At times during the campaign and particularly in the Acceptance Address to the Republican Convention, the attempt to project the image of a "New Nixon" saw some unique additions to well rehearsed stylistic habits. These alterations were described by White only as an "echo" of John F. Kennedy; it may be more appropriate here to ruminate about these additions as attempts to use a style highly reminiscent of the man who won the Presidency in 1960. For momentarily, a New Nixon was Old Kennedy.

Stylistic maneuvers such as antitheses are not typical of the customary and familiar idiom; and as marked deviations from idiomatic usage, these usages often require conscientious effort to construct.<sup>4</sup> Richard M. Nixon exerted that kind of personal effort in preparing his Acceptance Address before the Republican National Convention. Although the future President often relied extensively upon his writers, William H. Honan notes that this speech was an exception.

In another instance, however—the acceptance speech at the convention—Nixon wrote the text himself. He had idea conferences with several of his writers and all of them submitted drafts or at least cheer lines—some of which he used; but Nixon put it together and wrote it out—first in outline form on a legal-sized yellow tablet, and then draft after draft by dictaphone.<sup>5</sup>

The syntax and lexicon of this speech are personal to the President-to-be.

But Richard M. Nixon's so personally prepared Acceptance Address of 1968 is studded with the stylistic conformations associated more readily with John F. Kennedy. The speech uses some forty antitheses! Note for instance

<sup>4</sup> For a discussion and compilation of all the traditionally recommended departures from syntactical norms, see Ronald H. Carpenter, "The Essential Schemes of Syntax: An Analysis of Rhetorical Theory's Recommendations for Uncommon Word Orders," *Quarterly Journal of Speech* (April 1969), 161–168.

<sup>5</sup> William H. Honan, "The Men Behind Nixon's Speeches," *New York Times Magazine* (January 19, 1969), 65.

the antithetical "After an *era of confrontation* the time has come for an *era of negotiation*" or the more overt antithesis between "We shall *always* negotiate from *strength* and *never* from *weakness*." (Perhaps this is an "echo" in form and content of Kennedy's "Let us never *negotiate out of fear*. But let us never *fear to negotiate*.") The conformation also is utilized in statements such as "Let us accept this challenge, not as a *grim duty*, but as an *exciting adventure*" and a very Kennedyesque "If we are to have *respect for law* in America we must have *laws that deserve respect*."

Parallel repetitions are used some thirty times. For example, the future President spoke of those failures "*when the strongest nation in the world can be tied down for four years in a war in Vietnam with no end in sight, when the richest nation in the world can't manage its own economy, when the nation with the richest tradition of the rule of law is plagued by unprecedented lawlessness. . . .*" (Should we suggest the antithesis between *rule of law* and *unprecedented lawlessness*?) The same phrase, "I see a day," began seven successive brief paragraphs. This usage was inspired, according to Honan, by a memorandum from speech writer William Safire who recommended the device as typical of other famous speakers, including Franklin D. Roosevelt, Adlai E. Stevenson, Martin Luther King and—John F. Kennedy.<sup>6</sup>

Why emulate a Kennedy style in discourse? Some speculation may be in order. Theodore White might attribute the emulation to a belief that "no human contact ever takes place without leaving some permanent mark. . . . The mark of John F. Kennedy was seared into Richard M. Nixon in 1960. . . ." <sup>7</sup> There is, however, at least one other possible explanation. Imitation well may be a means of identification. Richard M. Nixon admits to using this tactic before when the 1952 Fund Speech referred to his dog Checkers in conscious imitation of Franklin D. Roosevelt's "devastating" reference to his dog Fala in the campaign of 1944.<sup>8</sup> A possible effect of stylistic imitation would be to create an "echo" and perhaps—if style *is* the man—even evince some substance of John F. Kennedy and thus gain a measure of the admiration and support attained by the winner of 1960.

Whether or not this could be the case is really beyond the scope of this commentary. The noteworthy point here is the apparently conscientious effort exerted by one man to depart from his customary stylistic tendencies to use for an important occasion a different style so intimately associated with another man. And what could be more noteworthy language behavior than a Richard M. Nixon using a John F. Kennedy style?

<sup>6</sup> *Ibid.*

<sup>7</sup> White, *loc. cit.*

<sup>8</sup> Richard M. Nixon, *Six Crises* (New York: Doubleday and Company, 1962), p. 103.

## UPGRADING THE DEBATER'S RESEARCH METHODS

CARL ALLEN PITT

The American college and university must occasionally submit to self-examination to determine whether they are accomplishing their objectives. The director of forensics should examine his program in terms of the overall objectives of his university. The 1963 Conference on Higher Education adopted a meaningful resolution stating the goals of higher education: "The purpose of a university is to teach students how to search for truth and understanding through research and scholarship."<sup>1</sup> This goal is in harmony with the emphasis that many universities are currently placing upon research.

The purpose of this essay is to suggest means by which the debate coach may bring his program into closer harmony with these objectives. Intercollegiate debating provides an excellent opportunity for the undergraduate student to improve his research methods. He is highly motivated, and he has command of a body of data related to his proposition with which to theorize and experiment. He has many opportunities to test his conclusions while he is debating with other students who also have an extensive knowledge of the topic. Perhaps even more significant is the fact that his reasoning is regularly evaluated by experts who judge the debates.

The critical question is, "To what extent should participation in the debating program teach the student about research methodology?" The debater is not generally concerned with "scientific research as a systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena."<sup>2</sup> The debater is concerned with the application of the scientific method to the solution of problems related to the social sciences. His research follows a rational scheme approximating Dewey's formula for reflective thinking.<sup>3</sup> Obviously, this implies more than organized note taking in the university library.

To the debater it should represent an organized, controlled, critical investigation of a proposition for the purpose of answering questions about the topic in a scientific manner. It means researching a topic methodically. It involves the critical, unbiased investigation of a problem, based upon demonstrable facts and involving refined distinctions, interpretations, and usually some generalization. In other words, the student must regard debate as a research-centered activity.<sup>4</sup>

The following suggestions would assist the debate coach in teaching the student to conduct his research in a scholarly manner.

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<sup>1</sup> See reports of 1963 Conference on Higher Education, Chicago, Illinois. Available through the Association office in Washington, D. C. The statement of goals presented here is abbreviated.

<sup>2</sup> Fred N. Kerlinger, *Foundations of Behavioral Research* (New York, 1966), p. 13. See J. Jeffery Auer, *An Introduction to Research in Speech* (New York, 1959) for an excellent survey of research methods.

<sup>3</sup> John Dewey, *How We Think* (Boston, 1933), pp. 106-118. Also see Henry L. Ewbank and J. Jeffery Auer, *Discussion and Debate* (New York, 1951), pp. 31-2.

<sup>4</sup> Claire Selltiz, Marie Jahoda, Morton Deutsch, and Stuart W. Cook, *Research Methods in Social Relations* (New York, 1966). This text will be helpful to the student who needs assistance concerning research methods.

**The purpose:** The debater must have his purpose clearly in mind before he begins his study. The purpose is not to find arguments and evidence to prove a point. The debater's purpose in studying a proposition may be to gain new insights into extant variables or to increase his general knowledge of the topic. He may be attempting to portray accurately the nature of a social or economic phenomenon. His aim may be to form hypotheses concerning the proposition. If so, he must understand the aim and value of these assumed principles. The beginning debater researching the proposition should regard his purpose as an organized form of problem solving in which he applies systematic procedures.

**The problem:** The student must clearly see his proposition in terms of the central problem which it presents. Formulating and understanding the problem represents the first step in the method of scientific inquiry. The new debater should be encouraged not to jump immediately from the announced topic directly to a collection of observations. He should first evaluate his topic with respect to the requirements of scholarly procedure: What kinds of data, and what types of information are of value?

**The research plan:** A properly designed method for collecting data will likely include firsthand observation, as well as reading, and conversation with those who are familiar with the topic. A critical, evaluative attitude will intensify the scholarly effort. The student need not take notes on every article on the topic housed in the university library. Instead he needs to design a system which permits economy in the collection of relevant data. The research design must minimize the possibility of bias, and it should maximize the probability that the data gathered will be reliable.

A carefully structured study of a topic will lead the student to representative scholarly journals and abstracts which report the findings of studies conducted by competent scholars. An understanding of historical, descriptive, and experimental research methodology will help him to interpret the findings better and to relate them to his topic in a meaningful way. This planned investigation of scholarly sources will provide the student with evidence which is based upon careful investigation. It will be much more meaningful than "assorted value judgments" garnered from popular magazines and newspapers.<sup>5</sup> Furthermore the beginning debater should be encouraged to read experimental studies concerning the use of evidence. Through his investigation of appropriate studies, he will then become acquainted with problems of design, measurement, and data collection and analysis. He will no longer completely accept speculation or the accumulated judgment of personal experience.

**Formulating-testing hypotheses:** It is important that the beginning debater understand hypothesis formulation and testing, for this process is essential to scientific inquiry. It is significant for the student who would acquire accurate knowledge. For example, the debater observes a phenomenon relative to his proposition. He then speculates as to the causes. Through interviews and his library research he is presented with a variety of explanations. Some may be based upon untested social mores. The student who understands research methodology will test such hypotheses in light of the validity of the reasoning and the evidence available. This critical process will then help him to draw causal hypotheses depicting relationships among the phenomena

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<sup>5</sup> This writer recalls an instance in which one of his debaters quoted eleven "well-known" authorities during one speech.

which he observed in his research. It will help him to become aware of, and to draw, conjectural statements relative to relationships among the variables which he uncovers in his study of the topic.

The debater is frequently confronted with hypotheses proposed by his opponents who hypothesize that there is no need for a change, or that the affirmative plan is unworkable. At times, he is presented with conjectural statements by writers of popular literature. These hypotheses are often based upon hastily drawn value judgments and may not be sufficiently specific.

In summary, hypothesis formulation and testing should be an important part of the debater's research program, for through this means he learns to confirm, or to disaffirm, theory in relation to his topic. He thus improves his research competence.<sup>6</sup>

Generalizations: The student researcher must be aware of the necessity for relating his conclusions to the theory of other researchers and to his topic. The college debater needs particularly to be aware of this requirement as he engages his opponent in refutation.

In conclusion, the beginning debate coach, and particularly the coach working with beginning debaters, is encouraged to help his students understand better the requirements of a systematic research effort. A concerted movement in this direction will help to further establish congruence between the objectives of our debating programs and the educational goals formulated by the 1963 Conference on Higher Education.

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<sup>6</sup> See Ernest G. Bormann, *Theory and Research in the Communicative Arts* (New York, 1965) for an account of research methodology.

## DELAWARE INSTALLS DSR-TKA CHAPTER



**Dr. John W. Shirley, provost and vice president for academic affairs, reads the charter that made the University of Delaware a member of Delta Sigma Rho-Tau Kappa Alpha. Clockwise from Dr. Shirley are Micaela Nolan, Paul Hopstock, Robert Halstead, Miss Patricia Schmidt, the debating team coach; Robert Rossi, debating team captain; Samuel Shepherd, and Prof. George F. Henigan, of George Washington University; and Barbara Weatherly.**

The University of Delaware received its charter as a member institution of Delta Sigma Rho-Tau Kappa Alpha in ceremonies conducted on October 16, 1969.

Prof. George F. Henigan, of George Washington University, Governor of DSR-TKA Region III, in making the presentation said that the vote to accept Delaware's application for membership was unanimous. "The aim of the national society," he said, "is to promote responsible advocacy."

Dr. John W. Shirley, provost and vice president for academic affairs, in accepting the charter, said that the university was honored to become a member and would uphold the high traditions of the society. The charter, he said, would be placed on display and then put in the university archives as a permanent record of the event.

Following charter presentation ceremonies, six members of the Delaware Debate Society were made charter members of the Delaware chapter of DSR-TKA. Initiated were Paul J. Hopstock, Emmaus, Pa.; Samuel C. Shepherd, Alexandria, Va.; Micaela Nolan, Yardley, Pa.; Robert R. Rossi, Wilmington, Del.; and Robert J. Halstead and Barbara Weatherly, Newark, Del. James C. Swartz, National Student Vice President from George Washington University, conducted the initiation.

Preceding the charter presentation and initiation ceremonies, Delaware met George Washington University in an audience debate on the topic "Resolved, that civil disobedience is a valid form of dissent." Delaware upheld the negative side of the question. The George Washington debaters were



Swartz and Michael A. Newcity. Debating for Delaware were Hopstock and Halstead. Presiding at the debate was Assistant Dean Ray E. Keeseey, former chairman of the Department of Speech and long a friend of intercollegiate debate.

Prof. Patricia Schmidt, sponsor of the new chapter and former member of DSR-TKA at Pennsylvania State University, was the hostess for the event.

## NEWS NOTES FROM THE CHAPTERS

Chapter sponsors responded to our post card solicitation for news with a wide range of reports of personal and organizational activity.

*Albion College.* At Albion, Dan Angel has been appointed as Director of Continuing Education, and the new chapter sponsor is Jon Fitzgerald.

*Bridgewater College.* Bridgewater, founded in 1880 as the first coeducational liberal arts college in the state of Virginia, served as host of the Regional DSR-TKA conference on November 14-15 as part of its 90th Anniversary celebration. Invited were 20 schools in Delaware, Maryland, Virginia, West Virginia, and the District of Columbia who are now or are in the process of becoming DSR-TKA chapter schools.

*University of Connecticut.* Sponsor Joseph Seacrist reports the reactivation of the chapter and the hosting of the annual David C. Phillips invitational debate tournament for high schools on the East coast.

*Creighton University.* The Jaytalkers and DSR-TKA members plan to give more service debates and discussions and other types of speech in the Omaha-Council Bluffs metropolitan area. The sponsor, Father Harold McAuliffe, S. J., sent letters to 108 organizations, offering the services of Creighton speakers. The officers of the Creighton chapter this year are: president, Paul LaRuzza, Law freshman; vice-president, Evelyn Hade, Speech instructor; secretary-treasurer, Kathy Muhlenkort.

*Dickinson College.* In its May meeting, the Dickinson chapter elected William Lynn as president and Professor Schecter as secretary. Continuing as sponsor is Herbert Wing, Jr., whose status is, as he describes it "emeritus, although interested."

*Florida State University.* F. H. Goodyear, 1969 Ph.D. graduate of the University of Texas, has assumed responsibilities as director of forensics at Florida State. He planned a 17-tournament season, including sponsorship of the F.S.U. Invitational, now in its 21st year.

*Indiana State University.* Together with the Speech Union, local service-honorary group, the ISU chapter of DSR-TKA again this year sponsored four major on-campus events: the Annual Committee Hearing on the debate topic, November 7; the Annual Intercollegiate Speech Tournament, November 7 and 8; the Annual High School Debate Tournament, November 22; and the Annual High School Speech Festival, December 13.

Departmental reorganization at Indiana State involves changes in personnel that affect the activity program. Dr. Otis J. Aggerdt, Director of Forensics and Chairman of the Public Address Area since 1956, has relinquished those positions to assume the direction of the Speech Education program. His former duties are being divided between Dr. Donald J. Shields, who is the new Director of Forensics, and Dr. Theodore Walwik, who is the new Chairman of the Public Address Area. The duties of Dr. Shields will include the management of the four on-campus events as well as the sponsorship of Delta Sigma Rho-Tau Kappa Alpha. Dr. Aggerdt says he will surely miss his DSR-TKA contacts.

*University of Iowa.* Prof. Robert Kemp is now director of forensics, debate coach, and DSR-TKA chapter sponsor at Iowa.

*University of Massachusetts.* Activities include the following: 32 tournaments, including three of our own; a monthly public debate series; tours to high schools giving demonstration debates before assemblies; a TV series on the NBC station in Springfield, Mass.



**Dr. Mosier is pictured in the center foreground. To his right are: Ron Oster, Prime Minister Vierolainen, Dave Yancy, Ken Philpot, Robert Cory, and Mrs. Vierolainen.**

Assisting Forensics Director Ronald Matlon this year are Nancy Miheve from the University of Illinois, James Zimmerman from the University of Arizona, Marlene Krafcheck from the University of Texas, and Charles La-Grave from the University of North Dakota.

Chapter officers are Tim Hynes, president; John Hogan, vice-president, Debbie Flaherty, secretary, and Gerald Hayes, treasurer.

*Memphis State University.* The new DSR-TKA sponsor and director of forensics is Charles L. Montgomery, from Ball State University.

The new look in the Memphis State forensics program is directed at community and campus activities as well as the traditional intercollegiate ones. We are now sponsoring a speaker's bureau, a noon lunch "speak and eat" club, home and home visiting debates, and demonstrations with nearby schools. In addition, we are beginning to place a special emphasis on oral interpretation.

*Miami University.* Deborah M. Peters is now director of forensics and sponsor of the DSR-TKA chapter. Jack Samosky has gone to Indiana University to work on his doctorate.

*University of North Carolina.* Theodore J. Barnes, formerly of the University of West Florida, has joined the staff of the Speech Division and will serve as co-director of the North Carolina High School Debate Union, along with Jay Pence. The assistant debate coach for 1969-70 is Cully Clark, formerly coach of debate at Andrew College in Cuthbert, Ga., and assistant at Emory University.

*Pacific University.* The Speech Department and the local chapter sponsored on Oct. 24 and 25 the 6th annual Pacific University Invitational College Tournament. On Dec. 4 and 5 they sponsored the 24th annual Oregon High

School Forensic Tournament, for which were anticipated something like 90 schools from Oregon and around 1200 students.

Alumni of DSR-TKA who are working on graduate degrees are as follows: Curtis Stamey, on a fellowship at the University of Arizona; Linda Prescott, fellowship, University of Oregon; Virginia Stretcher, fellowship, University of New Mexico.

The new director of forensics at Pacific University is Dr. Lynn Engdahl, formerly of Western Washington University. The sponsor of DSR-TKA will remain the same, Dr. A. D. Hingston, chairman of the Department of Speech.

*University of Pennsylvania.* Jeffrey Hayes and Richard Fleming have joined the staff as assistant coaches.

*Rutgers University.* Rutgers, New Brunswick, will be the host for the District VII Elimination Meet this year. Also, Director of Debate H. James Godwin has been assigned to coach the Rutgers College Bowl team making its first appearance February 1st.

*Stanford University.* Dr. Kenneth E. Mosier, forensics director at Stanford University, and four student debaters toured Europe last summer as representatives of the State Department. In Finland, they met with Prime Minister Johannes Vierolainen and his wife to discuss the establishment of an American-style debate program in Finland. Mrs. Vierolainen is a professor of speech at the University of Helsinki. (See photo.)

*Washington and Lee.* The Washington and Lee Novice Debate Tournament, in which varsity debaters are encouraged to judge, and for which no fees are charged, moved this year to a Saturday and expanded to four rounds from the three that used to be held on a week-day and night. This year, 10 colleges participated. Wake Forest had the best four-man unit, and the remaining team and speaker awards were won by William and Mary, University of Virginia, University of Richmond, and Randolph-Macon College. As usual, the tournament was sponsored by the local DSR-TKA chapter. (Washington and Lee debaters were ineligible for awards.)

*Wichita State University.* The lovely and popular Quincalee Brown Streigle has resigned as head debate coach at Wichita and is now beginning work on her doctorate in speech at the University of Kansas.

Robert Smith has been promoted to this position. Smith was quite active in DSR-TKA during his four years as an undergraduate debater here. Assisting him in the debate program is Warren Decker, former Emporia debater, who received his master's degree at Southwest Missouri State.

Mel Moorhouse, director of forensics and chapter sponsor, has been named Executive Secretary of the Missouri Valley Forensic League.

Representatives of the chapters in this region met November 21st at Wichita during the annual "Shocker" Tournament.

*Wake Forest University.* Wake Forest students coach local high schools for the high school debate series, called *Rebuttal 1970*, which is televised locally. Merwyn A. Hayes, DSR-TKA sponsor, reports that the students "really get caught up in it." Wake Forest will also sponsor its High School Invitational Tournament in February.

*College of Wooster.* Dr. Delbert G. Lean, 91, died on July 4, 1969. Dr. Lean, who established the College of Wooster speech department in 1908, was also instrumental in establishing that chapter of Delta Sigma Rho-Tau Kappa Alpha and served as the chapter's sponsor for many years.

## REGION II NEWS

The Region II DSR-TKA tournament was held again this year at Susquehanna University on October 31 and November 1, 1969. Held in conjunction with Susquehanna's annual Dutchman Tournament, it provided competition for Region II schools with 32 colleges from 7 states. The tournament included debate, oratory, extemporaneous speaking, and oral interpretation. The tournament director was Larry D. Augustine, President of the Eastern Forensics Association, Director of Forensics and DSR-TKA Chapter sponsor at Susquehanna.

First place trophies to the top ranking Region II DSR-TKA school went to Pennsylvania State (Women) for Individual Events, to the University of Pittsburgh for Novice Debate, and to Rutgers University for Varsity Debate. Region II colleges participating were Elizabethtown, Kings, Pennsylvania State, University of Pennsylvania, Susquehanna, and Temple. Participating DSR-TKA colleges from other regions were Bridgewater, Loyola of Baltimore, Washington and Lee, and West Virginia University. Ten of the 32 colleges present were DSR-TKA. In general competition among the 32 colleges, DSR-TKA schools captured 8 of the 10 debate awards, and the University of Pittsburgh won the Sweepstakes award.

—Raymond S. Beard

## ALUMNI AWARDS

November 10, 1969

Attention all Chapters!!!

Every year Delta Sigma Rho-Tau Kappa Alpha honors outstanding alumni of the various chapter schools at the Spring Conference. Do you have some one to nominate? Only by your nomination can outstanding graduates receive this recognition.

Have a meeting of your chapter and see if you have a person to nominate. If you do:

1. Notify Robert B. Huber, Department of Speech, University of Vermont, Burlington, Vermont 05401, of your intentions, immediately.
2. Prepare a two to five page complete dossier on the person presenting the best possible case for his selection. It should include all pertinent data of his (or her) life, not only his undergraduate work, but also the professional positions held, significant speaking, significant writings, significant honors received, significant contributions to society, of his later life. The person should approach or be "Who's Who in America" calibre. (You might get your Public Relations Office to help in compiling and writing up the dossier.)
3. Send seven copies of the dossier to Robert B. Huber (see address above) by not later than February 1, 1970. These copies will be circulated to the other members of the committee for approval or rejection. Announcements of winning individuals will be made to them in time for them to plan to be in attendance at our annual banquet at the University of Alabama on March 27, 1970. Public announcement of the selections will be made at that time.

Sincerely,

Robert B. Huber  
Chairman, Alumni Awards  
Committee

RBH/ao

## STUDENT SPEAKER OF THE YEAR—1970

JAMES C. SWARTZ

The Student Speaker of the Year Award, corresponding to the Speaker of the Year Award, is designed to honor a graduating senior who has contributed significantly to the field of forensics. The selection committee of students and faculty will maintain the high standards of past years. The award will be based on the nominee's ability to communicate, his participation in activities utilizing speech arts, his dedication to forensics, and his academic standing.

The award commenced in 1966. Listed below are previous winners:

Year	Winner	School
1966	James Hudek	Michigan State University
1967	no award given	
1968	Bob Shields	Wichita State University
1969	Roger Chard	Michigan State University

Below is a summary of the necessary qualifications and the nomination process. Nominees must attend the National Conference and participate in either Debate or Congress. Forms for submitting nominations will be sent during January to all chapter Presidents, Regional Governors, and members of the National Executive Council and the National Student Council. Nominations should be received by the First Vice President of the National Student Council no later than March 1, 1970.

Questions, suggestions, and nominations should be sent to: James C. Swartz, First Vice President, D.S.R.-T.K.A. Student Council, c/o Dept. of Speech and Drama, The George Washington University, Washington, D. C. 20006.

### 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 Four Man Debate, Two 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 D.S.R.-T.K.A.
- 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. Selections 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 D.S.R-T.K.A.
- 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.



## RULES FOR NATIONAL CONFERENCE EVENTS

### 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. STUDENT CONGRESS

1. Each participating college shall be entitled to a maximum of four participating delegates to the Student Congress. A delegate to the Student Congress will not participate in debate events at the Conference, but he may enter one of the individual events contests.
2. The problem area for consideration at the Student Congress will be announced by the Director in December and will be communicated to the chapters with the formal Conference announcement in January.
3. The official business sessions of the Student Congress will include the following: (a) caucuses, (b) the opening legislative assembly, (c) main committee meetings, (d) joint conference committee meetings, and (e) legislative assemblies.
4. Advance registration shall be completed not later than 15 days before the opening of the Conference. The advance registration shall include the names of the student delegates, their party affiliation ("liberal" or "conservative"), their subtopic preference, and names of nominees for major legislative positions.
5. Advance bills may be prepared by delegates before the Congress convenes to be submitted to the appropriate committees at the time they convene as tentative proposals for the committee to consider.
6. Awards to participants will be made in accordance with procedures established by the National Conference Committee.
7. A complete set of the Rules of the DSR-TKA Student Congress may be found in Vol. VI, No. 3 (March, 1969), of *Speaker and Gavel*. Reprints may be obtained from Dr. Kenneth E. Andersen, Speech Department, University of Michigan, Ann Arbor, Michigan, or Dr. Theodore Walwik, Speech Department, Indiana State University, Terre Haute, Indiana.

## SCHEDULE OF EVENTS

### 1970 NATIONAL CONFERENCE

#### Wednesday, March 25, 1970

- 6:00- 8:00 p.m. REGISTRATION, The Lobby, Stafford Hotel  
9:00-10:00 p.m. OPENING ASSEMBLY, Cherokee Ballroom, Stafford Hotel

#### Thursday, March 26, 1970

- 7:30 a.m. Bus transportation to the campus, participants in Two-Man Debate and in the Student Congress  
7:45 a.m. Breakfast, Tutwiler Hall, participants in Two-Man Debate and in the Student Congress  
8:00 a.m. Bus transportation to the campus, participants in Four-Man Debate  
8:15 a.m. Breakfast, Tutwiler Hall, participants in Four-Man Debate  
8:30 a.m. ROUND I—TWO-MAN DEBATE (schedule will be available in the lounge of Tutwiler Hall at 8:00 a.m.)  
8:30-10:00 a.m. STUDENT CONGRESS, Party Caucuses, The Law School (information will be available in the lounge of Tutwiler Hall at 8:00 a.m.)  
9:00 a.m. ROUND I—FOUR-MAN DEBATE (schedules will be available in the lounge of Tutwiler Hall at 8:30 a.m.)  
10:00 a.m. ROUND II—TWO-MAN DEBATE  
10:30 a.m. ROUND II—FOUR-MAN DEBATE  
10:30-11:30 a.m. STUDENT CONGRESS, Opening Legislative Assembly, Courtroom, The Law School.  
11:30 a.m. ROUND III—TWO-MAN DEBATE  
11:45-12:45 a.m. STUDENT CONGRESS, Main Committee Meetings, The Law School  
12:00 Noon ROUND III—FOUR-MAN DEBATE  
1:15- 2:30 p.m. Lunch, Tutwiler Hall  
2:30- 4:00 p.m. ROUND I—EXTEMPORANEOUS SPEAKING (schedules will be available in the lounge of Tutwiler Hall at 1:30 p.m.)  
2:30- 4:00 p.m. ROUND I—PERSUASIVE SPEAKING (schedules will be available in the lounge of Tutwiler Hall at 1:30 p.m.)  
2:00- 4:30 p.m. NATIONAL COUNCIL MEETING, Tutwiler Hall  
2:30- 4:30 p.m. STUDENT COUNCIL MEETING, Tutwiler Hall  
3:00- 5:00 p.m. Seminar on Southern Politics, ten Hoor Hall  
4:00- 5:15 p.m. STUDENT CONGRESS, Main Committee Meetings, The Law School  
5:30- 6:30 p.m. MODEL INITIATION, Ballroom, Union Building

- 6:45 p.m. Bus transportation from the Union Building to the University Club and the Stafford Hotel
- 7:00 p.m. DINNER PARTY FOR FACULTY, The University Club
- 7:30 p.m. DINNER PARTY FOR STUDENTS, Cherokee Ballroom, Stafford Hotel
- 10:00 p.m. Bus transportation from the University Club to the Stafford Hotel

**Friday, March 27, 1970**

- 7:30 a.m. Bus transportation to the campus, participants in Two-Man Debate and in the Student Congress
- 7:45 a.m. Breakfast, participants in Two-Man Debate and in the Student Congress
- 8:00 a.m. Bus transportation to the campus, participants in Four-Man Debate
- 8:15 a.m. Breakfast, participants in Four-Man Debate
- 8:30 a.m. ROUND IV—TWO-MAN DEBATE (schedules will be available in the lounge of Tutwiler Hall at 8:00 a.m.)
- 9:00 a.m. ROUND IV—FOUR-MAN DEBATE (schedules will be available in the lounge of Tutwiler Hall at 8:30 a.m.)
- 8:30–10:30 a.m. STUDENT CONGRESS, Main Committee Meetings, The Law School
- 10:00 a.m. ROUND V—TWO-MAN DEBATE
- 10:30 a.m. ROUND V—FOUR-MAN DEBATE
- 11:00–12:30 p.m. STUDENT CONGRESS, Joint Committee Meetings, The Law School
- 11:30 a.m. ROUND VI—TWO-MAN DEBATE
- 12:00 noon ROUND VI—FOUR-MAN DEBATE
- 12:30– 2:00 p.m. Lunch, Tutwiler Hall
- 1:30– 2:30 p.m. STUDENT CONGRESS, Steering Committee, The Law School
- 2:30– 4:00 p.m. ROUND II—EXTEMPORANEOUS SPEAKING (schedules will be available in the lobby of Tutwiler Hall at 1:30 p.m.)
- 2:30– 4:00 p.m. ROUND II—PERSUASIVE SPEAKING (schedules will be available in the lobby of Tutwiler Hall at 1:30 p.m.)
- 2:30– 4:30 p.m. STUDENT COUNCIL MEETING, Tutwiler Hall
- 2:00– 4:30 p.m. NATIONAL COUNCIL MEETING, Tutwiler Hall
- 4:05 p.m. Bus transportation from Tutwiler Hall to the Stafford Hotel
- 4:15 p.m. Bus transportation from ten Hoor Hall to the Stafford Hotel
- 4:30 p.m. ELECTION OF STUDENT OFFICERS, Stafford Hotel

- 7:00 p.m. CONFERENCE BANQUET, Cherokee Ballroom,  
Stafford Hotel
- 9:30 p.m. FACULTY SOCIAL HOUR, Rose Room, Stafford  
Hotel

**Saturday, March 28, 1970**

- 7:30 a.m. Bus transportation to the campus, participants in  
Two-Man Debate and in the Student Congress
- 7:45 a.m. Breakfast, Tutwiler Hall, participants in Two-Man  
Debate and in the Student Congress
- 8:00 a.m. Bus transportation to the campus, participants in  
Four-Man Debate
- 8:15 a.m. Breakfast, Tutwiler Hall, participants in Four-Man  
Debate
- 8:20 a.m. GENERAL ASSEMBLY, TWO-MAN DEBATE,  
Graves Hall
- 8:30 a.m. OCTO-FINAL ROUND, TWO-MAN DEBATE,  
(schedule will be available in the lobby of Graves  
Hall)
- 8:30-12:00 noon STUDENT CONGRESS, Legislative Assembly,  
Courtroom, The Law School
- 9:00 a.m. ROUND VII, FOUR-MAN DEBATE
- 10:00 a.m. QUARTER-FINAL ROUND, TWO-MAN DEBATE  
(pairings will be announced in room 122, Graves  
Hall)
- 10:30 a.m. ROUND VIII, FOUR-MAN DEBATE
- 11:30 a.m. SEMI-FINAL ROUND, TWO-MAN DEBATE  
(pairings will be announced in room 122, Graves  
Hall)
- 11:45- 1:30 p.m. Lunch, Tutwiler Hall
- 1:30 p.m. Bus transportation from Tutwiler Hall to the Stafford  
Hotel
- 1:00- 2:30 p.m. FINALS, EXTEMPORANEOUS SPEAKING, room  
125, ten Hoor Hall
- 1:00- 2:30 p.m. FINALS, PERSUASIVE SPEAKING, University  
Theater, Music and Speech Building
- 2:00- 4:00 p.m. FINALS, TWO-MAN DEBATE, Morgan Hall Audi-  
torium
- 4:00- 4:45 p.m. AWARDS ASSEMBLY, Morgan Hall Auditorium
- 4:50 p.m. Bus transportation from Morgan Hall to the Stafford  
Hotel

## CAGE'S PAGE

As Student Editor, my main desire is to stimulate undergraduate contribution. In this issue, Roger Robertson, of the University of Denver, has submitted an excellent article on the values of debate. This issue also contains a questionnaire on Cross-x debate. I urge all of the members to fill this questionnaire out and send it to me. When the results are tabulated and published in the next issue, it might be very useful in tournament planning.

If anyone has an idea or subject that he would like to see discussed in an open-forum fashion, send it to me and I'll start action on it.

Notice one thing about undergraduate contribution, it depends on undergraduate participation. I cannot do it alone; I ask your support.

Don Cage, Texas Tech University

## QUESTIONNAIRE

Mail these to:

Don Cage

257 Carpenter Hall

Texas Tech

Lubbock, Texas 79409

1. Are there any Cross-x tournaments in your N.D.T. Region? —Yes —No
2. Do you feel that there should be more Cross-x tournaments?  
Strong Yes— Moderate Yes— Moderate No— Strong No—
3. Do you feel that Cross-x would provide greater educational experience?  
—Yes —No
4. Should a tournament contain a Cross-x and a Standard Division, or just a Cross-x Division? —Cross-x and Standard —Cross-x
5. In a tournament, should both Junior and Senior Divisions be Cross-x, or just Senior? Senior alone— Both—
6. Would you travel out of your N.D.T. Region to attend a Cross-x tournament because of the format? —Yes —No
7. Would you travel within your N.D.T. Region to attend a Cross-x tournament because of the format? —Yes —No

If anyone would like to write a short paper listing the advantages or disadvantages they see in Cross-x debating, I would appreciate it very much. Representative views will be published with the results.



## DEBATE'S EXCUSE

ROGER ROBERTSON  
Denver University

Why should someone debate? In what ways is debate beneficial? If you were asked by one of your professors to justify your missing class to attend a debate tournament, what could you intelligently offer? Can you provide a genuine excuse for your debating?

Most excuses given are not only trite, but also totally unrepresentative of what debate can do for a person. Use these conceivable explanations as examples: "I debate to win—that old spirit of competitiveness." Or, "I debate so I can meet lots of people and see the country" or "I debate so I can learn to outsmart and outargue my professor and/or friends."

Personally, I don't care for any of those reasons. I believe the real reason for debate is to learn how to promulgate an effective argument, for when effective arguments are finally attained by a debater, several additional qualities are also acquired.

First, if a debater is able to promulgate an effective argument, he is naturally able to think and reason intelligently. To be able to think while involved in a genuine debate is to sharpen one's ability to reason logically outside the debate round also.

Secondly, when one organizes an effective argument, he also increases his ability to do just that—organize. Organization of both one's thoughts and expressions also leads to a more lucid understanding of that argument.

Thirdly, in effective argumentation, a debater is able to speak well, to communicate his argument to a judge, to his opponents, and to an audience. This ability to express one's self is perhaps the most important asset of debate, one which can be of benefit all one's life.

Finally, an asset of debate which a few (but not all) debaters can claim is the ability to research a subject, to acquire evidence both for and against a particular position. Needless to say, support for any argument in a debate is crucial. The ability to search out and find particulars is a trait owned by few non-debate undergraduates, and even fewer people outside the academic community.

Debate, then, is worthwhile. For in effectively thinking out, organizing, communicating, and researching a particular issue, one does undoubtedly benefit.

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