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## Complete Issue 17(3)

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et al. Complete Issue 17(3)

# SPEAKER AND GAVEL

## 1980 NATIONAL CONFERENCE

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1981

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# speaker and gavel

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# speaker and gavel

Volume 17

Spring 1980

No. 3

## DELTA SIGMA RHO-TAU KAPPA ALPHA "SPEAKER OF THE YEAR" AWARD

BISHOP FULTON J. SHEEN



Monsignor William H. Jones, Vicar General of the Archdiocese of Denver, accepting the Award from Jack Rhodes, Chair, Speaker of the Year Committee.

The Speaker of the Year Award of DSR-TKA is given annually by our society to a United States citizen who, in the opinion of the selection committee, has demonstrated the best qualities of a public speaker: command of the English language, sincerity and nobility of purpose, dedication to his or her personal ideals, and the ability to influence public opinion. The award may be given for a single speech or for a career of speech-making. This year the award is given posthumously to Bishop Fulton J. Sheen.

No doubt many of the young people in the audience tonight have either never heard of Bishop Sheen or regard him as a dim reminder of the early fifties.<sup>1</sup> Allow me to take a moment to trace very briefly the career of this remarkable man. Fulton John Sheen was born May 8, 1895, in El Paso,

<sup>1</sup> This article is a slightly revised version of the speech made by Professor Rhodes, Associate Professor and Director of Forensics at the University of Utah, and chairperson of the 1979-80 "Speaker of the Year" Committee for DSR-TKA, on the evening of March 22, 1980, at the annual DSR-TKA conference at the University of Denver, Denver, Colorado.

Illinois, and became a well-known debater for St. Viator College, where he received his BA in 1917 and his MA in 1919. Among his many later degrees were honorary doctorates from Loyola, Catholic, and Notre Dame, as well as an additional period of study at the Sorbonne and a Ph.D. from Louvain in 1923. He served as National Director of the Society for the Propagation of the Faith from 1950 to 1966 and as Roman Catholic Bishop of Rochester from 1966 to 1969. One of Bishop Sheen's final acts was to "come from retirement" in 1979 to meet Pope John Paul II during His Holiness's tour of the United States. Fulton J. Sheen died in December, 1979, aged 84.

Impressive as this record of education and offices may be, it is for his contribution as a public speaker that DSR-TKA honors Bishop Sheen tonight. In the early days of television, following many years of successful radio broadcasts of "The Catholic Hour," Bishop Sheen launched his famous television series, "Life Is Worth Living." Its unparalleled success, complete with commercial sponsor and studio audience, pulled twenty million TV viewers away from the then-undisputed champion of the Nielsen ratings, Milton Berle, and catapulted Bishop Sheen into the public eye as an overnight sensation. The thirty-minute broadcasts featured Bishop Sheen talking straight into the camera, with only a blackboard for a prop. As he later wrote, "Our telecasts were given without notes of any kind, nor were they written out prior to appearing before the camera."<sup>2</sup> Perhaps in the 1980's, in our age of dummy cards and extensive preparation for even the smallest story covered on television, it is noteworthy to recall the speaking skill which Bishop Sheen's methods involved.

"Life Is Worth Living" ran on television for six seasons, from 1952 through 1957. Allow me to provide some short, representative selections from these programs. Bishop Sheen's words, which he took pains to credit to a power higher than himself, seem the best proof of his worthiness for this award. And please recall as we share these passages that these lines, transcribed directly from live TV shows, were neither written out nor extensively rehearsed when delivered.

*From the First Lecture of the Opening Show, 1952:*

Is life worth living, or is it dull and monotonous? Life *is* monotonous if it is meaningless; it is *not* monotonous if it has a purpose.

The prospect of seeing the same program on television for a number of weeks is this same problem in minor form. Will not repetition of the same format, the same personality, the same chalk, the same blackboard, and the same angel create monotony? Repetition does generally beget boredom. However, two beautiful compensations have been given a television audience to avoid such boredom: one is a dial, the other is a wrist. Put both together, and all the forces of science and advertising vanish into nothingness.<sup>3</sup>

*Advice for Speakers (And Debaters?) on Concluding:*

Many inquirers wanted to know how we could finish a telecast without any notes on a precise second. There are two principles to be kept in mind to achieve this. One is to remember that there are always two parts to a speech: the beginning and the end. The aim is to bring them as closely

<sup>2</sup> Fulton J. Sheen, *Life Is Worth Living* (McGraw-Hill, New York, 1953), p. vii.

<sup>3</sup> *Life Is Worth Living*, p. 1.

together as possible. The other principle is to conclude. One tries to decide the idea with which he will conclude; then one sets aside for it a certain time period, such as two minutes or three minutes and fifteen seconds. You look at the clock until you have that much time left, swing into the conclusion, and then at the appointed time you stop speaking.<sup>4</sup>

#### *On Free Speech:*

Are there any limits to tolerance? Many would deny it, saying we should be tolerant under all circumstances, because intolerance is always wrong. This is not true. Tolerance is not always right, and intolerance is not always wrong . . . . Is there a limit to tolerance, say, of freedom of speech? Yes, there is a limit to freedom of speech. It is reached when we use freedom of speech to destroy freedom of speech. Anyone in the world may use freedom of speech, as long as he allows anyone else to enjoy that freedom of speech. But there are those who would use this freedom of speech to deny that right to others. Toward that latter group we ought to be intolerant.<sup>5</sup>

#### *On the Microphone and Life:*

Over my head is a microphone. You cannot see it on your television. That microphone is at the end of a long iron pole and is actually only about eight inches above my head. I always admire the restraint of the boom man. He must be tempted a thousand times a night to hit a poor performer over the head with it. All he would have to do would be to let it drop. As he could hit an actor on the "bean," he could hit a Bishop on the "beanie." If the microphone were endowed with consciousness and we asked it, "When are you happy?" the microphone would say, "When I pick up sound."

"Are you happy when you hit a Bishop on the 'beanie?'"

"Only as an amusing distraction."

When are we most happy? When we do that for which we are made, as the microphone is happy when it does that for which it was made. Then there is a thrill and a romance to life . . . . Life is Worth Living when we live each day to become closer to God.<sup>6</sup>

Perhaps the microphone is indeed the best symbol with which to close this brief sketch of this great speaker, since a frequent nickname for Bishop Sheen was in fact "The Microphone of God." After leaving the television screen, according to *Time*, he became, at age 71, "a controversial innovator as Bishop of Rochester. Known till then as a conservative, he put a civil rights activist on his staff, let parish priests elect his top aide, and 'taxed' church construction projects to help the poor. In 1967 he called on President Johnson to withdraw all troops from Viet Nam."<sup>7</sup>

We are truly honored to have as our guest tonight Monsignor William H. Jones, Vicar General of the Archdiocese of Denver, who will accept this plaque for the man *America Magazine* has called "the greatest evangelizer in the history of the Catholic Church in the United States," Bishop Fulton J. Sheen.<sup>8</sup>

<sup>4</sup> *Life Is Worth Living*, p. 11.

<sup>5</sup> *Life Is Worth Living*, p. 163.

<sup>6</sup> *Life Is Worth Living*, pp. 7-9.

<sup>7</sup> "The Microphone of God," *Time*, v. 114 (December 24, 1979), p. 84.

<sup>8</sup> "A Life Worth Living," *America*, v. 141 (December 22, 1979), pp. 400-401.

**DELTA SIGMA RHO-TAU KAPPA ALPHA  
DISTINGUISHED SERVICE AWARD**



**JOHN A. LYNCH  
PROFESSOR, ST. ANSELM'S COLLEGE**

Since 1947, when he started to teach at St. Anselm's, Professor Lynch has been an inspiring example of the humanistic professor with wide and diversified expertise in education. Not only has he successfully coached winning debate programs, but for over 15 years he taught History and was the Department Chairman. He was a seminar leader and lecturer in the Humanities program and moderator for the St. Thomas More Debating Society, which he founded in 1948.

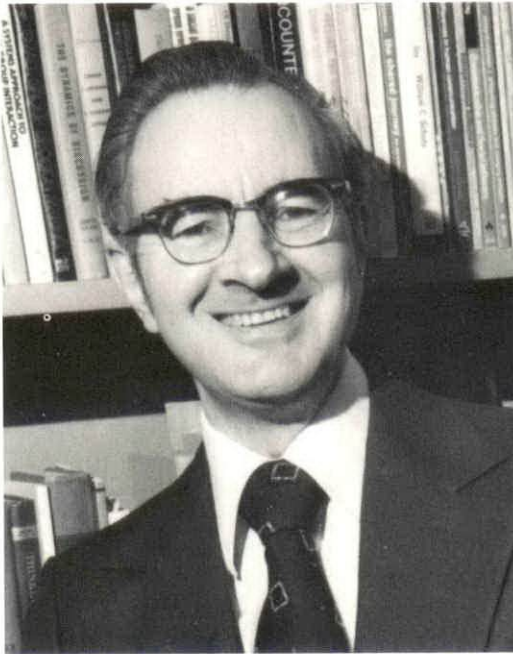
Professor Lynch is equally well known for his debate research following his co-authorship for a number of years on works of special analysis of the national intercollegiate debate topic published by the American Enterprise Institute.

In 1975-76 he acted in coordinating the Northeast Region for the Bicentennial Youth Debates—a national program of public speaking for high school, as well as college students. He was also involved for 11 years as a staff member of the Georgetown High School Forensic Institute.

As an understanding, compassionate teacher, debate coach, and author, we salute John A. Lynch and present you with the Delta Sigma-Tau Kappa Alpha Service Award.

Nominated by: St. Anselm's College  
University of Massachusetts

## DELTA SIGMA RHO-TAU KAPPA ALPHA DISTINGUISHED SERVICE AWARD



ROBERT O. WEISS  
PROFESSOR, DePAUW UNIVERSITY

Few people in forensics have been as diligent, loyal, and thorough as Bob Weiss. His consistently winning debate teams are witness to his ability as a coach, while he has served for years as chapter sponsor, initiating bright student debaters into Delta Sigma Rho-Tau Kappa Alpha.

After graduating from Albion College and obtaining a Master's Degree from Northwestern University, he coached women's debate at Wayne State for two years, served in the Army, and then returned to Northwestern for his Ph.D. Since that time he has been a diligent coach and teacher.

In his work for eight years as editor of *Speaker and Gavel*, he was instrumental in keeping an accurate chapter roster. Many of the essays in these volumes, if not all, were shaped by him in his role as editor. His peers say that he knows more about the people, bylaws, and business of DSR-TKA than anyone else.

Bob has served the association well for many years in a permanent commitment that has not been entered into for personal gain or aggrandizement. In these days it is rare that we can say of any individual that he always did what he agreed to do and accepted full responsibility for discharging the duties. But it is even rarer to say that a person went beyond the responsibility of that position and found additional ways to contribute. Bob seems always to have done this and in jobs and areas outside the



“limelight.” He has not sought praise because he has not needed it. But most certainly, he has earned it.

In deep appreciation, the members of Delta Sigma Rho-Tau Kappa Alpha present the Distinguished Service Award to Robert Weiss.

Nominated by: University of Illinois, Urbana-Champaign  
Wayne State University

## DELTA SIGMA RHO-TAU KAPPA ALPHA DISTINGUISHED ALUMNI AWARD



JERRY M. ANDERSON  
PRESIDENT, BALL STATE UNIVERSITY

Appointment as President of Ball State University in July, 1979, is the latest in a long series of accomplishments which merit the nomination of Jerry M. Anderson as a Distinguished Alumnus of Delta Sigma Rho-Tau Kappa Alpha.

After graduation from the University of Wisconsin-River Falls, he received a Master's Degree at Northern Illinois University and a Ph.D. from Michigan State University. Dr. Anderson's impressive teaching career that

was to take him from Maine to Washington state, then back to the Middle West, started in the forensic field as a debate coach, first at the University of Maine and then at Michigan State University. His teams were for years outstanding in national competition.

These years provided material for extensive publications dealing with debate and discussion. He has since delivered countless addresses and papers at professional conferences, authored articles and portions of books on speech communication, institutional planning, campus communication, faculty development, and higher education administration.

As an administrator Dr. Anderson has served various universities as Department Chairman, Provost, Vice Chancellor, and finally as President of Ball State University, continuing always as a Professor of Speech.

During these years as teacher, author, and administrator, he has served the speech communication profession as an inspiring and hard-working leader, often president of state, regional, and national organizations. Most recently, from 1972 to 1974, he was the President of the American Forensic Association.

Because of his superior capabilities, his energy, his devotion to our field, we of DSR-TKA honor Jerry M. Anderson with our Distinguished Alumni Award.

Nominated by: Ball State University  
Wayne State University

## DELTA SIGMA RHO-TAU KAPPA ALPHA DISTINGUISHED ALUMNI AWARD



J. JEFFERY AUER  
PROFESSOR, INDIANA UNIVERSITY

In recounting the achievements of J. Jeffery Auer, it is difficult to avoid the overuse of superlatives, for his is, indeed, a career of outstanding contribution to the field of communication.

As an undergraduate at Wabash College, he was initiated into Tau Kappa Alpha and received the Hays All-College Debate Award for two years. He later installed a chapter of TKA at Hanover College where he had his first teaching assignment after receiving his Masters degree at the University of Wisconsin.

A faculty appointment at Oberlin was interrupted by service in the Navy, followed by work on his Ph.D. at the University of Wisconsin. Returning to Oberlin he was instrumental in having the discriminatory clauses removed from the DSR chapter at that college.

Successful and inspiring teaching led to department chairmanships at Oberlin, the University of Virginia, and lastly at Indiana University. Along with these demanding responsibilities, Dr. Auer was editor of *Speech Monographs*, assistant editor of *The Quarterly Journal of Speech*, and advisory editor to *The Speech Teacher*. He has also served as executive vice-president, then president of the *Speech Communication Association of America*, a testimonial to his exceptional organizational abilities, as well as to his sense of humor.

As a prolific scholar he has been the author of numerous articles and more than a dozen books on parliamentary procedure, discussion and debate, and research in speech. He is currently at work on another book on public dialogue in America.

Wabash College has shown its pride in Professor Auer by awarding him both the Alumni Award of Merit and the honorary degree of Doctor of

Humane Letters. Delta Sigma Rho-Tau Kappa Alpha honors him with its highest award, the Distinguished Alumni Award.

Nominated by: Wabash College

## DELTA SIGMA RHO-TAU KAPPA ALPHA DISTINGUISHED ALUMNI AWARD



**DONALD L. McCONKEY**  
**DEAN, SCHOOL OF FINE ARTS AND COMMUNICATION**  
**JAMES MADISON UNIVERSITY**

As one examines the background and work of Dr. Donald McConkey, the word "builder" at once comes to mind. From his tenure as Director of Debate at the College of William and Mary to his present position as Dean of the School of Fine Arts and Communication at Madison, Dr. McConkey has filled his world and the world of those around him with momentum.

Dr. McConkey has been actively involved with competitive forensics for most of his adult life. As a student at Illinois State Normal University, he was active in both debate and oratory. Upon his graduation in 1950, he received the Special Degrees of Distinction in Debate and Oratory from Pi Kappa Delta. In 1950, he became a graduate student in speech and assistant debate coach at Ohio State University, where he was initiated as a member of Delta Sigma Rho.

After a Master's degree and service in the Army, he served as Director of Debate at the College of William and Mary—a position he held from 1954 to 1970. The Marshall-Wythe Tournament, which he directed, became one of the largest and most successful events on the circuit, while teams from William and Mary placed high in national competition.

A Ph.D. degree from Ohio State was followed by his appointment as head of the Department of Speech and Drama at Madison College. Under his influence the Department of Speech and Drama became the Department of Communication Arts, with programs in Speech Communication, Theatre, Radio/TV/Film, and Journalism. Majors increased from about 70 to over 500. Facilities include a 50,000-watt radio station, television-film center, student newspaper offices, and an active forensics program.

As an outstanding teacher, coach, innovator and administrator, DSR-TKA salutes Donald L. McConkey and awards him its Distinguished Alumni Award.

Nominated by: James Madison University

### DELTA SIGMA RHO-TAU KAPPA ALPHA DISTINGUISHED ALUMNI AWARD



GLEN E. MILLS  
PROFESSOR EMERITUS  
UNIVERSITY OF CALIFORNIA AT SANTA BARBARA

Professor Glen Mills began his long and rewarding career in communications as a high school speech instructor in Tyndall, South Dakota,

where he had a state-champion debate team. Graduate work at the University of Michigan was followed by an appointment in the School of Speech at Northwestern University where he was for eleven years Director of Forensics.

Later, as Associate Dean, he helped produce countless graduates who themselves are leaders in their professions. Dr. Mills helped to found the American Forensic Association and was faculty sponsor for the DSR chapter. He left Northwestern University in 1968 to teach at the University of California, becoming the Department Chairman in 1971, a position he held until he retired in 1975. He was recalled to part-time teaching for 3 years, thereafter.

Besides a lengthy list of essays on argumentation and forensics, his text *Reason in Controversy* has gone through several editions. It is considered by many to be the most scholarly of the argumentation textbooks. Other books include texts on speech, as well as legal argumentation.

Although retired, he still contributes to argumentation theory and practice through articles for professional journals, as well as other writings.

It is with deep appreciation that Delta Sigma Rho-Tau Kappa Alpha honors one of its all-time greats—Glen E. Mills.

Nominated by: The University of Southern California  
Butler University  
DePauw University

## 1980 DELTA SIGMA RHO-TAU KAPPA ALPHA NATIONAL CONFERENCE AWARDS

The 1980 Delta Sigma Rho-Tau Kappa Alpha National Conference was hosted by the University of Denver, Denver, Colorado on March 21 through 23, 1980. Forty-five member schools participated.

### CONTEMPORARY ISSUES DEBATE

#### Cumulative Placing:

- First: Murray State University
- Second: Western Kentucky University
- Third: University of Illinois—Champaign-Urbana

#### Affirmative Teams:

- First: Murray State University
- Second: Western Kentucky University
- Third: College of William and Mary

#### Negative Teams:

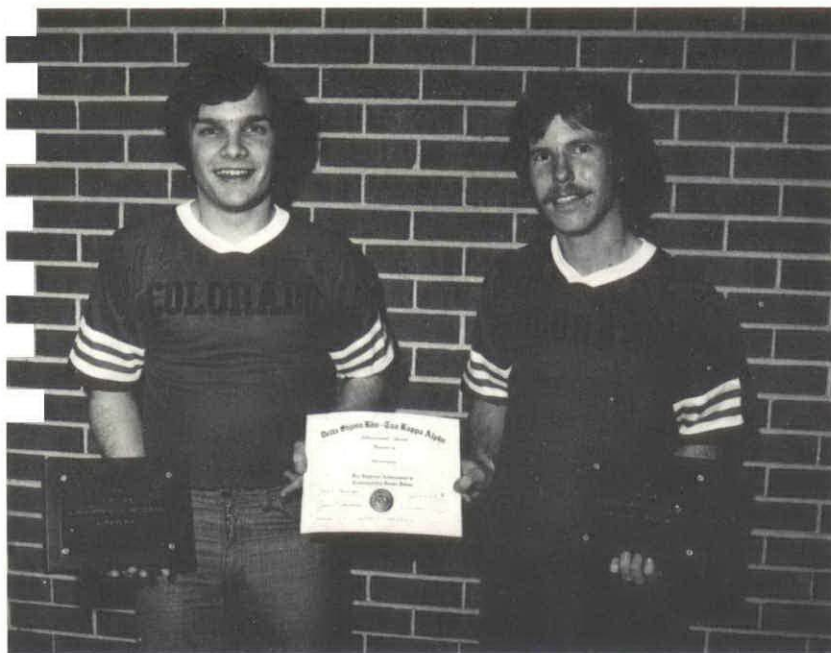
- First: University of Illinois—Champaign-Urbana
- Second: Murray State University
- Third: Western Kentucky University

#### Speaker Awards:

- First: Walker, Murray State University
- Second: Gouch, Duke University
- Third: Stewart, Western Kentucky University



Contemporary Issues Debate  
Murray State University (Solteez, Hutchins, Brown, Walker)  
First Place Overall, First Place Affirmative Team,  
First Place Speaker



Contemporary Issues Debate  
University of Illinois—Champaign-Urbana (Chiller, Reed)  
First Place Negative Team

#### NATIONAL TOPIC DEBATE

##### Team Placings:

- First: Wayne State University
- Second: University of Kansas
- Third: University of Southern California  
University of Kansas

##### Speaker Awards:

- First: Harris, Wayne State University
- Second: Dollar, University of Kansas
- Third: Johnson, University of Kansas





National Topic Debate  
Wayne State University (Buchanan, Harris)  
First Place



National Topic Debate  
University of Kansas (Dollar, Grant)  
Second Place



National Topic Debate  
Harris, Wayne State University  
First Place Speaker

• STUDENT CONGRESS

Superior Awards:

Roseann Mandziuk, Wayne State University, Top Participant  
Catherine R. Gordon, Clemson University  
Jorge M. Guira, University of Florida  
Kenneth Adrian Hornby, University of Florida



**Student Congress Superior Awards**

Mandziuk, Hornby, Guira (l., r.). Not pictured: Gordon

**Excellent Awards:**

Guy A. Hammond, California State University—Long Beach

Pamela Frances Jamison, Mississippi State University

Jeffrey S. Sandler, University of Florida

A. V. Showen, University of Florida

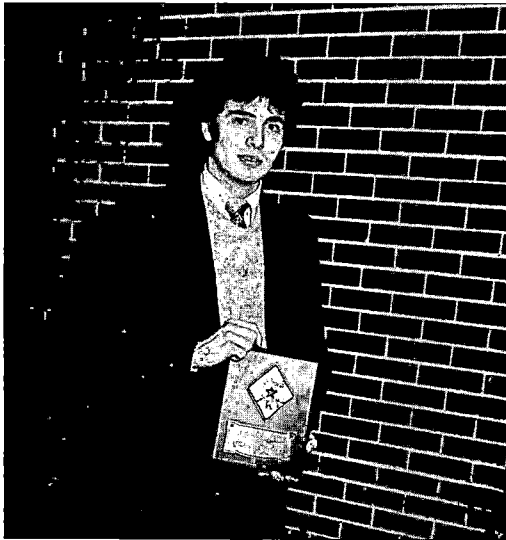


Outstanding Member—Student Congress  
Roseann Mandziuk, Wayne State University

#### INDIVIDUAL EVENTS

##### After Dinner Speaking:

- First: Versage, Wayne State University
- Second: Harrington, University of Mississippi
- Third: Bammes, University of New Mexico



After Dinner Speaking, First Place  
Versage, Wayne State University

**Dramatic Duo Interpretation:**

- First: Fordenbury/Raeford, Auburn University  
Second: Gregory/Burns, Vanderbilt University  
Third: Nelson/Christenson, Mankato State University



Dramatic Duo Interpretation, First Place  
Fordenbury (l.) and Raeford (r.), Auburn University  
Poetry Interpretation, First Place  
Fordenbury, Auburn University  
Expository Speaking, First Place  
Raeford, Auburn University

**Dramatic Interpretation:**

- First: Burns, Vanderbilt University  
Second: Fordenbury, Auburn University  
Third: Raeford, Auburn University



Dramatic Interpretation, First Place  
Burns, Vanderbilt University

Extemporaneous Speaking:

- First: Walker, Murray State University
- Second: Joeckl, University of Nebraska
- Third: Ross, University of Tennessee



Extemporaneous Speaking and Impromptu Speaking, First Place  
Walker, Murray State University

**Impromptu Speaking:**

- First: Walker, Murray State University
- Second: Harrington, University of Mississippi
- Third: Joeckl, University of Nebraska

**Informative Speaking:**

- First: Raeford, Auburn University
- Second: McDullom, University of Denver
- Third: Bascom, Mankato State University

**Persuasive Speaking:**

- First: Joeckl, University of Nebraska
- Second: Lamb, University of Mississippi
- Third: Smithfield, University of Mississippi

**Poetry Interpretation:**

- First: Fordenbury, Auburn University
- Second: Spiegel, Vanderbilt University
- Third: Nelson, Mankato State University

**Prose Interpretation**

- First: Werklegren, Mankato State University
- Second: Raeford, Auburn University
- Third: Cronek, University of Florida



Prose Interpretation, First Place  
Werklegren, Mankato State University (l.)  
Rhetorical Criticism, First Place  
Hoffman, Mankato State University (r.)

**Rhetorical Criticism:**

First: Hoffman, Mankato State University  
Second: Joeckl, University of Nebraska  
Third: Mink, University of Denver



**LEGISLATION ADOPTED BY THE STUDENT  
CONGRESS AT THE DELTA SIGMA RHO-TAU  
KAPPA ALPHA NATIONAL CONFERENCE,  
UNIVERSITY OF DENVER, MARCH 20-23, 1980**

Thirty-six delegates from sixteen colleges participated in the Student Congress at the 1980 National Conference of Delta Sigma Rho-Tau Kappa Alpha, National Forensic Honor Society.

The Speaker of the Assembly was Catherine R. Gordon, Clemson University, and the Clerk was Barbara McHugh, DePauw University.

The general topic for deliberation was "Education in America." The following record comprises the legislation approved by the 1980 Student Congress.

**CONGRESS BILL #1**

By Felicia Hammett, Mississippi State University, and Sharon Plunkett, University of Delaware.

AN ACT to instate sex education classes for seventh and eighth grade students.

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

Section 1. The Federal Government shall encourage state governments to promote sex education for seventh and eighth grade students.

Section 2. This course shall incorporate the physical processes, psychological influence, social problems, and practical applications of human sexuality.

**CONGRESS BILL #2**

By Joe Donohue and Louis Ascanio, St. Anselm's College, as amended by the Committee on Vocational and Continuing Education.

AN ACT to provide access for the physically handicapped to higher education.

Whereas, Section 504 of the Rehabilitation Act of 1973 mandates all Federally assisted programs be made accessible to the physically handicapped, and

Whereas, due to a lack of Federal funding, most postsecondary schools cannot meet the above requirement, and

Whereas, a significant number of handicapped persons are therefore denied access to programs of higher education because of architectural barriers,

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

Section 1. That the Department of Education be empowered to supervise Federal funding for the renovation of postsecondary school buildings in order to facilitate access to higher education for the handicapped.

Section 2. That such renovations shall meet the specifications of the American National Standards Institute for making buildings and facilities accessible to, and usable by, the physically handicapped.

Section 3. That funding, not to exceed one billion dollars, shall be provided by a one cent per gallon tax on gasoline at the pump.

Section 4. Any postsecondary institution not in compliance with the said requirements will be subject to withdrawal of Federal financial assistance.

Section 5. Exemptions from this mandate will be allowed for historical buildings in cases where renovation would detract from the building's historical and/or aesthetic value.

Section 6. This bill will be implemented within two years of its adoption.

### CONGRESS BILL #3

By A. V. Showen, University of Florida, and the Finance Committee.

AN ACT prohibiting federal funding for bilingual education.

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

Section 1. That Federal funding of elementary bilingual education shall be prohibited. Title VII of the 1965 Elementary and Secondary Education Act and subsequent amendments pertaining to bilingual education are repealed.

Section 2. Bilingual education shall be defined as within the above acts, or as any program of education in grades K-8 of non-English-fluent students wherein more than 25% of curriculum is taught in their native language. Programs of education of such individuals with the intent of graduated transition to English fluency not to last more than four school years for each student shall be exempted from the above definition.

### CONGRESS BILL #4

By Lisa Tate and Barbara McHugh, DePauw University.

AN ACT to uphold the standards of professional education.

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

Section 1. That all teachers employed in public school systems shall perform their duties with the "due care associated with the educational professional."

Section 2. "Due care of educational professionals" shall be defined on a case-by-case basis in the courts.

(1) Injury, such as illiteracy, to the claimant shall be determined by a court-appointed board consisting of an educator, a medical doctor and a social worker psychiatrist.

(2) Specific fault of a school corporation will be determined by a judicial investigation.

(3) The claimant may file suit solely against the school organization which has employed the teacher.

Section 3. Should evidence of unprofessional conduct, as determined by the court, be found, the defendant shall pay any compensation also determined by the court, as well as any investigation and court costs.

**CONGRESS BILL #5**

By Teena Ellenberg, Clemson University.

AN ACT to require a national core curriculum in secondary schools.

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

Section 1. A national core curriculum shall be recommended in all public secondary schools for grades nine through twelve.

Section 2. This core curriculum shall consist of the following:

| <u>Years Required</u> | <u>Course Area</u>                         |
|-----------------------|--|
| 4                     | English                                    |
| 2                     | Mathematics                                |
| 2                     | Science                                    |
| 2                     | Physical Education                         |
| 2                     | History (Civics, Economics, or Government) |
| ½                     | Health                                     |
| ½                     | Sex Education                              |
| ½                     | Speech/Communication                       |
| ½                     | Driver's Education                         |

**CONGRESS BILL #6**

By Vincent A. E. Versage, Wayne State University, and the Curriculum Committee.

AN ACT to instate a comprehensive evaluation and accreditation process along with a standardization system for both courses and instructors of elementary and secondary schools.

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

Section 1. That recommended minimum requirements for core curriculum for grades K through twelve be established.

Section 2. That a goals statement (defined as a statement of the minimum requirements and objectives of the course) will be submitted to each student at the beginning of each semester for every core-curriculum course.

Section 3. Student grading and course composition, statement of grading procedure:

(a) Students will be graded with 100 percent of the grading being directly related to the goal statement. Students can be tested only on what is given in the syllabus.

(b) Forty percent of the grade, directly related to the mandatory standards, will be left to the creativity of the instructor and/or the input of the student.

(c) Mandatory evaluation of students shall occur at the completion of each term.

(d) Following the mandatory evaluation, deficiencies which occur shall be reviewed and the goal statement shall be re-evaluated.

(e) Overall competency testing shall occur upon completion of the following levels:

1. Elementary (grades K through six)
2. Junior high (grades seven through nine)
3. High school (grades ten through twelve)

(f) The function of such testing is for evaluation purposes only, not a punitive measure.

Section 4. That institution of a mandatory evaluation for competency and rating of instructors every five years by an independent (regional) pedagogical board to be created by the Department of Education.

Section 5. That the board shall establish minimum standards for instructors. Ratings shall be designated by five classes, with class one being the lowest and class five the highest. Individual ratings should be considered in determining salaries.

Section 6. Class one shall be the minimum rating to maintain instructor status. Instructors failing to meet said standards shall be considered unqualified to teach.

Section 7. Mandatory evaluation of instructor and course by the student to be issued after grades have been determined and prior to their release shall allow for immediate student input to said courses.

Section 8. Compliance.

(a) The implementation of the review board rating system and wage incentives shall insure compliance by instructors.

(b) Tax funds for school systems choosing to comply shall be matched by Federal funds.

#### CONGRESS BILL #7

By the Committee on Continuing and Vocational Education: Roseann Mandziuk, Wayne State University; Louis Ascanio, St. Anselm's College; John Spratling, Clemson University; Henry M. Ogden, Ohio Wesleyan University; and Dale Langston, Mississippi State University.

AN ACT to provide educational programming over the Public Broadcasting Service for the elderly.

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

Section 1. That the Public Broadcasting System shall be requested to allocate two hours per day for educational programming.

Section 2. Compliance to this bill will enable the station to have increased Federal funding, if necessary.

Section 3. This bill shall be implemented within one year of its adoption.

#### CONGRESS BILL #8

By David Price, College of William and Mary.

AN ACT to provide an adequate education for academically gifted children, regardless of family income.

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

Section 1. That the Federal Government shall establish a program of state grants to be administered by the Department of Education.

Section 2. That the grant funds will be available to state governments for the purpose of establishing and maintaining secondary programs for academically gifted students.

Section 3. That admissions criteria for the schools will be based on standards devised by each state, subject to review by the Department of Education.

Section 4. That educational need shall be a positive criterion for admission.

#### CONGRESS BILL #9

By the Finance Committee and Diane Davis, Indiana State University.

AN ACT that funds be appropriated from the general fund to provide grants to states which introduce required consumer education curricula which will be distributed by the Department of Education.

Whereas, consumer education is a neglected area in public education and this subject is of increasing relevance to American youth,

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

Section 1. That the curricula will be determined by the individual state legislatures under the heading of consumer education and within the following guidelines of subject area: (1) consumer protection, (2) consumer finance, and (3) introduction to consumer information sources.

Section 2. That required consumer education curricula are to be introduced between the grades of seven and nine at the discretion of the local school districts.

Section 3. Funding will be determined by the Department of Education subject to legislative approval.

Section 4. This program will be instituted in the fiscal year 1980-1981.

#### CONGRESS RESOLUTION #1

By the Resolutions Committee.

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

That the following individuals be warmly thanked for their contributions to this event:

- (a) Dr. Robert Weiss (DePauw) Director of the Student Congress;
- (b) Robert Trapp, Director of Forensics, and the University of Denver for making this convention possible;
- (c) Cathy Gordon (Clemson), speaker; and Barbara McHugh (DePauw), clerk;
- (d) Roseann Mandziuk (Wayne State), majority leader, and Guy Hammond (California State-Long Beach), majority whip.
- (e) Jorge Guira (Florida), minority leader, and Louis Ascanio (St. Anselm's), minority whip;
- (f) Delegates to the Congress and their coaches;
- (g) The staff and assistants who made this year's Congress possible;
- (h) All committee chairpersons and committee secretaries;
- (i) Those individuals who temporarily handled parliamentary positions.

#### CONGRESS RESOLUTION #2

By the Resolutions Committee.

Whereas, a major portion of America's fiscal and legislative energy is devoted to social welfare programs, and

Whereas, such programs undergo continual growth, revision, and review, and

Whereas, programs of this type are of continued interest to the American public

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

That the 1981 DSR-TKA National Student Congress consider social welfare programs during its legislative session.

**CONGRESS RESOLUTION #3**

By Christine Ellenberg, Clemson University.

Whereas, standardized achievement tests inhibit teacher creativity, and  
Whereas, currently used standardized tests do not measure the potential or ability of bilingual or bicultural children, and

Whereas, teachers, administrators, and guidance counselors frequently misinterpret students due to an inadequate knowledge of applied statistics,

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

That the DSR-TKA Congress supports teacher and administration training in the understanding and interpretation of standardized testing.

**CONGRESS RESOLUTION #4**

By the Resolutions Committee.

Whereas, the American educational system is a major factor in developing the attitudes of American youth, and

Whereas, the models that educational systems present to America's youth have a profound effect upon their behavior, and

Whereas, the behavior of American adults which was learned in the educational system affects the attitudes of society at large, therefore

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

That we support educational systems which attempt to eliminate the effects that social stereotypes have upon the youth of America.

## BOOK REVIEW

*An Introduction to Reasoning.* By Stephen Toulmin, Richard Rieke, and Allan Janik. New York: Macmillan Publishing Company. 1979; pp. vi-343.

Apart from Aristotle and Whately, Toulmin is probably the name most familiar to students of argumentation. A quick survey of argumentation, public speaking and other basic speech communication texts reveals the ubiquity of Toulmin's revolutionary ideas about argumentation. However, the cursory treatment Toulmin receives in most of them assures that without considerable explanation, students will see only the tip of Toulmin's conceptual iceberg. For most undergraduate students, understanding the Toulmin model is not easy; using it to help prepare and assess arguments is a considerable undertaking. This fact has not, however, prevented teachers from hoping that once taught, the Toulmin model will *ipso facto* improve a student's abilities in argument.

Until now, Toulmin's ideas have been accessible to beginning students only in textbooks that invariably explain too little about them. If this is a fault of current textbooks in argumentation, it is one closely linked to the necessity of teaching both a theoretical and a practical art in a span of time that is almost too short for either purpose. Informal logic often constitutes merely a chapter in a textbook or a few lectures; it is regarded as a topic among others rather than a central concern.

*Introduction to Reasoning* renders Toulmin's conception of argumentation both understandable and teachable. It presents a complete first course in Toulmin's perspective on argumentation. The book is divided into four parts, the first two of which aim at establishing the essence of Toulmin's views on reasoning and at defining clearly the parts of his model and their relationships. Unlike most second-hand accounts there is no attempt to differentiate Toulmin's perspective from Aristotle's; the enthymeme is not even mentioned. Nor is there a discussion of the history of the philosophy of argumentation generally. The authors' purpose is straightforward and undiluted: "Rather than aiming at some unattainable ideal of mathematical perfection, we shall describe practical reasoning, as it occurs in daily life, in the hope of understanding better its actual assumptions and potentialities." This is first of all a book on informal logic which systematically explains the nature of "practical arguments." The Toulmin model is explained thoroughly; its features remain essentially the same as those Toulmin introduced in *The Uses of Argument* except that the term "data" is replaced by the more inclusive term "grounds." Exercises at the end of each chapter simplify the task of teaching the model. The examples of arguments used are both varied and interesting.

This is not simply a book that describes arguments. In the third section the authors establish the standards for the criticism of arguments in light of the Toulmin model. They attempt to distinguish "the features that give our arguments genuine 'rational merit' from those other rhetorical devices that have the effect of making them more attractive and persuasive than they deserve to be." The authors hold to an ideal of rationality, if not one of "mathematical perfection." Their viewpoint is also relativistic. Both here and elsewhere in the book, Toulmin's distinction between "field invariant" (universal) and "field dependent" (relative) rules governing the evaluation of arguments is developed. The notion that different rules of reasoning apply in different fields is discussed with exceptional clarity. The authors are right to count establishing the difference between these

rules as "one of the main aims of this book." Also in the third section are discussions of presumption, burden of proof, standard forms of reasoning, language and fallacies.

The third section is, then, a controlled reflection on the nature of argumentation generally; the fourth section studies argumentation in five fields—law, science, the arts, management and ethics—although ethics is treated as a pervasive concern. In these studies the relativistic perspective, already established, receives fuller expression. This excellent discussion would ordinarily be beyond the scope of a traditional course in argumentation and debate, although other textbooks, notably Rieke and Sillars' *Argumentation and the Decision Making Process*, also include chapters which define argumentation within different fields.

Unfortunately, the field traditionally of greatest interest to students of educational debate—policy argumentation—is not given much attention. There is some discussion of policy arguments in the chapter on argumentation in management. But the important question of how reason and values can be applied in choosing from among policy options is not really discussed.

*Introduction to Reasoning*, for all its merits, does not encompass all of the concerns usually treated in a course in argumentation and debate, nor do the authors intend it to. However, it could be used as a successful supplementary or even basic textbook in argumentation and debate if informal logic were considered a major component of the course. The reasons for adopting the book are numerous. The initial chapters on the Toulmin model clarify it far better than any ordinary summary. The discussions of the forms of argument, language and fallacies in the third section are excellent for any course in argumentation and debate, while the formulation of the standards of criticism could be easily incorporated. The final portion of the book, which treats of argumentation within various fields, discloses an important theoretical insight while providing brief, sophisticated descriptions of the "field dependent" characteristics of arguments. No portion of the book is necessarily beyond the scope of a course in argumentation and debate, although the exigencies of teaching the practical art of oral argument may preclude also teaching informal logic and the theory of argumentation in great depth. If this book is not widely adopted in argumentation courses within the discipline of speech communication, it certainly deserves to be read by every teacher of argumentation. It is an excellent yardstick against which to measure our own applications of Toulmin's ideas as well as a rich source of pedagogical and theoretical insights.

Bernard K. Duffy  
Clemson University



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