

THE
FORENSIC
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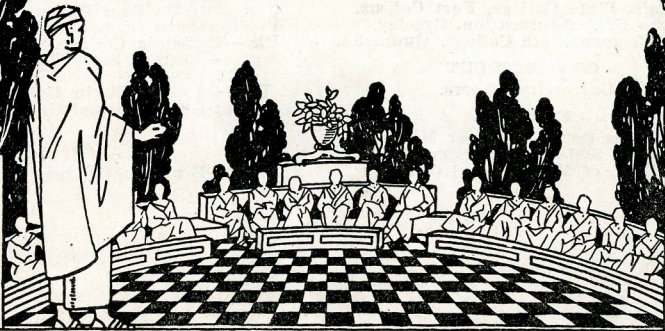
OCTOBER
1943

SERIES 29 · NO. 1

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MEND YOUR SPEECH A LITTLE, LEST YOU MAY
MAR YOUR FORTUNES.
KING LEAR.



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THE FORENSIC

OF PI KAPPA DELTA

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SERIES 29

OCTOBER, 1943

NO. 1

National Debate Question, 1943-44



In accordance with the plan adopted in 1942 for the selection of a National Intercollegiate Debate Question there are five different organizations concerned in the choice: Delta Sigma Rho, Tau Kappa Alpha, Pi Kappa Delta, Phi Rho Pi, and the National Association of Teachers of Speech.

Representatives of these groups met in Chicago during the Christmas holidays and talked over plans of organization and procedure for the year ahead. Then in the spring the committee asked each college in the five societies concerned to submit a question or two for consideration. From quite an extensive list sent in the committee selected the three they considered the best and these three were referred back to the individual colleges for a final vote.

The results of that vote were as follows:

1st choice: Resolved, That the United States should take the lead in establishing and maintaining an international police force upon the defeat of the Axis. Rank 548.

2nd choice: Resolved, That the government should accept a permanent policy of wage and price stabilization. Rank 615.

3rd choice: Resolved, That we should establish collectivism as our dominant economic system after the war. Rank 715.

The committee then took up the question of what changes, if any, should be made in the final wording of the question. The result was as follows:

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

The chairmanship of the committee was this year held by Delta Sigma Rho in the person of Dr. Hugo E. Hellman, Marquette University. The Pi Kappa Delta representatives on the committee were Dr. Wilbur E. Moore, Mt. Pleasant, Michigan; and Dr. Forrest H. Rose, Cape Girardeau, Missouri.

O. K., Johnny, Get Your Gun

J. H. HENNING

Alabama College, Alabama Beta



This is the year for our National Tournament. If the Lord, the war, and the United States Government are willing, we'll have it. And this writer, for one, hopes for complete cooperation from these three sources. But, if we do succeed in holding it, I present, herewith, an idea—a suggestion—for determining the rank of debate teams. I claim no authorship for it, for, as a matter of fact, it isn't original with me. I present no argument for its adoption. I offer it merely as a tentative belief of my own, and expose it to public view for the purpose of having it examined, tested by the opinions and beliefs of others, analyzed, torn to pieces, and shot at. At the present moment, I believe it has merit. Perhaps later on, after others have fired at it, I'll discover that it was a pretty punk idea and will be happy to discard it. But if it has merit, if it can stand up under fire, then it warrants serious consideration by Pi Kappa Delta. So, let's go with the idea. Here 'tis.

Team A is debating team B. The judge listens attentively (?), and at the conclusion of the last rebuttal (if not before) fills out his ballot in favor of team A. Thus, team A has a win to its credit. In round number two, team A meets and wins the decision from team C. Now, under the present method of determining winners and rankings of teams, these two wins carry equal weight. A win is a win, we say, and team A has two to its credit.

But the question I wish to raise is this: Are these two wins of equal value? Should they be given the same weight? For an answer, let's look at the tournament records of teams B and C. Since this is a hypothetical case, let's set our own scores. Team B, after having lost to team A, finishes the tournament without another defeat and ends with a record of 7 wins and 1 loss. But team C is less fortunate. It winds up with 1 win and 7 losses. And upon further examination of the records, we discover that the one win recorded for C was against a team that had a final record of no wins and 8 losses. Now! Should team A receive the same credit for its victory over team C that it receives for its victory over team B? Under the present set-up, it does. Should it be that way? Is there a simple method of

evaluating these wins so that the victory over B will count more for team A than does its victory over C?

Let's say, right at the beginning, that team A deserves basic credit for each of these victories. So, give team A a score of 5 for winning from B and another 5 for winning from C. Then, for winning from B, give team A an additional score equal to five times the number of victories its opponent won, or 35. The result will be a score of 40 points for its victory over B (5 for the win, plus 5 times 7—the number of B's wins in the tournament). By the same method, A will get only 10 points for its win over C (5 for the win, plus 5 times 1—the number of C's wins in the tournament). By such a method we can evaluate each victory of each team. A's win over B thus becomes *four times* as important to A as its win over C. And then, instead of ranking teams purely on the basis of the number of wins, rank them on the basis of their *total points*.

How would such a system work out in actual practice? Let's get concrete and go back to the records of teams in the last National Tournament. For purpose of illustration, we'll take the team that won 8 and lost 0, the two teams that won 7 and lost 1, and a team that won 5 and lost 3. We'll designate these teams as A, B, C, and D respectively, then we won't have to use names. (Not that I would mind, because all these coaches are my friends anyway. There's nothing personal in any of this, and no criticisms of records nor of individuals is offered, nor should this bit of writing be construed as a personal gripe. It isn't. Definitely!)

Team A had eight wins, no losses. But an examination of the records of its opposition reveals that it didn't meet very strong teams as *judged from their won and lost record*. (A point system such as the one being suggested here might reveal an entirely different story, it should be noted.) The best record of any of its opponents was 4 won and 4 lost. There were three of these. Three others won 3 and lost 5, one had 2 wins and 6 losses, and the other team won 1 and lost 7. Now, on a point basis, as suggested above, team A would score a total of 160 points, figured as follows: 5 for each of its 8 wins—total 40. Three of its opponents won 4 each, so add 12 times 5, or 60, to the 40. Total 100. Three opponents won 3 each, so add 9 times 5, or 45, to the 100. Total 145. One opponent won 2, add another 10 points. Total 155. One opponent won 1. Add 5 more points. Total 160.

Team B had seven wins, one loss. Its one loss was against

a team (team D, by the way) with a five and three record. Two other opponents won 4 and lost 4. To B's 35 points for 7 wins, add 40 points for these two wins. Total 75. Two other opponents won 3, lost 7. Add 30 points for these wins. Total 105. Two other opponents won 2, lost 6. Add 20 points for these two victories. Total 125. One opponent won 1, lost 7. Add 5 more points. Grand total for team B, 130.

Team C had seven wins and one loss, also. Its loss was also against team D, with a 5 and 3 record. But its wins are revealing. Only one opponent won as many as 4 debates. Add 20 points to C's 35 points for 7 wins, total 55. Three opponents won 3, lost 5. Add 45 points for these three wins. Total 100. One opponent won 2, lost 6. Add ten more points. Total 110. Two opponents won only 1 debate each. Add ten more points. Total points for team C, 120. Thus, team C's record is *not* equal to team B's on a point basis determined from the calibre of its opposition.

Now for team D. It won 5 and lost 3. Two of its wins, however, were against teams B and C. Under the present system, they count no more than a win against an opponent who wins no debates. Under this point system, however, these wins take on additional significance. To D's 25 points for five wins, add 70 points for these two victories against strong teams. D's other wins were scored over teams with records as follows: one team with a 5 and 3 record. Add 25 points to D's 95. Total, 120. One win against a 4 and 4 team. Add 20 more points. Total 140. One win against a 3 and 5 team. Add 15 points. Total for D, 155. This total, on a basis of its record against stronger opposition, would place team D actually ahead of both team B and team C. And it totally changes the picture from "How many did you win?" to "How strong was your opposition?"

Now I'll submit that the coach and members of team D would be all for this idea, and the coaches and members of teams B and C would probably oppose it. That would be a natural reaction. But let's put prejudices and personalities aside and look at it objectively. Under the scrutiny of objective analysis, has the idea merit?

We've been trying, in Pi Kappa Delta, to get away from the placing of so much emphasis on Championships. We still are operating on that basis in debate when we count only the number of wins. Does this method suggest a way of getting away from that?

You may fire when ready, Gridley.

Judging Discussion

DAVID M. GRANT

Hastings College



A question is often asked: How can discussion be judged as a contest? As a result of experiences in supervising the discussion work in last spring's meeting of the Province of the Plains certain conclusions were derived.

The contest was set up in two rounds with the total of twenty men and women taking part. Each discussion panel had from six to eight men and women and was judged by three critics. In accordance with the wishes of the province our aim was to find the best speakers in the various divisions.

A rating sheet was used for each panel and the total scores for the two rounds of speaking represented the basis of final judgment. The scoring blank contained these qualities:

1. Analysis and Definition
2. Knowledge and Evidence
3. Reasoning and Skill in Critically Evaluating All Points of View
4. Social and Cooperative Skills in Group Relationships
5. Voice, Diction and Delivery

Each quality was scored a number according to the following scale: 1—inferior, 2—mediocre, 3—satisfactory, 4—excellent, 5—superior.

The final tabulation of scores indicated that there were satisfactory differences between speakers and that in no case did ties have to be broken.

In the statistical analysis of the scoring blank, however, certain questions are pertinent. First—is the internal reliability of these items sufficiently high? Second—is the relation between these qualities and the total score satisfactory?

In answer to the first question Table I indicates the data derived from paired scores in the two rounds of discussion.

TABLE I
Internal Correlations
(paired scores)

Qualities	M	SD	r	SEr
1.	3.91	.85	.65	.046
2.	3.61	.84	.81	.027
3.	3.78	.98	.33	.072

4.	3.50	.90	.93	.019
5.	3.64	.85	.81	.027
Total	18.54	3.01	.77	.033

From the analysis of the above data, it seems that there is a high degree of reliability of scores on all of the qualities with the possible exception of Quality No. 3—Reasoning and Skill in Evaluating All Points of View. The next lowest reliability coefficient was for Analysis and Definition. The other scores are probably considered to have an adequately high degree of reliability. In explaining the weakness at this point one surmises that the definition of Quality No. 3 might have been open to misinterpretation and misunderstanding. Perhaps that accounts for the low reliability of judges' scores. In Quality No. 1—Analysis and Definition, it is possible that the use of discussion techniques will improve the standards of judgment and provide for less variation in scoring. In answer to the first question, then, one may conclude that with slight modification this ballot will be satisfactory for future use.

In answer to the second question the following table was derived:

TABLE II
Correlation of Qualities with Total Score

		r	SEr
Quality 1:	Total Score	.67	.057
Quality 2:	Total Score	.44	.084
Quality 3:	Total Score	.83	.032
Quality 4:	Total Score	.82	.034
Quality 5:	Total Score	.57	.071

From the above table one may conclude that qualities 3 and 4 contributed most consistently to the value of the total score, and that 1, 2, and 5 contributed somewhat less consistently to the score; that is, in terms of the judges' scores Critical Evaluation and Cooperative Skills seem to most consistently be related to the total score. On the other hand, Analysis and Definition; Knowledge and Evidence; and Voice, Diction, and Delivery, were not highly related to the final outcomes. In view of the previous data on the internal reliability of these qualities we find an apparent inconsistency, particularly on Quality 3 which had a low internal reliability and yet a high reliability with the total score. This seeming contradiction may probably be explained by the fact that the judges might not be able to recognize a quality consistently, yet would agree as to its proper importance in discussion. Inversely, Knowledge and Evidence has a high internal

Rob Ray, Coe College, Toured Mexico



"Mexico is a land of great wealth and great poverty, of beautiful teeth and bullfights, of religious processions and emotions," reported Bob Ray, after a tour of eleven weeks, the prize in a national contest sponsored by the Office of the Coordinator of Inter-American Affairs.

Ray was the unanimous first place choice of the three judges at the regional contest in Iowa City, April 4, where he spoke on "Mobilization of hemisphere economic resources as recommended at the Rio Conference." With five other regional winners, at least three of whom were Pi Kappa Delta speakers, he spoke in the final contest in a nation-wide broadcast of the "America's Town Meeting of the Air" from Town Hall, New York City, May 20. Mayor La Guardia took part in this program.

The participants had their choice of \$500 in cash or a trip to Mexico. Ray and three others chose the trip. Two were drafted before they could go.

"What a country!" explained Ray, who arrived home September 5. "The temperature is wonderful, about 75 degrees all day and cool enough for blankets at night. We swam in water covered with gardenias. The natives threw sackfuls of them on the water."

He saw a couple of bull fights. Although the first one made him ill, he was persuaded to return. "After the bull was killed, the frenzied mob threw coats, hats, flowers, champagne, money, and everything else handy at the conquering hero." The people became just as hysterically opposed to the next fighter who did not do well.

Ray was impressed with the sad faces and condition of the "little people" in Mexico. They live under a peonage system.

The Mexicans still remember our annexation of Texas and the battle of Vera Cruz. They do not trust us too much and are afraid of our aims south of the border. Ezequiel Padilla, Mexico's secretary of state, is leading the country towards closer cooperation with the United States. The Mexican people were shocked by the resignation of Undersecretary of State Sumner Welles. They respect Cordell Hull.

"And President Roosevelt—he could go down to Mexico and be elected president there any time he wanted. His only rival would be Henry Wallace, and it would be a close race, because

Wallace speaks better Spanish than F. D. R. Since Wallace's visit, there are signs in Mexico, 'Henry Wallace Slept Here'."

Bob Ray has been a leader at Coe, Iowa Theta. He is student body president. He has been very active in forensics, winning state and national honors. Last year he spent two weeks touring Iowa high schools where he spoke in 22 on "The Student and His Position in Regard to War." He has been president of the Coe College Speakers' Bureau, and director of the Linn County Office of Civilian Defense Speakers' Bureau.

JUDGING DISCUSSION

Continued from page 6

reliability (.81) yet has a correlation of only .44 as related to the total score. Obviously the fault lies not with the scoring blank itself but with the lack of training for discussion and in standards of judgment. Such items as Analysis and Definition, Knowledge and Evidence should play a more important role in the outcomes of discussion if we are to allay criticism which has already been directed toward this activity.

Several steps might be taken to improve discussion. Some of them are:

1. The topic should be chosen and submitted for preliminary analysis in advance of the time of the discussion.
2. The business of each round or progression phase should be completely understood.
3. Chairmen should be chosen in advance and should be acquainted with their duties and responsibilities.
4. The participants should have an understanding of the bases of judgment and of the characteristics which make the technique of discussion different from those of debating.
5. In so far as possible terms used in judging should be defined and there should be some informal instruction to the judges relative to the bases of scoring.
6. It is perhaps desirable not to use the debate topic as a discussion topic unless it is early in the debate season; otherwise, debate tactics and attitudes carry over into discussion and impede the normal progression of ideas.

We raised the question: Can discussion be judged as a contest? The answer is two-fold: (1) reliable scoring devices can be developed; and (2) the value of any scoring blank for discussion is directly proportional to the understanding of discussion by the judges and the preparation which the participants have made.

The President's Page



Greetings to all of you as we begin a new school year! And congratulations to you for the achievements of Pi Kappa Delta in 1942-1943! Despite the war emergency, eight out of nine of our Provinces held provincial meetings. Many of our chapters carried on extensive victory speaking programs. And you initiated a sufficient number of new members to prevent a deficit in our National Treasury. That record certainly indicates that many of our local chapters have worked hard and diligently during the past year.

As we now face the activities of a new school year, undoubtedly all of us realize that even greater effort will be required of us this year. Intercollegiate forensic programs will be drastically curtailed for most of us because of conditions over which we have no control. However, this fact should challenge us to redouble our efforts in engaging in various types of speaking in our respective local communities. Don't wait for local organizations to request your services. Many audiences are available for our speakers. It's the responsibility of each chapter to find those opportunities. And such situations certainly provide the most desirable experience for our students. Too, the "Victory Speaking" Amendment adopted last year gives ample opportunity for our new students to qualify for Pi Kappa Delta membership through this type of speaking and also gives our present members a chance to qualify for higher ranks in our organization. Every local chapter has the responsibility of doing everything possible to prevent a serious decline in our Pi Kappa Delta membership. Let's utilize the "Victory Speaking" Amendment to the fullest possible extent and thereby continue to be strong local chapters and help to preserve a flourishing national organization.

Undoubtedly our Pi Kappa Delta membership expects a statement at this time regarding the possibility of holding a National Convention next spring. Your National Council has given this matter very serious consideration. Regretfully, we have been forced to reach the decision that it now appears impossible to hold a National Convention next spring. Such factors as gas rationing and other stringent war time restrictions on travel, strict food rationing, drastically reduced forensic budgets, and the crowded hotel conditions in prospective convention cities prompted this decision. However, your National Council is unan-

Annual Report of National Treasurer

July 1, 1942, to June 30, 1943



RECEIPTS

Balance in Treasury June 30, 1942.....	\$		\$ 7,343.52
Certificates		11.50	
Interest		105.00	
Fees		2,375.00	
Keys		2,286.02	
Forensic		32.00	
Short Checks		20.45	
Balfour, refund		13.07	4,843.04
			<hr/>
			\$12,186.56

EXPENDITURES

Certificates	\$	3.20	
Convention		40.02	
Debate Question Committee		64.90	
Forensic		1,189.04	
Offices		1,503.93	
Keys		1,628.96	
Postage		81.89	
Printing		209.67	
Chapter Refunds		19.17	
Short Checks		10.45	
Balfour		13.20	\$ 4,764.43
			<hr/>
Balance in Treasury June 30, 1943.....			\$ 7,422.13
Distribution of Funds:			
Checking Account		\$2,572.13	
Faculty Club Bonds		3,000.00	
Five Defense Bonds (\$500)		1,850.00	
			<hr/>
			\$7,422.13
Surplus for 1942-43		78.61	

Auditor's Report for 1942-43

1931 Eleventh Ave., Greeley, Colo., September 4, 1943

To the Members of Pi Kappa Delta:

This is to certify that I have inspected the books and records of the National Secretary and that I believe they show the true financial status of the organization.

Respectfully,

A. O. COLVIN, Auditor.

CHAPTER REPORTS

Chapter	Fees	Keys	Total	Refunds
Alabama:				
Alabama College	\$ 10.00	\$ 23.10	\$ 33.10	\$ 1.25
Arkansas:				
Henderson Teachers	5.00	.....	5.00	
Ouachita	20.00	9.90	29.90	
Ozarks	10.00	6.50	16.50	
California:				
Redlands	15.00	5.50	20.50	
Calif. Inst. of Tech.	45.00	41.20	86.20	
College of the Pacific	20.00	53.75	73.75	
U. C. L. A. ....	.....	23.66	23.66	
Pepperdine	5.00	8.75	13.75	
Colorado:				
State	30.00	31.63	61.63	
Western State	5.00	3.80	8.80	
Connecticut:				
State University	5.00	5.18	10.18	
Florida:				
Rollins	10.00	9.80	19.80	
Miami	20.00	23.61	43.61	
General Chapter	10.00	21.86	31.86	1.00
Georgia:				
College for Women	5.00	3.85	8.85	
Illinois:				
Eureka .....	.....	8.98	8.98	
Bradley	35.00	26.95	61.95	
Monmouth	10.00	23.44	33.44	2.00
I. S. N. U.	30.00	18.00	48.00	
North Central .....	.....	4.40	4.40	
Wheaton	30.00	53.28	83.28	
Macomb	5.00	4.33	9.33	
Augustana	65.00	52.20	117.20	
Dekalb	45.00	47.41	92.41	
Charleston	20.00	.....	20.00	
Millikin	50.00	43.02	93.02	
Carbondale	10.00	.....	10.00	
Iowa:				
Central	35.00	35.45	70.45	
Morningside .....	.....	8.70	8.70	
Simpson	20.00	13.05	33.05	
Parsons	5.00	5.00	10.00	
Upper Iowa	5.00	21.76	26.76	
Coe	65.00	26.90	91.90	
Dubuque .....	.....	4.50	4.50	

Chapter	Fees	Keys	Total	Refunds
Drake	15.00	5.23	20.23	
William Penn	20.00	46.54	66.54	
Luther	15.00	36.24	51.24	
Kansas:				
Washburn	25.00	20.86	45.86	10.00
State .....	.....	5.83	5.83	
Southwestern College.....	20.00	35.29	55.29	
Emporia Teachers	20.00	17.50	37.50	1.25
Pittsburg	15.00	.....	15.00	
Baker	10.00	20.49	30.49	
Sterling	15.00	10.68	25.68	
Bethany	35.00	.....	35.00	
Fort Hays	10.00	10.41	20.41	
Bethel	10.00	22.95	32.95	
McPherson	15.00	32.31	47.31	
Kentucky:				
Georgetown	5.00	4.40	9.40	
Centre	10.00	21.76	31.76	
Kentucky Wesleyan	20.00	.....	20.00	
Louisiana:				
Louisiana College	35.00	23.01	58.01	
Centenary .....	.....	11.01	11.01	
S. W. Louisiana Inst.	25.00	28.74	53.74	
Michigan:				
Kalamazoo .....	.....	12.85	12.85	
Hope	25.00	31.90	56.90	
Michigan State .....	.....	58.26	58.26	
Ypsilanti .....	.....	56.25	56.25	
U. of Detroit	45.00	51.70	96.70	
Central Michigan	35.00	35.75	70.75	
Minnesota:				
Macalester	5.00	9.53	14.53	
St. Olaf	25.00	139.13	164.13	
Gustavus Adolphus	35.00	39.00	74.00	
Hamline	5.00	4.20	9.20	
St. Thomas	10.00	26.16	36.16	
Concordia	20.00	15.23	35.23	
Mississippi:				
State	5.00	.....	5.00	
Missouri:				
Westminster	5.00	14.53	19.53	
Park	5.00	15.23	20.23	
Missouri Central	10.00	62.57	72.57	1.10
William Jewell	5.00	.....	5.00	
Warrensburg .....	.....	5.50	5.50	
Kirksville	25.00	.....	25.00	

Chapter	Fees	Keys	Total	Refunds
Cape Girardeau	10.00	16.00	26.00	
Missouri Valley	25.00	.....	25.00	
Tarkio	20.00	.....	20.00	
Nebraska:				
Wesleyan	30.00	68.36	98.36	
Doane	15.00	.....	15.00	
Hastings	30.00	28.60	58.60	
Kearney	35.00	.....	35.00	
Chadron	20.00	.....	20.00	
Omaha	10.00	.....	10.00	
Wayne	20.00	.....	20.00	
North Carolina:				
State	10.00	.....	10.00	
Wake Forest	15.00	.....	15.00	
Asheville	15.00	11.55	26.55	
Lenoir Rhyne	5.00	.....	5.00	
Ohio:				
Heidelberg	50.00	.....	50.00	
Hiram	20.00	19.25	39.25	
Akron .....	.....	5.50	5.50	
Otterbein	20.00	.....	20.00	
Marietta	15.00	14.86	29.86	
Bowling Green	55.00	39.45	94.45	
Toledo .....	.....	7.20	7.20	.92
Kent	35.00	.....	35.00	
Oklahoma:				
State A. & M.	10.00	.....	10.00	
Tulsa	10.00	.....	10.00	
Baptist .....	.....	5.23	5.23	
East Central	20.00	9.85	29.85	
Central	10.00	8.70	18.70	
Oregon:				
Linfield	10.00	31.85	41.85	
Pennsylvania:				
St. Vincent	5.00	.....	5.00	
Seton Hill	35.00	.....	35.00	
South Carolina:				
Winthrop	60.00	47.55	107.55	1.10
The Citadel	5.00	3.80	8.80	
South Dakota:				
Dakota Wesleyan	25.00	30.40	55.40	
State	45.00	4.35	49.35	
Northern .....	.....	4.40	4.40	
Tennessee:				
Maryville	30.00	25.04	55.04	0.55
Polytechnic Institute	45.00	50.81	95.81	

Chapter	Fees	Keys	Total	Refunds
Carson-Newman	45.00	18.50	63.50	
Texas:				
Southwestern University	5.00	17.00	22.00	
East Texas	40.00	42.35	82.35	
North Texas	20.00	15.25	35.25	
Hardin-Simmons .....	....	10.36	10.36	
Baylor University	25.00	10.73	35.73	
Sam Houston	35.00	9.80	44.80	
San Marcos	10.00	70.40	80.40	
Washington:				
Puget Sound	10.00	43.40	53.40	
Seattle Pacific	40.00	5.45	45.45	
Wisconsin:				
Ripon	5.00	9.53	14.53	
Carroll	30.00	....	30.00	
River Falls	10.00	....	10.00	
Whitewater	110.00	....	110.00	
	<hr/>	<hr/>	<hr/>	<hr/>
	\$2,375.00	\$2,286.02	\$4,661.02	\$19.17

(Chapters whose names do not appear in the above list sent in no funds during the year.)

High Lights of the Financial Statement

The "highest light" of all is the fact that the statement shows a surplus of receipts over expenditures of \$78.61 instead of a deficit. This was a most unexpected thing. Practically everybody looked for a deficit this year; the National Treasurer had predicted that the deficit would run as high as \$500. He got the surprise of his life when the final statement showed a surplus!

This astonishing result was brought about by several different things. 1. The vigor and energy shown by most of our chapters. It is true that a number of chapters were unable to qualify and initiate any new members during the year, but, as the above statement shows, most of them carried on remarkably well in spite of all kinds of difficulties. These chapters simply would not be discouraged. The greater the difficulties, the harder they worked. 2. The National Council and the Editors of THE FORENSIC all pulled together to hold down expenses. They all realized that our income would be cut down because of the

war conditions and that the only way to meet that situation was to practice a program of economy all along the line.

Our principal decrease in income came on the number of new members received; we took in 185 fewer members this year than in 1940-41, our last nonconvention year. This loss was made up by savings on cost of publishing THE FORENSIC, cost of the off-convention-year Council meeting, which was not held this year of course, and moneys formerly paid out of the national treasury to provinces; hence the surplus instead of that expected deficit. The National Council extends congratulations and thanks to all who helped bring about this happy result.

Turning to the individual chapter reports a number of interesting things appear. The largest amount sent in by any one chapter for fees came from our one new chapter, Whitewater State Teachers College, Wisconsin Epsilon. It got a fine start with a charter roll of 22, 20 new members and two old ones, and the charter fee of \$10. That was a splendid showing. Of the older chapters honors go to the following: 1st, Augustana, Illinois, and Coe, tied, \$65; 2nd, Winthrop, \$60; 3rd Bowling Green, \$55; 4th, Heidelberg and Millikin, tied, \$50; 5th, Caltech, DeKalb, University of Detroit, South Dakota State, Tennessee Tech., Carson-Newman, tied, \$45; and 6th, a fine group of ten chapters with \$35 each, Bradley, Central (Iowa), Bethany, Louisiana College, Central State (Michigan), Gustavus Adolphus, Kearney, Kent, Seton Hill and Sam Houston.

In the matter of the purchase of keys the following records were made: 1st, St. Olaf, \$139.13; 2nd, San Marcos, \$70.40; 3rd, Nebraska Wesleyan, \$68.36; 4th, Central (Missouri), \$62.57; 5th, Michigan State, \$58.00; 6th, Ypsilanti, \$56.25.

And now we are off for the year 1943-44. Most people think this will be the hardest year of all, but if most of our chapters can show the energy and initiative they have exhibited this last year, and if many of those who did not do so well can improve their records, Pi Kappa Delta will come through another difficult year with another showing of which we can all be proud.

G. W. FINLEY, National Treasurer.

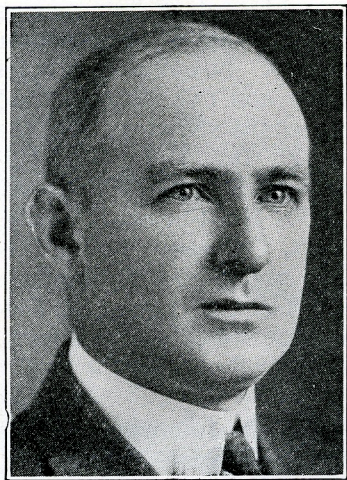
Hopkins Becomes President of Defiance College



Prof. H. D. Hopkins, former national president of Pi Kappa Delta and for more than twenty years debate coach at Heidelberg, Ohio Beta, has been chosen president of Defiance College. President Hopkins was elected to his new position August first.

Defiance College is a denominational college, Christian, located in Defiance, Ohio. It was established as a college in 1902,

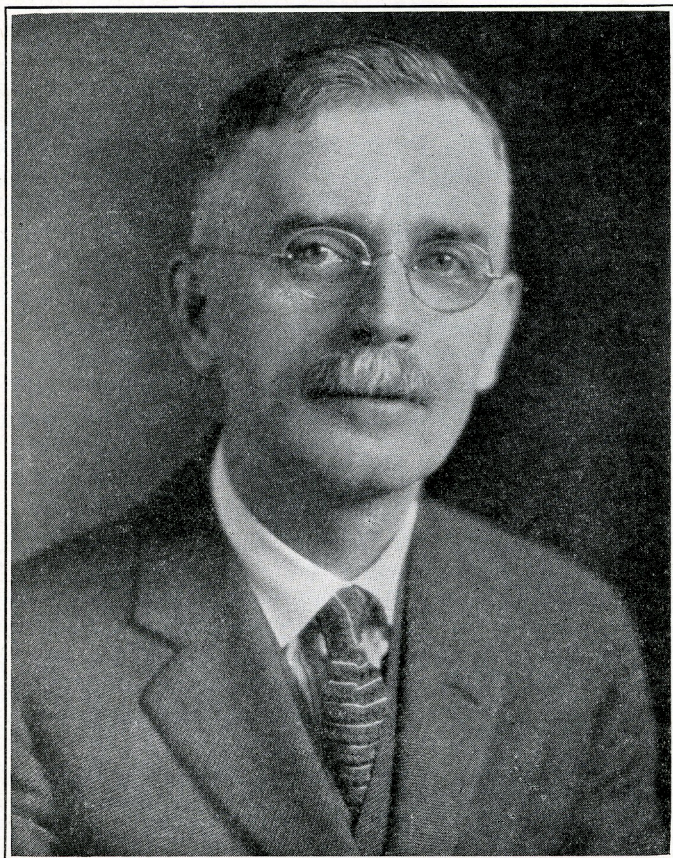
although the preparatory and normal school out of which it developed, were in existence long before that. Before the war began to cut college attendance, it had an enrollment of 350 students and a faculty of thirty-five. It is located in an area of great historical interest. General Anthony Wayne built Fort Defiance in 1794. The old Miami and Erie canal (1845) helped in the early development of the region. The city of ten thousand is now located in the center of a rich dairying region. There are a number of diversified manufacturing enterprises there.



PRES. H. D. HOPKINS

"My job," writes President Hopkins, "is to build up the endowment, help to widen the circle of influence and friends of the institution, and maintain the student body."

The college does not now have a chapter of Pi Kappa Delta. "I am not severing my connection with Pi Kappa Delta. I hope to make it possible for us to have a chapter here. You know how firmly I believe that forensic can contribute to and should be a part of student life. I value very highly the college training I had in speech. I learned many valuable things about men and education through my association with Pi Kappa Delta."



New Book by Former National President



*ANCIENT GREECE IN MODERN AMERICA*¹ is a new book by Dr. John R. Macarthur, dean of freshmen at California Institute of Technology and former national president of Pi Kappa Delta.

Ancient Greece has left its mark on contemporary America, in its art, architecture, science, language, education, and athletics. We were all vaguely aware of this. Here in a single very readable volume the Greek influence in more than a score of

¹The Caxton Printers, Ltd., Caldwell, Idaho. Pp. 396. \$6.00.