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THE GAVEL

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TO SPONSORS AND MEMBERS

Please send all communications relating to initiation, certificates of membership, key orders, and names of members to the National Secretary. All requests for authority to initiate and for emblems should be sent to the National Secretary and should be accompanied by check or money orders. Inasmuch as all checks and money orders are forwarded by the Secretary to the National Treasurer, please make them to: "The Treasurer of Delta Sigma Rho."

The membership fee is \$10.00. The official key of 10K (size shown in cut on this page) is \$6.00, or the official keypin of 10K is \$7.00. Cut diamond in key is \$7 additional. **Prices include Federal Tax.**

The names of new members, those elected be-

tween September of one year and September of the following year, appear in the November issue of THE GAVEL. According to present regulations of the society, new members receive THE GAVEL for two years following their initiation if they return the record form supplied them at the time their application is approved by the Executive Secretary and certified to the sponsor. Following this time all members who wish to receive **The Gavel** may subscribe at the following rates: \$1.50 per year for the standard subscription; \$5.00 per year for those who wish to contribute to the work of **The Gavel** and who will be listed as sponsors in each issue; and \$25 for a lifetime subscription.



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THE GAVEL

of

DELTA SIGMA RHO

VOLUME 41

MARCH, 1959

NUMBER 3

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Vox Pop

DEAR EDITOR:

In a recent issue of the *Gavel* President Herold T. Ross discussed the advantages of membership in Delta Sigma Rho to the individual member. He emphasized the honor of being elected to the fraternity and the privilege of wearing the Key.

May I suggest that there is another side of this coin which consists of the responsibility of membership. Since all of us are alumni of a college in which we were elected to membership, it would appear to me that each of us has a responsibility to continue to stimulate the efforts of the speech department in our alma mater.

Almost every one of these schools has a well established alumni giving program which is in most cases called the alumni fund. Designated gifts annually to such a fund can materially assist the speech department in the promotion of a finer program.

The young people presently on the campuses are participating in excellent programs. However, additional financial assistance might help to strengthen or enlarge the activity.

Perhaps you may recall as I do the very tight budget allocated to debate and forensic teams when they are traveling to compete with other schools. We had lots of fellowship on these trips but very limited cash. How fine it would be if every college chapter of Delta Sigma Rho had an annual fund of \$200 or \$300 which could be used for instructional purposes, emergency assistance, or additional traveling funds. Incidentally, all such gifts would be deductible items for income-tax purposes, as well as assisting an on-going educational program.

Homer S. Strong
Director
Alumni Relations
Wayne State University

Golden Anniversary



Delta Sigma Rho's at the University of Missouri Celebrate Their Golden Anniversary

BY ROBERT P. FRIEDMAN¹

No visitor to the University of Missouri campus fails to observe the University's most prominent symbol of its tradition, the Columns—the remains of its original administration building which was destroyed by fire on January 9, 1892. Yet almost no visitor, and, indeed, very few of the University's sons and daughters are aware of the intimate connection between the Columns and the student speech activities at Missouri. With the program of January 13, 1959, in celebrating its 50th anniversary on the Missouri campus, the Delta Sigma Rho chapter reasserted the University's student speech tradition.

In 1892, fourteen years before Delta Sigma Rho was founded, Missouri's Athenaeum Literary Society could already reflect on a half century of successful student speech activity. On the night of January 9 of that year the society was scheduled to present its "49th Annual Open Session," the major event of the society's year when students, professors, and townspeople were invited to hear members of the group debate, declaim, and orate.

In 1892 the interest in a society's open session was roughly equivalent to current interest in the foremost football rivalry—Missouri had played its first football game with Kansas University only a few months earlier in the fall of 1891. University bands were a customary adjunct to society open sessions, cheerleaders were not unusual, and

the Athenaeum Society with its "Rickety Ruff! Rickety Ruff! Who's the stuff! Who's the stuff! Athenaeum!" certainly was not the only society with its own yell.

Shortly after 7:00 p.m. on January 9, 1892, members of the University of Missouri's band filed into the chapel of Academic Hall, took their places in the orchestra pit, and began to tune their instruments in preparation for the evening's activities. Some few students were already in the hall, others were entering the building, and still others along with members of the faculty and citizens of Columbia were hurrying through the snow toward the building when suddenly the lights of the chapel's main chandelier flickered. Then with a great crash the lighting fixture tore itself from the ceiling and plunged into the seats below.

The next morning only the Columns and charred remains of Academic Hall stood in the middle of the campus. A special edition of *The Columbia Herald* described the holocaust and noted, among other items of interest, that the Athenaeum's open session had not been held. The *Herald's* back shop had prepared the society's printed program, and the paper remarked that "The open session programs had just been delivered to the Athenaeum society by the *Herald* office. They were never distributed."

The paper published a copy of the program several days later in its regular weekly edition to show the people what they had missed and what they were to see on January 23, 1892, when the event was held in the local Haden Opera House.

¹ Professor Friedman is Director of Forensics at the University of Missouri. He, along with Thomas L. Fernandez and Joseph O'Rourke, instructors in speech, prepared the manuscripts and directed the program.

Upper left: left to right, (1) Joseph O'Rourke, DSR, '52, (2) Jack L. Pooker, Athenaeum, (3) William A. Heyde, III, DSR, '58, (4) Graham T. Helmenach, DSR, '58, (5) Thomas L. Fernandez, instructor in speech and Assistant Director of Forensics who assisted in the direction of the program, (6) John L. Port, Jr., Athenaeum, (7) Carl D. Gum, DSR, '53, (8) Larry H. Heflin, DSR, '58, (9) Charles R. Row, Athenaeum.

Lower left: left to right, (1) Loren Reid, Professor of Speech and former adviser to Missouri's Delta Sigma Rho chapter who served as toastmaster for the banquet, (2) Herold T. Ross, Professor of Speech, DePauw University and National President of Delta Sigma Rho, who was a featured speaker at the banquet, (3) Mr. W. F. Woodruff, attorney from Kansas City, Missouri, and original Delta Sigma Rho member of the Missouri chapter ('09), another featured speaker at the banquet, (4) Robert P. Friedman, Assistant Professor of Speech and Director of Forensics, who was in charge of the anniversary program. (Mr. Woodruff holds a copy of the 1909 issue of the Missouri yearbook, the *Savitar*, in which Missouri's charter members of DSR are pictured.)

With that copy of the program and the cooperation of the Athenaeon Society, which still exists as the student forensic group at Missouri, the Delta Sigma Rho members restaged the "49th Annual Open Session" as a part of its Golden Anniversary celebration on January 13, 1959.

More than sixty persons, past and present members of Delta Sigma Rho and the Athenaeon Society, attended a banquet in the union building.

Loren Reid, professor of speech at the University of Missouri and a past advisor of the Delta Sigma Rho chapter, served as toastmaster and introduced the speakers. W. Francis English, Dean of the College of Arts and Science and a former Missouri high school debate coach, welcomed the guests. Robert C. Smith, a Columbia attorney and Delta Sigma Rho ('43), spoke on "Contributions of Debate Training for the Professional Man." W. F. Woodruff, an attorney from Kansas City and the first member of the local Delta Sigma Rho chapter ('09), spoke of his experiences as a debater on trips to Austin, Texas, in 1907, and to Boulder, Colorado, in 1908. The final speaker at the banquet was Herold T. Ross, professor of speech at DePauw University and current national president of Delta Sigma Rho. Dr. Ross reviewed the history of the fraternity, spoke of its current organization, and outlined its future policies and problems.

A number of former members of Delta Sigma Rho and the Athenaeon Society traveled to Columbia for the occasion; one, Benton M. Lee, DSR '23, came by plane and bus—Columbia was victimized by fog that day—from as far away as Phoenix, Arizona.

Many others sent warm letters and wires. Horace W. Hughes of Cresskill, New Jersey, DSR '25, wired: "Sorry I cannot attend. . . . Still prize Delta Sigma Rho key. . . ." Dr. Frank Lowe of San Diego, DSR '19, wired: "Congratulations to Delta Sigma Rho upon the 50th anniversary of its fruitful service to Missouri. . . . Even more prestige and power . . . in the critical years ahead." And Mrs. Marion (Alley) Traughber of St. Louis, DSR '32, wrote: "The group of women who were initiated into Delta Sigma Rho at the same time I was were the first women at the University . . . to receive Debaters' 'M's.'

Nothing but illness would keep me from being present."

From the banquet the Delta Sigma Rho and Athenaeon Society members went to the auditorium in Jesse Hall, the University's current administration building, where they joined students, faculty members, and townspeople in an audience numbering more than 300 persons. When the curtain, a replica of the one that hung in the old

THE FORTY-NINTH
ANNUAL OPEN SESSION
ATHENAEON
LITERARY SOCIETY.
"Regina Scientiarum"

MEMBER OPERA HOUSE. JANUARY 23rd, 1892

MUSIC.
The National Anthem.

PRAYER.
Jack L. Pooker, Athenaeon Society.

MUSIC.
March From Aida -- Verdi.

Inaugural Address: Carl D. Gum, Athenaeon Society, Delta Sigma Rho.

Declamation -- Gertrude Bella, William A. Hoyle, III, Athenaeon Society, Delta Sigma Rho.

MUSIC.
Brnoze Horse Overture -- Auber.

Debate -- Resolved: That Immigration Should Be Restricted.
Mr. Larry Heflin, Athenaeon Society, Delta Sigma Rho.
Mr. Graham T. Edmunds, Athenaeon Society, Delta Sigma Rho.

MUSIC.
Selections From Fra Diavolo -- Auber.

Declamation -- Signing of the Magna Charta:
John L. Pooker, Jr., Athenaeon Society.

Oration -- Ireland and the Irish: Joseph O'Keefe, Athenaeon Society, Delta Sigma Rho.

Paper -- Athenaeon Jokers: Charles R. Bow, Athenaeon Society.

MUSIC.
Washington Post March -- Sousa.

This is a copy of the program which was distributed to those in Jesse Hall on January 13, 1959.

Haden Opera House, was raised, the audience saw eight Delta Sigma Rho and Athenaeon Society members in make-up and Prince Albert-style costumes seated in chairs across the stage. Behind them were seated the director and ten members of the current University band also in make-up and costumes.

While the band played the audience stood and sang "The Star-Spangled Banner," then bowed their heads to hear Jack L. Pooker give the invocation, and resumed their seats to hear the "March from Aida." After Carl D. Gum in his role as the incoming president of the society gave his inaugural

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First National Delta Sigma Rho Forensic Tournament

GENERAL INFORMATION

Time and Place: May 7-8-9, 1959, John Carroll University, Cleveland, Ohio. The tournament will open at 9:00 a.m. Thursday morning and will close by 1:30 p.m. Saturday.

Events: The tournament will include 6 rounds of debate; 3 rounds of persuasive speaking; 3 rounds of extempore speaking; and 2 rounds of discussion. Two of the six rounds of debate will be cross-examination debates.

Eligibility: All colleges and universities with Delta Sigma Rho chapters may participate. Participants must be regularly enrolled undergraduate students, either male or female. Participants need not be members of Delta Sigma Rho.

Tournament Fee: There will be a \$15.00 tournament fee which must be paid before the chapter's representatives will be permitted to participate. This fee will be waived for those colleges which have previously paid their chapter's assessment —(\$15.00) for the year.

Debate Proposition: The official proposition which is and will continue to be used by the chapters of Delta Sigma Rho this year is the national proposition on nuclear weapons. For this end-of-the-season tournament, an alternate proposition evolving from the national discussion problem and intended for use in this tournament only will be used. In order to be eligible to participate, the colleges and universities entering this tournament must not have sponsored an intercollegiate forensic tournament on this specific proposition prior to the Delta Sigma Rho Forensic Tournament, May 7-9. The proposition for use in this tournament is: **RESOLVED THAT THE UNITED STATES SHOULD PROVIDE MILITARY AND ECONOMIC ASSISTANCE IN LATIN AMERICA ONLY TO NATIONS WITH DEMOCRATIC GOVERNMENTS.**

Hotel Accommodation: Arrangements have been completed with the Tudor Arms Hotel—a first class hotel with excellent accommodations—to house participants. They will set aside accommodations for at least 150 people during the tournament. Rates will be:

Dormitory Rooms	
(4 to a room)	\$4.00 per person/night
(3 to a room)	\$5.00 per person/night
Twin Bedrooms	
(2 to a room)	\$6.00 per person/night

Single Bedrooms \$7.00 per person/night

Contest Facilities: All tournament events will be held on the John Carroll University Campus, which is within convenient distance of the hotel. Because of limitations in available rooms for debate, the tournament committee can guarantee acceptance of registration only to the first 40 schools which enter debate teams in the tournament. The advance post card returns on intention to participate indicate that this probably will be adequate to accommodate all of the schools desiring to participate. Thirty-two chapters have indicated certainty or probability of attending.

Meals: Meals will be available at the Activities Building on the John Carroll University Campus at reasonable prices. In addition there are a number of good moderately priced restaurants within five minutes drive of the campus.

Drawings for Speaking and Judging Assignments: At 9:30 a.m. Thursday, May 8, colleges which have not confirmed their advance registrations in person will be dropped from the tournament. At 10:00 a.m., the schools participating in the tournament will draw a number which will be used to designate the school in pairings for debate, speaker assignments in discussion, persuasive and extempore speaking, and for judging assignments. For these drawings, schools entering debate will be divided into two equal groups, east and west of a line drawn vertically north and south in the United States. In order that most, and possibly all, debates will be with teams from other geographical areas, schools east of this line will draw odd numbers; those west will draw even numbers. Schools participating in the tournament but not entering debate, if any, will draw from the numbers above those entering debate.

Responsibility for Judging: Each participating school must provide a qualified judge available to serve in all events of the tournament. Each school entering the tournament is expected to send its faculty director for this purpose. If a participating school does not intend to send a qualified faculty critic, the eligibility of the school's participants will be contingent upon the advance registration's being accompanied by funds computed at the rate of \$5 per round in each event entered for use by the tournament director for the

employment of a qualified critic from the Cleveland area to handle the school's judging assignments. This would amount to \$30 for debate; \$15 for persuasive speaking; \$15 for extempore speaking; and \$10 for discussion. Such requests will be handled in the order in which they are received, with the right reserved to return the entry and fee if a competent substitute judge cannot be found.

Ballots and Criticisms: Official ballots will be provided for all events. The tournament committee will provide a means for judges to provide written criticisms for all participants. Brief oral criticisms may be given but decisions in debate, place rankings in persuasive and extempore speaking and quality ratings in all events are not to be announced before the end of the tournament.

Awards: In addition to wins and losses in debates, and rank order places in persuasive and extempore speaking, debate teams and all speakers in all events will be given quality ratings in each round by each judge on the following scale: Superior, Excellent, Good, Fair, or Poor. Teams and individuals with a majority of Superior ratings from the judges in the rounds in which they participate will be given certificates for Superior achievement. All ties in final rankings or ratings will stand. Certificates of award will be issued accordingly.

Other Arrangements: All policies and procedures not covered by the rules and regulations announced for this tournament shall rest with the tournament committee.

TENTATIVE SCHEDULE

Thursday

- 8:00-9:30 a.m. Registration
- 9:30 a.m. Deadline for confirmation of Advance Registration and changes in registration
- 10:00 a.m. General Assembly and drawings
- 10:30 a.m. Round 1 Debate (conventional)
- 1:00 p.m. Round 2 Debate (conventional)
- 2:30 p.m. Round 3 Debate (conventional)
- 4:00 p.m. Round 4 Debate (conventional)
- 6:30 p.m. Banquet and Social Evening

Friday

- 8:50 a.m. Drawings for Round 1 of Extempore Speaking
- 9:00 a.m. Round 1, Persuasive Speaking
- 9:30 a.m. Round 1, Extempore Speaking
- 11:00 a.m. Round 1, Discussion (Problem Stage—round table)
- 12:50 p.m. Drawing for Round 2 of Extempore Speaking
- 1:00 p.m. Round 2, Persuasive Speaking
- 1:30 p.m. Round 2, Extempore Speaking
- 3:00 p.m. Round 2, Discussion (Solution Stage—panel)

- 4:30 p.m. Round 5, Debate (cross-examination)
- 7:00 p.m. Sponsors Meeting; Student Round Table

Saturday

- 9:00 a.m. Round 6, Debate (cross-examination)
- 10:20 a.m. Drawings for Round 3 of Extempore Speaking
- 10:30 a.m. Round 3, Extempore Speaking
- 1:00 p.m. Assembly for Awards

Tournament Committee

- General Chairman—Leroy T. Laase, University of Nebraska
- Tournament Director—Austin Freeley, John Carroll University
- Persuasive Speaking—R. S. Griffin, University of Nevada
- Extempore Speaking—Charles Goetzinger, Kansas State University.
- Discussion—Victor Harnack, University of Colorado
- Debate—Robert Newman, University of Pittsburgh

RULES

Persuasive Speaking: One entry.

Subject: No restriction, but must be an original speech the purpose of which is to persuade.

Time: Not more than 10 minutes.

Delivery: No restrictions; may be from notes, manuscript or memory.

Rounds: Three for everybody, with approximately 8 participants in a section.

Judging: Two judges each round. Each judge must assign each speaker a quality rating of Superior, Excellent, Good, Fair or Poor. Must give at least one speaker a Superior rating. Must rank the four highest ranking speaker 1, 2, 3, 4 and tie all others with a ranking of 5.

Forfeits: Should any contestant be late (i.e., fail to arrive in the contest room at the scheduled starting time) the scheduled concluding time for his speech shall remain unchanged. Should any director miss a judging assignment in individual events, his contestants will not be eligible for an award in individual events.

Awards: Those speakers receiving Superior ratings from a majority (4 or more) of the 6 judges will be awarded a certificate for "Superior" achievement. The rankings assigned by the 6 judges who heard the speaker will be totaled, and First, Second and Third place certificates awarded accordingly.

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Experience in Parliamentary Conduct

BY DONALD W. KLOPF^o

Alice F. Sturgis emphasizes in her volume on parliamentary procedure that there is nothing the world of today needs more urgently than people who have the fundamental ability to work together. Parliamentary law is the code of ethics through which people of all races, creeds, and philosophies can do this. It is concerned with the means by which beliefs and ideas are effectively translated into group action. It is a democratic process which provides orderly ways of determining the majority's will.¹

Parliamentary law is discussed briefly in many speech texts and occasionally is referred to by the speech teacher. Though its importance is almost universally acknowledged, it receives only superficial treatment in the average public speaking course. Problems of finding time and of the necessity to emphasize more basic speech concepts relegate the teaching of parliamentary procedure to a few class sessions tucked in during the school term.

To overcome the problem of insufficient focus on parliamentary procedure, the University of Hawaii's Speech Department developed an extracurricular program—the Wednesday Legislative Forum—designed to provide students with parliamentary experience. While this type of extracurricular activity is not unique to university campuses, Hawaii's Forum presents some features which are worthy of consideration for other such programs.

The forum meets on the University campus for an hour each Wednesday afternoon during the regular school year. The Hawaii Chapter of Delta Sigma Rho and the Board of Debate and Forensics² co-sponsor the program under the guidance of the Speech Department. Patterned after the Territory of Hawaii's Legislature, the Forum utilizes

the rules of the senior body adapted to its own peculiar circumstances. That is, certain rules of the Legislature have been modified to fit the needs of the school group. For instance, the rules concerning the officers have been altered. The Legislature has a speaker, vice speaker, clerk, and sergeant-at-arms; the Forum has a president, secretary, and clerk.

The Forum officers are elected in September and serve for the school year. The duties of the president and secretary are similar to those stated in *Robert's Rules of Order*. The president's major responsibilities are to preside at all Forum sessions, appoint committee personnel, act as parliamentarian, in addition to the other tasks indicated by most parliamentary codes. The secretary keeps the minutes, takes attendance, and advises the committee chairmen of the schedule of debate on a given bill. The clerk, who has no active part in the meetings as such, is charged with the disposition of all Forum affairs. He keeps a roster of all bills, schedules debate on all bills, maintains the Forum's permanent records, and keeps attendance rosters current.

In order to give all Forum members experience in presiding and taking minutes, the presidential and secretarial duties are rotated among the members, with the permanent president and secretary instructing their replacements in the procedures involved. In practice, the permanent president presides at the opening formalities of each session and then relinquishes the chair to his substitute who presides for the balance of the meeting. The permanent secretary takes the roll and reads the minutes before giving up his office to his replacement.

All University students may be Forum members. Those students in attendance at any particular meeting are the members for that session. There are no attendance requirements. In order to carry on the usual business of the Forum, however, a quorum of six members is required. When a bill is scheduled for its final passage, twelve mem-

^oDonald Klopf is Director of Debate and Forensics at the University of Hawaii.

¹*Sturgis Code of Parliamentary Procedure* (New York, 1950), p. viii.

²The Board of Debate and Forensics (BODF) consists of a group of six students appointed by the president of the student body to manage extracurricular speech activities on the campus.

bers must be present to form a quorum.

Since the attendance and membership requirements are so flexible, a nucleus of individuals responsible for the maintenance of business is a prerequisite. The members of the sponsoring Board of Debate and Forensics and Delta Sigma Rho form this core. They compose the membership of eight standing committees which prepare legislation for the Forum sessions.³

Each of these committees assumes the responsibility for drafting legislation in the area of its special interest. The principal business of the Forum concerns the passage of the legislation proposed by these committees. One of the committee members introduces the newly drafted bill to the Forum. Other committee members share the task of speaking for and against the proposed bill. For example, the Committee on National and International Affairs proposed a bill to abolish nuclear testing. Two of the committee's members spoke in favor of discontinuing nuclear testing. Two spoke against the proposal for the purpose of creating debate on the bill. Speakers may speak once for a maximum of five minutes during such debate. The introducer of the bill, however, has the prerogative of speaking a second time to close debate by summing up the case in favor of the bill.

Each piece of legislation passes through four mandatory steps in order to be enacted:

1. Drafting of a bill by one of the standing committees.
2. Introduction of it to the Forum for its first reading and its initial debate.
3. Second reading and debate on the bill, if it is not rejected, at the next Forum session.
4. Third and final reading and debate on the bill. In addition, following steps two and three, the bill may be returned to its committee for further action. The committee at this time may make amendments to cor-

rect weaknesses revealed in the debate or reject it if it is obviously a weak bill.⁴

Since this procedure involves three formal presentations of a bill to the Forum body, the speakers for and against it have ample opportunity to refine their arguments and to benefit from the criticisms and questions of the membership. Also the Forum faculty advisers have additional time to assist speakers with individual speech problems.

In addition to criticizing the speaking of the principal protagonists, the faculty advisers present five-minute critiques at each session about the general proceedings, such as debate techniques used and parliamentary procedure followed. At one session, for example, the participants continuously used the point of order as a device to raise questions about the arguments brought forth against a particular bill in order to point up the fallacies presented. Technically the purpose of the point of order was violated in this case. Consequently the correct usage of this parliamentary device was discussed during the critique.

Although the faculty advisers assist the president as parliamentarians, they are not permitted to advise on matters of procedure during a debate unless the president calls for their opinion. This formality places the major responsibility for detecting parliamentary malpractices on the president and the Forum members. If errors in procedure are not exposed by the group, the advisers can point these out in their critique.

Another restriction on adviser participation comes during the actual debate. The advisers are permitted full privileges of debate but may not vote on matters brought before the Forum.

In order to instruct new members on Forum regulations, a short training period is conducted as part of the first few meetings of each school term. The advisers explain the Forum's rules and other phases of parliamentary law during these periods. Mimeographed copies of the Forum's rules and sets of abbreviated rules of parliamentary law are distributed. One of the advisers also attends the first several meetings of the standing committees in order to make suggestions on discussion techniques.

(Continued on Page 47)

³These committees are: Committee on County and Municipal Affairs, on University Affairs, on High School Affairs, on Labor and Industrial Relations, on National and International Affairs, on Education, on General Welfare.

⁴Customarily a bill passes its first and second readings through a courtesy vote of the assemblage. This practice is followed so that a committee may experience the total procedure necessary to pass a bill.

The University of Kansas Group Action Tournament

BY KIM GIFFIN AND BRAD LASHBROOK*

I

There is widespread agreement that group discussion is important to modern society. We believe that extracurricular forensics is an appropriate program in which to offer training and practice in group discussion. One reason is that we may well be doing our students a serious disservice by exposing them to training in the process of advocacy (debate) if we do not also give them complementary training in the discussion process.

In conjunction with this basic philosophy and the objectives of the University of Kansas extracurricular forensics program, a new and experimental discussion activity was instituted this fall. This activity was called "The University of Kansas Group Action Tournament."

The framework of the Group Action Tournament was relatively simple. Four to six students from each participating school constituted a group action team. A few weeks prior to the tournament a general topic for the tournament was announced. This general topic was "Contemporary Problems in American Education." The teams were told to prepare for the tournament by reading materials pertinent to this general topic.

The Group Action Tournament proper was divided into two phases; the first was the preparation of a committee report on a selected subtopic of the assigned general topic. The "problem" or subtopic selected was "What Can Universities and Colleges Do to Surmount the Problem of Increasing Enrollments." This "problem" was announced to all participants the morning of the first day of the tournament.

Each team was then given approximately twenty-four hours to prepare a committee report. No faculty members judged the students while they were preparing these

reports. However, the coach of each team was allowed to be a consultant for his group during this phase of the tournament. At the end of the twenty-four hour period each team handed to the tournament officials four typewritten copies of its committee report.

These reports were then given to three specially selected faculty judges who read and evaluated them in terms of criteria listed by discussion experts as important for effective committee reports. These criteria were: analysis, logic, evidence, organization, objectivity, and language. Each team was made aware of these criteria before it started the preparation of its formal report. Each judge assigned a numerical rating (1-10) for each team on each of the above criteria (listed on the tournament ballots).

The second phase of the tournament started when the judges' evaluations of all written reports were completed. The teams were then separately called before the three judges. For approximately thirty minutes each team was required to defend orally its written committee report. The criteria for evaluation of each team's oral defense were approximately the same as those used in evaluating the written reports. The ratings for both the oral defense and the written report were then totaled. The team that received the highest total rating was then determined the winner of the Group Action Tournament.

This experimental tournament was attended by 32 students and five coaches, comprising six Group Action teams representing four schools: Rockhurst College, Emporia State Teachers College, Kansas State University, and the University of Kansas. A team representing Kansas State University won first place.

II

It is felt that the Group Action Tournament as described above is superior to the

*Kim Giffin is Director of Debate at Kansas University. Brad Lashbrook is a graduate student at Kansas University.

present day competitive discussion contest. The reason for this belief lies in the fact that the Group Action Tournament attempts to correct the weaknesses of the discussion contest, and further, that it is more in keeping with the realistic goals of group discussion.

As we see it, discussion contests are plagued with four weaknesses which limit their usefulness in training students to understand group relationships in discussion situations. First of all, simply stated, real groups are not established. In every real group there is somewhere a bond, a reason for being, a force to unite individuals into a group relationship. In the discussion contest, however, these bonds are not present. Typically, six to ten students from each of six to ten schools are assigned to meet in the same room. These students share few if any objectives, problems, common experiences, or organizational allegiances. The often-broad discussion question which is selected by the faculty may be of some interest to some students, but the question did not bring the group together. Rather, discussants are present by the accident of contest entry and the coincidence of random assignment.

The judging factor, inherent in the discussion contest, further distorts the relationship between members of the group. When students are highly competitive—and this is very likely, particularly when the discussion contest is held in conjunction with a debate tournament—interpersonal relations become strange indeed. The discussant sees cooperativeness as a part, and sometimes as an all-to-important part, of the discussion process. This concept combines with the presence of the judge and the competitiveness of the student to call forth insincere competition in cooperativeness.

Another weakness of the discussion contest is that the participants are not ordinarily motivated to do adequate preparation. Students, realizing that there is small emphasis placed upon the validity of the *result* of their discussions, do not feel motivated to do adequate gathering of information on the topic. If they are to be judged on how they conform to procedure rather than on what

they produce, there is really no reason for accumulating much store of information.

Most discussion contests are carried on in conjunction with other forensic activities, particularly debate. This necessitates that rather stringent time limits be placed on the discussion activity. Generally, three one-hour periods are allowed. Each period is supposed to be a part of a progressive series. Most tournaments provide a form of outline which characteristically contains several different kinds of analysis. The result is inevitable: a generalized and mechanical hurry through the ritual of the discussion outline.

These then are the four weaknesses of the present day discussion contest: (1) genuine groups usually are not established; (2) competitive individual ratings frequently distort relationships among discussants; (3) students are not ordinarily motivated to effect thorough preparation; (4) sufficient time is not provided for such an event.

In an attempt to alleviate the usual weaknesses of the discussion contest and yet to provide students with an educationally valuable experience in discussion the Group Action Tournament is offered for your consideration.

The Group Action Tournament allows students with similar backgrounds and organizational allegiances to unite for a common purpose—the development of a superior product through the process of group discussion. We believe that in this way a more effective group relationship is established.

The Group Action Tournament utilizes the value of competition as a motivational force. Our experience with debate and public speaking contests tends to indicate that competition in any extracurricular activity is a fundamentally necessary feature. But we have seen the importance of placing that competition so as not to negate the educational advantages which should be derived from such an activity. The Group Action Tournament places competition in discussion between group action teams, not individual group members. It puts a premium on effective discussion, with winners determined on the basis of what effective

(Continued on Page 48)

An Anthology of Commentary on Debate

BY AUSTIN FREELEY*

From time to time all directors of forensics are faced with the necessity of giving a talk about debate, writing leaflets for prospective debaters, publishing tournament programs, or preparing reports for their administration. On these and other occasions, directors of forensics often find it desirable to quote the opinion of others regarding the educational values of debate.

This paper is prepared for the purpose of bringing together some pertinent quotations in convenient form. Obviously this collection represents only a small fraction of the available comment on debate. If you know of other relevant statements, please send them to me. When a reasonable number of new items are on hand, a supplement to this paper will be prepared and distributed to the contributors.

Grateful acknowledgment is made to the following who contributed to this paper: Lionel Crocker, Denison University; W. Roy Diem, Ohio Wesleyan University; James N. Holm, Kent State University; Bruno E. Jacob, National Forensic League; Robert P. Newman, University of Pittsburgh; Gregg Phifer, Florida State University; Clayton H. Shug, Pennsylvania State University; Wayne N. Thompson, University of Illinois, Navy Pier, Chicago; and Brooks Quimby, Bates College.

ARISTOTLE

If it is a disgrace to a man when he cannot defend himself in a bodily way, it would be absurd not to think him disgraced when he cannot defend himself with reason in a speech.

—The *Rhetoric*

ASHTON, JOHN W. (Vice President, University of Indiana)

Debate, as a part of an excellent liberal arts college, has been highly important to me in all I have done.

—Bates College *Bulletin*

BRYAN, WILLIAM JENNINGS

The most valuable form of public speaking is debate.

CANHAM, ERWIN D. (Editor, *The Christian Science Monitor*)

My debate experience at Bates was helpful in my postgraduate study at Oxford. At all times the necessity of organizing ideas and presenting them vigorously has been pertinent to newspaper writing. Asking questions at press conferences or interviewing statesmen was aided by my public speaking experience.

—Bates College *Bulletin*

CLEMENT, FRANK G. (Governor of Tennessee)

I cannot think of any one in the country who owes more to his participation in National Forensic League events than I do.

DENNY, GEORGE V. (Moderator, Town Meeting of the Air)

It is better to debate a matter without settling it than to settle the matter without debating it.

DOUGLAS, WILLIAM O. (Associate Justice, United States Supreme Court)

The vitality of civil and political institutions in our society depends on free discussion. As Chief Justice Hugh wrote in *De Jonge v. Oregon*, 299 US 353,365, it is only through free debate and free exchange of ideas that government remains responsive to the will of the people and peaceful change is effected. The right to speak freely and to promote diversity of ideas and programs is therefore one of the chief distinctions that sets us apart from totalitarian regimes.

—Terminiello v. Chicago,
US Reports, 337:1

GOULD, SAMUEL B. (President, Antioch College)

If I were to choose any single activity in college which has contributed most to my career, I would certainly choose debating.

—Bates College *Bulletin*

HARRIS, SEYMOUR E. (author)

Clearly, Keynes' main profit at Cambridge came from his extracurricular activities rather than from his teachers. . . . He became an outstanding figure at the Cambridge Union. His later success in winning students who were to help spread Keynesianism; his effectiveness in the years of persuasion 1919 on; the constant outpouring of ideas which remoulded Treasury official policy . . . his magnetic effect on the British cotton producers . . . his remarkable performance in the famous Bretton Woods

*Austin Freeley is Director of Forensics at John Carroll University, Cleveland, Ohio.

debates; his presentation of the British case for a loan in 1945 . . . his many other brilliant debates—all of these owe much to his youthful training as a debater. "Like Dr. Johnson, he would talk for victory."

—Seymour E. Harris,

John Maynard Keynes

HENRY, DAVID D. (President, University of Illinois)

. . . my speech and debate experience and training at Penn State was the most important single educational experience of my life . . .

The group developed fellowship and team camaraderie which had important by-products for personal growth. The visits to other schools, and travel experience, the living and working together—all under the high expectations of the "Coach" and his most gently administered but ever firm supervision—made for an individual development which has remained for me a high point in my educational experience.

The meaning of scholarship, the "feel" for the handling of ideas, the fellowship in professional service were for me but some of the outcomes of my debate experience.

—*Centennial History, The Pennsylvania State University*

HUMPHREY, HUBERT H. (United States Senator from Minnesota)

Democracy requires competition of ideas. There are three D's of Democracy—dissent, discussion, and debate. Dissent with respect for the rights of others, discussion in a constructive and honorable manner, and debate based upon facts and honest exchange of ideas and information.

—Kent State University pamphlet

LIPPMANN, WALTER (Author)

. . . the dialectical process for finding truth works best when the same audience hears all the sides of the disputation. This is manifestly impossible in the moving pictures: if a film advocates a thesis, the same audience cannot be shown another film designed to answer it. Radio and television broadcasts do permit some debate. But despite the effort of the companies to let opposing views be heard equally, and to

organize programs on which there are opposing speakers, the technical conditions of broadcasting do not favor the genuine and productive debate. For the audience, tuning on and tuning off here and there, cannot be counted on to hear, even in summary form, the essential evidence and the main argument on all the significant sides of a question. Rarely, and on very few public issues, does the mass audience have the benefit of the process by which truth is sifted from error—the dialectic of debate in which there is immediate challenge, reply, cross-examination and rebuttal.

Yet when genuine debate is lacking, freedom of speech does not work as it is meant to work. It has lost the principle which regulates and justifies it—that is to say, dialectic conducted according to logic and the rules of evidence. If there is no effective debate, the unrestricted right to speak will unloose so many propagandists, procurers, and panderers upon the public that sooner or later in self-defense the people will turn to the censors to protect them. . . .

For in the absence of debate, unrestricted utterance leads to the degradation of opinion. By a kind of Gresham's law the more rational is overcome by the less rational, and the opinions that will prevail will be those which are held most ardently by those with the most passionate will. For that reason the freedom to speak can never be maintained by merely objecting to interference with the liberty of the press, of printing, of broadcasting, of the screen. It can be maintained only by promoting debate.

—*The Public Philosophy*

LIPPMANN, WALTER

Tyrannies govern by declamation, democracies by debate.

MANN, THOMAS (Author)

Speech is civilization itself. The word, even the most contradictory word, preserves contact—it is silence which isolates.

—*The Magic Mountain*

MEIKLEJOHN, ALEXANDER (former president of Amherst College)

As I look back upon my own experience When I try to single out from among the long line of college students some one

group which shall stand forth as intellectually the best—best in college work and best in promise of future intellectual achievement . . . I cannot draw the line around my own favorite students of philosophy, nor the leaders in mathematics, nor those successful in biology; nor could I fairly award the palm to the Phi Beta Kappa men who have excelled in all their subjects.

It seems to me that stronger than any other group, tougher in intellectual fiber, keener in intellectual interests, better equipped to battle the coming problems are the college debaters—the students who, apart from their regular studies, band together for intellectual controversy with each other and with their friends in other colleges.

—*The Liberal Arts College*

MUSKIE, EDMUND S. (United States Senator from Maine)

The art (of debate) must be practiced widely if its use is to achieve maximum results for us. It should be practiced not only on the level of Lincoln and Douglas, not only on the floor of the United States Senate, not only by politicians, but also by average citizens—over the back fence, on street corners, in town meetings, by use of both the written and spoken word.

It is obvious, then, that the development of leadership in such a (free) society has a very direct relationship to the art of debate. One becomes a leader by moulding public opinion to support a given course of action, not by dictating such action. Dealing, as one must, with ever changing opinion, one can hope to be successful in a career of leadership, only to the extent that one practices effectively the art of debate.

—*Today's Speech*

NORRIS, GEORGE W. (United State Senator)

I was a member of the Crescent Literary Society and I shall never forget the debating team we had. One of the best adjuncts to an education was a fine debating society. I learned a good deal in those old societies that was of inestimable value to me later in the practice of law. It has always been my

belief that more attention ought to be paid in our schools, particularly in our colleges and universities to debate. The principal object should be to prepare the young man or the young woman for participation in public gatherings of all kinds. . . . To my mind, if I were able to found a college or university, I would stipulate that debate should be one of the things that never should be neglected. The impression made upon the mind in those debate sessions will live forever, even though we forget all about the questions debated and all about the arguments made, for gradually the human mind will grip and retain during life many valuable ideas of a very practical nature which will help that person through life, no matter what his occupation may be.

—Crocker, *Argumentation and Debate*

O'NEILL, WILLIAM C. (former Governor of Ohio)

The training I received in speech and debate has been more valuable to me than all the rest of my training put together.

—Kent State University pamphlet

PLATO

Rhetoric is the art of winning the soul by discourse, which means not merely arguments in the courts of justice, and all other sorts of public councils, but in private conference as well. It is one thing, the same thing, whether it has to do with matters great or small; always intrinsically honorable—I mean, of course, right Rhetoric—whether the points at issue are serious or not.

—*Phaedrus*

REUTHER, WALTER (President, United Auto Workers)

The open and free debate of controversial issues, in which all points of view are represented, is basic to the tradition of American democracy.

—“Good Evening Neighbors!”
pamphlet, America's Town
Meeting of the Air

(This is the first of a two-part article. The second part will appear in a future issue.)

D.S.R. RULES

(Continued from Page 38)

Ties for these three places, if any, will stand and be announced as such. No awards other than First, Second and Third places and Superior ratings will be made.

Extempore Speaking: One entry.

Subject: Current National and International Affairs.

Time: 5-7 minutes.

Drawings: 40 minutes in advance, 7 minutes apart. First four speakers each draw 3 topics; others 4. Select one and record it; return others. After round 1, no speaker may use same topic selected for a previous round.

Rounds: 3 for everybody, with approximately 8 participants in a section.

Judging: Same as for persuasive speaking.

Forfeits: Same as for persuasive speaking.

Awards: Same as for persuasive speaking.

Discussion: Maximum of 2 entries.

Subject: National Discussion Problem.

Rounds: Two for everybody, with approximately 8 participants in a section. Round I will deal with the problem phase of the question; Round II with the solution phase.

Procedure for Round I, Problem Stage:

Informal round table discussion for 55 minutes devoted to problem analysis of U.S. relations with Latin America. At the outset, the participants shall make such arrangements for a chairman that they deem desirable.

Procedure for Round II, Solution Stage:

Panel discussion under the direction of a faculty chairman. Each speaker will be given 5 minutes to identify a phase of the problem which he thinks is significant and to present the solution which he advocates for it. At the close of his speech, the chairman will call on another member of the panel to ask the speaker a pertinent question. The total time for the original speech, question and his answer shall not exceed 7 minutes.

Judging: Two judges each round. In Round I, each judge shall give a rating of Superior, Excellent, Good, Fair or Poor to the group as a whole in accordance with his evaluation of the quality of their cooperative investigation of the problem. These group ratings shall be recorded as a part of the total tournament record for each participant. In addition, each judge shall give a similar single rating to each

speaker in accordance with the quality of the speaker's participation. In Round II, each judge will give a single rating to each speaker based on the quality of his original speech, the answer which he gives to the question directed to him, and the question which he asks another member of the panel.

Forfeits: Should any contestant fail to arrive in the contest room at the scheduled starting time, the discussions shall start without him. Should any director miss a judging assignment in discussions, his contestants will not be eligible for an award in discussion.

Awards: For each speaker, the six ratings accumulated as above from the two judges will be used as the basis for determining his achievement. Speakers with four or more Superiors in these six ratings shall be awarded a certificate for Superior achievement in discussion.

Debate: One two-man team only.

Question: Resolved that the United States should provide military and economic assistance in Latin America only to nations with democratic governments.

Rounds: Six rounds for each team; three on the affirmative and three on the negative. Four rounds will be conventional type debate; two rounds will be cross-examination style debates.

Substitutions: Free substitution from round to round is permitted. Thus, a school may use 2 speakers debating both sides of the question; 4 speakers, two on the affirmative and two on the negative; or 3 speakers with one debating both sides and the other two alternating.

Procedure for Conventional Debates: Two speakers, 10-minute constructive speeches and 5-minute rebuttals.

Procedure for Cross-examination Debates:

1st affirmative speech 8 minutes

A negative speaker cross-examines 4 minutes

1st negative speech 8 minutes

An affirmative speaker cross-examines 4 minutes

2nd affirmative speech 8 minutes

Other negative cross-examines 4 minutes

2nd negative speech 8 minutes

Other affirmative cross-examines 4 minutes

Negative summary (either) 5 minutes

Affirmative summary (either) 5 minutes

Either questioner or answerer may appeal to the judge for a ruling on the relevance, fairness or reasonableness of questions and compulsion to answer.

Judging: In addition to a decision, the

judge shall give each team and each speaker on each team a quality rating in each round of Superior, Excellent, Good, Fair or Poor.

Forfeits: Any team more than 15 minutes late for a debate shall be required to forfeit that debate. The team that wins by such forfeit shall receive for that forfeited round an average of its team and speaker ratings earned in other rounds for its team and speaker ratings respectively. In computing these averages, each superior shall be valued as 5 points, excellent as 4, good as 3, fair as 2, and poor as 1. If this average ends in a decimal of .5 or above, it shall be interpreted to fall in the higher category (For example, an average of 4.5 would be recorded as a Superior). The team that loses by a forfeit shall also forfeit all rights to ratings for that round. Should any director miss a judging assignment (i.e., fail to appear within fifteen minutes of the scheduled starting time) his team will automatically forfeit its debate in that round, and speaker ratings will be computed as above.

Awards: All teams winning five or all of their six rounds of debate or who receive Superior ratings in a majority (4 or more) of the 6 rounds will be awarded a certificate for Superior achievement in debate. Unless one and only one of these Superior teams has won all of its debates and unless this team has defeated at least one of the teams which has won five of six debates, no official tournament champion will be recognized. Instead, teams rating Superior which win five or all of their six rounds of debate will be recognized as co-champions. Individual debaters who receive a majority of Superior ratings in the rounds in which they participate will be awarded a certificate for Superior achievement in debate. No awards other than the above will be given.

Even Number of Teams: As an even number of teams is necessary for the most efficient operation of this tournament, the host college has agreed to enter a second team should this become necessary to provide an even number of teams. This team will not be eligible for any awards presented to teams, but the individuals on this team shall be eligible for any awards presented to individuals in debate.

Gilbert L. Hall, former Vice-President, Treasurer and Trustee of D.S.R., recently died. A story on Mr. Hall will appear in the next issue.

PARLIAMENTARY CONDUCT

(Continued from Page 40)

In evaluating the program, it appears that the Forum has accomplished these goals:

1. It provides training in the extended application of parliamentary law.
2. It requires the careful formulation of resolutions.
3. It permits full reflection on concrete resolutions through the process of debating the merits of each.
4. It offers an opportunity for Forum members to gain experience in presiding at meetings and in fulfilling the secretarial functions.
5. It encourages the general participation of all members in Forum proceedings.
6. It provides ample opportunity for all to engage in extemporaneous as well as impromptu speaking.
7. It provides for the criticism of individual participants in speaking and in parliamentary procedure.
8. It affords experience in discussion through its committee meetings.

Despite these obvious merits, shortcomings and weaknesses are apparent. Predominant among these is the problem of maintaining participant interest. Because of excellent faculty cooperation, the average attendance has been about thirty-five students per session. But there are few repeaters except for the Delta Sigma Rho and BODF members. To help alleviate this problem, contemplated plans call for a closer relationship between the Forum and the speech fundamentals and public speaking courses. The plan is to have these classes draft their own bills to introduce to the Forum and then have selected representatives follow these through the three readings. This procedure will permit individual class members to identify more closely with Forum proceedings and gain the added benefit coming from the greater participation.

Whatever the faults, Forum members who have actively participated have indicated their satisfaction with the activity because they have learned by doing. Through the practice in parliamentary proceedings, they have experienced some of the fundamental skills involved in working together.

GROUP ACTION

(Continued from Page 42)

discussion can *produce*. Cooperative effort becomes genuine when a high quality product demands it.

Discussion experts have listed the criteria for effective discussion; by making these items the criteria for evaluation of participation it is felt that participants will be motivated to do a better job of preparation for discussion. If they are to be evaluated on analysis, organization, evidence, logic, objectivity, and language, considerable preparation will be necessary.

The single objective of this type of tournament is effective group action within a fairly adequate time period. Each Group Action team can utilize twenty-four hours as it sees fit. There are no whistles blown to signify movement from one phase of discussion to another, and no interruption of the process in order that the participants might have time to compete in another form of forensic activity.

In giving each team's coach the role of consultant for his group during the deliberative phase of the tournament, an opportunity is provided for him to point out effective group discussion techniques. This we feel is an added educational advantage of such a tournament.

We believe that the Group Action approach to competitive discussion places emphasis where it belongs—on the *product* of discussion. Group discussion is of most value in real life when it can help us solve our mutual problems.

III

The rationale for the Group Action Tournament described above is subject to experimental investigation and evaluation. Our first efforts in this direction were made in the spring of 1958 within the framework of Speech 66, a course in discussion at the University of Kansas. Outside judges were selected, the class was divided into "teams" and staff members were assigned to act the part of "Coaches." The purpose of this pilot study was not to evaluate procedure but to develop more clearly our concept of such a tournament and to produce tentative reac-

tions from staff members and students in advance of setting up an experimental Group Action Tournament in the fall of 1958.

At this time we are interested in evaluation of the Group Action Tournament as an extracurricular forensic event. By the use of written questionnaires to student participants and to the coaches, oral interviews with the judges as well as analysis of the tournament ballots an attempt is being made to evaluate the Group Action approach to competitive discussion. We hope to report the results of this research at a later date.

GOLDEN ANNIVERSARY

(Continued from Page 36)

address, William A. Heyde, III, declaimed "Curfew Bells."

When the band finished the "Bronze Horse Overture," Larry H. Heflin, affirmative, and Graham T. Helmenbach, negative, debated the proposition, "Resolved: That Immigration Should Be Prohibited."

"Selection from Fra Diavolo" was the next musical number after which John L. Port, Jr., gave the declamation, "Signing of the Magna Charta;" Joseph O'Rourke delivered an oration, "Ireland and the Irish;" and Charles R. Row finished the speaking with a "paper" entitled, "Athenaeon Joker."

In response to the audience's applause when the curtain was lowered to the strains of the "Washington Post March" Gum stepped before the curtain to bid the audience a pleasant good night.

When the "49th Annual Open Session" curtain came down, the Delta Sigma Rho members filed their manuscripts away; perhaps the program will be repeated on the 100th anniversary of the founding of the Missouri chapter.

Articles, Letters, Notes

These are always
welcomed by the
Editor.

Charles Goetzinger, Kansas State

Delta Sigma Rho . . . Chapter Directory

Code	Chapter Name	Date Founded	Faculty Sponsor	Address
A	Albion	1911	J. V. Garland	Albion, Mich.
AL	Allegheny	1913	Nels Juleus	Meadville, Penn.
AM	Amherst	1913	S. L. Garrison	Amherst, Mass.
AMER	American	1932	J. H. Yocum	Washington, D.C.
AR	Arizona	1922	G. F. Sparks	Tucson, Ariz.
B	Bates	1915	Brooks Quimby	Lewiston, Maine
BE	Beloit	1909	Carl G. Balson	Beloit, Wisc.
BK	Brooklyn	1940	Charles Parkhurst	Brooklyn, N.Y.
BR	Brown	1909	Anthony C. Gosse	Providence, R.I.
BU	Boston	1935	Wayne D. Johnson	Boston, Mass.
CA	Carleton	1911	Ada M. Harrison	Northfield, Minn.
CH	Chicago	1906	Marvin Phillips	Chicago, Ill.
CLR	Colorado	1910	Thorrel B. Fest	Boulder, Colo.
COL	Colgate	1910	Stan Kinney	Hamilton, N.Y.
CON	Connecticut	1952	Charles McNames	Storrs, Conn.
COR	Cornell	1911	H. A. Wichelns	Ithaca, N.Y.
CR	Creighton	1934	Rev. Robert F. Purcell, S. J.	Omaha, Nebraska
D	Dartmouth	1910	Herbert L. James	Hanover, N.H.
DP	DePauw	1915	Robert O. Weiss	Greencastle, Ind.
EL	Elmira	1931	Geraldine Quinlan	Elmira, N.Y.
GR	Grinnell	1951	Wm. Vanderpool	Grinnell, Iowa
GW	George Washington	1908	George F. Henigan, Jr.	Washington, D.C.
H	Hamilton	1922	Willard B. Marsh	Clinton, N.Y.
HR	Harvard	1909		Cambridge, Mass.
HW	Hawaii	1947	Orland S. Lefforge	Honolulu, Hawaii
I	Idaho	1926	A. E. Whitehead	Moscow, Idaho
ILL	Illinois	1906	Wayne Brockriede	Urbana, Ill.
IN	Indiana	1951	E. C. Chenoweth	Bloomington, Ind.
ISC	Iowa State	1909	Ralph L. Towne	Ames, Iowa
IT	Iowa State Teachers	1913	Lillian Wagner	Cedar Falls, Iowa
IU	Iowa	1906	Orville Hitchcock	Iowa City, Iowa
JCU	John Carroll	1958	Austin J. Freely	Cleveland, Ohio
K	Kansas	1910	E. C. Buehler	Lawrence, Kansas
KA	Kansas State College	1951	Charles Goetzinger	Manhattan, Kansas
KX	Knox	1911		Galesburg, Ill.
MQ	Marquette	1930	Joseph B. Laine	Milwaukee, Wisc.
M	Michigan	1906	N. Edd Miller	Ann Arbor, Mich.
MSU	Michigan State	1958	Huber Ellingsworth	East Lansing, Mich.
MN	Minnesota	1906	Robert Scott	Minneapolis, Minn.
MO	Missouri	1909	Robert Freidman	Columbia, Mo.
MM	Mount Mercy	1954	Thomas A. Hopkins	Pittsburgh, Penn.
MU	Mundelein	1949	Sister Mary Antonia, B.V.M.	Chicago, Ill.
N	Nebraska	1906	Don Olson	Lincoln, Nebraska
NEV	Nevada	1948	Robert S. Griffin	Reno, Nevada
ND	North Dakota	1911	John S. Penn	Grand Forks, N.D.
NO	Northwestern	1906	Russel Windes	Evanston, Ill.
O	Ohio State	1910	Paul A. Carmack	Columbus, Ohio
OB	Oberlin	1936	Paul Boase	Oberlin, Ohio
OK	Oklahoma	1913	Roger E. Nebergall	Norman, Okla.
OR	Oregon	1926	Herman Cohen	Eugene, Oregon
ORS	Oregon State	1922	Earl W. Wells	Corvallis, Oregon
OW	Ohio Wesleyan	1907	Ed Robinson	Delaware, Ohio
P	Pennsylvania	1909	G. W. Thumm	Philadelphia, Pa.
PO	Pomona	1928	Howard Martin	Claremont, Calif.
PR	Princeton	1911	Clarence S. Angell	Princeton, N.J.
PS	Pennsylvania State	1917	Clayton H. Schug	University Park, Pa.
PT	Pittsburgh	1920	Bob Newman	Pittsburgh, Pa.
R	Rockford	1933	Mildred F. Berry	Rockford, Ill.
SC	Southern California	1915	James H. McBath	Los Angeles, Calif.
ST	Stanford	1911	Leland Chapin	Stanford, Calif.
SW	Swarthmore	1911	E. L. Hunt	Swarthmore, Penn.
SY	Syracuse	1910	J. Edward McEvoy	Syracuse, N.Y.
T	Temple	1950	Amelia Hoover	Philadelphia, Pa.
TE	Texas	1909	Martin Todaro	Austin, Texas
TT	Texas Tech	1953	P. Merville Larson	Lubbock, Texas
VA	Virginia	1908	Robert Jeffrey	Charlottesville, Mo.
W	Washington	1922	Ronald F. Reid	St. Louis, Mo.
WA	University of Washington	1954	Laura Caswell	Seattle, Wash.
WAY	Wayne	1937	Rupert L. Cortright	Detroit, Mich.
WEL	Wells	1941	Evelyn Clinton	Aurora, N.Y.
WES	Wesleyan	1910	Donald Torrence	Middletown, Conn.
WICH	Wichita	1941	Mel Moorhouse	Wichita, Kansas
WIS	Wisconsin	1906	Winston L. Brembeck	Madison, Wisc.
WJ	Washington and Jefferson	1917	Frederick Hellegier	Washington, Penn.
WM	Williams	1910	George R. Connelly	Williamstown, Mass.
WO	Wooster	1922	Madine Schwitzer	Wooster, Ohio
WR	Western Reserve	1911	Lawrence Kuhl	Cleveland, Ohio
WVA	West Virginia	1923	F. A. Neyhart	Morgantown, West Va.
WYO	Wyoming	1917	John Goudy	Laramie, Wyoming
Y	Yale	1909	Rollin G. Osterweis	New Haven, Conn.
L	At Large	1909		

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Cleveland, Ohio

John Carroll University — Host

(See Page 38 for General Rules)