

# THE FORENSIC

OF PI KAPPA DELTA

SERIES 13

MARCH, 1928

NUMBER 4

## SEVENTH NATIONAL CONVENTION PROGRAM

**Tiffin, Berea and Westerville, Ohio**

March 31-April 6

(Subject to change by action of the National Council)

### MARCH 31, SATURDAY

**At Tiffin—**

Pre-Convention meeting of the National Council, 2:00 P. M.

### MARCH 31, SATURDAY

**At Tiffin—**

Arrival and registration of delegates.

**At Berea—**

Arrival and registration of delegates.

**At Westerville—**

Arrival and registration of delegates.

### APRIL 2, MONDAY

**At Tiffin—**

8:00 - 9:00 Meeting of all delegates to get instructions and assignments for contests.

9:00 - 10:30 Debate tournament, Round 1.

10:30 - 12:00 Debate tournament, Round 2.

12:00 - 1:30 Lunch. Welcome to delegates by the President of the student body. Responses.

1:30 - 3:00 Debate tournament, Round 3.

3:00 - 4:30 Debate tournament, Round 4.

3:00 - 6:00 Preliminaries in Extemporaneous Speaking.

6:00 - 7:30 Dinner.

7:30 - 9:00 Debate tournament, Round 5.

8:15 - 10:00 Preliminaries in Oratory.

**At Berea—**

8:00 - 9:00 Meeting of all delegates to get instructions and assignments for contests.



- 9:00 - 10:30 Debate tournament, Round 1.  
 11:00 - 12:00 Chapel with the Baldwin-Wallace Student Body.  
 Welcome by the President of the Student Body.  
 Response by delegates from the South, West, and East.  
 12:00 - 1:30 Lunch  
 1:30 - 3:00 Debate tournament, Round 2.  
 3:00 - 4:30 Debate tournament, Round 3.  
 3:00 - 6:00 Preliminaries in Extemporaneous Speaking.  
 4:30 - 6:00 Debate tournament, Round 4.  
 6:00 - 8:30 Dinner and entertainment.  
 8:00 - 10:00 Preliminaries in Oratory.  
 8:00 - 9:30 Debate tournament, Round 5.

**At Westerville—**

- 8:00 - 9:00 Meeting of all delegates to get instructions and assignments for contests.  
 9:00 - 10:30 Debate tournament, Round 1.  
 10:30 - 12:00 Debate tournament, Round 2.  
 12:00 - 1:30 Lunch.  
 Address of welcome by the President of the Student Body.  
 Responses.  
 1:30 - 3:00 Debate tournament, Round 3.  
 3:00 - 6:00 Preliminaries in Extemporaneous Speaking.  
 3:00 - 4:30 Debate tournament, Round 4.  
 6:00 - 7:30 Dinner and entertainment.  
 7:30 - 9:00 Debate tournament, Round 5.  
 8:00 - 10:00 Preliminaries in Oratory.

**APRIL 3, TUESDAY****At Berea—**

- 8:00 Movement of delegates to Tiffin, probably by bus.

**At Westerville—**

- 8:00 Movement of delegates to Tiffin, probably by bus.

**APRIL 3, TUESDAY—AT TIFFIN**

- 9:00 - 10:30 Debate tournament, Round 6, Men.  
 10:30 - 12:00 Debate tournament, Round 7, Men.  
 9:00 - 12:00 Committee meetings.  
 Meeting of the National Council.  
 11:30 - 12:30 Lunch.  
 1:00 - 2:00 Debate tournament, Round 8, Men.  
 Debate tournament, Round 6, Women.  
 1:00 - 4:00 Semi-finals in Oratory, Men.  
 Semi-finals in Oratory, Women.



- 4:00 - 6:00 Semi-finals in Extemporaneous Speaking, Men.  
Semi-finals in Extemporaneous Speaking, Women.  
First general convention assembly of all delegates.  
President's address, National President, Alfred Westfall.  
Reading of the minutes of the previous meeting.  
(Summarized.)  
Roll call by chapters.  
Organization of the convention.  
Appointment of the committee.  
Introduction of new business.  
Adjournment.
- 6:00 - 8:15 Dinner and general reception.
- 8:15 - 9:30 Finals in Oratory, Women.
- 8:15 - 9:30 Finals in Extemporaneous Speaking, Men.

**APRIL 4, WEDNESDAY**

- 8:00 - 9:30 Debate tournament, Round 9, Men.  
Debate tournament, Round 7, Women.
- 9:00 - 11:30 Second general convention assembly of all delegates.  
Roll call by chapters.  
Reports of the national officers.  
President Alfred Westfall.  
First Vice-President, W. H. Veatch.  
Second Vice-President, J. D. Menchhofer.  
Secretary-Treasurer, G. W. Finley.  
Historian, E. R. Nichols.  
Counsel, J. E. Coon.  
Editor of the FORENSIC.  
Chairman of the Charter Committee.  
Chairman of the Interchapter Relations Committee.  
Chairman of the Interfraternity Committee.  
Chairman of the Publicity Committee.
- 9:30 - 11:00 Debate tournament, Round 10, Men.  
Debate tournament, Round 8, Women.
- 12:00 - 1:30 Lunch.
- 1:30 - 3:00 Debate tournament, Round 11, Men.  
Debate tournament, Round 9, Women.
- 3:00 - 4:30 Debate tournament, Round 12, Men.  
Debate tournament, Round 10, Women.
- 4:00 - 6:00 Third convention assembly of all delegates.  
Reports of special committees.  
Unfinished business.  
New Business.  
Adjournment.



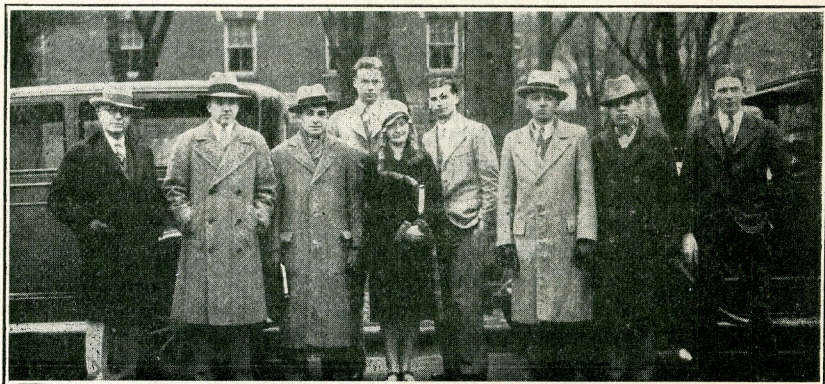
- 6:00 - 8:15 Dinner and social hour.  
 8:15 - 9:30 Finals in Oratory, Men.  
 8:15 - 9:30 Finals in Extemporaneous Speaking, Women.

#### APRIL 5, THURSDAY

- 8:00 - 9:30 Debate tournament, semi-finals, Men.  
 Debate tournament, semi-finals, Women.  
 9:00 - 10:30 Fourth convention assembly of all delegates.  
 Roll call by chapters.  
 Business meeting.  
 10:30 - 12:00 Debate tournament, finals, Men.  
 12:00 - 1:30 Lunch.  
 1:00 - 2:00 Debate tournament, finals, Women.  
 2:00 - 4:00 Sight seeing trips about Tiffin and recreation.  
 4:00 - 6:00 Final convention assembly of all delegates.  
 Business meeting.  
 Election of officers.  
 Adjournment.  
 6:30 - 12:00 Banquet.  
 After dinner speeches.  
 Awarding of contest prizes to the winners.

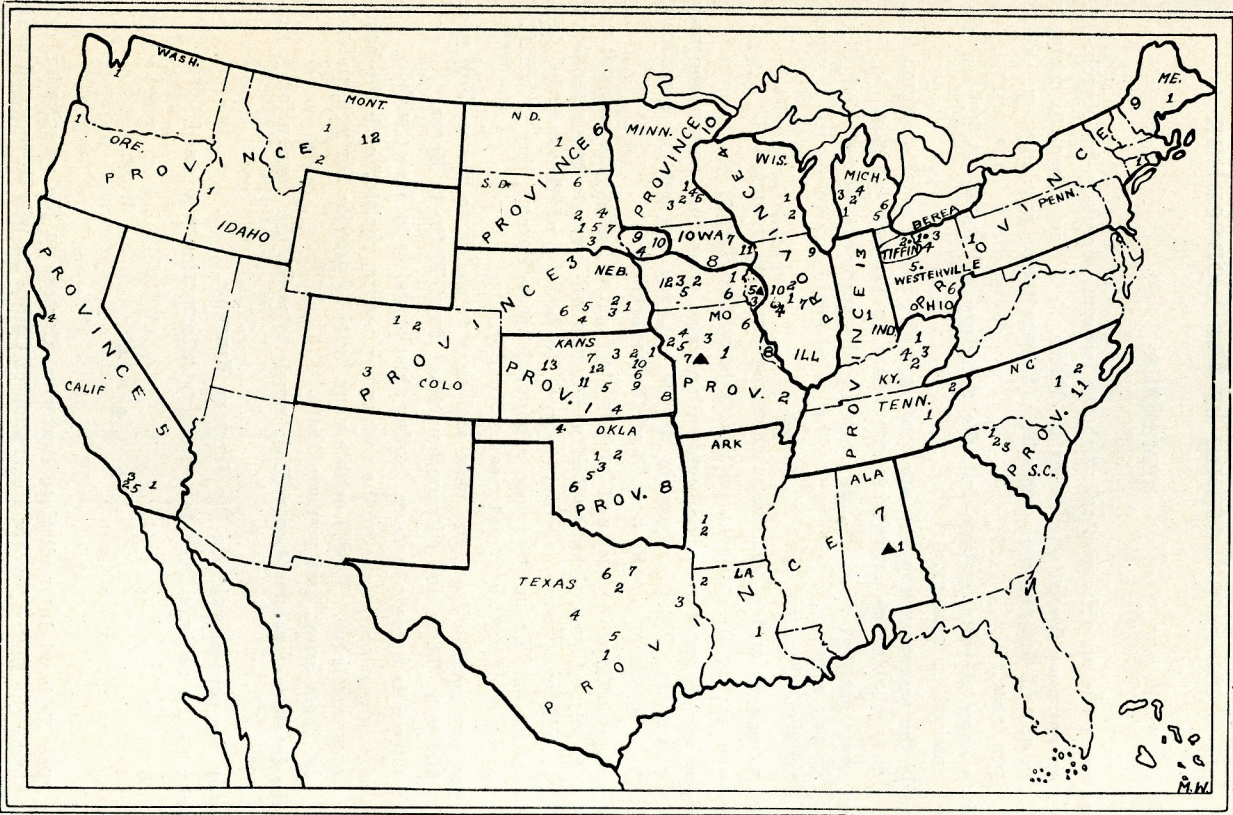
#### APRIL 6, FRIDAY

- 8:00 - 12:00 Final meeting of national officers, new and old, and of Provincial Governors.



HOPE COLLEGE DELEGATION SETTING OUT FOR THE I K A CONVENTION  
 AT TIFFIN





This map shows the location of all ΠΚΔ chapters. Provincial boundaries are indicated by heavy lines. In each state the Alpha chapter is marked "1," the Beta "2," etc. Inactive chapters are indicated by solid triangles. Reference to the reports on pages 167-8 will enable the reader to see what chapters will be represented.



## If You Are Coming to the Convention—

### REMEMBER:

- You must file** an official blank with the national secretary by March. 15.
- Pay an entrance fee** of one dollar by March 15 if you expect to compete in any of the national contests. (Debate teams pay only one dollar per team.)
- File a copy** of your oration with the secretary by March 15, if you are entered in oratory.
- Notify the secretary** how you are coming, train, plane, auto, or tram. This is to enable the convention committee to prepare for you.
- You must present** a certificate showing the purchase of railroad ticket or pay a fee of one dollar. This is to enable us to secure a special reduced fare for the convention.
- You must ask** for the certificate when you purchase your ticket.
- You can get** certificates only on tickets bought to Tiffin.
- If you are** to get the special convention rate, you must return the way you came. Whether you do this or not, you can get the certificate to help others get the benefit of the reduced fare.
- If you come** from the east and have to stop off at Berea, you can not use the rest of your ticket to Tiffin, but you will have to buy your ticket to Tiffin anyway in order to get the benefit of the reduced fare returning. Do not buy your original ticket to Berea. Buy it to Tiffin and get off at the point nearest to Berea.
- If you are coming** from the west and have to go on to Berea, buy your ticket to Tiffin and get another ticket from Tiffin to Berea.
- The same rule** applies to those coming thru or going to Westerville.
- As soon as** you get to one of the convention points, register with the headquarters there. It will enable your hosts to provide for you and will let them know that you are there.
- Your intelligent** cooperation will do much to make the convention a success.
- Study the contest** rules in the January FORENSIC.
- Write to the** national secretary for any information you need.



The National Intercollegiate Oratorical Contest on the constitution conducted by the Better America Federation of California will be repeated again this year. Prizes totaling \$5,000 are again offered for the winners. This contest was won last year by H. J. Oberholzer of North Carolina A. Two other  $\Pi K \Delta$  men also won places in the finals.



## ENTRIES IN CONVENTION CONTESTS

Chapter	No. of dele- gates	Will enter the contests indicated below.				Extempore	
		Debate Men	Wom- en	Oratory Men	Wom- en	Men	Wom- en
<b>Arkansas</b>							
Henderson-Brown .....	2						
<b>California</b>							
Redlands .....	10	1	1	1	1	1	1
Institute of Technology .....	2		1				
College of the Pacific .....	2						
University of California in Los Angeles .....	5	1	1	1	1	1	1
<b>Colorado</b>							
Agricultural College .....	5		1	1		1	
Teachers College .....	5	1	1	1	1	1	1
Western State .....	5	1	1	1	1	1	1
<b>Connecticut</b>							
Agricultural College .....	1						
<b>Idaho</b>							
College of Idaho .....	1						
<b>Illinois</b>							
Eureka .....	4	1					
Bradley .....	3						
Monmouth .....	3		1				
Normal University .....	12	2	2	1	1	1	1
McKendree .....	4	1		1			
North Central .....	12	2	2	1	1	1	1
Lombard .....	1						
<b>Indiana</b>							
Franklin .....	1						
<b>Iowa</b>							
Wesleyan .....	1						
Central .....	4						
Des Moines .....	3	1					
Morningside .....	9	1	1	1	1	1	1
Parsons .....	5	1	1			1	
Upper Iowa .....	3	1				1	
Coe .....	4						
Western Union .....	5	1	1			1	1
Buena Vista .....	4						
Dubuque .....	5	1	1				
Drake .....	2	1					
<b>Kansas</b>							
Ottawa .....	3	1		1			
Southwestern .....	8	1	1	1	1	1	
Emporia Teachers .....	8	1	1	1	1	1	1
Wesleyan .....	4	1	1				
Pittsburg Teachers .....	10	2	2	1	1		
College of Emporia .....	5	1	1	1	1	1	1
Baker .....	5	1					
Sterling .....	4		1	1	1		
Bethany .....	7	2	1	1			



Chapter	No. of dele- gates	Will enter the contests indicated below.					
		Debate Men	Wom- en	Oratory Men	Wom- en	Extempore Men	Wom- en
Hays Teachers -----	3	1			1		
<b>Kentucky</b>							
Georgetown -----	3	1					
Centre -----	2	1				1	
Wesleyan -----	3	1		1	1	1	
Transylvania -----	1						
<b>Louisiana</b>							
Louisiana -----	5						
Centenary -----	1						
<b>Maine</b>							
Colby -----	2	1					
<b>Michigan</b>							
Olivet -----	10	2	2	1	1	1	1
Hope -----	8	2		1	1	1	1
State -----	10						
State Normal -----	12	2	2	1	1	1	1
Detroit -----	3	1					
<b>Minnesota</b>							
Macalester -----	7	1	1	1		1	1
St. Olaf -----	5	1	1	1		1	
Gustavus Adolphus -----	5	1				1	1
Hamline -----	3					1	1
St. Thomas -----	6	2		1		1	
<b>Missouri</b>							
Westminster -----	2	1		1		1	
Park -----	4	1		1		1	
Central -----	4	1		1		1	
William Jewell -----	7	1	1	1	1	1	
Wesleyan -----	4	1		1		1	
Culver-Stockton -----	4	1				1	
Central Teachers -----	1						
<b>Montana</b>							
Intermountain Union -----	1			1			
State -----	3	1		1		1	
<b>Nebraska</b>							
Wesleyan -----	2	1		1			
Cotner -----	2	1					
Doane -----	1						
Hastings -----	4	1		1		1	
Grand Island -----	2						
<b>North Carolina</b>							
State -----	2			1		1	
Wake Forest -----	1			1			
<b>North Dakota</b>							
Jamestown -----	6	2		1		1	
<b>Ohio</b>							
Baldwin-Wallace -----	10	2	2		1	1	
Heidelberg -----	10	1	1	1	1	1	1
Hiram -----	3	1					
Akron -----	10			1		1	
Otterbein -----	10	1	1	1	1	1	1
Marietta -----	4	1					



Chapter	No. of dele- gates	Will enter the contests indicated below.					
		Debate Men	Wom- en	Oratory Men	Wom- en	Extempore Men	Wom- en
<b>Oklahoma</b>							
Agricultural College -----	4	2		1		1	
Tulsa -----	2	1					
Baptists -----	4	1	1	1		1	1
Northwestern Teachers -----	2	1		1			
Oklahoma City -----	4	1					
<b>Oregon</b>							
Linfield -----	2	1		1		1	
<b>Pennsylvania</b>							
Grove City -----	3			1			
<b>South Carolina</b>							
Wofford -----	7	2		1		1	
Presbyterian -----	1						
Newberry -----	1						
<b>South Dakota</b>							
Wesleyan -----	5						
Huron -----	5		1	1		1	1
Yankton -----	3		1				
State -----	5						
Sioux Falls -----	5	1	1			1	1
Northern Teachers -----	5	1	1	1		1	1
Augustana -----	4	2					
<b>Tennessee</b>							
Maryville -----	4	1		1		1	
Tusculum -----	2						
<b>Texas</b>							
Trinity -----	4	1	1				
Howard Payne -----	3	1					
Baylor Women -----	4		1		1		
Texas Christian -----	2	1		1		1	
Denton -----	4	1	1	1	1	1	1
<b>Wisconsin</b>							
Ripon -----	5	1		1		1	
Carroll -----	4	1				1	
<b>General Chapter</b> -----	7	2	3				
<b>Total</b> -----	464	84	45	50	23	48	23

Westminster is planning to send a team of four men to Europe May 4. These debaters will meet some of the leading colleges and universities of England and Scotland. They will debate the question of disarmament, free trade, protection of foreign investments, recognition of Russia, and whether Whitman is a greater poet than Browning.

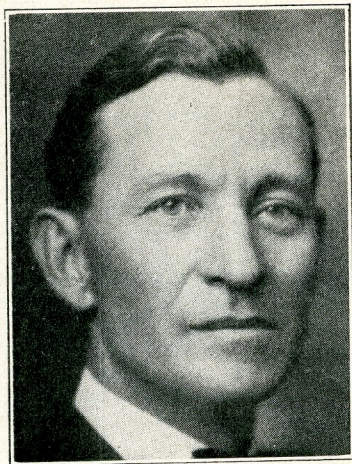


## CONGRESSIONAL DEBATING

PROFESSOR J. H. LAWRENCE, *Kansas Iota*  
College of Emporia



DEPARTMENTS of speech, in order to stimulate interest and to give their students varied experiences, are constantly devising new forms or methods of speaking. Especially is this true in debating. There has been considerable criticism of the old style debate with its fixed teams, committed speeches, often "canned" rebuttal, and decision without comment. That exact type is seldom found in many colleges today, but in some it has been modified only slightly. Though earnest coaches are not ready to give up this method in its entirety, as they know it has helped many students in its time, they feel it can be changed to advantage to meet new conditions.



PROF. J. H. LAWRENCE

The College of Emporia has this year a varied menu; it is using almost every method of which it has any knowledge. In some debates we have three-men teams, in others two-men, debating largely in the traditional manner. We have three men judge some debates, giving their decisions without comment; in others we have one expert judge who analyses the debate, criticizes it, and gives his decision. We have debates with audience decisions and some without any decision. We expect to have a radio debate in which the decision will be given by the "listeners-in." On one of our teams, composed of women, debating the negative, the first two speakers have "set" speeches which they can modify somewhat to meet

the situation; the third speaker is thoroly prepared on the question, but does not know what her speech will be until the affirmative has stated its case. We have some debaters speaking on both sides. We are having some extemporaneous debates where the debaters do not know the question until a few hours before the debate. There are other variations, but the enumeration is getting tedious. The method that has aroused the most interest is known as the "congressional" debate.

The "congressional" debate is probably not new, but it has not been tried at the College of Emporia before this year. The name, partly at least, explains the method. In our debates each speaker has sixteen minutes for his first speech and ten minutes for rebuttal. At any time in the discussion his opponents or any person from the audience may arise and seek



recognition from the chair to ask a question. If the speaker yields, the inquirer is then given one minute to ask the question. What the debater does, of course, is optional. Ordinarily it is to his advantage to answer the question. He may, however, if he thinks best, say it will be answered later in his speech, by his colleague, or he may ignore it altogether. Only a limited number of interruptions of any one speech is permitted.

The plan has worked well here. Some of the questions asked have been pertinent, some irrelevant, and some ignorant. The speakers have recognized their option and have answered or refused to answer as they thought best. Occasionally the question has turned the trend of the debate and the speaker has really been helped by the question. A vital fact has been brought out which might have been forgotten or merely referred to. At times the speaker has been clearly "fussed" by the question. Possibly it has been one he desired to evade or suppress; possibly it was one concerning which he knew little and yet he recognized its pertinency. Under those circumstances his efforts have been both amusing and pathetic. Some speakers have revealed a fluency and an adroitness in meeting these interruptions that have surprised their coach and their friends as well as dismayed their opponents. On one occasion a clever negative speaker waited until the affirmative speaker, closing the debate, was almost ready to summarize and give his eloquent final appeal, and then he used his quota of questions, timing them so well that time was up while the debater was still weakly struggling with an important question. Possibly this last device might be termed a trick, but it accomplished its purpose.

The benefits of this type of debating are obvious. The debaters recognize the fact that they must read widely and know the question thoroughly. It develops alertness of mind and keen judgment. Many times questions may be asked merely that the debater may waste valuable time answering them. In such cases, of course, the debater should ignore them or briefly show that they are irrelevant or immaterial. This method develops readiness of speech, poise, self control, and, above all, brevity of speech. Perhaps brevity of speech, which is at the same time adequate, is one of the most important beneficial results of the method. The old-time limited knowledge, set-speech debater is completely lost in a "congressional" debate. This type unquestionably more nearly approximates what the debater will meet in after life. The method, of course, has its evils. It offers the tricky debater the opportunity which he may be seeking. The debate is necessarily longer than the regular debate. However, we have found that the audience is more interested, and the debate does not *seem* so long. Sometime the continuity of the debate is badly interfered with, and the audience, unfamiliar with the proposition being discussed, finds it hard to follow the course of the speeches. Doubtless there are other benefits and evils, but I have pointed out enough to indicate its character.

The College of Emporia intends to continue trying new methods of speaking. We do not expect to give up the old style—at least a modified form of it—but we do want to prepare our students, if possible, so that

(Continued on page 172)



## UNIQUE DEBATE



ON March 12, William Jewell College and Missouri Wesleyan College will hold a unique debate in which twelve different students from each institution will take part. Four debates will take place with two sets of judges. One double debate will be in Cameron and one in Liberty. The  $\Pi K \Delta$  question will be used. At Cameron William Jewell will support the affirmative with three freshman girls against three negative freshman girls of Missouri Wesleyan and in the other contest William Jewell will support the negative with three varsity boys against three varsity boys of Missouri Wesleyan. At Liberty, Missouri Wesleyan will support the affirmative with three varsity girls against three varsity negative girls of William Jewell and in the other contest Missouri Wesleyan will support the negative with two freshman boys and one sophomore boy against an affirmative William Jewell team composed of two freshman boys and one sophomore boy.

Each double debate will be judged by the same three judges, but their decision in the first debate will be collected in a sealed envelope which will not be opened until the ballots in the second debate are collected. The entertaining school will select the judges in the local contest without reference of any kind to the visiting school.

William Jewell has the longest intercollegiate schedule in the history of debating at the college. Over fifty debates have been scheduled in addition to the debates which the boys' and girls' teams will engage in at the convention. The William Jewell season opened with a debate with the University of Missouri and it will close with a debate with Northwestern University. Colleges and universities from eleven states are on the regular schedule. Among the other schools on the schedule are University of Kansas, Baylor University, University of Mississippi, University of Oklahoma (dual), Creighton University (dual), University of California at Los Angeles, University of North Dakota, William and Mary College, Colorado College, St. Louis University, and many of the schools in Illinois, Missouri and Kansas. There are eleven men on the varsity squad, eight on the girls' squad, and six on the freshman squad.

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they can effectively meet the conditions of life as they find them. Those who have taken part in the "congressional" debates have thoroughly enjoyed them. They have at times been perplexed and occasionally stumped, but they have accepted the questions cheerfully and handled them as they thought fit or as they were able. It has been an experiment with us this year, but in the coming years we shall use it more and more. We would be glad to hear personally or through the columns of the FORENSIC the experiences of others in the use of this method and their conclusions concerning it.



# THE INFLUENCE OF THE HONOR FORENSIC FRATERNITY

By PROFESSOR H. DANA HOPKINS

Heidelberg College, Ohio Beta  
Tiffin, Ohio

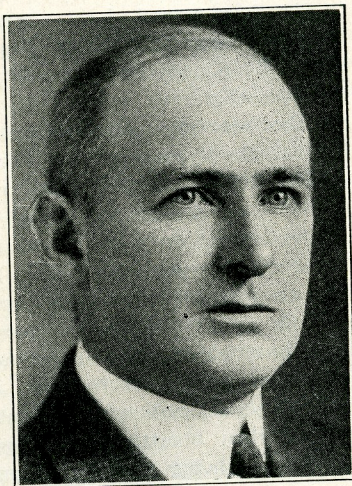


AN we justify the Honor Fraternity? Does it warrant our enthusiasm and support? We have come to a time in college organization when we must ask this question seriously about every one of the societies which are today pyramiding their demands upon the time and attention of the student. The seriousness of the situation is increasingly obvious. Art, Journalism, Business Administration, Music, Drama, Forensics, Athletics, English, Science, Social Science, Education, Languages—all of them are contributing to a mania for special societies, all of them with the endorsement and encouragement of their special departments. There is not a college department today without its society—a national society which has its special appeal with a group which would like to follow the leader and add 'just this one more.' The average college is struggling with this problem to over-organize, is seeking to restrain this effort at least to a point where organization does not supersede instruction. This situation is placing upon the organizations themselves the responsibility of self-justification if they are to survive and it is this responsibility that the honor forensic societies must meet.

Specifically, we are to consider here the influence of the honor fraternity on debate. We may do well at this time to draw a rather fine distinction on the real meaning of honor. Honor Societies in the eyes of many have come to mean those based exclusively on scholastic achievement. This is supported by the

fact that when in 1925 and 1926 the Council of Honor Societies Conference was formed and the initial membership selected, the following were chosen as the sine qua non of honor societies.  $\Phi B K$  and  $\Phi K \Phi$  applying largely to classical students,  $T B \Phi$  to engineering,  $\Sigma \Xi$  to scientific and technical students, Order of the Coif to legal, and  $A \Omega A$  to medical students.

In every case scholarship is the basis of membership. We cannot understand by what rule of reason scholarship alone should be the symbol of hon-



PROF. H. DANA HOPKINS



or as a specialized term. Would it not be more reasonable to say that honor in reality is the mark of distinction which recognizes accomplishment in either a general or a specific field. Honor should link both scholarship and accomplishment, for honor would be indeed hollow if scholastic accomplishment had been the sole result and equally so if credible performance in a chosen field had been without its mark of general scholastic excellence.

We are concerned here with the 'honor' society and shall develop the term in the truest sense of its meaning. There exists in many of the organizations a policy for awarding membership to those who have not fulfilled requirements for active membership—members who become the 'honor-ary' factor of the 'honor' society. We note this situation without comment, for it does constitute a question of policy but does not seriously enter into the real purpose of this paper.

For the sake of comparison may we not dwell here for a moment upon the aims of the Forensic Honor Societies, which are still listed by Baird as 'among those present' in the *professional* societies. Delta Sigma Rho seeks to encourage sincere public speaking and to confer honor to those who in addition to forensic participation have made substantial contribution to the development, improvement, and conduct of forensics at the college or university. Tau Kappa Alpha seeks also to further forensic efficiency, while Pi Kappa Delta would stimulate interest in and the progress of forensic effort.

Our starting point in consideration of the status of debate must be to evaluate it as it stands alone without the support or handicap of supporting honor societies. We are not unaware of the criticism that comes from the other departments of the college, of the demands, oftentimes excessive, placed upon the debater's time. We are confronted often also with the advice of others with other interests that having debated once, all honor and all positive development has been achieved and further time expenditure is wasted. From *our* point of view we are positive that very little that the student comes in contact with so broadens his viewpoint, so stimulates his powers of research, so fits him for clear thinking and logical progression through whatever subject he may be facing as does debate. May we not then bluntly beg the question and say that debate is 'worth the candle' and being so it is our purpose to bring to its support such agencies as may be safely trusted or may be made to promote an activity which is worthy.

The evaluation of the honor forensic society centers around two main points: What are the *requirements* of honor and is membership an end in itself or rather a means to a greater end?

It is obvious that honor cannot be a common term, for identical standards of debate do not prevail in all colleges. But waiving this one variable factor, *honor* is found in *achievement*. It rests upon the individual by virtue of his service, and the badge of the society only recognizes honor already obtained. There is no common denominator for honor except as through study and reflection standards are set and set sufficiently high to



make the badge of the fraternity not a mere bauble of adornment, but a mark of a goal so difficult to obtain that it becomes a real incentive for zealous, whole-hearted and serious effort. *There is today no such standard existing.* From the survey which I have made I have found membership granted for a single debate in the freshman year and I have found again the award limited to four in any one year with seniority and exceptional proficiency the qualifying elements. Throughout my responses however, there has been a wholesome trend of raising standards. The greater number of chapters require now aside from the single year of participation at least two debates or oratorical appearances. Others require this competition over at least two years, while some have specified three performances as a minimum qualification. In none of the three major honor fraternities has mere performance been an automatic guarantee of membership. Selection has always been a possibility. Pi Kappa Delta follows the plan of graded degrees of distinction based on and designed to stimulate *continued* participation, while Delta Sigma Rho is actually putting in force a policy which *requires* selectivity on the part of the chapter in awarding membership. I quote from a personal letter from Stanley B. Houck, National President of Delta Sigma Rho, in which he says:

"In addition to participation in intercollegiate forensics the eligible must be a finished product and must have made a substantial contribution to forensics in addition to his participation in the intercollegiate contest. By a finished product, we mean that the eligible must have received and benefited to the fullest possible extent from all the forensic instruction available to him at the institution. If he is weak in any particular which instruction at the institution can correct he should not be elected until the weakness is removed. By contribution to forensics, we mean that the eligible shall either voluntarily or through performance of tasks assigned to him by those in charge of forensics make definite, positive and substantial contributions to the forensic welfare of his institution. This may take the form of leadership in literary societies, active participation in local or intramural debate, taking the courses of public speaking instruction, managing, reporting, advertising forensics, etc. The many contributions which a debater can make to forensics in addition to *mere participation* in intercollegiate forensics need not be further stated."

This growing tendency to select has a decided effect on the size of the chapters and raises the question of relative value of large and small chapters. It has been my observation that in the interest of large chapters often a lessening of the requirements of proficient debate has resulted, and that contests which have harmed the general appreciation of forensics rather than aiding it, have been publicly presented. Even with a satisfactory standard maintained, the presence of so many keys cannot help but cheapen the honor and work a disadvantage through failure to stimulate to final effort, or to bring into this field of endeavor many men of fine capabilities who do not see outstanding inducements commensurate with the demands upon time, for so generally used a symbol.



Large membership has a still further demoralizing effect where this membership is recruited, and I use the term advisedly, from those in freshman or sophomore years. Efficiency is the product of mature minds, of men who have progressed into the higher reaches, so far as a student may, of social science and philosophy and history and psychology. Each of these has builded the debater. Deep seated appreciation of debate also cannot be had for an activity which depends for its support upon the freshman and sophomore. The upperclassman not only makes for better debating but he stands for prestige, for debate holding for itself a more dominant position than it can in the hands of the freshman. I know your question. It is, "How can we have seniors for debate if they do not debate while freshmen and sophomores? Will we not lose them to other activities?" That is not our problem here. Surely they must be utilized, but fields to which they are adapted must be found. Debate should rest upon the shoulders of the upperclassmen; the use of the underclassman should always be conditioned upon so unusual ability that it can triumph over similar talent in the senior to which has been added experience and maturity. Even then we face that danger of burning our young debater out and losing the superlative service which he might have rendered with the ripening influence of freshman and sophomore years. The inevitable result of premature debating is that we lose our debaters 'just when we have learned to love them.' It has placed a premium upon key-earning and not on service; whereas the true order should be the key as the acclaim of service.

Throughout this discussion I have aimed to develop that there is a deep potential value in the honor fraternity for debate providing that we are wise in its administration. 'Honor' must mean honor. It must be the award that follows service, of service at the time of the debater's greatest capability of serving. The fraternity is made or unmade from the standpoint of practical value by the standards which it sets for itself.

We have to this point stressed the inspirational power of the forensic honor fraternity as justification for its existence. We are now ready to ask the further question: "If, when having arrived at this point, have we reached the end? Is the honor of membership an end in itself or is it a means to a greater end?" There is a wide variance in the history of local chapters. There is of course no social program involved with the college life of the chapter unless it be incidental. Its sphere is largely in the organized work of the speech department. I have found cases where the chapter is virtually a dead organization, a mere distributing center for keys. In a number of cases the explanation is given that due to the demands upon the time of debaters, who were in the main valuable men to other activities also, the time was given to those other demands in the feeling that no requirements existed for *service* in an *honor* society. In other words the society had no function beyond the initiation ceremony.

Of interest is the situation at Texas University where collegiate debate is limited to one a year per man and where the large amount of debate work is inter-society and inter-group. Great numbers participate in