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# THE FORENSIC

SERIES 9

NUMBER 1



OF  
PI KAPPA DELTA

MAY, 1923



# Directory of Pi Kappa Delta

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## LOCAL CHAPTERS

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Gamma—California Institute of Technology—F. J. Groat, Pasadena.

Delta—College of the Pacific—O. E. Norton, San Jose.

### Colorado

Alpha—Colorado Agricultural College—Orrin T. Pierson, Ft. Collins.

Beta—Colorado Teachers' College—Meryl Harper, Greeley.

### Illinois

Alpha—Illinois Wesleyan University—Professor P. C. Somerville, Bloomington.

Beta—Eureka College—Durward V. Sandifer, Eureka.

Gamma—Carthage College—Professor M. E. Chapin, Carthage.

Delta—Bradley Polytechnic Institute—Professor W. Ross Marvin, Peoria.

Epsilon—Hedding College—....., Abingdon.

Zeta—Monmouth College—Charlotte M. Cummings, Monmouth.

### Indiana

Alpha—Franklin College—Frances Foster, Franklin.

### Iowa

Alpha—Iowa Wesleyan—Professor H. O. Hendrickson, Mt. Pleasant.

Beta—Central College—Cornie de Bruin, Pella.

Gamma—Des Moines University—Earl S. Kalp, Des Moines.

Delta—Morningside College—Hazel D. Reed, Sioux City.

Epsilon—Simpson College—Professor W. C. Dennis, Indianola.

Zeta—Parsons College—Professor Fred G. Bale, Fairfield.

Eta—Upper Iowa University—Professor C. B. Swaney, Fayette.

Theta—Coe College—Don Datisman, Cedar Rapids.



# Directory of Pi Kappa Delta

[Continued from Page 2 of Cover]

## LOCAL CHAPTERS

### Kansas

Alpha—Ottawa University—Theodore R. Palmquist, Ottawa.  
Beta—Washburn College—Olin Buck, Topeka.  
Gamma—Kansas State Agricultural College—Hubert L. Collins, Manhattan.  
Delta—Southwestern College—Raymond Carey, Winfield.  
Epsilon—Fairmount College—Ted Haugh, Wichita.  
Zeta—Kansas State Teachers' College—R. C. Maul, Emporia.  
Eta—Kansas Wesleyan University—Paul Burres, Salina.  
Theta—Kansas State Teachers' College—Professor J. R. Pelsma, Pittsburg.  
Iota—College of Emporia—Ralph Hannon, Emporia.  
Kappa—Baker University—Janet Gibbon, Baldwin.  
Lambda—Sterling College—John O. Snook, Sterling.

### Kentucky

Alpha—Georgetown College—W. H. Waughan, Georgetown.  
Beta—Center College—Professor Boyd A. Wise, Danville.

### Maine

Alpha—Colby College—J. Leslie Dunstan, Waterville.

### Michigan

Alpha—Kalamazoo College—Professor Elmer C. Griffith, Kalamazoo.  
Beta—Olivet College—Lawrence Towe, Olivet.  
Gamma—Hope College—Terry de Vries, Holland.  
Delta—Michigan Agricultural College—E. M. Chapman, East Lansing.  
Epsilon—Michigan State Normal College—Edward Heyman, Ypsilanti.

### Minnesota

Alpha—Macalester College—Albert A. Beltman, Saint Paul.  
Beta—Saint Olaf College—Melvin H. Hoiness, Northfield.  
Gamma—Gustavus Adolphus College—Carl Jackson, St. Peter.  
Delta—Hamline University, St. Paul.

### Missouri

Alpha—Westminster College—Stanley M. Wilson, Fulton.  
Beta—Park College—Dorothy Mason, Parkville.  
Gamma—Central College—Warren C. Middleton, Fayette.  
Delta—William Jewell College—Professor P. Caspar Harvey.  
Epsilon—Missouri Wesleyan College—Professor Grace S. Overton, Cameron.  
Zeta—Culver-Stockton College—Professor F. Mable Hayes, Canton.

### Montana

Alpha—Montana Wesleyan College—Robert E. Miller, Helena.  
Beta—Montana State College—Charles T. Schurch, Bozeman.

### Nebraska

Alpha—Nebraska Wesleyan University—Professor E. H. Wells, University Place.  
Beta—Cotner University—R. P. Smith, Bethany.  
Gamma—Doane College—Lumir J. Kunel, Crete.  
Delta—Hastings College—Professor M. J. Martin, Hastings.  
Epsilon—Grand Island College—Irving Johnson, Grand Island.

### Ohio

Alpha—Baldwin-Wallace College—J. H. Lamy, Berea.  
Beta—Heidelberg University—Professor Harold A. Van Kirk, Tiffin.  
Gamma—Hiram College—Murray Hunter, Hiram.  
Delta—University of Akron—Lawrence N. McDermott, Akron.

### Oklahoma

Alpha—Oklahoma A. & M. College—Dr. H. I. Jones, Stillwater.  
Beta—University of Tulsa—Professor Margaret Wyndham, Tulsa.  
Gamma—Oklahoma Baptist University—Mrs. Rheta Mae Dorland, Shawnee.  
Delta—N. W. State Teachers' College—Francis Flaherty, Alva.

### Pennsylvania

Alpha—Grove City College—Professor H. McC. Burrowes, Grove City.

### South Carolina

Alpha—Wofford College—Professor D. D. Wallace, Spartanburg.  
Beta—Presbyterian College of South Carolina, M. C. Dendy, Clinton.  
Gamma—Newberry College—R. W. Bost, Newberry.

### South Dakota

Alpha—Dakota Wesleyan—Professor W. H. Veatch, Mitchell.  
Beta—Huron College—Professor D. R. McGrew, Huron.  
Gamma—Yankton College—H. L. Van Horn, Yankton.  
Delta—South Dakota State College—Carl L. Bemies, Brookings.  
Epsilon—Sioux Falls College—Dean F. McSloy, Sioux Falls.  
Zeta—Northern Normal & Industrial School—Professor Lawrence M. Brings, Aberdeen.

### Tennessee

Alpha—Maryville College—Professor Edwin R. Hunter, Maryville.  
Beta—Tusculum College—Professor Herman M. Foss, Tusculum.

### Texas

Alpha—Southwestern University—E. G. Horger, Georgetown.

### Washington

Alpha—College of Puget Sound—Professor Lynette Hovious, Tacoma.

### Wisconsin

Alpha—Ripon College—Sylvester R. Toussaint, Ripon.



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# THE FORENSIC

Series 9

MAY, 1923

No. 1

## *SOME ASPECTS OF INTERCOLLEGIATE ORATORY*

By H. B. Summers, President of Central Western Province of Pi Kappa Delta.

The assertion is frequently made that collegiate oratory is in a state of decline—that it is evidencing an unmistakable tendency toward weakness, as compared with former years. There is a measure of truth in this statement. For although oratory, and particularly the intercollegiate brand, is not declining but is on a far higher plane than it was some fifteen or twenty years ago, nevertheless, there still remain some very conspicuous shortcomings, upon the elimination of which, depends to a very great extent the future success of collegiate oratory.

In the field of delivery, there can be no question but that enormous strides forward have been made. The bombastic, "oratorical" speaker of a decade or two ago has practically disappeared; the orator no longer depends upon deep-toned bellowing, stamping of the feet, and vigorous manipulation of the arms to carry conviction to his hearers. There has come in place of this exaggerated style, a more quiet type of delivery; one more nearly approaching the conversational. The consequent improvement is obvious. But advance of thought and method in other fields or oratorical effort, has not kept pace with the change in delivery. In selection of subject matter, and especially in the method of treatment of that subject matter, the average orator of the present day is still capable of a great change for the better.

In the matter of oratorical subject-matter, effectiveness is at a comparatively low ebb. There are, broadly speaking, three determinants of effectiveness in this field—emotion arousing possibilities, timeliness, and originality. Yet we find many orators, perhaps more than half of all our present oratorical "crop" ignoring one or all of these determinants in selecting the subjects for their contest orations.

The first determinant mentioned was capacity to arouse emotion. This is, of course, of fundamental importance, since the oration is essentially emotional in nature. Psychologists tell us that the emotions may be aroused most strongly by appeal to self-interest, to the affections, and to such sentiments as patriotism, sense of justice, love of liberty, and the like. The fundamental requirement of emotional capacity is that the problem presented be one that directly affects the audience along one of these lines; the more directly the audience is so affected, the greater the emotion-arousing capacity of the oration. This necessitates that the orator keep in mind the nature of the audience to which he speaks, in selecting the subject of his oration. To illustrate, the problem of oriental immigration may hold a strong appeal for audiences in the Pacific coast states—but it does not exert any considerable amount of influence on residents of the central states, who have no appreciation of the problem. Similarly, the negro problem is ever a live one in the South; but its significance in many of the Northern states is exceedingly slight. The problem (221)



of European immigration is a real one on the Atlantic seaboard, but it has little appeal for residents of inland states. Clearly, audiences will vary greatly according to locality. And not only does place cause variation; changing conditions in the same locality from time to time often produce exceedingly great shifting in interest. A few years ago, a plea for Near East relief would have exerted a much stronger influence than it does at the present time; not because the need is less today, but because, during the past eight or ten years, the American people have been so deluged with pleas for relief from so many foreign sources, that their emotional natures have become calloused, so to speak, so far as that particular kind of human distress is concerned. Such matters as this deserve the attention of the orator; certainly he should have every consideration for the likes and dislikes of his audience, and should try to determine just what subjects have the greatest possibilities as possible means of stirring the emotions. But, as a matter of fact, does the average college orator actually do this? Does he select only subjects which have a strong appeal for the particular audience which he will address? No; we will still find Kansas orators discussing child labor, and Illinois orators writing about oriental immigration, and Michigan orators declaiming upon the negro question. One way in which some advance may still be made in oratory, then, is for coaches to insist on a greater consideration of audience, and a less regard for individual hobbies, on the part of the college orator.

The second requirement of real effectiveness in the field of oratorical subject-matter, timeliness, is likewise ignored, to a considerable extent at least. The oration should logically deal with one of those problems which is of greatest importance to the public at the time when it is delivered; preferably it should deal with a problem which is then being widely discussed in the newspapers, for with such problems the average member of the audience is already somewhat familiar—at least, he appreciates the fact that they are problems. Just at this time, for instance, the Ku Klux Klan, the European economic situation, the Ruhr invasion and its possible consequences, the American policy of non-participation in foreign affairs, the American college's problem of eliminating the unfit—all of these are fertile subjects for oratorical effort. They are far more vital than are those topics which, like the poor, we have with us always—international peace, prohibition, industrial strife, immigration. The latter are good, safe subjects, and in a way they are timely, for they are ever-present problems; but the fact that the American people have come to accept them as more or less permanent problems makes them of less real value than those questions which have arisen more recently. But of this year's "crop" of orations, how many will deal with the Ku Klux Klan, the Ruhr invasion, or the economic situation in Europe? Very few, comparatively. The matter of American intervention in European affairs will be more frequently used, not altogether because of its timeliness, but because it links up with one of the old stand-bys in the field of oratorical subject-matter—international peace. But aside from this one topic, to what extent will timeliness determine the subjects of this year's orations? There is certainly room for improvement in this field.

But perhaps the greatest opportunity for improvement along the line of subject-matter lies in the field of originality. If an oration is to leave a lasting impression with the audience, it must be different. It may stand out along the line of delivery, or it may stand out because of effectiveness in treatment. But the orators have equal opportunity along these lines, and the probability of any one oration being conspicuous because of its superiority is slight. But one opportunity for originality, for difference, is open to every contestant; and that is in his selection of subject-matter. At least, a subject can be selected which will be different from the topics used



by others in the same contest. But what attention is given to this manifestly important determinant of effective subject-matter? Today, probably forty or fifty per cent of all orations appearing in state contests, deal with international relationships. The January "Forensic" in giving results of the Illinois Old Line oratorical contest, listed the subjects winning first, second and third places—and all three dealt with international affairs. The same is true in other states. Year after year, orators use the same old subjects—international relations, industrial warfare, prohibition, immigration. Certainly there are to be found many other subjects with equal possibilities; but they very rarely appear in state contests. Even the angle from which the subjects are considered, varies but little; and the solutions offered are practically identical, year after year. A tremendous step forward might be taken in the field of intercollegiate oratory if coaches would insist that new problems be occasionally dealt with, or at least, that when an old problem is used, a new phase be discovered, or a new angle from which to discuss it.

In method of treatment, no less than in selection of the subject itself, college oratory seems to have fallen into a rut. Year after year, we find from eighty five to ninety per cent of all orations are built in the same general style, and that, apparently, of a model of 1880 or thereabouts. The oration of this type, opens up with a statement of a generalization—"History is the story of wars," or something like that. Then the Hebrews, the Greeks and the Romans are dragged into the discussion by the heels—fortunately there is of late years a tendency to abandon this particular phase of it—and after the American analogy has been inferred, a plea is made for a greater idealism of some sort: greater application of the teachings of Christ, or a realization of the brotherhood of man, or more friendliness in international relationships. I have recently examined manuscripts representing something over one hundred orations, collected from more than sixty colleges, and covering a period of nearly ten years. Less than ten of this group fail to follow the general method of development outlined above. As a whole, they are abstract; they are indefinite; they are idealistic. And in that fact, lies one of the greatest weaknesses of present-day collegiate oratory.

During the past few years, a number of excellent books on the subject of public speaking have been published, in most of which the psychology of speech has been given considerable attention. Every writer on the subject agrees that to the audience, the concrete, the definite, is far more vivid and effective in creating mental imagery than is the abstract. That principle applies to the oration just as much as to any other form of public speaking. The purpose of the audience is primarily vividness; to attain that vividness, greater use should be made of the concrete. Enough should be used, at least, to give the audience a vivid realization of your problem, upon which to base the rest of your oration.

Of recent years, there has been an attempt on the part of a few schools to break away from the abstractness which has characterized present-day oratory in general, and to introduce a greater use of the concrete. The form of the introduction has been greatly modified by most of these schools: instead of a generalization, followed by a number of supporting restatements, the problem has frequently been introduced by use of a word picture of a specific instance of the evil which constitutes the problem, or by a striking allusion or illustration. The solution, too, has tended toward a greater definiteness and concreteness; there has been less appeal to idealism, and more emphasis given to the need of a sound, practical and workable solution. It is a fact of some significance that the half dozen schools which have been developing to the greatest extent this principle of greater use of the concrete, have been of late years most successful in the

(223)



contests in their respective states, as well as in interstate contests. It would seem that the tendency toward concreteness is favored by the judges. There may be found in this fact, food for thought on the part of other schools.

What, then, are the fundamental needs of present-day oratory? First of all, a greater range of subjects, and more consideration for the effectiveness of subject-matter. Secondly, more concreteness and less abstract idealism. And finally, more originality, more individuality, less dependence upon tradition. Only when these ideals are realized, can the long-desired renaissance in American collegiate oratory, the renaissance foreshadowed by the remarkable advance in delivery during the past few years, really come into being; and oratory may once more be brought to a position of first importance in the universities and colleges of our land.

### *SOUTHWEST DIVISIONAL CONVENTION*

The First Southwest Divisional Convention of Pi Kappa Delta was held at Southwestern College, Winfield, Kansas, March 14, 15, 16, 1923. The first session was held in Richardson Hall at 8:00 P. M. and was the Men's Oratorical Contest.

The following chapters had entered orators for the oratorical contest: Baker University, Kansas State Normal, Kansas State Agricultural College, Oklahoma A & M College, Kansas Wesleyan University, Fairmount College, Kansas State Manual Training School, Kansas City University, and Southwestern College (Kansas).

First honors were awarded to D. B. Cudworth, Fairmount College, "The Spirit of Caesar", second place to Harry Dunn, Southwestern College, "Reconstruction Through Leadership", and third place to Ray S. Boyer, Pittsburg Manual Training School, "Educational Conquest For World Peace".

#### **Thursday**

The business session was called to order Thursday morning at 8:00 by President F. B. Ross, of the Kansas State Normal School, Kansas Zeta Chapter. After a few announcements, the following committees were appointed by the president: Committee on Resolutions, Nomination Committees.

The first round of the debate tournament started at 8:30 and the rounds continued during the day, the final round being held in the regular college chapel Friday morning at 10:00 A. M.

Kansas State Nor..2 }				
Oklahoma A & M.1 }	K. S. N.—0			
Pittsburg Normal..1 }				
Fairmount College.2 }	Fairmount—3		Fairmount—bye)	Fairmount—0
Alva Normal Sch..0 }				
Southwestern Col..3 }	Southwestern—0			
Baker University..1 }				
Tulsa University..0 }	Baker Univ.—3		Baker Univ.—3	
(forfeit)				Baker—3
Kansas City Univ.0 }				
Washburn College.3 }	Washburn—bye )	Washburn—0		

Thursday morning at 10 o'clock the delegates attended the regular chapel exercises. As a part of the chapel program the Women's Oratorical Contest was held. Only two chapters had representatives, Kansas State Normal and Southwestern College. First place was awarded to Miss Ruth Fulton, Kansas State Normal, and second place to Miss Marjorie Roderick, Southwestern College.



Business Meeting was called at 1:30 P. M. The report of the Committee on Resolutions was read and accepted. The Nomination Committee made the following report:

"The Committee on Nominations submit the following men and women for your consideration:

"President—Professor C. C. Harbison, Fairmount College.

"First Vice President—Alvin Murray, Southwestern College.

"Second Vice President—Miss Catherine Lawrence, Okla. Baptist Univ.

"Secretary—Professor D. T. Martin, Oklahoma A & M College.

"Treasurer—Ulyss Mitchell, Pittsburg Manual Training School."

The following resolution was made by Professor J. T. Baker of Southwestern College: "Resolved: That this convention of Pi Kappa Delta hereby goes on record as favoring, wherever possible, the single critic judge in debates." The resolution was adopted.

The motion was made and carried that the Southwest Division recommend that Kansas City University be granted a chapter of Pi Kappa Delta as soon as possible.

President Ross appointed a committee to perfect the organization of this division as follows: Professor J. R. Pelsma, Chairman; D. T. Martin, J. T. Baker. The business session adjourned at 3:30 P. M.

At six o'clock Thursday evening dinner was served in Association Hall. Covers were laid for about seventy-five delegates and members of the local chapter. The following toast program was given:

Toastmaster, President F. B. Ross.

"Honorable Judges"—John Lornegan, Oklahoma A & M College.

"I shall attempt to prove"—Harold C. Case, Baker University.

"In conclusion"—Professor C. C. Harbison, Fairmount College.

The program for Thursday evening was an extemporaneous debate held in the College Chapel between Kansas State Normal and Southwestern College. The question, which had been announced only twenty-four hours before, was: "Resolved: That labor unions should be incorporated." Kansas State Normal received the decision.

The convention closed Friday morning after the final round of debates. Harold C. Case and E. V. Nichols of Baker upheld the negative side of the question, while G. V. Kelley and Ted Hall of Fairmount upheld the affirmative. The decision was rendered unanimously for the negative.

The following schools were represented during the convention:

Kansas State Normal, Emporia, Kansas.

Oklahoma A & M College, Stillwater, Okla.

N. W. State Teachers' College, Alva, Okla.

Kansas State Agricultural College, Manhattan, Kansas.

Ottawa University, Ottawa, Kansas.

Fairmount College, Wichita, Kansas.

Kansas State Manual Training School, Pittsburg, Kansas.

Baker University, Baldwin, Kansas.

Kansas City University, Kansas City, Kansas.

Sterling College, Sterling, Kansas.

Washburn College, Topeka, Kansas.

Kansas Wesleyan University, Salina, Kansas.

Southwestern College, Winfield, Kansas.

ETHEL WALDEN,

Secretary, Southwest Division.

## ANOTHER PROVINCIAL CONVENTION

Just as we were going to press, there came to our hands the fourth bulletin published by Professor H. B. Summers of Park College, president of the Central Western Province, in preparation for the Convention of that Province.



ince to be held at Westminster College, May 3rd to 5th. The letter is so excellent and the proposed province constitution so interesting that we feel that we wish Pi Kappa Delta as a whole to read both. There are many valuable suggestions contained in them.

Bulletin Number Four.

April 2nd., 1923.

### Central Western Province, Pi Kappa Delta

To all local chapters of Pi Kappa Delta within the province:

The purpose of this bulletin is to announce once again, the Provincial Convention to be held at Westminster College, Fulton, Missouri, May 3rd. to 5th. It's going to be a great convention, with good strong forensic contests featured. In addition, there will be a banquet, an initiation of new members, and possibly the installation of one or more new local chapters.

The Southwestern Province met in convention at Winfield, Kansas last month; and of the nineteen schools within the jurisdiction of the province, only two, I am told, failed to send representatives. Nearly seventy-five delegates were in attendance. Let's see if we can't do as well here in the Central Western.

Contests have been arranged for men in extempore speaking and in oratory, to be held Thursday and Friday evenings respectively. Men need not already be Pi Kappa Delta members to participate—the only requisite is that they be regular students in Pi Kappa Delta schools, and in the oratorical contest, that they are not the same men who participate in the state Old Line contest.

The feature of the convention, however, will be an elimination contest in debate, in which either men or women may participate. Two-speaker teams will be used, and sides of the Pi Kappa Delta question determined by lot. The same teams may be used to represent a school on both sides of the question, or the teams may be shifted, at the option of the school represented. Every school in the province should enter a team in this elimination; the championship of two states is at stake. Entrants need not already be members of Pi Kappa Delta.

Contests will be judged by disinterested men throughout. Prof. F. B. Ross, Organizer of the Southwestern Province, and in charge of debate at the Kansas State Normal, and Prof. A. A. Hopkins, Debate Coach at Monmouth College, in Illinois, have been asked to be in attendance; the other judges will be secured for the most part from the University of Missouri, coaches of visiting teams, or capable local men. Judges for debates will be assigned by the provincial executives, with the approval, in each case, of both schools concerned.

At the Southwestern Provincial Convention, last month, a number of debates were held between schools attending, not scheduled on the elimination. Why not arrange for some non-elimination debates to be held at Fulton? Best way to secure additional debates—and additional credit toward Pi Kappa Delta degrees—without additional expense.

At the business session, to be held on Saturday morning of the convention, a number of matters will come up for action, among them the election of officers for the ensuing year, the selection of the school which will entertain the next convention, and the adoption of a provincial constitution. A proposed draft of a constitution is enclosed herewith; look it over, and be ready to offer amendments as you see fit, at the convention. Also keep in mind the matter of next year's officers; have some good men to nominate, who will keep the ball rolling. And if you want to entertain the convention at your school, lay your proposition before the convention in detail; whether you can provide entertainment for visitors, transportation for judges, and a cash bonus—or just what you do feel able to offer. Or, if there are any



other matters to bring before the business session, come prepared to present them.

There is a possibility of additional chapters being present at the convention. Three schools within the province—Drake University, Drury College, and Central Wesleyan—have recently taken steps toward petitioning the national officers for charters; and some of these schools will probably be represented. If a charter has been granted to any of them, the installation of the chapter may be held as a special convention feature.

On Friday evening, before the banquet, an initiation of new members will be held. If you have any eligibles you want taken in at this time, send them along, and swell the number.

Now finally, Westminster's chapter, Missouri Alpha, has very courteously offered to provide entertainment for all convention representatives and visitors. The provincial officers are very anxious to know just how many will be in attendance, so that we can notify Westminster how many to arrange for. It is also necessary to know in advance, what schools are entering each of the three contests to be held at the convention. You are requested, therefore, to send to the Provincial President, H. B. Summers, of Parkville, Missouri, within the next two weeks, if possible, a complete list of your probable representatives, including faculty members, members of debate teams, orator, Extempore contestants, and delegates at large. At the same time, please indicate which contests your school will enter. Please take care of this matter whether you have already sent in the same information or not; we hope to have a complete list.

Now, let's get behind the convention, and make it a big success in every way. We want every chapter to enter contestants in at least one contest, and preferably in all three. Be there!

Fraternally,

H. B. SUMMERS,

Provincial President.

### Proposed Constitution Central Western Province, Pi Kappa Delta

(To be voted on at the convention)

**ARTICLE I—NAME.** The organization whose existence is provided for by this constitution shall be known as the CENTRAL WESTERN PROVINCE OF PI KAPPA DELTA.

**ARTICLE II—AUTHORITY.** The Province is organized, and exists, under the authority conferred in Article V, Division B, of the National Constitution of PI KAPPA DELTA. Its purpose, etc., shall be as set forth in the National Constitution.

**ARTICLE III—MEMBERSHIP.** Membership shall consist of all chapters of Pi Kappa Delta, in good standing, situated in the states of Iowa and Missouri, which desire membership. No vote shall be taken upon the admission of new chapters within the jurisdiction of the province. Chapters created by the National Officers failing to meet the obligations of membership in the provincial organization shall be deprived of the privileges of membership upon action of the provincial council.

**ARTICLE IV—PROVINCIAL CONVENTION.** The Provincial Convention shall be organized as provided by the National Constitution, Article V, Division B, Section 1. It shall meet annually, at such time and place as may be determined by the Convention in its last meeting. If a change in either time or place becomes necessary, it may be made by the Provincial Council.

**ARTICLE V—PROVINCIAL COUNCIL.** The Provincial Council shall be composed as provided by the National Constitution, Article V, Division B,  
(227)



section 2. It shall consist of the Provincial President, the Provincial Vice-President, and the Provincial Secretary-Treasurer. The Provincial Council shall exercise all powers of the Provincial Convention, during the interim between the sessions of that Convention.

ARTICLE VI—OFFICERS. The Provincial Officers shall be a President, a Vice-President, and a Secretary-Treasurer. They shall be elected annually, by a majority vote of the Provincial Convention, from the Order of Instruction of the Province. Their duties shall be those ordinarily devolving upon their respective offices, with these additions; The Provincial President shall also act as Corresponding Secretary, and shall have general charge of the Provincial Convention. The Provincial Vice-President shall be a member of the chapter which entertains the Provincial Convention the year following his election; and shall have charge under the direction of the Provincial President, of local arrangements for the Convention. The Secretary-Treasurer shall also act as Historian for the Province. In case of a vacancy in any office, the remaining officers shall fill the vacancy by appointment.

ARTICLE VII—CONVENTION CONTESTS. There shall be held, at the time of each annual Provincial Convention, contests in debating, in oratory, and in extempore speaking, for men, and, upon authorization of the Provincial Council, similar contests for women. Judges for all contests shall be selected by the Provincial President, from a list approved by the Provincial Council; and in debates, subject to the approval of both contesting schools. In case the Chapter of which the Provincial President is one of the contesting schools in a debating contest, judges shall be selected by one of the other officers, to be appointed by him.

ARTICLE VIII—DUES, FINES, AND ASSESSMENTS. The Provincial Council shall have power to levy dues, fines or special assessments, as may be required.

ARTICLE IX—AMENDMENTS. This constitution may be amended at any meeting of the Provincial Convention, by three-fourths vote of the chapters represented.

ARTICLE X—EFFECTIVENESS. The foregoing constitution shall become effective upon its ratification by two-thirds of the members of the Provincial Convention.

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## *FINANCING FORENSICS*

By J. C. Hazzard, Ph. D., Director of Forensics, Macalester College

In this investigation of the methods of financing forensics no effort was made to gather data from all colleges, but the field was limited to that group of colleges where conditions as to the size of student body and other circumstances were similar to the conditions here at Macalester College; hence, no effort was made to investigate the methods prevailing at the state universities and the other large universities such as Harvard, Princeton, Yale, or Chicago, where conditions are entirely different. Representative colleges in different parts of the country were selected, every state, except a few southern states, being represented by at least one college. The denominational colleges naturally predominated, although others were included.

A study of the data gathered shows that there is no uniform method of financing this important department of college activity. Six colleges report that the college authorities appropriate sufficient funds from the general budget of the college each year. Two still raise funds by charging admission to all forensic contests. One depends upon voluntary subscrip-



tions from the student body. One gives plays to finance the forensic activities of the college, and one gets what it can from student fees while the college makes up the remainder from the student budget. By far the larger number have student fees, a part of which goes to support forensics, athletics, and other student activities.

Of those colleges which depend upon student fees the forensic fee for each student varies from twenty cents a year to three dollars a year. Twelve are one dollar or over, ten are fifty cents or over but less than one dollar, one is forty-eight cents, and one is twenty cents.

The following table gives a comparison of the forensic fees and the athletic fees:

Forensic Fees	Athletic Fees	Forensic Fees	Athletic Fees
\$ .20	\$ 4.50	\$.625	\$ 2.75
2.00	10.00	1.50	4.50
.50	9.50	2.00	6.00
.50	12.00	.50	10.00
.90	6.00	1.00	10.00
1.00	4.00	* .75	5.00
.50	5.00	1.00	10.00
1.35	7.10	.80	6.50
1.00	7.00	1.30	6.50
3.00	7.20	.50	6.50
1.30	Self supporting	.48	10.80
1.75	3.15	.50	10.00

\*College appropriations \$400 additional.

From a study of this table one is almost forced to conclude that in the estimate of the students forensics are of but slight importance in comparison with the main attraction of college life, viz. athletics. Presumably these fees were determined by the students themselves and therefore reflect their valuation of the importance of the two activities.

The methods of handling the forensic funds vary widely. In many of the colleges the college treasurer pays out the funds on requisitions of the forensic board or the professor of public speaking. A few colleges pay the full amount of the fund to the treasurer of the forensic board at the beginning of each semester or term. One college pays the full amount to the professor of public speaking, who then issues his personal checks for expenses and renders an itemized statement to the college treasurer. Only two colleges bond the treasurer of the forensic board although in six colleges he has entire charge of the forensic funds.

In most cases where the funds are handled by students the college treasurer or a committee of the faculty audits the accounts, one college reports that the forensic board audits its own treasurer's report, and several state that there is no method of auditing the accounts in use.

The majority of the colleges reporting do not apportion their forensic funds for oratorical, debate, or other forensic contests, preferring to use for each whatever is necessary as long as the money lasts. Of the few that do apportion the funds debate receives about 80 per cent of the entire amount, a fair proportion, as it is the most expensive forensic activity.

The question, "Are your forensic funds sufficient or are you constantly facing a deficit?" brought out some interesting facts. Ten colleges reported that there was a constant deficit. Several reported that the expenses were made to conform to the amount allowed but that the work of the department was seriously handicapped, debates having to be refused owing to lack of funds. Of the colleges reporting sufficient funds most gave the total amount as \$500 or over. One of the colleges reports that the funds



are "usually sufficient, this year \$1200," and one institution reports using \$1700 a year for forensics.

Eight of the colleges report that they have no forensic boards or similar organizations, the department of public speaking handling all matters pertaining to forensic contests. Of the colleges having forensic boards or equivalent student organizations, the faculty is represented by at least one member on the board in all except six. Some of the boards seem to be too large for handling the work conveniently, consisting of all the students taking public speaking courses and the varsity and class debating teams. This is rather in the nature of a senate than a board.

Twenty-seven colleges report that they have chapters of national forensic fraternities but of these only fourteen report that these fraternities are represented on the boards. Probably these fraternities are represented unofficially but not as such. It would seem that in most colleges the chapter of the forensic fraternity should be as much entitled to a representative on the board as is a literary society, or should constitute the board, as it does in five colleges.

The last question was, "Please give any suggestions for improving forensic finances you may care to make." Perhaps the professor of public speaking or whoever filled out the question sheet became tired before he reached this question, for but few made any suggestions. One man replied frankly, "Haven't any to offer," but most disregarded it. Of the few suggestions offered, the following are interesting:

"If forensic contests are of any value, and we believe they are, they should be financed by a special appropriation in the college budget. The Professor of Public Speaking should have full charge and be responsible only to the college treasurer for the expenditure of finances and the College President for the conduct of the department. Then students should be given adequate credit for work done in the department."

"We believe that forensics are important enough in education to be supported as any other educational activity in a dignified way and our Trustees agree with us. We have a budget that covers all expenses and we use what we need of it as we please." (Happy man; he never tried to finance five debates, two oratorical contests, and an interstate contest in extemporaneous speaking on \$250.00.)

"It would seem that a definite yearly appropriation out of the tuition fees would be the most seemly and convenient way of providing for forensics."

"I believe that there should be a greater percentage of our student funds given to debate activities and less to athletics."

"The average small college ought to have at least \$500 for forensics. . . . Financing of all forensic activities should be by means of a fixed fee payable with tuition and not remissable in case of scholarship holding."

Conclusions: From a study of the answers received the following conclusions may be drawn: That the methods of financing forensics and the methods of managing the finances must vary on account of local conditions. The average small college cannot carry on forensic activities as they should be on less than \$500 a year. Probably the best solution of the difficulty in most colleges would be to take forensics out of the student activity class and treat them as part of the work of the department of public speaking. In that case they should be financed in the same manner as other departments are financed, viz., by an annual appropriation in the college budget, and the department of public speaking should be held responsible for the conduct of the work. More interest should be aroused in forensics by making the debates and other contests more attractive and by giving the students taking part in them the same recognition that is given to students taking part in athletics.