

THE FORENSIC

OF PI KAPPA DELTA

SERIES 32

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NO. 4

On the Subject of Subjects

GREGG PHIFER

Baldwin-Wallace College

After Bowling Green one of our Baldwin-Wallace debaters reported a petition circulating among students attending the national convention. Afraid of debating some international question like control of atomic energy, signers petitioned that next year's debate question concern reduction of the national debt.

At B-W the Department of Speech sponsors a Seminar in Public Affairs cross-indexed for credit in Sociology, Economics and Government. Our first problem has been selection of questions for study and discussion. First among faculty suggestions stood control of atomic energy. Student reaction? "We don't know enough to discuss that problem." "There isn't enough material." "We're not scientists." "Even if we studied it, what could we do?" Students in this seminar just didn't want to discuss control of atomic energy.

What are the major issues on your campus? Here at B-W students get excited over compulsory chapel and prospects for a name-band dance. My friend at Grove City tells me his campus was rocked by the question of corsages—should we or shouldn't we?

Can this attitude be general? Do students—even or especially the veterans—seek to avoid our most important and most difficult issues? What concerns your campus editors? Do you have an open forum on your campus, and if so, how many attend and participate? Do student groups want to study, discuss, debate our relations with Russia, control of atomic energy, prospects for coming depression?

Problems of compulsory chapel, school spirit, corsages have their significance in student life. More important issues center about race relations, the Communist party, compulsory military training, tariffs, population pressures, Palestine, liquor. Somewhere in this scale, and probably below most of those listed, comes reduction of the national debt.

Despite inevitable student criticism, including almost unanimous opinion of our varsity debate squad, this year's national question was excellent. I don't defend the exact wording, except insofar as I was

(Continued on page 117)

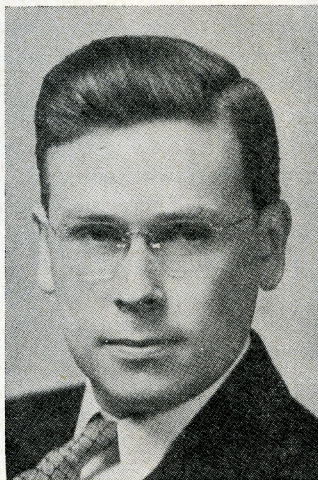
More Footnotes for A History of Debating

DAVID POTTER
Rutgers University

Academicians share at least one trait with the rest of mankind; they also cling to patterns long after the reason for being has been forgotten. In 1787, for example, the Latin Syllogistic Disputation, the oldest form of academic debating in the American colleges, was generally considered a "species of scholastic jargon . . . unprofitable to the hearer, and . . . mortifying to the disputant . . ."¹ Nevertheless, such leading educational institutions as Harvard, Dartmouth, and Brown retained the exercise, the latter until 1809.

In the early years of colonial America there was a case for the ancient form of debating. First, it was still popular in the parent old world universities. Second, with scientific method in its infancy and the Enlightenment struggling for a foothold, logic with its syllogistic offspring could still be looked upon as the instrument for determining truth in physics as well as metaphysics. Third, with supposedly modern testing methods reserved for later centuries, the disputations passably demonstrated a student's mastery of subject matter in addition to his command of Latin and syllogisms. Finally, it was an excellent device for parading scholarship before learned or admiring audiences. It was not extraordinary, therefore, that Harvard College prescribed a heavy dosage of syllogistics for colonial undergraduates. In 1723, for example, freshmen, "toward ye latter end of ye year," practiced on Ramus's definitions, Mondays and Tuesdays in "ye Forenoon." Sophomores and juniors carried a heavy debate burden, the former disputing logical questions, the latter, physical, metaphysical, and ethical. Seniors were included, too, disputing weekly on philosophical and astronomical questions.²

The manner of conducting the classroom disputations appears to have been carefully standardized. From contemporary texts like the



¹The *Massachusetts Centinel*, VII, July 21, 1787.

²'Benjamin Wadsworth' Book (A. Dom. 1725) relating to College affairs, *Publications of the Colonial Society of Massachusetts*, XXXI, pp. 455-456. Morison, Samuel Eliot, *Harvard College in the Seventeenth Century*, I, pp. 146-147.

wordy *Systema Logicae* by Bartholomew Keckerman and the popular *Improvement of the Mind* by Isaac Watts, we learn that the question for debate was selected by the tutor, often the reverend president, from one of the arts or sciences. The defense of the question or the attack—depending upon where accepted truth lay—was entrusted to a student called the respondent. In preparing for his duties, this student wrote out a Latin thesis in which he defined and fixed the terms, clarified the question, delivered a brief affirmative or negative pronouncement, and arrayed the strongest arguments in favor of his position. After this initial discourse was read, another student, the opponent, rose to contest the question, phrasing his objection in syllogistic form. The respondent replied, first repeating the objection and then demonstrating its invalidity. This procedure continued until the opponents were silenced and “truth” triumphed. Throughout the contest, the tutor acted as moderator and also assisted the respondent when that guardian of the proscribed way was hard pressed.

The syllogistics exhibited before commencement audiences followed the general format of the classroom exercises. However, both students and moderator assumed greater responsibilities. For example, undergraduates were given the “honor” of compiling the questions or theses to be listed on the commencement broadsides. Thus John Quincy Adams wrote to his father in 1786: “The class did me the honor to choose me among the theses collectors, and for the mathematical part . . . It is a laborious task, and will confine my studies for the ensuing year much more to mathematics than . . . if I had been left to my own disposal.”³

Of course, the faculty was not foolhardy enough to entrust the task of editing the commencement theses entirely to the students. Before the broadsides were printed and distributed, their contents were carefully checked and censored by the president or a tutor, a precaution also followed before the disputants were allowed to perform in public.⁴ Occasionally, however, even a Harvard censor was not sufficiently cautious. In 1738 outraged public opinion forced the Harvard overseers to vote that “those Masters’ questions of last Commencement, which have given offense as they now stand, affirmed or denied, may be contradicted in the Masters’ questions at the next commencement . . .”⁵ And as late as 1766 the Rev. A. Crosswell’s “Heart was pained within” him when students disputed whether God knew “Things of a contingent Nature.”⁶ The result, of course, was a book.

The commencement broadsides are of particular value to students

³Adams, John Quincy, *Writings*, edited by W. C. Ford, I, pp. 27-28.

⁴The Laws of the College in Providence, 1783, p. 30, Ms. in Brown University Library. *The Laws of Rhode Island College*, 1793, pp. 11, 31-32. Laws & Customs of N. Jersey, 1764, Typed Ms. in Princeton University Library.

⁵Quincy, Josiah, *The History of Harvard University*, II, p. 25.

⁶Crosswell, A., *Testimony Against the Prophaness of Some of the Publick Disputes on the Last Commencement-Day*, p. 3.

of speech education for they indicate not only the extent of the colonial curriculum but also the changing concepts in each field. Thus an examination of the *Theses Rhetoricae* reveals that the prevailing rhetoric of the early Eighteenth Century was a truncated system of *elocutio* and *pronunciatio*. Typical Harvard theses of this period are:

Rhetoric is the udder of Eloquence, tropes and figures are the teats. 1670.

The principal constituents of Rhetoric are Elocutio and Pronunciatio. 1687.

Rhetoric is the art of speaking and writing ornately. 1693.

Rhetoric is the art of speaking ornately. 1708, 1720.

As early as 1718, however, rhetoric began to contest logic's claim to *inventio* and *dispositio*. A Yale topic of that year was "Rhetoric is the art of adapting words, sentences, and voice to persuading." In 1720 the Yale broadside contained this succinct thesis: "Rhetoric is the faculty of revealing and bringing forward all that is persuasive." By the end of the Eighteenth Century we find:

Rhetoric is the art of influencing others to believe whatever the rhetorician wishes. Harvard, 1750.

That the speech may please, the hearer ought to have an opportunity to exercise his own *inventio*. Princeton, 1764.

Rhetoric is the art of collecting, arranging, and adorning thought in order to persuade the mind and move the heart. Harvard, 1797.

The influence of the English elocutionists can also be traced in the commencement broadsides:

The head should always be inclined toward the moving hand except in renouncing. Yale, 1751.

The left hand ought not to be used alone except in disdain. Yale, 1766.

Polished delivery demands movements appropriate to one's speech. Harvard, 1776.

Although the restrictive syllogistic form was better adapted to disputations on grammar, theology, mathematics, astronomy, logic, philosophy, or even rhetoric than to politics, the colonial broadsides evinced a concern for current events as early as 1738 when a candidate for a Harvard A.M. attacked the question: "Are we bound to observe the mandates of kings, unless they themselves keep their agreements?" Samuel Adams' question in 1743 was "Is it lawful to resist the supreme magistrate, if the commonwealth cannot otherwise be preserved?" As might be expected, young Adams upheld the affirmative.

Well before the revolution, other colonial colleges went on record against the abuse of American freedom:

An Obituary

A tradition of the College of Puget Sound died on the plains beneath the Blue Mountains, March 17, 1947. Dr. Battin's notorious Nash Lafayette choked out her last breath while faithfully carrying the CPS debate squad to another national tournament. We didn't know when we started that it would be her last trip. For ten years she had been loyally doing her best to get the squad to all the coast tournaments and to the national contests, and we thought that she'd come through again as she'd always done.

But as we neared Pendleton, Oregon, the transmission missed, the gear shift wouldn't shift and the clutch lost its grasp upon life. And with her rumbling insides growling and scraping to an end, she passed on quickly, but dramatically as five hushed debaters and their professor felt the vibrations of her suffering body down the last mile.

I was the only debater who could remember her all shiny and new one summer day in 1937, because I was a member of the family that owned her. And during all her ten years with us and with the college she was a good car—except to my mother.

She had a few weaknesses, especially apparent in her old age. She liked to sleep in on foggy mornings; she developed a tubercular cough and an asthmatic wheeze which became embarrassingly noisy; and she couldn't control her contempt for my mother. This was really her worst

Is it right to resist by force and arms kings who invade the rights of the people? Princeton, 1759.

The rights of the people are as divine as those of their rulers. University of Pennsylvania, 1763.

Subjects are bound and obliged, according to the law of nature, to resist their king and defend their liberty when he is acting with inhuman ruthlessness or overthrowing the laws of the state. Princeton, 1770.

All men are born free, and it is glorious to meet death in securing their liberty by force and arms. Brown, 1776.

The surge of current events proved too strong for the inflexible and restrictive Latin Syllogistic Disputation. As the educational emphasis shifted following the revolutionary period, and as the unlettered "ladies graced by their presence those academic festivals, it comported better with *polite* literature to speak in a language intelligible to all."⁷ The language was English and its accompanying form of debate was the Forensic Disputation.

⁷Baldwin, Ebenezer, *Annals of Yale College*, pp. 194-195.

fault because it was pure contrariness and nothing more that made her refuse to budge when my mother was at the wheel.

However, she was very fond of my father and would do just about anything for him, sometimes running on for miles when the gas tank registered empty. And she would run days for him without oil or water and never complain until something was ready to break loose.

She had brains, too. Parked on the college campus every day for ten years she picked up a lot of so-called higher education from the liberal arts atmosphere. But she learned more from debate than from anything else and developed a loyalty to the college and to the debate squad which no other car on the campus could equal.

Through her service to the forensics department she became quite cosmopolitan. There's no state between Washington and Tennessee in which she's not had a flat tire. She was stuck in the sandy dust of Kansas; she ran out of gas in the 5 o'clock traffic of Berkeley, California; she lost her fan blades in Oregon one year, and she left a spring near Yelm, Washington, last fall.

But the old Nash didn't experience the growth of herself alone. She was a part of the growth of boys and girls as they became men and women. She felt the warmth between members of a team; she watched ideas take root while passing through the barren prairies of Wyoming; she parked quietly in the big cities and saw ideals crumble; she climbed through the Black Hills and saw them rebuilt; she listened to the discovery of truth on the open highway.

Most of the students at school used to make fun of her wrinkled fender, her loose radiator cap, her toothless grill. And they teased about all the noise she made. But I think they'll miss her, because she was a part of the college—she was a part of them.

Yes, the Nash stopped in Oregon, but she didn't fail CPS or her last group of debaters. The old girl died in action after enriching the lives of youth for ten long years. Her successor got the squad to Bowling Green on time.

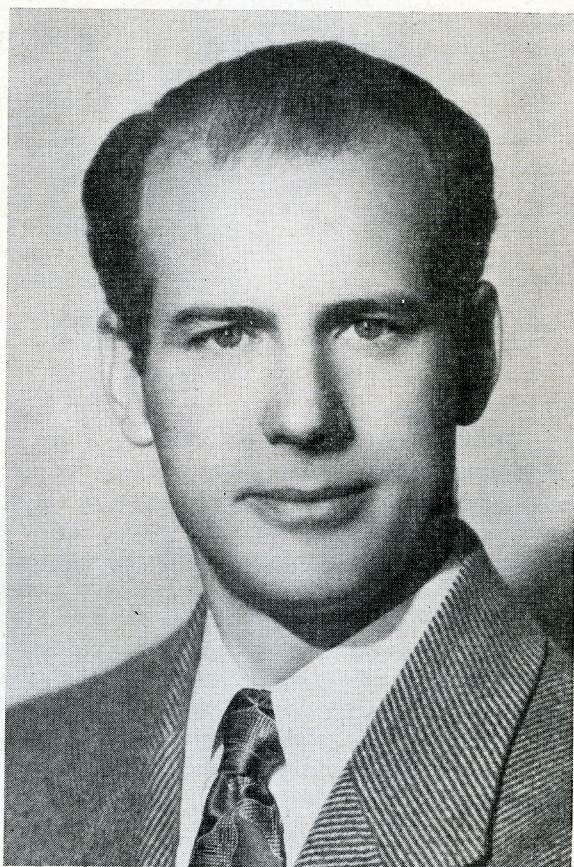
An Appreciation

Upon my retirement from office, I hereby wish to express my sincere appreciation for the privilege and honor of serving as your National President. It was with considerable reluctance that I assumed the duties of this office in September, 1942. Naturally all of us were deeply concerned over the effect that the crucial war years would have on our local chapters and on our national organization. We survived that period successfully chiefly because of the loyalty, devotion and co-operation which were manifested by the vast majority of our Pi Kappa Delta membership. I am particularly appreciative of the fine spirit manifested by our local chapters when our National Council on two different occasions had to notify you that we were unable to complete the necessary plans for a National Convention. Too, I am grateful for the manner in which our local chapters found new avenues of endeavor and service when intercollegiate activities were curtailed by the war restrictions.

Our first post-war National Convention is now a pleasant memory. We will never forget the many courtesies, the genuine hospitality, the generous use of all campus facilities, and the excellent accommodations provided us by Bowling Green State University. We extend to President Prout, to Dr. Kenesson, to the administrative staff, and to the students of that fine institution our most sincere thanks for a memorable experience on their campus. Too, we are grateful to the host Province of the Lakes and to the Eta Chapter at our host school for the fine social entertainment provided us both at the informal mixer and during the social evening. And to Miss Glenna Smith and to her co-workers we express thanks for the excellent stunt night program. May I also take this opportunity to sincerely thank every member of every committee who helped to carry out the many responsibilities of our convention proceedings.

I regret that a number of our local chapters failed to be represented at our National Convention. We missed you and you missed a good deal by not being present. Attendance at our National Convention would give you a richer understanding and a more genuine appreciation of what our fraternity really means than could ever be experienced through any other forensic endeavor. You would then realize that a National Convention is much more than just another forensic tournament. It is my sincere wish that the training we receive through our forensic endeavors will not end with the conclusion of our contests. But, instead, may such experiences inspire, motivate and challenge us to contriute everbything possible for a better understanding of world conditions through the

Leader for the Next Two Years

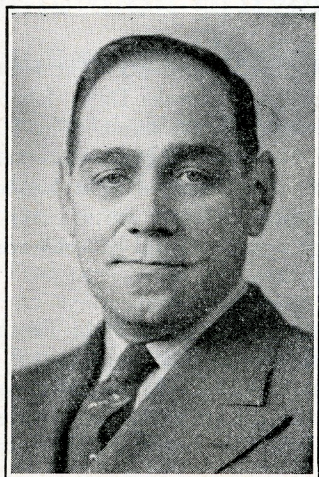


EDWARD S. BETZ
California Delta

National President-Elect. Dean of Men, College of the Pacific.

Fellow Members in Pi Kappa Delta:

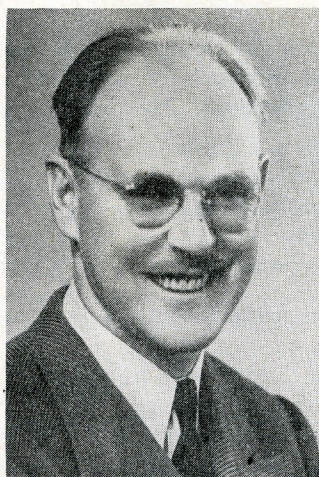
Please accept my deep appreciation of the confidence you have placed in me. What higher honor can come to a man engaged in forensic work? I shall devote my best efforts to the service of Pi Kappa Delta during my term as president.



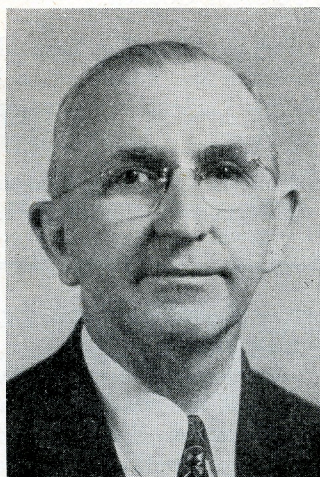
SHEROD J. CCLLINS
Vice-President
Northeast Missouri State Teachers



EVELYN KENESSON
Member of the National Council
Bowling Green State University



RAY D. MAHAFFEY
Member of the National Council
Linfield College, Oregon Alpha



E. O. WOOD
Member of the National Council
Louisiana College

The New National Council

Nineteen years ago, at the Seventh National Convention, at Heidelberg College, Tiffin, Ohio, two Hasting College, Nebraska Delta debaters, lost to College of St. Thomas after a close debate in the finals. The Hastings men were Roland Probst and Edward Betz. After a brilliant career as a teacher and debate coach, Edward S. Betz, now a dean of men, has been elected National President of Pi Kappa Delta. After twenty years, he should know its problems. His long years of service should be evidence of his devotion to its interests.

Sherrod J. Collins is Professor of Speech at Northeast State Teachers at Kirksville, Missouri Theta. He has been on the National Council the past five years. Two years ago he played the part of Pa Allen, in the original production of "The Moon Is Down" when it appeared on Broadway and played in the leading eastern cities. After eight months on the stage, he returned to Teaching.

Dr. Evelyn Kenesson was convention officer for the National just past. She is in charge of forensics at Bowling Green State University. Her efficient management of convention details and her gracious personality won her the respect of all who worked with her and a place on the National Council.

Roy D. Mahaffey, Linfield College, Oregon Alpha, has been one of the outstanding influences in Pacific Coast forensics for years. He has made his Linfield tournaments national institutions. He brings lots of experience to the National Council.

Prof. E. O. Wood, Louisiana College, represents the "Deep South" on the National Council. He has been active in forensics for many years.

medium of sincere, honest, logical and conscientious thinking in terms of articulate speech.

As my administration now comes to a close, I want to extend to the members of the National Council my sincerest appreciation for their very helpful counsel, for their whole-hearted co-operation, and for their splendid contributions to Pi Kappa Delta. I am certain that no previous administration ever had a more capable Council with whom to work than it has been my privilege to have. Finally, to all members of Pi Kappa Delta I extend my genuine thanks for your loyalty, devotion, friendship and splendid co-operation during my tenure of office. God bless you all!

MARTIN J. HOLCOMB.

Evaluation of the Discussion Contest

WILBUR E. MOORE
Central Michigan College

An analysis of the ballots and the short questionnaire used in the discussion contest at the National Convention at Bowling Green discloses a few interesting facts. Although space does not permit a full report, the following points merit consideration, assuming, of course, that answers were accurately given.

First of all, the participants who placed in the upper 20 per cent differed significantly from those falling in the lower 20 per cent in respect to formal instruction in discussion, logic, argumentation, and leadership. The following table gives the percent of good and poor performers who reported having had formal instruction in the seven areas listed.

	Per Cent of Highest Ranking Performers Having Training	Per Cent of Lowest Ranking Performers Having Training
Discussion	60	42
Logic	45	20
Argumentation	75	22
Leadership	45	20
Semantics	30	15
Debate	90	82
Philosophy	60	50

Debate still is the major form of preparation for discussion contests, even though, apparently, it is not well suited for training top performers.

In the second place, the top performers valued discussion more highly than the poor performers in terms of its contribution to the ability to analyze, to be objective, to reason logically, and to speak clearly. The chances were 98 out of 100 that the higher value placed on discussion by the good speakers was not due to chance.

It would appear from the above data, that discussion, like oratory, debate, or any other forensic activity, has values which are determined by the performers' training, experience, and attitudes.



The highlight of the convention was the address by Congressman Francis Case at the final banquet. Congressman Case carries key 147. He was a debater and orator in his student days at Dakota Wesleyan. The habit of digging into sources for information which he acquired as a debater, he states, has been of great help to him in his work in Washington. As author of the Case Bill, he is one of the leading figures in labor legislation. He was the most appropriate speakers who could have been selected and an inspiration to the five hundred forensic students and debate coaches.

My dear Mr. Westfall:

I wanted to drop you a line to tell you how much good that trip out to Bowling Green did me. I had not realized until I was out there how deeply one becomes enmeshed in his work here and loses touch with the world of education and youth. The brief contact that I had with your group was inspiring and prompted me to pledge myself that I will find some way to attend a few scholastic events from time to time. The experience was a tonic which I needed. The whole experience with you at the convention helped me and I appreciated it very much.

With all good wishes, I am,

Sincerely yours,

FRANCIS CASE.

When Brothers Fall Out

The March 31 issue of *Time* contained an item—a dispute between Commentator William L. Shirer and CBS Vice President Edward R. Murrow. As Shirer is a member of the Coe, Iowa, Theta Chapter, and Murrow of the Gamma Chapter at Washington State, the disagreement is of interest to members of Pi Kappa Delta.

Shirer complained when he was shifted from his Sunday 5:45-6:00 EST time. He claimed the highest Hooperating of any Sunday daytime program. He could only conclude, he told the press, that he had been "gagged" for his liberal views.

"It does not involve Mr. Shirer leaving the network unless he chooses to do so," replied Vice President Murrow. "Mr. Shirer will have a new spot, but what it will be is not known."

We hope that in the true spirit of "Pietho Kale Dikaia" the brothers will be able to settle their differences amicably.

The Pi Kappa Delta Memorial Service Sunday night was impressive. The service was held in the University auditorium in conjunction with the First Christian Church. After the prelude, Wood County Auxiliary 45, American Legion Post, advanced the colors. The audience sang the "Star Spangled Banner." Professor Theodor LeVander, Augustana, Illinois Xi, gave the invocation. In the service of remembrance, Warren Allen sang the "Recessional," Alfred Westfall read the names of the Gold Star members as candles were lighted, and taps were sounded. Professor Guy Eugene Oliver, North Central, Illinois Iota, gave an impressive address, "Man or Animal." There was an anthem by the robed choir, retirement of colors, and the benediction.

*Soldier, rest, thy warfare o'er,
Sleep the sleep that knows no breaking;
Dream of battled fields no more,
Days of danger, nights of waking.*

GOLD STAR MEMBERS OF PI KAPPA DELTA

Chapter	Name of School	Name
Colorado Beta	Colorado State College of Education	William Lott
Illinois Eta	Illinois State Normal University	Dale Longbons Edward Ropp George L. Scott Robert Griggs Turner
Illinois Pi	Northern Illinois St. Teachers College	Jack Sellke
Illinois Xi	Augustana College, Rock Island, Ill.	Russell Johnson Eugene Beattie George Rodibaugh
Illinois Iota	North Central College	George Scanlan
Kansas Zeta	Emporia State Teachers College	John Ayers
Michigan Gamma	Hope College	Gordon Frederic Fischer
Michigan Delta	Michigan State College	Joseph Robert Kroll Robert Turner
Minnesota Beta	St. Olaf College	Arthur B. Bestul John M. Dahl Paul K. Conrath
Ohio Zeta	Marietta College	Harry Louis Syler
Tennessee Delta	Tennessee Polytechnic Institute	Thurman Webb Donald Kilpatrick E. E. Seale
Texas Kappa	Sam Houston State Teachers College	William Hensley McCowan
Texas Gamma	East Texas Teachers College	Pearl Allan Fisher Dean Rose
Washington Beta	Seattle Pacific College	Charles Thrasher
Wisconsin Alpha	Ripon College	

Minutes of the Business Sessions

Fifteenth National Convention
of Pi Kappa Delta

Bowling Green, Ohio, April 6-11, 1947

The first business meeting was called to order by President Martin J. Holcomb at 9:00 a.m. Monday, April 7.

The invocation was given by Cunera Van Emmerik.

Dr. Walter A. Zaug, Professor of Education, Bowling Green State University, welcomed the delegates to the campus and extended the greetings from Dr. Frank Prout, President, who was out of town.

President Holcomb expressed pleasure at the large number of delegates present, and appreciation to the University for its hospitality.

Introductions of committee chairmen were made and they responded with important announcements. The following reported:

W. V. O'Connell, Northern Illinois Teachers College, convention chairman.

Evelyn Kenesson, Bowling Green State University, local chairman.

Edward S. Betz, College of Pacific, contests.

Vernon Utzinger, Carroll College, oratory.

Sherod J. Collins, committee on judges.

Wilbur Moore, Central Michigan State College, discussion.

Cunera Van Emmerik, charter committee.

Glenna Smith, Bowling Green State University, student representative in charge of stunt night.

Dana T. Burns, Baldwin-Wallace, host Governor.

Mrs. Nona Voris, official convention stenographer.

President Holcomb announced the appointment of convention committees as follows:

Constitutional revision: Charles T. Battin, College of Puget Sound, chairman; William Schrier, Hope College; William C. Lang, Yankton College.

Nominating: G. S. Fulbright, Washburn University, chairman; Carl Dallinger, University of Dubuque; D. J. Nabors, East Central State College, Oklahoma.

Resolutions: Maurice Hess, McPherson College, chairman; E. R. Nichols, Redlands University.

Committee on meeting places for next convention: George R. R. Pflaum, Kansas State Teachers College.

Moved by Forrest H. Rose, that the convention send a message of

greeting to G. W. Finley, National Secretary, who was not able to be present because of illness. Motion carried.

Adjournment.

SECOND BUSINESS SESSION, APRIL 8, 7:30 P.M.

The meeting was called to order by President Holcomb. The following report was read by Mrs. Finley and accepted by the convention.

National Secretary-Treasurer's Report

Greetings to the first national convention we have been able to hold since 1942. That meeting, held in Minneapolis, Minnesota, made plans and provisions that made it possible for Pi Kappa Delta to live through the difficult years of the Great World War and to come now to the happy day when we can once more get together in a national gathering in a world that is once more at peace. We pledge our every effort to make that peace a lasting one.

But this is a treasurer's report, so let us turn for a moment to the part you all like so well—the facts and figures concerning the financial condition of the society for the past five years. No, don't be alarmed; I'm not going to give a mass of details. You can read those in the published reports found each year in the October issue of *THE FORENSIC*.

1941-42 Surplus of receipts over expenditures....	\$ 248.74
1942-43 Surplus of receipts over expenditures....	78.61
1943-44 Expenditures exceeded receipts by.....	433.73
1944-45 Surplus of receipts over expenditures....	1,082.81
1945-46 Surplus of receipts over expenditures....	249.63

And so over the five years 1942-1946, inclusive, receipts have exceeded expenditures by \$1,226.06.

The same thing is shown by the following:

Amount on hand, in the treasury, July 1, 1941....	\$7,094.78
Surplus during the five years.....	1,226.06

Amount on hand, in the treasury, July 1, 1946....\$8,320.84

The credit for this happy state of affairs goes partly to your National Council which realized how hard the war years would prove to be and determined after the last convention to hold expenditures to a minimum. But greater credit should go to your local chapters that have carried on so valiantly in the face of very great difficulties. You kept your forensic programs going in spite of the stumbling blocks in the way, with the results shown in the foregoing figures.

It is true that some of you were forced to be inactive during the war years, but it has been a joy to see the way in which you have revived forensics during the past two years. For a while we had between forty and fifty chapters on the inactive list, but this list has now been whittled down to about a dozen chapters, and all but three or four of these have written to say that another year will see their forensic programs in full swing again. We have lost entirely only one chapter, North Carolina Gamma at Asheville College, where the college no longer exists. It is not too optimistic to hope, I feel sure, that during the coming biennium every chapter on our roster at the present time will be back on the active list.

Since the 1942 convention we have voted seven fine new chapters: Wisconsin Epsilon, Whitewater State Teachers College; Washington Gamma, Washington State College; Louisiana Delta, Louisiana Polytechnic Institute; Idaho Beta, Northern Idaho College of Education; Missouri Nu, Drury College; South Carolina Zeta, University of South Carolina; and Georgia Beta, University of Georgia. The charter committee has, I understand, several other petitions upon which it will report at this convention. The future for Pi Kappa Delta looks anything but gloomy.

What are the goals toward which we should strive in the coming biennium?

1. To get every chapter on our roster back on its feet again so that it will be able to put on a program that will be a credit to the chapter itself, to its college, and to the national organization of Pi Kappa Delta. Perhaps it is a bit optimistic to hope that every chapter on our rolls can be brought to this state of efficiency, but I really believe it is within the range of possibility. How can it be done? First by long-range correspondence between the college concerned and the National Council; second by encouragement from the provincial officers; third by missionary work done by local chapters upon all inactive chapters in their part of the country. I hope that all of you who are in attendance at this national convention will encourage your local chapter next fall to set up as one of its objectives for 1947-48 the establishing of forensic relations between your own chapter and every weak group in your immediate part of the country. Helping those who need help will prove to be a source of stimulation to your own group.

2. To develop a better understanding and appreciation of Pi Kappa Delta on the part of your own local chapter. What are the outstanding features of our society? There are a good many, but I shall mention just two.

First, Pi Kappa Delta is primarily a working organization, not merely a key-awarding fraternity. Its purpose is to stimulate interest in forensics not merely by making it possible for students to earn membership in a

national honor society and the right to wear the insignia of that society, but by providing opportunities for actual participation in forensic. This it does through its national contests like those being held here at this convention, through provincial tournaments at the provincial conventions held in the even-numbered years, and through the programs sponsored by the local chapters of the order.

Second, it makes provision for the growth of its members within the order, so that membership is not the end of their development, but only the beginning, a feature unique in honor societies, so far as I know. They come into Pi Kappa Delta as of the degree of Fraternity, nearly all of them, and then work their way up through Proficiency, Honor, and Special Distinction. In most of our chapters we do not make enough of the awarding of advanced degrees. Each year when we hold the ceremony for the granting of membership to our members, we should give recognition also to those who have earned advanced degrees. Some of our chapters now follow this plan and report excellent results from it.

And now for the "little sermonettes" to the local chapters telling them what we'd like to have them do for the rest of this year.

1. Send in the rest of your new member, if any, as soon as you get home. You'll want to make sure that these people get their membership cards this spring.

2. Send your key orders at the earliest possible date. Balfour is always slow in filling orders and that is especially true at this season of the year. Unless these orders are sent right away, the keys will not reach you in time to be delivered to their owners until after commencement and locating a college student in the summer time is worse than looking for that proverbial needle in the haystack.

3. Make a real occasion of your annual Pi Kappa Delta initiation ceremony and banquet. Have a peppy, worthwhile program, confer an honorary membership or two, possibly, and make the event one of the best of its kind to be held on your campus during the year.

Let me say in closing that I have enjoyed more than I can tell working with you during these critical years. It is one of the major disappointments of my life that I can't be with you at this convention. I did so hope to greet you in person at Bowling Green. Have a glorious time at the convention and go home to carry on our work with greater enthusiasm than ever.

G. W. FINLEY,
National Secretary-Treasurer.

President Holcomb called for the report of the nominating committee. G. S. Fulbright, chairman, announced the preferential ballot to be taken for the election of president and vice-president. President Holcomb presented the four members of the Council to the assembly as