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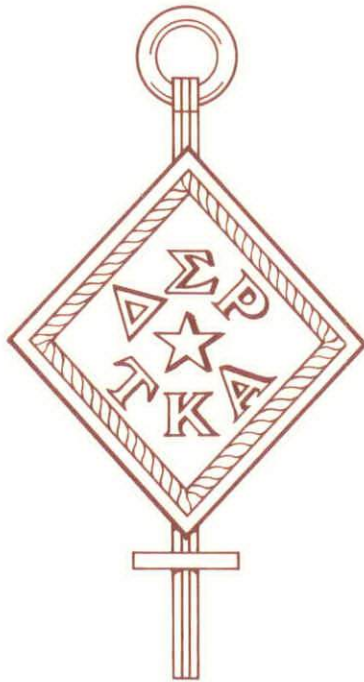
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Speaker and Gavel

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DON'T MISS THIS NATIONAL CONFERENCE

March 29–April 1, 1972

Señoritas, Señoras y Señores:
Saludos Amigos!

Querémos decirles que en nuestra capacidad de dueños de casa de el Reunión Nacional de DSR-TKA estamos preparando un gran fiesta—en el estilo de Nuevo Mejico. No les conviene perder esta gran oportunidad de gozar la atmósfera del país de Mañana. Empieze hacer planes de venir ahora mismo. Estorémos esperándoles!

Hasta luego, adios!

“Tex” Eubank
Department of Speech Communication,
University of New Mexico, and
A quarter of a million Albuquerqueans

THE NINTH ANNUAL DSR-TKA NATIONAL CONFERENCE

University of New Mexico

March 29, 30, 31-April 1, 1972

Mark the dates March 29-April 1 on your calendar. "Tex" Eubank is making plans to entertain us in the style of true Western hospitality. Albuquerque is a city rich in tradition which provides an exciting setting for our National Conference. *The Conference will be better if you are there.* Tex has promised an unforgettable experience.

Two-man debate has been revised in two important ways this year. There will be eight preliminary rounds and schools may enter 1 or 2 teams in this division. Finals will include octo-finals. Four-man debate remains unchanged. By action of the sponsors, there will be no power matching in four-man. There will be eight rounds of debate with no finals for schools who wish less emphasis on the competitive elements of debate.

The fees will remain the same for 1972 as approved by the National Council. A Conference fee of \$5.00 for each student and faculty delegate in addition to student meal tickets at \$15.00 and faculty meal tickets at \$14.00. The total fees will be \$20 per student and \$19 for each faculty member. Meal tickets will be required due to local meal problems over which we have no control. Included will be three breakfasts, two lunches, and two dinners for all.

To avoid judging problems, we must continue the rule that no school may enter without a faculty judge or judges to cover all participants. A school entering 2-man and 4-man debate must provide two judges. Each school that enters individual events must provide a judge. Schools may use the same judge in Extemporaneous and Persuasive Speaking. No judge may represent more than one school.

This is your organization and your Conference. The Conference Committee tries hard to represent you, but no one can take your place. See you in Albuquerque.

George A. Adamson
Chairman
National Conference Committee

Your National Committee
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THE RISE OF WOMEN AND THE FALL OF TRADITION IN UNION DEBATING AT OXFORD AND CAMBRIDGE

EUGENE C. CHENOWETH AND UVIEJA Z. GOOD

Although British feminists gained the political franchise in 1918 and equal opportunities with men in 1928, a third of a century elapsed before women obtained full membership in the Oxford and Cambridge Unions, a status which allowed them to participate fully in Union activities for the first time. Although they occasionally allowed female guest speakers, Oxford and Cambridge traditionally relegated women to the balconies as privileged observers. These university men saw positive values in women only as admirers and ornamental agents to stimulate sagging business in their Unions. With no qualms about exploiting women for financial gain, Union men in the 1930s encouraged members to entertain their lady friends in the Union dining rooms and lounges.¹ Not until 1963 did Britain's two most renowned bastions of education and tradition succumb to growing pressures and admit women to full membership in their Unions.

Female discrimination in forensic affairs dissolved first at the newer, less tradition-laden schools. Before 1963 other British Unions permitted men and women equal roles in Union affairs as an established practice. In Birmingham University, for instance, college women performed as main and forum speakers on an equal status with men.² Exhibiting supreme self-assurance, the women in London University's Union likewise distinguished themselves as chairmen and forum speakers. When two members of Parliament debated with two students, some of the women challenged the statements of one of the guests, the personable young bachelor Sir Edward Boyle. They seemed to take special delight in wheedling the debonair gentleman with suggestive comments. One young lady, for example, after stating how gullible and susceptible she might be to his charms in the proper environment, attacked his use of evidence and assaulted the fallacies in his arguments.³

In step also with women's role in forensics outside of Cambridge and Oxford, Glasgow University's debate activities encourage female participation. Of the eleven annual debates at Glasgow, five debates on questions of social importance take place in Queen Margaret's Union, the Glasgow Women's Union. Both men and women participate in these five debates.⁴ Students claim that their aims in these debates are "to encourage women

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¹ Percy Cradock, *Cambridge Union 1815-1939* (Cambridge, 1939), p. 144.

² *University of Birmingham Guild of Undergraduates* (Birmingham, 1955). Women's full participation in Union debating at Birmingham stems from a much earlier date.

³ Observation of Eugene C. Chenoweth while visiting London University Union in 1955.

⁴ Stuart W. Johnston, ed., *Glasgow University Students' Handbook* (Glasgow, 1967-68), p. 71; Donald H. G. Wintersgill, ed., *Glasgow University Students' Handbook* (Glasgow, 1954-55), *passim*.

speakers" and "to introduce into public argument that indefinable something which is lacking in all-male gatherings."⁵

College women participated not only in intracampus forensics but also in intercollegiate activities. Prior to 1963, women, demonstrating their argumentative and oratorical prowess, gave men keen competition in national tournament debating. In May, 1959, Miss Barbara Wells of Nottingham, for instance, reached the final round in the national student debating tournament at Queen Mary College, London, and, according to *The Observer*, came close to winning the individual distinguished speaker's award.⁶ Women had proved themselves capable; Cambridge and Oxford men needed only to acknowledge their ability.

The evolutionary progress of university women toward full participation in Cambridge and Oxford Union activities, however, proved to be sporadic, halting and slow. The front cover of an 1873 issue of *The Graphic* depicts women's early role in the Oxford Union debating hall in the Old Library.⁷ While men participated in debate on the main floor, the women occupied the gallery above and listened to the Golden Jubilee debate on "That the Church of England ought to be disestablished and disendowed." The male Union members voted and overwhelmingly defeated the proposition 88 to 40.

Not until 1908 did the first female stand on the debating hall floor. On November 28 of that year the Oxford Union invited Mrs. Millicent Harriet Fawcett, LL.D., to be its first woman guest debater.⁸ Such a large crowd went to the hall to hear Mrs. Fawcett speak that the overflow had to sit on the floor in the aisles. She spoke on the affirmative side of a motion to enfranchise women and lost by only 31 votes, a significant achievement for that era. No direct male-female student competition occurred, however, until 1926. At that time Miss L. G. Sutherland became the first woman to compete against the men of the Oxford Union.⁹ She opposed the motion "That the women's colleges of this university should be leveled to the ground." Not surprisingly, the motion carried.

At Cambridge, however, women remained banished balcony-sitters for still another quarter of a century. Shattering centuries of precedent, the Cambridge debating society invited a woman, Lady Astor, as a guest speaker on its floor in 1952.¹⁰ Once the male tradition had been broken, female gains came more rapidly. Miss Harriet Thomson, president of the Cambridge Women's Union, became the first woman student to speak in the Cambridge Men's Union on November 29, 1955.¹¹ While an undergraduate in a Canadian university, Miss Thomson participated in Canadian and United States intercollegiate tournament debating.¹² By earning the distinction of being an outstanding woman at Girton, one of the women's colleges at Cambridge, and by organizing a women's debate Union in Cambridge, she had gained

⁵ Johnston, *Glasgow Handbook*, p. 71; A David Ross, ed., *Glasgow University Students' Handbook* (Glasgow, 1955-56), p. 87.

⁶ *The Observer* (London), May 3, 1959.

⁷ *The Graphic: An Illustrated Weekly Newspaper* (London), May 31, 1873.

⁸ *Oxford Union Society Minute Book*, Michaelmas Term, 1908; *The Illustrated London News*, November 28, 1908.

⁹ *Oxford Union Minute Book*, Michaelmas Term, 1926.

¹⁰ *Cambridge Union Society* (Cambridge, 1955).

¹¹ *Cambridge Union Minute Book*, Michaelmas Term, 1955.

¹² Observation of Chenoweth while visiting Cambridge University in 1955.

the respectful attention of the Cambridge Men's Union.¹³ When, moreover, she performed so capably in this Union, arguing against the motion, "University education is a myth," the members, displaying unanimity in at least one respect, extended their undisguised admiration to their lady guest.¹⁴ The initial appearance of a woman student speaker before this society was, indeed, an historic event.

In the progress of women towards full Cambridge and Oxford Union membership, in the 1930's the university men delighted in hosting the women in their Union dining rooms, lounges and ballrooms.¹⁵ Prompted by the lagging economics of the era, the Cambridge Union officers, reasoning that feminine charm would promote business, embarked upon a scheme that designated one member, Geoffrey de Freitas, to bring young ladies into the Union.¹⁶ The officers hoped that other members would follow this pattern. Despite this advance, potentially capable young women speakers undoubtedly found little compensation for their continued exclusion from Union debating activities.

Not all Oxford and Cambridge Union members, however, supported female exclusion. A study of past Cambridge and Oxford minute books reveals that a sizable nucleus of men attempted many times to gain full membership privileges for university women. Opposition, however, persisted and consistently prevailed. On May 12, 1938, for example, a group of Oxford men struggled valiantly but futilely for women's participation rights in the Union, and again in 1961 another group of Oxford men failed in their attempt to win Union membership for women.¹⁷ In February, 1962, Oxford men voted 730 to 307 to allow women debating privileges only in the Union,¹⁸ but in November of the same year the drive to grant women full Union membership failed to achieve the necessary two-thirds majority.¹⁹ This prompted the liberal student treasurer to resign in disgust.²⁰

Oxford and Cambridge men could not maintain their policy of exclusion much longer. Oxford finally acknowledged the pressures of modern society and admitted women to full membership in their Union on February 8, 1963 by a vote of 1039 to 427.²¹ Cambridge University followed suit on November 3 of the same year.²²

Throughout this long struggle Oxford, though sometimes considered the less liberal of the two Universities, was in the vanguard in liberating women from the polite social confines into the main current of Union activities. But in the final forward step, the Cambridge Union elected the first lady president, Miss Ann Mallalieu, to serve in the Michaelmas term of 1967.²³ Not until the Hilary term of 1968 did the Oxford Union elect Miss Geraldine Jones as its first woman president.²⁴

¹³ *Ibid.*; *Cambridge Women's Union Society Minute Book*, Michaelmas Term, 1954.

¹⁴ Observation of Chenoweth while visiting Cambridge University in 1955.

¹⁵ *Cambridge Union Minute Book*, Easter Term, 1932 and Michaelmas Term, 1933; *Oxford Union Minute Book*, Michaelmas Term, 1934 and Trinity Term, 1935.

¹⁶ Cradock, *Cambridge Union*, p. 144.

¹⁷ *Oxford Union Minute Book*, Hilary Term, 1938 and Hilary Term, 1961.

¹⁸ *Ibid.*, Hilary Term, 1962.

¹⁹ *Ibid.*, Michaelmas Term, 1962.

²⁰ *Ibid.*

²¹ *Ibid.*, Hilary Term, 1963.

²² *Cambridge Union Minute Book*, Michaelmas Term, 1963.

²³ *Ibid.*, Michaelmas Term, 1967.

²⁴ *Oxford Union Minute Book*, Hilary Term, 1968.

After about a century and one-half of exclusion Cambridge and Oxford women finally joined the women of the other British universities in claiming an equal share in their union's rights, privileges, and opportunities. Women now may sit on the main floor, speak in Union debates, serve on committees and hold office.²⁵

By their progress from balcony onlookers to full participation in British Union activities, women have made commendable contributions to the democratic nature of Union society debating.

²⁵ Letter from Gordon Beever, former member of the standing committee, Oxford Union, March 19, 1968; letter from Ian Martin, president of the Cambridge Union, January 22, 1968.

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CURRENT CRITICISM

Twenty essays which appeared in the Current Criticism department of *Speaker and Gavel* between 1966 and 1970 have been reprinted as a paperback book by Delta Sigma Rho—Tau Kappa Alpha.

These studies provide a lively panorama of the significant themes to which contemporary speakers address themselves. The agonies of the Vietnam decisions and the emergence of the "black power" issue strikingly dominate the concerns of speakers and critics alike, but other issues as well are given rhetorical analysis in this volume.

Copies of *Current Criticism* may be obtained for \$2.50 from Theodore Walwik, National Secretary, DSR-TKA, Slippery Rock State College, Slippery Rock, Penna. 16057.

We are hopeful that copies may also soon be available through the Speech Communication Association, so keep an eye open for their listings.

REASONED DISCOURSE AND PRESIDENTIAL POLITICAL RHETORIC: GEORGE CORLEY WALLACE

L. DEAN FADELY

In one of his many well-known publications, Karl R. Wallace argues that the substance of rhetoric should be good reasons.¹ If the need for sound content is present in all rhetoric, then the need for it in political rhetoric—policy making rhetoric—deliberative rhetoric—is even more pronounced. Hitler harangued: “*Wir denken mit unserem blut.*”² Thinking such as that plunged the world into war. Adlai E. Stevenson emphasized the need for and the role of rational, critical thought and content for society as a whole when he stated:

The tradition of critical inquiry and discussion informs our entire civilization. Our scientific progress is based upon a final belief in rational order. At its finest, our religious tolerance is based upon the belief that man's dignity demands that he should make his own search—and find, through freedom to know and to see, the truth which he has it in him to find. And in the field to which fate seems particularly to have assigned me—the field of politics—I claim that our political institutions reflect, profoundly and dynamically, the critical view of life. As Walter Bagehot said: “It was government by discussion that broke the bond of ages and set free the originality of mankind.”³

Thus, in a democratic society, the need for good reasons in political discourse is paramount. This being the case, the *goal of rationality in voting*⁴ is a realistic and desirable one, and the closer political rhetoric comes to achieving this goal, the greater its worth to the democratic society. However, it is beyond the scope of this study to explore the underpinnings of the premise that rationality in voting is desirable. I agree with Stanley Kelly's observation that:

There have been very few who have argued that the irrationality of voters is beneficial in a democracy; and the arguments of these few are not very convincing. Nevertheless, the premise is open to question on philosophical grounds. It is conceivable also that greater rationality in voting might have some unforeseen consequences that the democrat would find undesirable. Certainly the issue is not a closed one.⁵

Mr. Fadely is the Director of Forensics at The University of North Carolina at Greensboro. Much of the material included in this article is based on a paper presented at the 1970 Convention of The Speech Communication Association.

¹ Karl R. Wallace, “The Substance of Rhetoric: Good Reasons,” *The Quarterly Journal of Speech*, XLIX (October, 1963), 247–248.

² “We think with our blood.”

³ Adlai E. Stevenson, “Party of the Second Part,” *Harper's Magazine*, (February, 1956), p. 33.

⁴ As the term will be used here, full rationality in voting would require full information about the alternatives to be voted upon, full knowledge of all the effects that would attend the choice of each alternative, and a comprehensive and logically consistent system of preferences, within which values may be assigned to each of these effects.” From: Stanley Kelly, Jr., *Political Campaigning Problems in Creating an Informed Electorate* (Washington, D. C.: The Brookings Institution, 1960), pp. 9–10.

⁵ *Ibid.*, p. 6.

The idea that political campaigns should contribute toward rationality in voting is neither new nor unique to this work. As Kelly has indicated:

James A. Woodburn was adopting this view also when he called the campaign a "vast school of instruction" and praised it as an occasion on which "people heed instruction from the platform and press who take but little interest in public discussion at other times."⁶

The late Associate Justice Wiley Blount Rutledge expressed support for the need for rationality in voting when, in a decision with far-reaching political ramifications, he indicated that the exercise of the freedoms of expression "... is essential to the full, fair, and untrammelled operation of the electoral system. To the extent that they are curtailed, the electorate is deprived of information, knowledge, and opinion vital to its function."⁷ Another student of the law, Richard M. Nixon, a former debater at Whittier College and presently a football prognosticator, has held that the concepts underlying the principle of rationality in voting are of paramount importance. In his words:

The President has a duty to decide, but the people have a right to know why. The President has a responsibility to tell them, to lay out all the facts and explain not only why he chose as he did but also what it means to the future. Only through an open, candid dialogue with the people can a President maintain this trust and leadership.⁸

If this is true for a President in office then it must also be true for a President running for office. If it is true for a President running for office, then it must also be true for a non-President running for that office. For if it is true that only through an open, candid dialogue with the people can a President maintain trust and leadership, then it is no less true that in this way one establishes such a relationship to begin with. Theodore H. White has indicated that adequate information, and the freedom to know and use it, is a fundamental premise upon which successful democratic government rests. He writes: "Americans let the people choose their President; the assumption is that, given the facts of their conditions and problems, the American people will choose wisely."⁹ Stanley Kelly Jr. concurs with this idea, writing that "... information, knowledge, and opinion are vital to the electorate because voters need them to make rational decisions at the polls."¹⁰ In applying the yardstick of rational voting to political rhetoric, Kelly continues: "The extent to which rationality in voting is encouraged thus becomes the measure of the value of discussion in campaigns."¹¹

The contribution of a body of political rhetoric to rationality in voting thus becomes a basis by which the rhetorical critic can assess its worth.¹²

⁶ *Ibid.*, p. 9.

⁷ *United States v. Congress of Industrial Organizations et al.*, 335 U. S. 106, (1948).

⁸ Richard M. Nixon, "The Nature of the Presidency," *Vital Speeches*, (October 15, 1968), p. 6.

⁹ Theodore H. White, *The Making of the President 1968* (New York: Atheneum Publishers, 1969), p. 383.

¹⁰ Kelly, p. 9.

¹¹ *Ibid.* Also see: V. O. Key, Jr., *The Responsible Electorate* (New York: Vintage Books, 1966), pp. 1-8.

¹² Harold Harding holds an even stricter criterion to which a Presidential candidate should adhere. His standard is that of Quintillian's *Vir bonus dicendia peritus*, the good man speaking well. See: Harold F. Harding, "Speaking in the

If a candidate's rhetoric contributes to the goal of rationality in voting, if it contains good reasons, then the rhetorical critic can forgive more easily shortcomings in other areas. However, if a candidate's rhetoric does not make a positive contribution to rationality in voting, this is a fault that the rhetorical critic cannot forgive and with which he must not fail to deal.

George Corley Wallace failed to contribute positively to the goal of rationality in voting in the 1968 Presidential campaign. This failure of Wallace's rhetoric may be seen in at least two broad areas: (1) his failure to give *any* reasons, and (2) his failure to give *good* reasons.

Failure To Give Any Reasons

First, Wallace often failed to give any reasons, let alone good reasons, for his proposals. For example, in his standard campaign speech, he called for a military solution to the Vietnamese situation.¹³ Why? He believed that "... the over-riding problem is a military one."¹⁴ However, he did not give reasons *why* he thought the over-riding problem was a military one. Given that the problem was military in nature (which he did not prove), Wallace still did not give reasons why or how a military solution could solve the situation. This is especially important in view of the fact that thus far in Vietnam a military solution has not, from many points of view, been successful. Wallace's answers to this objection were infrequently voiced during the campaign: the United States has been bombing the wrong targets; the United States escalated too gradually; the United States was too restrictive in the targets she was attacking. However, Wallace failed to give proof for his assertions (proof other than his own *ethos*), and he failed to discuss the probable consequences of actions such as the unrestricted bombing of North Vietnam. Another instance of Wallace's failure to give reasons for his proposals was in the area of economic policy. Here he contended that since "... the United States dollar is the backbone of the free world's economy,"¹⁵ it must be protected at all costs—even to the point of defaulting on our debts to France and the curtailment of foreign aid, if necessary.¹⁶ Once again, Wallace failed to give empirical proof for his assertions, and he failed to discuss the probable consequences of his policies.

Failure To Give Good Reasons

These and other failures on Wallace's part to give reasons to support his proposals could be excused, somewhat, if the reasons which he did cite were sound. Such was not the case, however. This is the second area in which Wallace's failure to contribute to rationality in voting may be seen. When Wallace did give reasons for his conclusions and his policies, they were not good reasons. They were not good reasons in at least three ways: (A) Wallace failed to use adequate proofs to support his assertions; (B) Wallace would distort the position of some aspect of the *status quo* and then

1968 Presidential Campaign," in *The President: Rex, Princes, Imperator?* ed. Joseph M. Ray (El Paso, Texas: Texas Western Press, 1969), pp. 90-96.

¹³ This idea is found in all versions of the 1968 Presidential campaign to which this writer has listened. Hereafter, this particular address will be referred to as *The Speech*.

¹⁴ *The Speech*.

¹⁵ *The Speech*.

¹⁶ *The Speech*.

indict the distortion; (C) Wallace used language in a way which not only discouraged rationality on the part of his listeners, but encouraged emotionality. In order to substantiate these charges each will be examined in turn.

Failure To Use Adequate Proofs

George Wallace failed to use adequate proofs to support his assertions. When dealing with law and order Wallace would consistently cite the following hypothetical example to illustrate the alleged current state of lawlessness in this country.

If you walk out of this auditorium tonight and somebody knocks you over the head, he'll be out of jail before they can get you to the hospital. [Applause] And on Monday morning they'll try the policeman for having made an arrest in the matter. [Applause and cheers]¹⁷

A hypothetical example is a logically sound rhetorical proof if, and only if, it can be shown, or is known, to be typical. Normally, it would be shown to be typical through the use of statistics, specific instances, or the citation of authoritative testimony. Wallace attempted to use none of these forms of support as backing for his hypothetical instance. Rather, he let it stand alone as supposedly *prima facie* evidence of the breakdown of law and order. In other words, Wallace treated the example as if it were common knowledge. His immediate audience responded in kind. Admittedly, Wallace had correctly analyzed the crowd to whom he was speaking. Admittedly, *to them* the example was probative. It was not, however, probative because it was rational. Nor, did it contribute to rationality in voting. Admittedly, Wallace used the fear arousal which was present in many of his examples adroitly, and he received an enthusiastic audience response. The response, however, was not a function of Wallace's employment of the logical proofs so essential to rationality in voting. Indeed, the emotional tone of his auditors probably further served to short circuit rationality.

If this were the only instance of Wallace's failure to use adequate proofs to support his assertions, it would not be so damning. However, it is but one of many. It has already been pointed out that Wallace did not attempt to prove the typicality of his hypothetical example with other forms of support such as authoritative testimony. When he did rely on testimony, however, he would often misquote, distort, or otherwise misrepresent the position of the person whom he was citing. For example, when dealing with the law and order and/or anti-intellectual issue, Wallace would indict the Supreme Court as being in some way responsible for the problem. He would point out that he was not alone in his indictment. Throughout the course of United States history, Wallace would contend, many great Americans have been forced to put the court in its place—all for the good of the country, of course. According to George Wallace:

President Andrew Jackson said, "John Marshall has made his decision, now let him enforce it." And Abraham Lincoln said, "If the policy of the Government upon vital questions affecting the whole people is to be irrevocably fixed by decisions of the Supreme Court, the instant they are made in ordinary litigation between parties in personal actions the people will have ceased to be their own rulers, having to that extent practically resigned their Government into the hands of that eminent tribunal."¹⁸

¹⁷ *The Speech.*

¹⁸ *The Speech.*

In order to ascertain the authenticity and accuracy of these quotations each one needs to be examined.

In regard to the alleged statement made by Andrew Jackson, Charles Warren, in his authoritative, two-volume history of the Supreme Court in the United States, has written:

It is a matter of extreme doubt, however, whether Jackson ever uttered these words. He certainly did not, in fact, refuse to aid in enforcing the Court's decision, and the charge so frequently made in modern histories and legal articles that Jackson actually defied the Court's decree is clearly untrue; for the time never arrived when the exercise of Executive power to enforce the law was called for.¹⁹

In tracing the source of the alleged quotation, Warren cast even greater doubt on its authenticity. He indicated:

The first reference to such a remark is in *The American Conflict* (1864), by Horace Greeley, I, 106, as follows: "The attorneys for the missionaries sought to have this judgment enforced but could not. General Jackson was President and would do nothing of the sort. 'Well, John Marshall has made his decision, now let him enforce it,' was his commentary on the matter . . ."

No previous historian appears to have quoted the alleged remark, but it has been given currency by William G. Sumner in his *Life of Andrew Jackson* (1899) and by many later writers. John Spencer Bassett in his *Life of Andrew Jackson* (1910), II, 690-691, says with reference to it, that it is "a popular tradition, first printed, so far as I know, by Horace Greeley. It is not sure that the words were actually uttered, but it is certain, from Jackson's views and temperament, that they might have been spoken." Bassett further expresses his own view that Jackson "could hardly have known his own mind" on the question of whether there was power in the Government to enforce a Court decree in this case, and on this point Bassett cites two unpublished papers from the *Jackson Papers MSS*.²⁰

From the preceding evidence, it can be concluded that it is doubtful that the statement ascribed to Jackson was ever made. Thus, Wallace is, at the very least, probably guilty of using poor evidence, unauthentic evidence, evidence which therefore cannot make a positive contribution to rationality in voting. Assume for a moment, however, that the quotation is authentic; or that Wallace honestly thought it to be authentic (and the later assumption is not likely since, admittedly, the quotation has been widely ascribed to Jackson). In this case, Wallace is even more culpable of distortion because he failed to explain to his audience the extraordinarily complicated context within which the statement would have been originally made. Tom Neel, writing in the *Saturday Review*, explained this context when he stated:

According to one historian and the Jackson correspondence, the saying should more accurately read: "The decision of the Supreme Court fell still born and they find it cannot coerce Georgia to yield its mandate." There is no proof of the other quotation. At any rate, Jackson had motives other than hatred for John Marshall, then chief justice, and a hatred of the Cherokees.

First, South Carolina threatened secession if federal control over internal matters within the states were extended. Second, enforcement

¹⁹ Charles Warren, *The Supreme Court in United States History* (Boston: Little, Brown, and Company, 1922), Volume I, 759.

²⁰ Warren, Volume I, 759.

of the Supreme Court ruling was impossible because of the weakened condition of the U. S. Army Western Infantry. Third, many of the large Cherokee lands were held by persons with as little as one-eighth Cherokee blood and of only recent tribal membership (gold was discovered on the Cherokee Georgia holdings in 1828 and many became Cherokees overnight).

The final removal of the Cherokees from Georgia was a terrible tragedy, but to imply that Jackson merely appropriated land may be an oversimplification. The combined force of the Cherokees—12,000 men, women, and children—and the 800 men available for Army duty facing over 25,000 angry Georgians would make “Old Hickory” merely practical, if not humanitarian.²¹

Given this interpretation, Jackson was not, as Wallace implies, attacking the Supreme Court. Rather, he was simply pointing out that this decision would be, practically speaking, unenforceable. Wallace was, therefore, lying by implication.

In summary, Wallace either (1) used a statement which was never made to substantiate an attack by authority on the Supreme Court, or (2) used a statement which was made and/or which he thought was made. In either case, Wallace quoted the statement out of its historical context in order to substantiate an attack by authority on the Supreme Court. In any event, Wallace’s proof does not support the original assertion that throughout the course of United States history many great Americans have been forced to put the court in its place. Therefore, once again, failure to give good reasons has resulted in Wallace’s non-contribution to rationality in voting.

When evaluating Wallace’s use of the quotation attributed to Abraham Lincoln, the reader faces an easier value judgment. The statement quoted by Wallace has been lifted out of context of Lincoln’s First Inaugural Address. The complete paragraph follows. The italicized section represents the part quoted by Wallace.

I do not forget the position assumed by some that constitutional questions are to be decided by the Supreme Court, nor do I deny that such decisions must be binding in any case upon the parties to a suit as to the object of that suit, while they are also entitled to very high respect and consideration in all parallel cases by all other departments of the Government. And while it is obviously possible that such decision may be erroneous in any given case, still the evil effect following it, being limited to that particular case, with the chance that it may be overruled and never become a precedent for other cases, can better be borne than could the evils of a different practice. At the same time, the candid citizen must confess that *if the policy of the Government upon vital questions affecting the whole people is to be irrevocably fixed by decisions of the Supreme Court, the instant they are made in ordinary litigation between parties in personal actions the people will have ceased to be their own rulers, having to that extent practically resigned their Government into the hands of that eminent tribunal.* Nor is there in this view any assault upon the court or the judges. It is a duty from which they may not shrink to decide cases properly brought before them, and it is no fault of theirs if others seek to turn their decisions to political purposes.²²

²¹ Tom Neel, “Portrait in Limbo,” *Saturday Review*, (November 2, 1968), p. 27.

²² Abraham Lincoln’s First Inaugural Address delivered March 4, 1861. As quoted in: U. S. Congress, House, *Inaugural Addresses of the Presidents of The United States*, 89th Congress, 1st Session, 1965, House Document Number 51, p. 124.

Once again, it appears to be evident that Wallace's proof is distorted and that he has, therefore, failed to contribute to rationality in voting.

Wallace not only failed to support his assertions when using hypothetical examples and the testimony of authorities, he failed to give adequately probative data when employing real examples. This failure was reflected in two major ways. First, the examples would oftentimes commit what Irving M. Copi has classified as a fallacy of relevance.²³ Second, Wallace would often infer that certain harmful effects resulted from the examples when the *stasis* of the dispute was (1) whether or not the harmful effect was actually present and/or (2) if present, did the harmful effect result from the instance cited by Wallace. To be more specific, when dealing with the issue of law and order Wallace would assert that the breakdown in law and order resulted from the fact that the state governments could not get sufficient numbers of federal troops for riot control. This is probably an instance of *non causa pro causa*, although the reasoning here is so bad that it may well be an example of several informal fallacies. When dealing with the issues of foreign policy and Vietnam, Wallace would call for "... an indictment against these traitors."²⁴ The result of this would be to "... throw them under a good federal jail somewhere."²⁵ Here Wallace was prejudging the involved persons (usually they were college professors), finding them guilty, and sentencing them. Furthermore, he would fail to give the audience proof that the alleged actions of these persons were actually harmful to the country. Does, for example, an alleged speech by an unknown, unnamed, college professor allegedly advocating a Vietcong victory really harm the United States? Does it really give "... aid and comfort to the enemy?"²⁶ Wallace asserted that it did. However, he offered no evidence to back his assertion. He only offered more assertions. Seemingly, Wallace's high school debate experience did not teach him the first dictum of debate: He who asserts must prove. Or, if it did, Wallace forgot it—or ignored it.

As has been indicated, Wallace frequently failed to use adequate proofs to back his assertions. He relied upon hypothetical examples and made no attempt to prove their typicality. He misrepresented authoritative testimony. He failed to give adequate probative data when using real examples. All of these things indicate that Wallace failed to use sound, supportive materials.

Distortion

However, Wallace also failed in a second way to contribute to rationality in voting, insofar as his giving of good reasons was concerned. He would distort an aspect of the *status quo* and then indict the distortion. Thus, gun control legislation became gun confiscation—the result: "... every thug will have twenty-five guns and a machine gun and a decent, honest citizen can not get a gun."²⁷ The Civil Rights Act of 1964, and, at other times, the Open Housing Law of 1968, became "... a bill which forces you to sell or lease your property to someone you don't want to sell or lease your property to."²⁸ Not only can these bills not do this, they can in no way force Wallace,

²³ Irving M. Copi, *Introduction to Logic* (New York: The Macmillan Company, 1961), pp. 52–69.

²⁴ *The Speech.*

²⁵ *The Speech.*

²⁶ *The Speech.*

²⁷ *The Speech.*

²⁸ *The Speech.*

or anyone else, to sell or lease their property in the first place. Once again, Wallace distorted and attacked the distortion; thereby, failing to give good reasons and to contribute to rationality in voting.

Language Usage

A third way in which Wallace failed to give good reasons may be found in his use of language. Wallace not only used language in a way which discouraged rationality on the part of his listeners, he used language in a way which encouraged their emotionality. It was almost as if Wallace, following Hitler, wanted his audience to think with their blood instead of their brains. As *Newsweek* so aptly and colorfully described it:

... there remains a violent strain in his rhetoric, a tendency to reduce the most subtle issues to the glandular metaphor of physical combat. His best punch lines tend to wind up with some "beatnik" or "bureaucrat" or "pointy-headed guideline writer" getting punched, run over, hauled off by the hair, or tossed *under* a jail. He needs only to rail darkly against "the trends of pseudo-intellectual government" to set the faithful whooping; they understand quite well what trends he means.²⁹ (Italics author's.)

If Wallace's auditors understood what trends he meant, it is doubtful if their understanding was a cerebral one. Rather, it appears to have been emotively empathic.

Conclusions

In summary, the substance of George C. Wallace's rhetoric did not encompass good reasons in that: (1) he often failed to give any reasons, let alone good reasons, for his proposals. And (2) when Wallace did cite reasons they were not good reasons in that: (A) he failed to use adequate proofs to support his assertions. (B) Wallace distorted the *status quo* and then indicted the distortion. (C) Wallace's use of language did not encourage rationality in voting. Therefore, George Corley Wallace failed to contribute positively to the goal of rationality in voting in the 1968 Presidential campaign. Such a conclusion, however, does not mean that George Wallace does not have the right to, or should not be allowed, such failure, as Associate Justice J. Owen Roberts announced:

In the realm of religious faith and in that of political belief, sharp differences arise. In both fields, the tenets of one man may seem the rankest error to his neighbor. To persuade others to his own point of view, the pleader, as we know, at times resorts to exaggeration, to vilification of men who have been, or are, prominent in church or state, and even to false statement. But the people of this nation have ordained in the light of history, that, in spite of the probability of excesses and abuses, these liberties are, in the long view, essential to enlightened opinion and right conduct on the part of the citizens of a democracy.³⁰

However, just as Wallace has the right to do what he is doing, the American electorate has the right to know what he is doing.

²⁹ "Wallace and His Folks," *Newsweek*, LXXII (September 16, 1968), 26.

³⁰ *Cantwell v. Connecticut*, 310 U. S. 296, (1940).

TWO COMMENTS ON PROMOTING FORENSICS

FORENSICS IS ...

CHARLES F. EVANS, JR.

With universities and colleges tightening their belts, modifying their programs, dropping courses of study, and being brought to the feet of the student body by dissatisfied students, do we need to make our forensics programs more "relevant" and "involved"? I propose that we take a brief look at a fairly typical program and weigh the terms "relevant" and "involved." In that way, we can determine if we need to go through some of the same revolutionary changes that are taking place on our campuses today.

Financing has always been a persistent problem that has plagued our forensics programs. There never is enough money to expose our students to a variety of necessary activities. How have students, faculty members, administrators, parents, and certain organizations come to work together in order to meet that pressing problem?

When I arrived on our campus, the school was experiencing a renewed surge of interest in forensics, but the budget was pitifully inadequate to meet that interest. When we have a serious problem in the debate forum, we sit down together, both students and faculty members, and try to solve it. We decided to appeal to our Parents' Association, a group that aids organizations involving students financially. Realizing the amount of student interest and activity, as well as the importance of the learning experience, the Association granted a substantial sum to meet the needs of our students. Involvement?

CBS-TV (Channel two in New York) was planning a two-year special: 104 programs using the American style of intercollegiate debate on current problems. The debate forum was asked to participate, but the funds were not in the budget. The students were particularly concerned since the new experience of participating on television could be transferred to their life's work of being lawyers, teachers, politicians, etc. We spoke with our department chairman and dean; they agreed with the value of this experience. The funds were again made available through the cooperative efforts of students, faculty members, and administrators. Involvement? Relevant involvement?

How many forensic directors lose student debaters because they have to work in order to attend school? Unique or typical? We faced the problem. We wanted to insure that an interested student was not deprived of an activity that would mean so much to him in his future work. Again, as a unified group of students and faculty members, we approached our president and the office of financial aid. After lengthy consultation, we solved the problem. A unique scholarship program was formed that aided both the needy and the talented student. No longer would a student have to drop forensics because of financial difficulty. Are we meeting those urgent needs?

Students help students! How many times have you had a squad that was prepared for national competition, but you depleted your budget preparing them for that national conference? This happened to us twice. The students decided to solve this problem themselves. They presented their well-thought-

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out proposal to the Student Council. The Council was so impressed with the students' organizing and planning, and ability to justify their proposal that they fully subsidized these debate trips to national conferences. What did our debaters learn from forensics? Relevant?

We surely see that working together is a positive way of achieving many worthwhile goals.

Do your students refuse to participate in forensics because academic credit is not available? Sound familiar? Remember, we are informally teaching discussion, debate, argumentation, public speaking, and individual events. Are these accepted academic courses? Certainly they are! That is the same way we approached our curriculum committee. Consequently, we now have a six-credit intercollegiate forensics course. The course is flexible and individual and is designed to meet all of the intercollegiate forensic needs of the students. Making forensics curricular on our campus was a significant accomplishment since our school is the urban-commuter type.

Do your debaters drop out after two years of debating? Why can't you get high school debaters to participate once they are in college? Does "topic" debating bore some students? Familiar questions and problems! As forensic directors, we have a great deal at our disposal to aid the student in his quest for what he considers "relevant" and "involved." "Off-topic" debating mixed with "topic" debating is that all-important ingredient which aided us in breathing additional life into our program as well as giving the students a new experience. Furthermore, the students were called on to persuade as opposed to reading file card after file card.

Another breath of fresh air aided the students and the program when they were exposed to the Oxford Debaters and other international debate teams sponsored by the International Committee on Discussion and Debate. These audience debates gave students additional insight into the different styles of debating.

The neglected area, individual events, was made available to our students. It would appear recently that more students and directors are finding this area more rewarding than regular debate. A program of intercollegiate public speaking, oral interpretation, original poetry, and dramatic pairs can greatly assist the student in his search.

Back to my original proposals: 1) Do we need to make our programs more "relevant" and "involved"? 2) Should we follow the sweeping, revolutionary changes taking place on college campuses today? My answer to both questions is "No!" In regard to the first, we do not need to make our programs more "relevant" and "involved" *unless we are not* aiding the student by exposing him to *all* of the activities that he is willing to experience and that we are capable of coaching. As for the second, revolutionary changes are unnecessary, provided that the program works *with* the students, faculty members, and administrators; *not* against them. Surely in curricular forensics, the old adage "Students often learn more from 'outside' activities than they do from actual classes" does not apply: FORENSICS IS TOTAL INVOLVEMENT.

THE JUSTIFICATION FOR DEBATE MUST BE EXPANDED

HOWARD PELHAM

The assault upon debate budgets by student government associations and administrators has been much discussed lately. It arouses a latent fear in each director who has invested years in evolving a program with a fairly decent budget to slash. But the re-assessment of finances is not the only scrutiny to which debate is being subjected. Its very philosophy and operational strategies are being questioned. What this amounts to is a fundamental evaluation of debate which questions the philosophy upon which it is predicated, the practices by which it achieves the results, and the money required.

If my appraisal is correct, and my experience in national meetings in which students and professors have debated the issues with some emotion confirms it, debate is beginning its descent from the high pinnacle it has enjoyed.

The problem appears to lie within the realm of justification. Directors of debate have over-simplified it to the point where debate would not be worth the money and effort it requires. The situation is ironic: we teachers and advocates of logical, realistic persuasion have imposed a narrow, alien view upon the worth of the activity, resulting in attacks so effective that the activity is threatened at a time when it is needed more than ever.

What is the false justification into which we have maneuvered ourselves? We depend upon exhibiting the fruits of winning instead of the values of experiencing the activity in itself. Thus justified, a debate program is caught between the crunch of two mutually exclusive demands. It must produce continuous evidence of winning in the form of trophies and news releases. Then these are used to prove that the activity benefits only a few. The demand is then for the program to touch large numbers. The superior skill must be shared before the money and effort it requires can be justified. Spreading around of skill is a desirable thing, but everyone who has ever coached a debate team knows that really superior skill is produced when the efforts of the coach are centered upon a selected few. The more he spreads his efforts the less skill produced in each individual. So the second demand upon the program—touching large numbers—precludes success at the first—winning.

I think escape from the dilemma depends upon recognizing how we initially got there. Then we must sell debate on the basis of the unique and valuable skills it can give to citizens.

Debate cannot be justified for the same reasons as competitive athletics. To do so pre-supposes a similarity which does not exist. Competitive athletics is pursued largely for its spectator entertainment value. Debate must be pursued mostly for benefiting the debater. Even with this difference, too many debate directors have fallen into the pattern of justifying debate in the same way and for the same reasons that competitive athletics are justified.

Emphasis upon winning as the end result of debate springs from attempts to copy the techniques by which competitive athletics are publicized. The news release reporting the activity plays up the win-loss aspect just as

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though it were an event as objectively decided as is a basketball game. This type of news release fails to reflect what is the true nature and value of debate, and it promotes the evils being lamented by those who question the activity. Debaters engage in techniques such as "rapid fire delivery" and "the spread" to produce the win. Such pressure promotes the distortion, misrepresentation, and non-committal stands often pointed to in academic debate.

Not only does this type of publicity corrupt debaters and directors, it eventually causes administrators and student governments to re-evaluate debate programs. They read about an impressive win, endorse it, and get better acquainted with the activity that is the source of such glory. They expect to find the same appeal there that is found in athletics. They discover the win was not witnessed by anyone other than a judge and opponents. A win not witnessed by anyone is not worth much in a society conditioned to spectator sports. It is then that the money and effort required to support the activity become suspect.

Debate should be justified for its potential impact in helping to shape the values of society because it is a way of teaching society to view itself realistically and, as a result of realistic assessment, to achieve more responsive government. Practised on a large scale, debate makes both results attainable.

Let's look at the potential effect debate can have upon the way society sees itself. I need not make a case here for the impact of accelerating change due to modern technology in every phase of our lives. It is a point made by every book of social commentary that rolls from the press. People are changing jobs, professions, locations, associates of every category, as well as values and ideas, at an accelerating rate. Such acceleration calls for self-sustenance from a core of values less and less dependent upon constancy and permanency in an individual's environment. It demands an ability to assume responsibility for oneself and one's actions without dependence upon and support from authority of such standards as family, friends, and church provide. A realistic and continuous appraisal of one's situation is desperately needed.

What living under accelerating change really demands of the individual is the ability to practice more freedom, because it demands that the individual make more and more frequent choices. The ability to search out information and values on one's own initiative, assess them, and put them responsibly to use is the way freedom is practised in a democracy. I can think of no educational experience better tailored to producing such skill than debate. Philosophers of educational reform recognize the relevance of self-initiative and responsibility in the pursuit of knowledge and experience because it is the barriers to these they are attacking. No one in debate has bothered, thus far, to point out that the characteristics which are the goal of the reform are used in abundance in debate activity.

The future must be shaped altruistically within the realms of government. Government as a shaper of experiences and values has usurped the place of family, church, and schools because it is the only structure which encompasses totally the forces fomenting the change. Family, church, and school certainly do not. Atomistic in nature, they are at the mercy of a greater, more compelling force. The problem must be met at the level of government, and the impetus must come from federal government.

Federal government is further removed from citizens than other levels;

but since the other levels of government are atomistic in nature, the job of humanizing the forces of technological change falls to the federal level.

This humanizing of technology calls for an approach balanced between maintaining what is and utilizing what technological change would usher in. The ecology problem is an apt illustration. The practitioners of such a balance must be freed of egocentric motivations and influences to a degree never before called for by problems confronting man. Such a balance requires the ability to assess accurately the past without the benefit of historical perspective, so that the aspects of the past essential to man may be retained. However, such a balance also requires a caution in selection among the choices which the future offers. Beneficial change must be ushered in, but controlled. Harmful change must not be allowed to happen. Humanizing technological change calls for the present to carefully scrutinize the mix of the past and future as the two meet. Such scrutiny can be carried out only by the federal government.

Because the federal government is far removed from the desires and needs of citizens, there is a natural tendency for its responses to come late and to lack accuracy when they do come. The lag between citizen needs and governmental response can be bridged only by citizens capable of assessing their needs accurately and articulating them clearly to a "tuned in" government. I can think of no better preparatory experience for citizens or governmental officials than debate. It could equip them to make the accurate choices quickly and articulate them effectively.

All of this is not to eliminate the emphasis upon winning in debate. The desire to win is closely linked to self-pride. Self-pride is necessary to altruistic self-responsibility. Altruistic self-responsibility is necessary to the practice of freedom.

What all this *is* an appeal for is to stop linking the justification for debate to the signs and values of another activity. The justification for debate must be linked to the values and talents which it and it alone is uniquely equipped to produce.

As philosophers of educational reform isolate the type of experience needed in educating a society for existence under conditions of accelerating change, demands for activities incorporating the independent, self-initiating aspect of debate will increase. Then large numbers will be attracted to debate and the money and effort to support it will not only be available but urged upon us. We can hurry that time along by justifying debate on the grounds that it is an experience which provides unique training highly desirable for conditions under which we live.

SELECTING A SPEAKER-OF-THE-YEAR

PETER E. KANE

It can be argued that the single most significant award presented by Delta Sigma Rho-Tau Kappa Alpha each year is that made to the Speaker-of-the-Year. This award is one of the several activities of our honor society that go beyond the promotion and recognition of excellence in intercollegiate forensic activities. It is my purpose here to explain the nature and history of this award, to review the process by which award recipients are selected, and to discuss some of the problems with which Speaker-of-the-Year Award Board members must deal in making that selection.

One of the first decisions made after Delta Sigma Rho-Tau Kappa Alpha was formed in 1963 was to continue the custom begun by Tau Kappa Alpha in 1949 of presenting annual awards to outstanding speakers. At the outset it was clearly established that this award should not represent an attempt to identify and honor "The Best" Speaker-of-the-Year. Rather the selection committee has been charged with the responsibility of picking one speaker whose speaking exemplifies the DSR-TKA ideals of intelligent, effective, and responsible communication. The only two specific written requirements for the award are that the speaker must be a United States citizen and that the award should not be based on general excellence but rather on specific achievements within the calendar year for which the award is made.

At the first National Conference held in Indianapolis in March 1964, the Speaker-of-the-Year Award for 1963 was presented to LeRoy Collins, former Governor of Florida and at that time President of the National Association of Broadcasters. He was selected for his vigorous defenses of freedom of expression in broadcasting as vital to the public interest.¹ The following year the award for 1964 was made to Billy Graham in recognition of the efforts made in his crusades to speak to the problems of modern man. The 1965 award recipient was Senator J. William Fulbright of Arkansas. Specifically the committee was responding to Senator Fulbright's speech, "Old Myths and New Realities," and other presentations designed to force a rethinking of fundamental foreign policy premises.² The following year DSR-TKA honored Senator Edward W. Brooke for his clearly effective use of public address in his winning campaign for Senator in Massachusetts.³

In 1968 the National Conference was held in Washington, D.C. during the period immediately following the assassination of Martin Luther King, Jr. when the city was under martial law and a 6:00 p.m. curfew. Special arrangements were made with the military authorities so that Eric Sevareid could come to the conference banquet to receive the Speaker-of-the-Year Award. He had been selected for his speech before the Massachusetts State Legislature entitled "Politics and the Press" and his continued high quality of broadcast journalism.⁴ The Democratic Vice-Presidential candidate in the 1968 election, Senator Edmund S. Muskie, was selected as the recipient

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¹ *Speaker and Gavel*, I (1964), 125.

² *Speaker and Gavel*, III (1966), 99.

³ *Speaker and Gavel*, IV (1967), 101.

⁴ *Speaker and Gavel*, V (1968), 112.

of the 1968 award. The Distinguished Alumnus of Delta Sigma Rho-Tau Kappa Alpha was cited for his effort "to bring trust, dignity, and intellectuality to a political platform which all too often has been marred by demagoguery, evasiveness, and excessive emotion."⁵ John V. Lindsay, who had used public address to overcome substantial odds and win re-election as Mayor of New York City was chosen as Speaker-of-the-Year for 1969. At the last National Conference the award for 1970 was presented to a friend, teacher, and colleague of many of those in Delta Sigma Rho-Tau Kappa Alpha, Robert D. Clark, President of the University of Oregon. In a time of conflict and turmoil within higher education Professor Clark used public address as a means for resolving differences and maintaining harmony.⁶

In addition to these eight annual awards the Speaker-of-the-Year Award Committee has, with the special approval of the National Council, given extraordinary posthumous recognition to three men. The first of these special awards was issued in 1968 to honor Norman Thomas, who for decades was one of the country's outstanding political orators. One response by DSR-TKA to the terrible events of 1968 was the recognition given at the 1969 National Conference to Robert Kennedy and Martin Luther King, Jr. for their contributions through public speaking to the betterment of American society.

With the nature of the award and a review of its recipients in mind, the next question concerns the procedure by which the Speaker-of-the-Year is selected. The present Award Committee has 20 members who represent a broad cross-section of academic speech critics from all parts of the country. The committee also includes representatives of both the students and the alumni of Delta Sigma Rho-Tau Kappa Alpha. The process begins in October when committee members are asked to make nominations of speakers they feel should be considered. The full list of these nominations with their supporting materials is sent to the entire committee for their comments. Even though there may be a large number of nominees, the process of comment on this original list has usually resulted in a clear preference for two or three of those named. If there is no such consensus, a preferential ballot may be used to arrive at a limited slate of candidates. Throughout this communication members of the committee often seek to persuade the other committee members to support their nominees. On occasion in the past some of the committee members have met in December at the annual convention of the Speech Communication Association. Except for those unusual meetings the entire contact among committee members is by mail. By about the beginning of the year a final ballot of two or three candidates is mailed to committee members. The candidate receiving a majority of the votes cast is named Speaker-of-the-Year at the annual National Conference in the Spring—some six months after the process of selection began.

While the process of selection of a Speaker-of-the-Year appears fairly simple, there are a number of substantial philosophical problems which must be faced by the Award Committee and its individual members. The first is that which I. A. Richards called doctrinal adhesion.⁷ This fallacy in the exercise of critical judgment involves the interjection of the critic's own prejudices into the critical process. When one begins to evaluate "intelligent" speaking, he naturally tends to rate most highly those speakers whose views

⁵ *Speaker and Gavel*, VI (1969), 112.

⁶ *Speaker and Gavel*, VIII (1970), 92.

⁷ *Practical Criticism* (New York: Harcourt, Brace & World, 1929), p. 14.

agree with his own. We are always impressed by the intelligence of those who agree with us. The committee and its members must continually be aware of this natural tendency. We must ask ourselves if we are really nominating and electing outstanding speakers or only speakers who express our prejudices. We must also ask if there are not other speakers who are not considered because they express a point of view with which we disagree.

Perhaps the most difficult problem in evaluation with which committee members must deal is that which surrounds the task of making moral-ethical judgments. The third of the three qualities the committee seeks in a speaker is that of "responsible" speaking. Marie Hochmuth Nichols made the point several years ago that a speech critic should not place himself in the position of approving of a speaker simply because his speaking is effective. She observes specifically that the critic should identify and be prepared to condemn the speakers who appeal to our lower motives.⁸ Such a speaker has failed to speak responsibly.

The problem of assessing "responsible speaking" is found in the manner in which such decisions are to be made. What criteria are to be used to measure the degree to which a speaker is "responsible?" How does one arrive at the proper criteria, and how does one apply them properly in a given situation? For example, if a critic believes that it is morally wrong to kill, does that critic believe that all advocates of capital punishment are not speaking responsibly? On occasion a speaker has so offended the moral sensibilities of members of the award committee that they have been moved to suggest that the committee should censure that speaker. At the same time other members of the committee have nominated this same speaker for consideration as Speaker-of-the-Year. Committee members have in this instance attempted to assess responsible speaking and have arrived at diametrically opposed conclusions. The DSR-TKA National Council has considered the question and decided that the act of censuring a speaker is not an appropriate function for the Speaker-of-the-Year Award Committee.

One fairly common response to the problems of judging the qualities of intelligence and responsibility in contemporary speaking has been the argument that because of an inherent lack of objectivity one cannot judge the speakers of his own time. Those who take this position would deny that there is any validity in either the selections of the Speaker-of-the-Year or the studies published in this journal under the general heading "Current Criticism." The direct answer to this common objection is, of course, that objectivity is a myth regardless of whether one deals with contemporary or historical materials. The major difference between the contemporary and historical critic may well be only that the latter's biases are more easily hidden.⁹

One promising approach to this critical problem offering some hope that reliable judgments might be made was suggested by Lawrence Rosenfield when he observed that "criticism is distinguished as a form of discourse by its peculiar reason-giving qualities."¹⁰ The idea is that the central issue in evaluating critical judgments is not the judgments themselves but rather

⁸ "The Criticism of Rhetoric," *A History and Criticism of American Public Address*, Vol. III, ed. Marie Hochmuth (New York: Longmans, Green and Co., 1955), p. 17.

⁹ Peter E. Kane, "The Validity of Current Criticism," *Today's Speech*, XVI (1968), 48.

¹⁰ Lawrence W. Rosenfield, "The Anatomy of Critical Discourse," *Speech Monographs*, XXXV (1968), 68.

the reasons that the critic offers to support his judgments. The critic says, "Mr. X is an intelligent, effective, and responsible speaker because . . ." If we consider the reasons presented to be adequate, we accept the critic's judgment regardless of his bias. When a critic condemns a speaker on moral-ethical grounds, we again must know the reasoned basis for this condemnation. Our evaluation of the adequacy of the critic's reasons is based upon the familiar ideas of logical validity, sufficiency of evidence, and consistency with our own knowledge of the situation. In fact, one function of the citation which accompanies a Speaker-of-the-Year Award is to offer for public consideration the reasons for the committee's choice. A review of some of those citations noted earlier in this article will provide the reader with a fairly clear idea of a basis for reliable critical evaluation of contemporary speakers.

This March the 1971 Speaker-of-the-Year Award will be presented at the National Conference in Albuquerque. The members of the Award Committee, working from the basic ideals for which the award stands, will have given time and much serious and thoughtful consideration to the selection process. Through careful and reasoned evaluation they will have selected someone who represents for all members of Delta Sigma Rho-Tau Kappa Alpha, our society's ideals of intelligent, effective, and responsible speaking.

THE NAME OF THE SOCIETY

SUMMARY OF REPLIES TO THE JUNE, 1971 QUESTIONNAIRE

66 replies were received.

2 respondents did not check any items.

Several respondents did not reply to all the questions.

1. Is now (1971 or 1972) the appropriate time to consider the name of the Society?

Yes	43
No	6
No opinion	12

2. Should your Committee consider a two or three letter Greek name?

Yes	37
No	16
No opinion	6

3. Should your Committee consider an English language name?

Yes	20
No	32
No opinion	8

4. Suggested names:

"2 or 3 letters of present name"	11
DT	5
phrased as above	2
TD/DST/ADR/ASK	1 each

DSR-TKA	9
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DSR	7
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This, of course, meets the criterion of "2 or 3 letters of present name." Among those making this suggestion were 3 prominent leaders of the Society who, before the merger, were very active in TKA.

National Forensic Honor Society	3
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The following were suggested once each:

American Forensic Society
 DSR or TKA
 ESA (Greek for effective, intelligent, responsible)
 Fraternal Order of Forensic Communication
 Honorary Society for Deliberative Communication
 Order of the Gavel
 Society for the Advancement of Oral Rhetoric
 TKA

At its Spring, 1971 Meeting The National Council approved the appointment of The Committee to Consider the Name of the Society.

In June, 1971 the Committee sent a questionnaire to all Chapters. The results of that survey are reported above. The Committee has the matter

under active study and would welcome further correspondence from interested chapters, members and alumni. Correspondence should be addressed to the Committee Chairman at the Speech Department, John Carroll University, University Heights, Cleveland, Ohio 44118.

The Committee to Consider the
Name of the Society
Gifford Blyton
Henry L. Ewbank
Kenneth G. Hance
George F. Henigan
Robert B. Huber
Austin J. Freeley, Chairman

NEWS FROM THE CHAPTERS

News has reached us from 23 DSR-TKA chapters this month. If the reports from these chapters may be considered representative, they suggest a healthy range of activity and interest in our forensic programs. We opt for the alphabetical arrangement in the following accounts.

Albion. The Albion chapter of DSR-TKA, in conjunction with the Department of Speech Communication and Theatre and the campus theatre honoraries, sponsored the first High School Speech and Theatre Day on October 9. The workshop attracted more students than any similar activity previously held on the Albion campus.

Of the six specialized workshops offered, three were conducted by faculty and students in the forensic program. These programs were an analysis of the High School debate topic, a program on the strategy and tactics of cross-examination, and a multiple interpretive reading program.

The workshop this year was directed by Tom Oosting and A. B. Schroeder. The program will be continued next year.

Ball State. Chapter members participated extensively in campus-community and state service programs, including demonstration debates and demonstration forensic programs in numerous speech classes at Ball State and at Kuehner Junior H.S., Central H.S., and Southside H.S. in Muncie, as well as at Hagerstown H.S. and at the National Secretary Association conference in Muncie. In the spring, chapter members participated in the 3rd Annual Ball State-Purdue Speech Tour of Indiana high schools, presenting debate and forensic demonstrations at the following high schools: Monrovia, Brazil, Bloomfield, Princeton, Newburg, Vincennes, Shelbyville, New Washington, Sellersburg, Henryville, Edinburg, Lawrenceburg, Versailles, Mitchell, Ramsey, Corydon, Perry Central, Tell City, Muncie Southside, and Tri-High. Two members, Diane Reynolds Ems and John Russell, debated twice in the WFBM-TV series, "Resolved, the Issues."

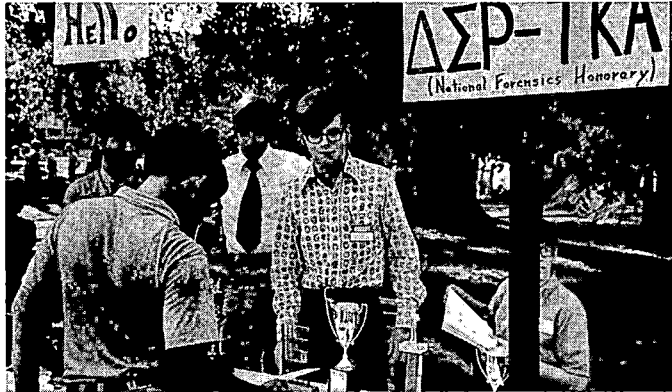
Bates. Since 1971 marked a double anniversary in the Bates debating heritage—the diamond jubilee of intercollegiate and the half century of international debating—it was fitting that Bates debaters should engage in a European tour last spring. Accompanied by Director Thomas F. Moser, the participants were Jeffrey Day, Randolph Erb, Jeffrey Tulis, and Alan Hyde. Jane Pendexter also took part in two of the debates. A lively account of the tour, which included five debates at British universities and one at the American High School in Paris, appears in the July, 1971, issue of *The Bates College Alumnus*.

Bridgeport. Director of Forensics Charles F. Evans, Jr. is on sabbatical leave this year.

Butler. The Butler University Speech Department sponsored an individual speaking events contest on the campus Oct. 29–30, under the direction of Prof. William Ney. As in past years, the department sponsored a high school debate clinic the last Saturday in September and the 19th annual Butler Novice Tournament in December.

Clemson. Clemson University has re-organized its forensic activities into a Clemson Forensic Union. The Union is made up of the DSR-TKA chapter, the Calhoun Forensic Society (on-campus debating society), and a speakers service for the campus and community. The Forensic Union sponsored a

RECRUITING



The Clemson Forensic Union sponsors a booth at the activities fair.



TRAINING

At the University of Bridgeport, varsity debaters help instruct the novices.

JOB WELL DONE

Lehigh coach Schnaible poses with debaters Davis and Frazier and season mementos.



booth at the Clemson Coalition activities fair, and the Calhoun Forensic Society is sponsoring an on-campus extemporaneous speech contest for the basic speech classes.

Creighton. Convinced of the value of speaking before a variety of audiences, the members of the Creighton University Jaytalkers plan to offer their services free of charge for meetings of organizations in the metropolitan area. They still intend to take part in a dozen or so tournaments, conferences, and festivals, including the national DSR-TKA. The moderator of the Creighton chapter, the Rev. Harold McAuliffe, S.J., is assisted by Miss Evelyn Hade.

Dartmouth. An alumnus, Fred C. Scribner, Jr., a lawyer and former government official (Undersecretary of the Treasury from 1957 to 1961), has been elected a director of three mutual funds organized by National Life Insurance Company of Vermont.

DePauw. In November the DePauw debate team sponsored the Inter-collegiate Legislative Conference, a one-day student congress event patterned on the DSR-TKA congress. Two participants in last year's student congress event at the DSR-TKA national conference in Terre Haute, Pamela Motter and John Bowen, served as co-chairmen in planning the event. The topic was "Criminal Punishment and Rehabilitation."

The DePauw DSR-TKA chapter will sponsor its 25th Annual Invitational Debate Tournament on February 19th.

Elizabethtown. This year marks ten years of forensics here. To celebrate the landmark, we initiated as members-at-large some of our deserving alumni into our chapter, granted in 1968. Assisting were Dr. Morley Mays, Dr. Wayne Miller, and Hon. Jack B. Horner, president and academic vice-president of Elizabethtown College and state legislator, respectively. This ceremony was on Nov. 19, part of our 7th Forensics Tournament.

Florida State. The coach of F.S.U. last year, Jimmie Rogers, has returned to the University of Arkansas after completing his doctoral work. The new coach here is Dean Hewes, formerly a debater for William and Mary.

The Florida State team will be expanding the range of its travels to include more national competition this year. The active membership has increased greatly.

Lehigh. Sponsor H. B. Davis reports, "Our Debate Society will compete, as usual, in about 18 major intercollegiate debate tournaments."

Miami University. On January 28-29, the DSR-TKA Midwestern Regional Championship Tournament will be held on our campus.

Pace. Pace College held an initiation ceremony May 17, 1971, for three new members: Debate Society president Ted Goldstein, varsity debater Lawson Canady, and Coaching assistant Jim Devlin. Chapter president Ward Riley and chapter sponsor Dr. Frank Colbourn led the ceremony, which was followed by a reception for all Pace Debate Society members in the college's Picture Lounge.

Last year Pace College hosted the 7th Annual Metropolitan Championship Public Speaking Festival on May 1st. Held on the first Saturday in May each year, more than sixty prize intercollegiate speakers participated, drawn from seven states. This year the E.F.A. will serve as joint sponsor for the Festival, to be held at Pace on May 6.

Pacific. The Pacific University chapter of DSR-TKA is sponsoring on our campus an intra-school competition in debate and extemporaneous speaking. This is a fall event and is open to any student who is not active in the forensic program of our institution.

The forensic squad and DSR-TKA sponsored the 26th annual Oregon high school speech tournament on the campus in December. Expected were around 1500 students from high schools of the state to participate in debate, oratory, extemp, and interp. The department and DSR-TKA also sponsored the college tournament the weekend of October 22-23, anticipating 30 schools from all over the western area.

Pennsylvania. The University of Pennsylvania reports a highly successful practice tournament on October 16, with 32 teams participating in five rounds of debate.

South Alabama. The U.S.A. chapter is sponsoring a high school tournament the first weekend of November.

Susquehanna. The ex-president of the Susquehanna DSR-TKA chapter, Thomas K. Reinhard, is now the president of the S.U. Student Government; the current chapter president, Bruce Henderson, is vice-president of the Student Government.

Susquehanna held its 8th Annual Dutchman Forensic Classic and Region II DSR-TKA competition Nov. 13 and 14, directed by Larry D. Augustine.

Tennessee. During the 1970-71 academic year, U. T. students were involved in a variety of forensic activities. Intercollegiate competition included 16 debate and 3 individual events tournaments. Debates also were presented before audiences of speech students, on radio, and for the Maryville College Debate workshop. Three programs were taped for educational television. Using individual events materials as their basis, the program illustrated the various forms of public speaking, oral interpretation, and readers theatre. In addition, debaters served as judges for local public speaking contests.

Virginia. Laura Abernathy has been appointed Instructor in Speech and Assistant Director of Debate. John Graham, Director of Debate, received a grant to complete a book, *Options to Language*, and will research in Oxford and London libraries this spring and summer.

Wabash. Indianapolis station WFBM-TV sponsored a series of college debates under the title, "Resolved, the Issues." Besides Wabash College, the Indiana schools with DSR-TKA chapters which participated included Ball State, Butler, DePauw, Indiana State, Indiana, Manchester, Notre Dame, and Purdue.

Washington and Jefferson. Washington and Jefferson College revived its old varsity tournament, the Moffat Debate Forum, first held in the 1940's. Sixty-eight teams from 30 colleges in 12 states attended the tournament.

Wesleyan. DSR-TKA at Wesleyan continues to promote non-national topic debate along with its regular national topic debate program. The chapter, along with the Council, sponsored a tournament featuring experimental formats and a variety of topics last fall and followed up with another tournament this November.

Mrs. Marguerite Petty, chapter sponsor and director of debate, is on leave for two years. James Fuller is acting director of debate.

RULES FOR NATIONAL CONFERENCE EVENTS

I. TWO-MAN DEBATE

1. The national intercollegiate debate proposition shall be used.
2. Each chapter may enter one or two teams who shall be prepared to debate on both sides of the proposition.
3. There shall be eight 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 eight 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 Achievements 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 "What, if anything, needs to be done about controlling the World's population?"
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 Illinois, Urbana, Ill. 61801, or Dr. Theodore Walwik, Speech Department, Slippery Rock State College, Slippery Rock, Penna. 16057.

SCHEDULE OF EVENTS

1972 NATIONAL CONFERENCE

Wednesday, March 29, 1972

- | | |
|-----------------|--------------------------|
| 3:00– 6:00 p.m. | NATIONAL COUNCIL MEETING |
| 3:00– 6:00 p.m. | STUDENT COUNCIL MEETING |
| 6:00– 8:00 p.m. | REGISTRATION |
| 9:00–10:00 p.m. | OPENING ASSEMBLY |

Thursday, March 30, 1972

- | | |
|------------------|--|
| 7:45 a.m. | Breakfast for participants in Two-Man Debate and in the Student Congress |
| 8:15 a.m. | Breakfast for participants in Four-Man Debate |
| 8:30 a.m. | ROUND I—TWO-MAN DEBATE |
| 8:30–10:00 a.m. | STUDENT CONGRESS, Party Caucuses |
| 9:00 a.m. | ROUND I—FOUR-MAN DEBATE |
| 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 |
| 11:30 a.m. | ROUND III—TWO-MAN DEBATE |
| 11:45–12:45 p.m. | STUDENT CONGRESS, Main Committee Meetings |
| 12:00 Noon | ROUND III—FOUR-MAN DEBATE |
| 1:15– 2:30 p.m. | Lunch |
| 2:30– 4:00 p.m. | ROUND I—EXTEMPORANEOUS SPEAKING |
| 2:30– 4:00 p.m. | ROUND I—PERSUASIVE SPEAKING |
| 3:00– 5:00 p.m. | Seminar (Topic to be determined) |
| 4:00– 5:00 p.m. | ROUND IV—TWO-MAN DEBATE |
| 4:00– 5:15 p.m. | STUDENT CONGRESS, Main Committee Meetings |
| 5:30– 6:30 p.m. | MODEL INITIATION |
| 7:00 p.m. | DINNER PARTY FOR FACULTY |
| 7:30 p.m. | DINNER PARTY FOR STUDENTS |

Friday, March 31, 1972

7:45 a.m.	Breakfast, participants in Two-Man Debate and in the Student Congress
8:15 a.m.	Breakfast, participants in Four-Man Debate
8:30 a.m.	ROUND V—TWO-MAN DEBATE
9:00 a.m.	ROUND IV—FOUR-MAN DEBATE
8:30–10:00 a.m.	STUDENT CONGRESS, Main Committee Meetings
10:00 a.m.	ROUND VI—TWO-MAN DEBATE
10:30 a.m.	ROUND V—FOUR-MAN DEBATE
10:15–11:15 a.m.	STUDENT CONGRESS, Joint Committee Meetings
11:15–12:00 a.m.	STUDENT CONGRESS, Steering Committee
11:30 a.m.	ROUND VII—TWO-MAN DEBATE
12:00 Noon	ROUND VI—FOUR-MAN DEBATE
12:30– 2:00 p.m.	Lunch
1:15– 2:15 p.m.	STUDENT CONGRESS, Legislative Session
2:30– 4:00 p.m.	ROUND II—EXTEMPORANEOUS SPEAKING
2:30– 4:00 p.m.	ROUND II—PERSUASIVE SPEAKING
4:00– 5:00 p.m.	ROUND VIII—TWO-MAN DEBATE
5:00 p.m.	ELECTION OF STUDENT OFFICERS
7:00 p.m.	CONFERENCE BANQUET
9:30 p.m.	FACULTY SOCIAL HOUR

Saturday, April 1, 1972

7:45 a.m.	Breakfast, participants in Two-Man Debate and in the Student Congress
8:15 a.m.	Breakfast, participants in Four-Man Debate
8:20 a.m.	GENERAL ASSEMBLY, TWO-MAN DEBATE
8:30 a.m.	OCTO-FINAL ROUND, TWO-MAN DEBATE
8:30–12:00 Noon	STUDENT CONGRESS, Legislative Assembly
9:00 a.m.	ROUND VII, FOUR-MAN DEBATE
10:00 a.m.	QUARTER-FINAL ROUND, TWO-MAN DEBATE
10:30 a.m.	ROUND VIII, FOUR-MAN DEBATE
11:30 a.m.	SEMI-FINAL ROUND, TWO-MAN DEBATE
11:45– 1:30 p.m.	Lunch
1:00– 2:30 p.m.	FINALS, EXTEMPORANEOUS SPEAKING
1:00– 2:30 p.m.	FINALS, PERSUASIVE SPEAKING
2:00– 4:00 p.m.	FINALS, TWO-MAN DEBATE
4:00– 4:45 p.m.	AWARDS ASSEMBLY

Chapters and Sponsors

Chapter Name, Address	Faculty Sponsor
Alabama, University, Ala.	Annabel D. Hagood
Albion, Albion, Michigan	Jon Fitzgerald
Alma, Alma, Michigan	Kenneth Plaxton
American, Washington, D.C.	Jerome B. Polisky
Auburn, Auburn, Ala.	Frank B. Smith
Ball State, Muncie, Ind.	David W. Shepard
Bates, Lewiston, Me.	Thomas Moser
Berea, Berea, Kentucky	Margaret D. McCoy
Birmingham-Southern, Birmingham, Ala.	Robert A. Dayton
Bridgeport, Bridgeport, Conn.	C. F. Evans, Jr.
Bridgewater, Bridgewater, Va.	Roger E. Sappington
Brigham Young, Provo, Utah	Jed J. Richardson
Brooklyn, Brooklyn, N.Y.	Donald Springen
Brown, Providence, R.I.	Jim Townsend
Bucknell, Lewisburg, Pa.	Frank W. Merritt
Butler, Indianapolis, Ind.	Nicholas M. Cripe
California State, Long Beach, Calif.	Jack Howe
Capital, Columbus, Ohio	Thomas Ludlum
Carlow, Pittsburgh, Pa.	William Barnett
Case-Western Reserve, Cleveland, Ohio	Donald Marston
Chicago, Chicago, Ill.	Richard L. LaVarnway
Cincinnati, Cincinnati, Ohio	Donald Shields
Clemson, Clemson, S. Carolina	Arthur Fear
Colgate, Hamilton, N.Y.	H. G. Behler
Colorado, Boulder, Colo.	Robley Rhine
Colorado College, Colorado Springs, Colo.	James A. Johnson
Connecticut, Storrs, Conn.	Joseph Seacrist
Cornell, Ithaca, N.Y.	Arthur W. Rovine
Cornell College, Mt. Vernon, Iowa	Walter F. Stromer
Creighton, Omaha, Nebraska	Rev. H. J. McAuliffe, S.J.
C. W. Post College of L.I. Univ. Greenvale, N.Y.	Arthur N. Kruger
Dartmouth, Hanover, N.H.	Herbert L. James
Davidson, Davidson, N.C.	Jean H. Cornell
Delaware, Newark, Del.	Patricia Schmidt
Denison, Granville, Ohio	W. R. Dresser
Denver, Denver, Colorado	Glen Strickland
DePauw, Greencastle, Indiana	Robert O. Weiss
Dickinson, Carlisle, Pa.	Herbert Wing
Duke, Durham, N.C.	Joseph Cable Wetherby
Eastern Kentucky State, Richmond, Ky.	Aimee Alexander
Elizabethtown, Elizabethtown, Pa.	Jobie E. Riley
Emerson, Boston, Mass.	John C. Zacharis
Emory and Henry, Emory, Va.	H. Alan Pickrell
Emory, Atlanta, Ga.	Glenn Pelham
Evansville, Evansville, Ind.	Lynne J. Mlady
Fairmont State College, Fairmont, W. Va.	Suzanne Snyder
Florida, Gainesville, Fla.	Donald E. Williams
Florida State, Tallahassee, Fla.	Gregg Phifer

Chapter Name, Address	Faculty Sponsor
George Washington, Washington, D.C.	George F. Henigan, Jr.
Georgia, Athens, Georgia	Richard C. Huseman
Grinnell College, Grinnell, Iowa	William Vanderpool
Hamilton, Clinton, N.Y.	J. Franklin Hunt
Hampden-Sydney, Hampden-Sydney, Va.	D. M. Allan
Hampton Institute, Hampton, Va.	Sidney Parhan
Hanover, Hanover, Indiana	Stanley B. Wheeler
Hartford, Hartford, Conn.	Joyce Milliken
Hawaii, Honolulu, Hawaii	Dean Ellis
Hiram, Hiram, Ohio	Linda Pierce
Howard, Washington, D. C.	Noel Myrick
Idaho, Moscow, Idaho	Tom Jennes
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