

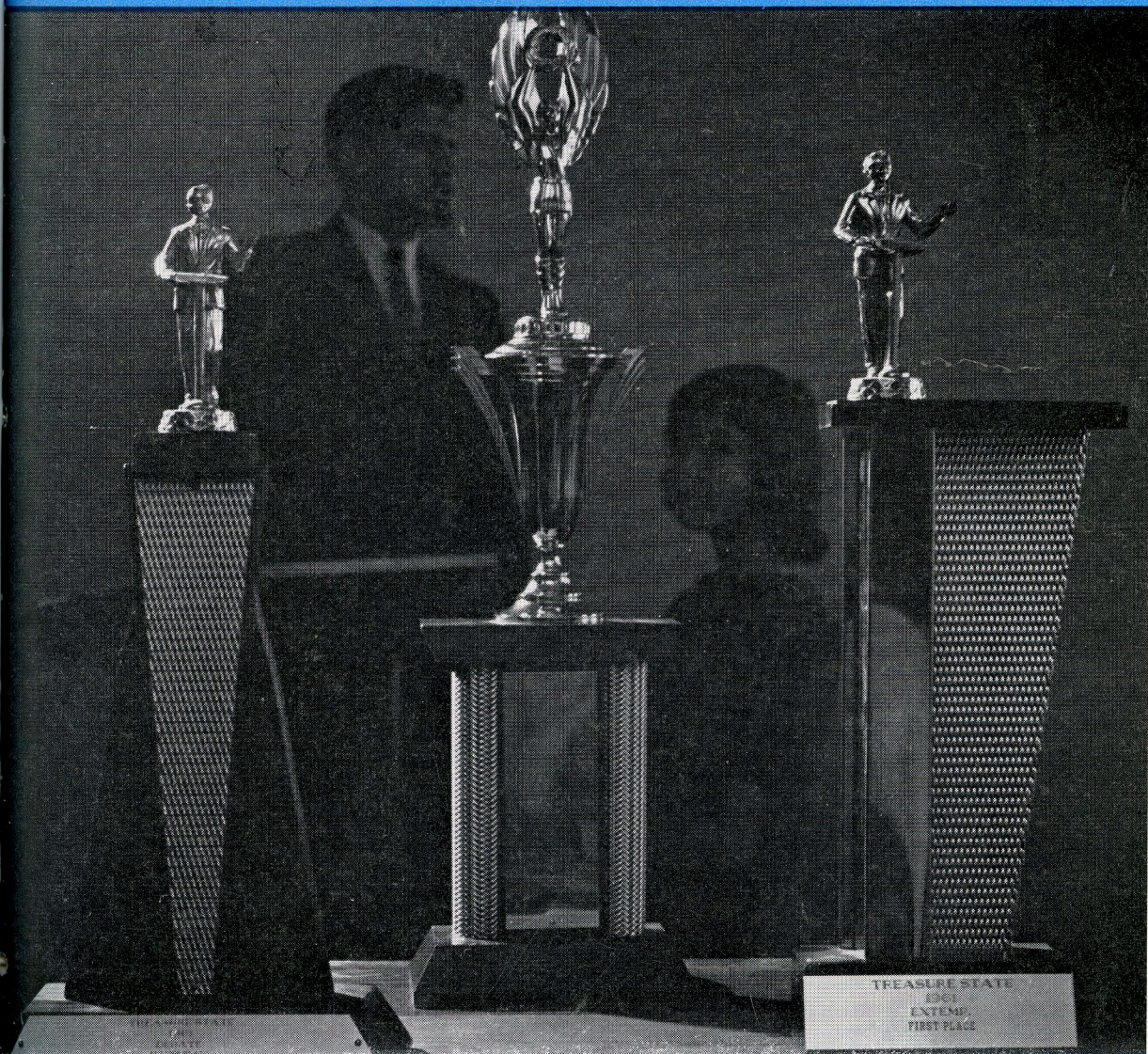
THE

# Forensic

Library - Ottawa University, Ottawa, Kans.

47-2

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ



JANUARY 1962



# The FORENSIC

## OF PI KAPPA DELTA

SERIES 47 JANUARY, 1962 No. 2

### Contents

The Debate Over Debate . . . . .	3
Fifty Years of Questions . . . . .	4
The President's Page . . . . .	8
Constitution of Pi Kappa Delta . . . . .	9
Book Review . . . . .	18
The Values of Debate . . . . .	19
The Secretary's Page . . . . .	20
Make It Legible! . . . . .	21
News From the Chapters . . . . .	22
New Members of Pi Kappa Delta . . . . .	25
Pi Kappa Delta Directory . . . . .	28

EDITOR . . . . . JOHN RANDOLPH

#### ASSOCIATE EDITORS:

ALUMNI NEWS . . . . . Frank T. Alusow

CHAPTER NOTES . . . . . John M. Burt

STUDENT CONTRIBUTIONS . . . . . L. A. Lawrence

BUSINESS MANAGER . . . . . D. J. Nabors

Published four times a year in October, January, March, and May. Office of publication: Westminster College, Fulton, Missouri. Second-class postage paid at Fulton, Missouri.

## DIRECTORY OF PI KAPPA DELTA

NATIONAL PRESIDENT—Raymond Yeager, Bowling Green State University, Bowling Green, Ohio

NATIONAL VICE-PRESIDENT—Roy Murphy, Southwest Louisiana Institute, Lafayette, Louisiana

NATIONAL SECRETARY-TREASURER—D. J. Nabors, East Central State College, Ada, Oklahoma

NATIONAL COUNCIL MEMBERS—Georgia Bowman, William Jewell College, Liberty, Missouri; Theodore O. H. Karl, Pacific Lutheran College, Tacoma, Washington; Harold C. Larson, Carroll College, Waukesha, Wisconsin

IMMEDIATE PAST PRESIDENT—Harvey Cromwell, Mississippi State College for Women, Columbus, Mississippi

EDITOR OF *The Forensic*—John Randolph, Westminster College, Fulton, Missouri

ASSOCIATE EDITORS OF *The Forensic*—Frank T. Alusow, University of Akron, Akron, Ohio; John M. Burt, Concordia College, Moorhead, Minnesota; L. A. Lawrence, Montana State College, Bozeman, Montana

## THE PROVINCES AND GOVERNORS

1. PROVINCE OF THE PLAINS  
Kansas, Nebraska, Colorado. Ted Johnson, Western State College, Gunnison, Colorado
2. PROVINCE OF THE MISSOURI  
Missouri, Iowa-Central, Simpson, Coe, Drake, Fred Goodwin, Southeast Missouri State College, Cape Girardeau, Missouri
3. PROVINCE OF ILLINOIS  
Illinois, Wisconsin-Ripon, Carroll, Whitewater State, Harold Larson, Carroll College, Waukesha, Wisconsin
4. PROVINCE OF THE PACIFIC  
Arizona, California. Paul Winters, College of the Pacific, Stockton, California
5. PROVINCE OF THE SIOUX  
Iowa-Morningside, Westmar, Buena Vista, North Dakota, South Dakota. Kenneth Erickson, Northern State Teachers College, Aberdeen, S. Dakota
6. PROVINCE OF THE LOWER MISSISSIPPI  
Arkansas, Louisiana, Oklahoma, Texas. Robert B. Capel, Stephen F. Austin College, Nacogdoches, Texas
7. PROVINCE OF THE LAKES  
Maine, Michigan, Indiana, Ohio, Pennsylvania, West Virginia. Ruth Wilcox, Marietta College, Marietta, Ohio
8. PROVINCE OF THE UPPER MISSISSIPPI  
Iowa-Luther, Upper Iowa, Dubuque, Minnesota, Wisconsin-Eau Claire State, River Falls State, Oshkosh State, Kenneth Wilkins, St. Olaf College, Northfield, Minnesota
9. PROVINCE OF THE SOUTHEAST  
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee. Arda Walker, Maryville College, Maryville, Tennessee
10. PROVINCE OF THE NORTHWEST  
Idaho, Montana, Oregon, Washington. L. A. Lawrence, Montana State College, Bozeman, Montana

# The Debate Over Debate

*(The following articles on debate are taken from the Bethany College MESSENGER, and are reprinted without comment from your editor, since he thinks that readers of THE FORENSIC know with which side of the dispute he would agree and why. By way of general preface, however, these two paragraphs of a letter from J. Robert Hamlin, Director of Forensics at Bethany, are quoted:*

"With the resurgence of Forensic activity on our campus, a small but intense debate over debate has developed. It began when practice debates were held in the evenings on our campus, and 30 to 40 persons attended them. The campus newspaper, The Bethany Messenger, published the editorial included here which attacked the 'intellectual' value of college debate. This editorial appeared on October 27, 1961.

"One of the Bethany debaters, Ron H. Olson, a freshman from Colorado Springs, Colorado, and a varsity debater at Bethany this year, requested and received 'equal space' to answer the charges. He wrote the guest editorial for the Messenger which appeared on November 3, 1961. Both editorials are included here for your appraisal. I hope that you will want to publish them soon in an issue of THE FORENSIC."

## DEBATE: AN EDITORIAL

Debate activities began again on campus last week. This year's "debate" movement is apparently even stronger than in the past and Pi Kappa Delta, the national honorary debating society, seems on the verge of becoming a permanent Bethany institution.

But does debate really have a place at Bethany or at any other place of higher learning? Debate is basically an anti-intellectual affair. The process of debate is alien to the spirit of free inquiry, to the scientific method, and, it would seem, to one's own conscience. Two parties come together, lock horns, haggle, and purposely distort and deceive until a third party is at last convinced that one or the other can better be trusted to twist any given issue to his own advantage. It is essential that the individual participating divorce himself from

the "truth-value" of his argument as determined by his own conscience. The only ethic of debate is to win.

Granted, the sophistic art is one of great practical use and profit, and has been since the days of Protagoras. But this alone cannot justify its presence on campus. Other occupations have been profitable even longer.

If somehow the process of debate were to contribute to the body of organized knowledge or to facilitate the dissemination of information, then we could judge it to be a proper part of the educational system. But no new knowledge is generated by a debate and its informative qualities are only second rate. In a conversation or a discussion, the parties involved have more of a choice than dogmatic self-assertion. A vast multitude of possible compromises lie open as the result of their interchange. In a debate only two results are possible and both are extremes.

A neutral listener can gain little concrete knowledge from a debate. His first natural instinct is to doubt the validity of anything he hears; the sources are so prejudiced. Quotations and statistics are always given out of context and it is impossible to determine if they reflect what they are purported to reflect. Interest in an issue may be stimulated by a debate but equal time spent in a library will yield twice the solid information. The "Great Debate" of the last presidential election serves as an example. Charge and counter-charge flew so quickly, and with such disregard for continuity of argument, that rather than a firm background on which to base his vote, the viewer was left only with a vague conception of the candidates as personalities and symbolic representatives.

In the end, defenders of debate will return to the pragmatic argument: "Debate leads to skill in manipulating and influencing people and it is an obvious fact that people need manipulation." Man is part of the common horde; blind, helpless, waiting for direction. But if men do form more than a horde, if they are thinking, conscientious individuals, then what need is there to flavor and sweeten the truth before asking them to take it. A faith in the ability

*(Continued on page 7)*



# *Fifty Years of Questions*

*(Did it ever occur to you to wonder what Pi Kappa Delta has been debating for the past fifty years? Do the same topics keep coming up every few years? Have some topics been solved by society so that they no longer are of general concern? Answers to these and other questions which may have entered your mind can be found in the following list of topics compiled by the office of the National Secretary. Topics from 1961 back to 1956 are not stated, since many of you would recall these off-hand. But from 1955-56 here they are.*

*Please note that from 1919-20 on back to the date of Pi Kappa Delta's founding the Secretary's records do not indicate any agreed upon topic or topics. Does anyone have information which would help to fill out the records here?)*

## **OFFICIAL DEBATE QUESTIONS**

*1955-56*

Resolved: That the non-agricultural industries of the United States should guarantee their employees an annual usage.

*1954-55*

Resolved: That the United States should extend diplomatic recognition to the Communist Government of China.

*1953-54*

Resolved: That the United States should adopt a policy of free trade.

*1952-53*

Resolved: That the Congress of the United States should enact a compulsory Fair Employment Practices Law.

*1951-52*

Resolved: That the Federal Government should adopt a permanent program of wage and price control.

*1950-51*

Resolved: That the non-communist nations should form a new international organization.

*1949-50*

Resolved: That the United States should nationalize the basic non-agricultural industries.

*1948-49*

Resolved: That the Federal Government should adopt a policy of equalizing educational opportunity in tax supported schools by means of annual grant.

*1947-48*

Resolved: That a Federal world government should be established.

*1946-47*

Resolved: That labor should be given a direct share in the management of industry.

*1945-46*

Resolved: That the policy of the United States should be directed toward the establishment of free trade among the nations of the world.

*1944-45*

Resolved: That the Federal Government should enact legislation requiring compulsory arbitration of all labor disputes.

*1943-44*

Resolved: That the United States should cooperate in establishing and maintaining an international police force upon the defeat of the Axis.

*1942-43*

Resolved: That the United Nations should establish a permanent federal union with power to tax and regulate commerce, to settle international disputes and to enforce such settlements, to maintain a police force, and to provide for the admission of other nations which accept the principles of the Union.

*1941-42*

Resolved: That the Federal Government should regulate by law all labor unions in the United States. Constitutionality conceded.

*1940-41*

Resolved: That the Nations of the Western Hemisphere should form a Permanent Union.



1939-40

Resolved: That the United States should follow a policy of strict (economic and military) isolation toward all nations outside the Western Hemisphere engaged in armed international or civil conflict.

1938-39

Resolved: That the United States should cease to use public funds (including credits) for the purpose of stimulating business.

1937-38

Resolved: That the National Labor Relations Board should be empowered to enforce arbitration of all industrial disputes.

1936-37

Resolved: That Congress should be empowered to fix minimum wages and maximum hours for industry.

1935-36

Resolved: That Congress should have the power to override, by a two-thirds majority vote, decisions of the Supreme Court declaring laws passed by Congress unconstitutional.

1934-35

Resolved: That the nations should agree to abolish the international shipment of arms and munitions.

1933-34

Resolved: That the power of the president of the United States should be substantially increased as a settled policy.

1932-33

Resolved: That the Allied War debts should be cancelled.

1931-32

Resolved: That Congress should enact legislation providing for centralized control of industry.

1930-31

Resolved: That the nations should adopt a policy of free trade.

1929-30

Resolved: That the nations should adopt a plan of complete disarmament, excepting such forces as are needed for police purposes.

1928-29

Resolved: That a substitute for trial by jury should be adopted.

1927-28

Resolved: (Men) The foreign policy of the United States in Latin America.  
(Women) The foreign policy of the United States.

1926-27

Resolved: (Men) That the essential features of the McNary-Haugen bill be enacted into law.  
(Women) Abolishment of jury trial.

1925-26

Resolved: (Men) The constitution of the United States should be amended to give Congress power to regulate child labor.  
(Women) That the United States should adopt a uniform marriage and divorce law.

1924-25

Resolved: That Congress should be empowered to override by two-thirds vote, decisions of the supreme court which declare acts of Congress unconstitutional.

1923-24

Resolved: That the United States should enter the World Court of the League of Nations as proposed by President Harding.

1922-23

Resolved: That the United States should adopt the cabinet-parliamentary form of government.

1921-22

Resolved: That the principle of the "closed shop" is justifiable.

1920-21

Resolved: (Men) A progressive tax on land should be adopted in the United States.  
(Men) That the League of Nations should be adopted.  
(Women) Intercollegiate Athletics should be abolished.

1919-20

Resolved: ?

*(Although the following questions were not official propositions, it might be of interest to note the topics which were generally debated during the years 1921-23*



*over the nation as a whole, particularly in the Midwest.)*

**The following questions were used for Intercollegiate debates during the years 1921-23**

1. Resolved: That the principle of the "closed shop" is justifiable.
2. Resolved: That Congress should pass the Veterans' adjusted compensation bill.
3. Resolved: That the United States should take steps towards the granting of immediate independence to the Philippines.
4. Resolved: That the Kansas Industrial Court Plan of adjusting industrial disputes should be adopted throughout the U. S.
5. Resolved: That the United States should immediately institute a program for the gradual reduction of armaments of war.
6. Resolved: That the same rights of immigration should be granted to the Japanese as are granted to European immigrants.
7. Resolved: That the Kansas Industrial Court Law should be extended to the rest of the country through a national law.
8. Resolved: That Congress should establish a system of government employment agencies to equalize the distribution of labor.
9. Resolved: That the United States should permanently annex the Philippines.
10. Resolved: That all immigration should be suspended for three years.
11. Resolved: That the United States should enact legislation providing a system of compulsory unemployment insurance similar to that now in force in Great Britain.
12. Resolved: That all coal mines in the United States should be placed under direct control of the Federal Government.
13. Resolved: That the debt due the United States from her associates in the recent war should be cancelled.
14. Resolved: That Ireland should be given complete national freedom from Great Britain.
15. Resolved: That the supremacy of the Senate in our Federal system of government is a menace.
16. Resolved: That the shipping now controlled by the United States shipping board should be placed on the open market and sold to private interests.
17. Resolved: That the United States and Great Britain should enter into an agreement to protect France against German aggression.
18. Resolved: That the Eighteenth Amendment should be repealed.
19. Resolved: That Admiral Bowl's disarmament plan by limiting the size of battleships and guns should be adopted.
20. Resolved: That New Testament history and ethics should be taught in the primary and secondary schools of . . . . . (local state).
21. Resolved: That the constitution of Kansas should be so changed as to provide for a unicameral legislative body.
22. Resolved: That the coastwise trading vessels of the United States should be permitted to pass through the Panama Canal free of tolls.
23. Resolved: That the present method of political formulism of the great parties—reverting from extravagance in national expenditures to the so-called economy—is a deceptive blind on the eyes of the American people which cannot but bring disaster to the parties themselves.
24. Resolved: That the United States should adopt a parliamentary form of government.
25. Resolved: That the United States should take a position for the strict enforcement of the Monroe Doctrine.
26. Resolved: That the Esch-Cummins law is the most satisfactory solution of the railroad problems.



27. Resolved: That the Federal Government should aid in the construction of the all sea waterway to the ocean by way of St. Lawrence.
28. Resolved: That sugar should be admitted to the United States free of duty.
29. Resolved: That social fraternities and sororities should be abolished from American colleges.
30. Resolved: That the state institutions of higher learning of Colorado (or other states having separate institutions with separate boards) should be under one central board of control.
31. Resolved: That we should have a Secretary of Education with a place in the Cabinet.
32. Resolved: That the principle of municipal ownership should be applied to the transit system of New York City.
33. Resolved: That the nations engaged in interstate commerce should agree upon a policy of free trade.
34. Resolved: That the United States should abandon the policy of protective tariff.
35. Resolved: That the Irish Dail Eirann should accept David Lloyd George's proposals for the settlement of the Irish question.
36. Resolved: That the United States should levy a general sales tax.

## ***The Debate Over Debate***

*(Continued from page 3)*

of the individual renders the sophistic art unnecessary.

### **DEBATE: AN ANSWER**

Debate is one of the most valuable and effective methods of inquiry ever formulated by man. Debate seeks by free inquiry and objective argument to propose and examine important problems and their solutions. Most, if not all, forms of free

government have used some form of debate to clarify and solve problems. In the United States today, measures are "debated on the floor" of the House or Senate. Debate by its very nature can be neither anti-intellectual, nor "alien to the spirit of free inquiry." Debate is free inquiry.

Last week, the editorial made many unfounded accusations against debate in general. It can be assumed, however, that the writer was primarily concerned about the form which is known as "tournament debate." His objections can be divided into two classes: 1. the practical, 2. the ethical.

The practical objections seem to concern what debate can accomplish. The aim of tournament debate is not to accomplish; it is a competitive situation, and does not seek to find solutions. It is an instrument for the development of reason and logic in the debater. A debater must be ready to change his whole outlook on a problem in a matter of minutes. This is not a matter of conscience, but a means of developing the power of objective thought. Debate, then, through the speech skills, seeks to develop the abilities of reason, logic, and objectivity.

The ethics of tournament debate are, in most areas of the country, very well defined. Debaters may not distort or misquote their sources, and the "feeling" of a quote must match the "feeling" of its context. There are abuses of these rules. But the abuses can be, and are, punished.

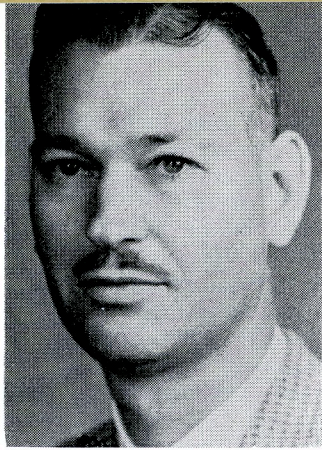
The observer of a debate carries a large responsibility. He must remember that the debaters are not there to convince him of anything. The debater only speaks to his audience out of common courtesy. Properly, he should be speaking to his opponents. The only reasons an observer should attend a debate is to evaluate the evidence present in the light of his own opinion, or to "watch the fun."

Lastly, debate is not discussion. The so-called "Great Debate" was not a proper debate, but a discussion. The discussion and the debate are two distinct forensic forms, and neither is meant to concretize opinions.

So we find that, far from being an anti-intellectual process which is alien to the spirit of free inquiry, debate is actually the heart of intellectualism, and is synonymous with free inquiry. Debate is the method with which man can take a step toward the freeing of his mind.

RON H. OLSON





**Raymond Yeager**

## *The President's Page*

The start of a new year is a time not only for resolutions, but for re-evaluation of what we have been doing. In our case, what we have been doing is primarily debating within an academic program. But is such a program worthwhile?

We occasionally read or hear attacks upon inter-scholastic debate. Without arguing the merits pro and con, perhaps we should think of what debate ought to be within the educational environment.

I like Cardinal John Henry Newman's definition of education as that which gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in uttering them. Does debate help us to achieve this?

Cardinal Newman also stated that education enables one to see things as they are, to get right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. Does debate teach this?

Many of us have asserted that debate makes knowledge meaningful and usable to the individual. The person who is schooled in the principles and techniques of debate ought to bring an interest, an insight, a discernment, and skills which are assets for scholarship. Is this true in your case and in the case of other debaters you know?

Dr. Kenneth Hance of Michigan State University has said that debate forces one to make the very type of investigation which is implied in a liberal education. He defines "liberal education" as the materials and processes embracing several disciplines or areas of knowledge designed to break down the barriers of time and space, enabling one to live intelligently, humanely, and creatively. His concept includes more than just *association* with a large body of material or knowledge. It implies mastery of the material that is a product of, or is correlated with, processes of *analysis*, *synthesis*, and *testing*. Do we accomplish this in debate?

Does debate require a study of history, political science, sociology, economics (even theology and other disciplines)? Is a study of psychology necessary to comprehend the nature of the occasion and the audience involved in the speech situation? Is a knowledge of ethics required? If so, then debate could be in itself a liberal education. It brings to bear a substantial number of disciplines and areas of subject matter—a goal of a liberal education. It requires analysis and synthesis, which are characteristic of a liberal education, plus the application of careful value judgments.

Does debate meet another demand of a liberal education—skill in the expression of ideas? Does it teach the student how to handle both material and himself in his attempt to communicate ideas?

Does the study of themes, treatment of materials, lines of argument, modes of persuasion, analyses of occasions and audiences, patterns of arrangement, the nature of the parts of a composition, elements of word choice and word composition, plus all the factors of delivery assist the debaters in his attempt to acquire some of the attributes of a liberal education. I think so. I hope you do, too.

May you have a successful *educational* year in debate.



# *Constitution of Pi Kappa Delta*

**As Revised at the 22nd National Convention**

## **ARTICLE I—NAME**

The name of this Honorary Forensic Society shall be "Pi Kappa Delta," the initial letters of the Greek phrase *Peitho Kale Dikaia*, signifying "the art of persuasion, beautiful and just." The name shall be written thus: ΠΚΔ on all insignia of the organization.

## **ARTICLE II—PURPOSE**

It shall be the purpose of this organization to stimulate progress in and to further the interests of intercollegiate speech activities and communication in an effort to provide functional leadership training for life, and at the same time encourage a spirit of fellowship, brotherly cooperation, and incentive for achievement.

## **ARTICLE III—ADMISSION OF MEMBERS**

1. *Eligibility.* Eligibility to membership in this society shall be determined as follows. The candidate shall be a regular collegiate student in good standing, or a graduate of an institution of college rank, and shall have represented his college in speech activities as provided in Article IV, Division C, Section 1, or shall be an instructor in public speaking, or a director of oratory or debate in a recognized college.

2. *Recognition.* All institutions maintaining local chapters of Pi Kappa Delta and all other institutions of collegiate rank granting a four year degree shall be recognized institutions. Other institutions may be recognized by the National Council.

3. *Application.* Each candidate for membership in this society shall make application in writing on the official blank. The Local Chapter shall then make an investigation of the eligibility of the candidate and, upon favorable report, shall recommend the applicant for membership. The application shall then be forwarded to the

National Secretary with a statement of its acceptance by the Local Chapter together with the initiation fee as provided in Article V, Division A, Section 6. The National Secretary shall issue the membership card. The applicant shall then become a regular member of the society and shall be given the standing to which he is eligible. A membership certificate will be issued upon request at cost.

## **ARTICLE IV—DIVISION OF MEMBERSHIP**

Membership in this society shall be of four classes, three orders, and four degrees:

### **DIVISION A—THE CLASSES**

The classes shall be (1) Active, (2) Inactive, (3) Graduate, and (4) Honorary.

1. *Active.* Only college students and instructors in Public Speaking, Directors of Oratory and Debate, actively engaged as such, shall be eligible to admission as Active members.

2. *Inactive.* Only former Active members shall constitute the Inactive class of this organization. There shall be two divisions of Inactive members: (1) those Inactive because of non-attendance at the Institution of learning in which their chapter is established, and (2) those Inactive by order of the Local Chapter or National Council. An Inactive member of the first division may become active upon his return to school. An Inactive member of the second division may become active upon payment of all dues and assessments that are due and unpaid by him at the time of his transference to the Inactive list, together with an additional reinstatement fee of fifty cents.

3. *Graduate.* Only former Active members, or those who were elected to membership after graduation, who have graduated from a recognized educational institution of collegiate rank, shall constitute the Graduate Class of this organization. Gradu-



ates of successful petitioning colleges who were active in forensics during the period of petitioning may be admitted as graduate members. Graduate members who pay the regular subscription price of THE FORENSIC shall retain the privileges of Active members.

4. *Honorary.* Only those persons who have shown prowess or interest in forensic activities and who have been elected to membership by a local chapter and approved by the National Council shall be eligible to admission as Honorary members. They may receive full credit for their college forensic activities toward their degrees in Pi Kappa Delta.

5. *Transfer.* All students, instructors, and directors who transfer from recognized institutions may receive full credit for their previous forensic work towards eligibility for Pi Kappa Delta. Any member of Pi Kappa Delta who transfers to an institution not maintaining a chapter of Pi Kappa Delta may count subsequent debates or speech performances with recognized institutions toward a higher degree.

6. *Other Forensic Organizations.* Members of other forensic organizations may be admitted to Pi Kappa Delta or members of Pi Kappa Delta may be permitted to join other forensic organizations, only by arrangement of the National Council of the two organizations.

#### DIVISION B—ORDERS

The Orders shall be (1) Oratory, (2) Debate, (3) Instruction. The members of this society are admitted because of achievement in public speaking. A member may be of one, two, or three orders, depending upon his qualifications.

1. *Order of Oratory.* Achievement for membership in this Order shall be intercollegiate Oratory or Extemporaneous Speaking, or Individual Original Speaking before audiences when such speaking is approved by a Local Chapter or a Provincial or National Convention.

2. *Order of Debate.* Achievement for membership in this Order shall be in intercollegiate Debate, or Round-Tables, Panel Discussions, or Legislative Assemblies when approved by a Local Chapter or a Provincial or National Convention. A decision debate may be counted as a non-decision debate in fulfilling the requirements of any degree. Each session of round-table, panel

discussion, or legislative assembly shall count as one debate.

3. *Order of Instruction.* Achievement for membership in this Order shall be in directing or instructing public speaking, oratory, or debate in a recognized college.

#### DIVISION C—DEGREES

The Degrees shall be (1) Degree of Fraternity, (2) Degree of Proficiency, (3) Degree of Honor, (4) Degree of Special Distinction.

1. *Degree of Fraternity.* All members of this society shall be members of the Degree of Fraternity, and the requirements for eligibility to this degree shall be as follows:

(a) Order of Oratory. The candidate shall have represented his college in a recognized intercollegiate contest in oratory or extemporaneous speaking, or in individual original speaking on two subjects. (b) Order of Debate. The candidate shall have participated in five decision debates, or in eight non-decision debates. (c) Order of Instruction. The candidate shall be an instructor in public speaking, or a director of oratory or debate in a recognized college.

2. *Degree of Proficiency.* Eligibility to the Degree of Proficiency shall be determined as follows: (a) Order of Oratory. The candidate shall have won first place in a recognized intercollegiate contest in which three or more recognized institutions participate, or second in a recognized contest in which six or more recognized institutions participate, or shall have represented his college in three recognized intercollegiate contests in oratory or extemporaneous speaking, using two different orations or speeches on two different subjects; or shall have participated for two years in individual original speaking, using four different subjects. (b) Order of Debate. The candidate shall have participated in debate for two years on two different subjects. He shall have engaged in ten decision debates with recognized institutions, or in a total of sixteen debates. (c) Order of Instruction. The candidate shall have instructed or directed at least five members of the Degree of Proficiency.

3. *Degree of Honor.* Eligibility to the Degree of Honor shall be determined as follows: (a) Order of Oratory. The candidate shall have participated for two college years and have won first place in a recognized intercollegiate contest with six



or more recognized institutions participating, or second place in a recognized contest with nine or more institutions participating; or shall have represented his college in four recognized intercollegiate contests in oratory or extemporaneous speaking, using three different orations or speeches on three different subjects; or shall have participated for three years in individual original speaking, using six different subjects; or shall have received a rating of excellent in the contests sponsored by the National Convention. (b) Order of Debate. The candidate shall have participated in debate for two years, on at least three subjects. He shall have engaged in fifteen decision debates with recognized institutions, or in a total of twenty-four debates; or shall have received a rating of excellent in the contest sponsored by the National Convention. (c) Order of Instruction. The candidate shall have instructed or directed at least five members of the Degree of Honor, or his teams shall have won at least sixty per cent of all debates participated in for three consecutive years.

4. *Degree of Special Distinction.* Eligibility to the Degree of Special Distinction shall be determined as follows: (a) Order of Oratory. The candidate shall have participated for at least three college years and in at least four intercollegiate speech contests, entered by not less than six recognized institutions, and shall have won first or second place in at least three such contests using three different orations or speeches on three different subjects. This degree may also be granted to candidates who participate for four years in individual original speaking, using eight different subjects, or to candidates who shall have received a rating of superior in a contest sponsored by the National Convention. Provincial speech contests shall be considered as intercollegiate contests. (b) Order of Debate. The candidate shall have participated in debate for at least three years, on at least three different subjects. He shall have engaged in twenty decision debates with recognized institutions, winning at least half of them; or shall have engaged in a total of thirty-five debates, of which at least ten shall have been decision debates, with the debater winning half of them. This degree may also be granted to debaters who participate in contests sponsored by the National Convention and re-

ceive a rating of superior in such debate contests. (c) Order of Instruction. The candidate shall have instructed or directed at least five members of the Degree of Special Distinction, or his teams shall have won at least sixty per cent of all decision debates participated in for five consecutive years.

5. *Change in Standing.* Any member of this organization who after admission to membership may become eligible to a different class, additional order, or to a higher degree, shall have his standing in the organization changed, upon application to the National Secretary on the official form. No combination of degrees in different orders to obtain a higher degree than is held in either order shall be permitted.

## ARTICLE V—ORGANIZATION

Pi Kappa Delta shall be composed of three divisions: The Local Chapter, the Provincial Organization, and the National Organization.

### DIVISION A—THE LOCAL CHAPTER

1. *Local Chapter.* A Local Chapter shall be composed of five or more persons eligible to membership in this society as provided in Article III, Section 1. A Local Chapter may be established in any recognized college or university. Local Chapters may be two kinds: Active and Graduate. Graduate Chapters shall differ from Active Local Chapters in that they may be established outside of education institutions, and shall not be allowed to take in members who have not previously been members in good standing of Active Chapters.

2. *Charter.* A charter bearing the seal of the organization and signed by the National President and Secretary shall be granted to each Local Chapter of this society. The charters shall be duplicates of the standard form filed as such with the National Secretary. New chapters are to be installed only when dues of members and charter fees are in the hands of the National Secretary. New charters shall be presented in formal ceremony at the National Convention; however, charters may be presented at Provincial Conventions provided that the National Council has approved such action.

3. *Size of Chapter.* No Local Chapter shall be allowed to retain its charter if