

THE FORENSIC

OF PI KAPPA DELTA

ALFRED WESTFALL, Editor
G. W. FINLEY, Business Manager

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Date Set for Twelfth National Convention



On March 31, 1916, the first national convention of Pi Kappa Delta was called to order at Washburn College, Topeka, Kansas. Next year the society will return to Washburn, the home of Kansas Beta, for its twelfth national convention. April 18-22, 1938, has been selected as the date.

The National Council realizes that these dates are later than usual, but a number of circumstances helped to fix them. The vote at Houston concerning the next convention city was overwhelmingly in favor of Topeka. The National Council considered that vote a mandate. The problem has been to select the date which would result in the best possible convention.

President Toussaint and Vice-President Rose visited Topeka early in March to make plans for the convention. It was at once evident that it would be necessary to secure the high school building for the many contests of the first two hectic days of the convention. To do this it will be necessary to hold the convention at Easter. To help out, the Topeka school board moved its Easter vacation from Friday and Monday to Monday and Tuesday, giving the use of the building with its ninety-seven contest rooms for two whole days and for every afternoon and evening. Without the use of the high school building for these two days there would be almost insurmountable difficulties in the way of holding the convention in Topeka.

Before finally deciding on the late date, the membership of the society was canvassed. For obvious reasons most of the colleges prefer to hold the convention during their spring vacations. Of the schools

reporting, twenty per cent had no spring vacation, forty per cent had vacations scattered all over the calendar, while the remaining forty per cent had their vacation at Easter. The Easter date serves the greatest number of schools.

In every convention city there are some things which are not one hundred per cent perfect. This is true of Topeka. For one thing, it will be necessary to house the convention in two hotels. Before the convention each chapter will be notified regarding rates and facilities. Since these will be different at the two hotels, all reservations will have to be handled through the convention chairman. Every effort will be made to allocate the reservations according to the desires of the chapters.

All contests, with few exceptions, will be held in the high school building, a magnificent structure.

Washburn is close to the Pi Kappa Delta geographical center. Lines drawn through Topeka at right angles show that there are eighty-seven colleges north and sixty-five south. While there are only fifty-four chapters west as against ninety-six east, many of the northern and eastern chapters are in the near-by states of Missouri, Iowa, Illinois, Nebraska, and South Dakota.

The Kansas Beta chapter at Washburn College is acting as host. The college is located on a hundred sixty acre campus in the southeast part of Topeka. There are fourteen college buildings, a football bowl, athletic fields, and a golf course. The college has an enrollment of nearly a thousand full time students.

Washburn College, originally Lincoln College, was chartered in 1865, and is now laying plans for its diamond jubilee in 1940. It was founded by the General Association of Congregational Ministers and Churches of Kansas, but is now independent and non-sectarian. It took its present name in recognition of a gift of \$25,000 from Ichabod Washburn of Worcester, Massachusetts. Washburn's athletic teams are still referred to as the "Ichabods."

During the past year the college's resources have been materially increased by the addition to the endowment fund of a \$530,000 bequest of the late Charles W. Boswell of New Hartford, Connecticut.

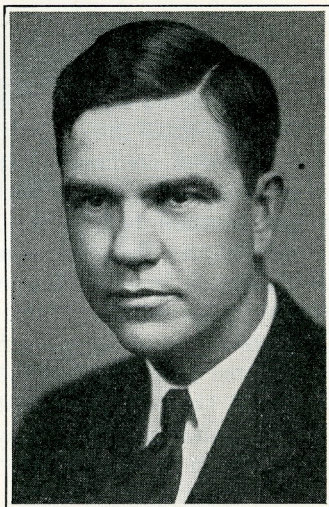
Washburn offers courses leading to degrees in liberal arts, science, philosophy, music, law, and fine arts. The George I. Alden department of American Citizenship has been widely recognized as one of the most distinctive contributions to American higher education made by any mid-western college.

CONGRESSMAN VALUES SPEECH TRAINING

"I have never known of a man who has regretted the time spent in college in a study of public speaking, but I have heard many complain of the time spent in the study of various other subjects. Personally I am strongly in favor of a well rounded college course with plenty of training in the art of saying what you want to say in an earnest, attractive, and persuasive manner," writes Congressman George H. Mahon of the Nineteenth District of Texas.

Mr. Mahon received his bachelor's degree from Hardin-Simmons University, Texas Theta, in 1924. He debated for two years during his undergraduate days. While studying law at the University of Texas he debated against the universities of Oklahoma and Mississippi on the cancellation of war debts, one of the questions he has had to consider as a member of Congress. Both at Simmons and at the University of Texas Mr. Mahon participated in oratory. While his forensic efforts were unusually successful, Mr. Mahon says, "I think the contests I lost were always more helpful to me. Of course, all of us must occasionally have a little nourishment for our self esteem."

"I think it would be difficult for me to over-estimate the benefits to me of my experiences in intercollegiate debate. A man seeking public office is under an almost insurmountable handicap if he cannot make an earnest, attractive, and fairly persuasive speech. My training in public speaking and debate in high school and college has been worth more to me in my campaigns for District Attorney and Congress than a combination of many other subjects studied."



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GEORGE H. MAHON
Congressman, Nineteenth District
of Texas.

Pi Kappa Delta Survey of Chapter Conditions, 1935-36

GEORGE V. BOHMAN

Fourth Vice-President and Former Chairman of Inter-Chapter Relations Committee.



In March, 1935, a questionnaire concerning chapter conditions was sent to each Pi Kappa Delta member chapter. By a process of repeated inquiries the project was pushed until 131 replies were received and recorded on large charts. These individual replies were placed at the disposal of the Inter-Chapter Relations committee and the National Council before the 1936 convention. The viewpoints of the Inter-Chapter Relations committee of 1935-36 are clearly stated in the recommendations of that committee for a basis of "Evaluation of Chapter Conditions," printed on pages 161-162 of the May, 1936, *FORENSIC*. It is my personal hope that the Inter-Chapter Relations committee of the future will not fail to complete this work by formulating a thoroughly acceptable statement of the demands that Pi Kappa Delta may make upon a chapter which wishes to insure its continuation in the fraternity.

At the time, interest was expressed by various chapters in a publication of the general results gained from a tabulation of the survey. This tabulation is now given.

I. Number of Students.

1-250 students—10 colleges	501-1000 students—34 colleges
251-350 students—25 colleges	More than 1000—29 colleges
351-500 students—24 colleges	

II. Accredittments. Includes the North Central and Southern Associations, but not the American Association of Teachers Colleges, or the American Association of Colleges.

Members in good standing.....	128 colleges
On probation	5 colleges
Not members	17 colleges

It should be understood that a few changes in this list have occurred since the survey was completed, from the June, 1935, *North Central Quarterly*.

III. The Debate Program.

1. Number of Debates (1934-35).

10 or less.....	5 colleges	21-30 debates	22 colleges
11-20 debates	10 colleges	31-40 debates	13 colleges

41-60 debates	37 colleges	81-100 debates	9 colleges
61-80 debates	21 colleges	Over 100 debates.....	13 colleges

2. Trend in the number of debates (4 years).

Increased	66	Stable (or varied)	47
Decreased	4	No figures	13

11 of the "stable" group showed slight decreases or a fluctuating program.

3. Decisions. (3 years.)

Over half won	80	Varied greatly	20
Less than half won	17	No accurate figures	8

4. Non-decision debates, in the total debate program.

Less than 25% of the total.....	32	50%-75%	28
25%-50%	30	Over 75%	9

IV. Members of a State Oratorical Association—84.

V. Forensic Participation.

1. Debaters. (3 year average.)

10 or less	28	11-20	77
(some colleges not coeducation- al).		Over 20	16

2. Orators in local contests.

1-4	40	More than 10.....	28
5-10	41		

3. Extempore speakers in local contests.

1-4	44	More than 10.....	25
5-10	23		

VI. Speech Courses.

1. Major in Speech offered by 61 colleges.

2. Total number of hours of Speech courses offered (semester hours.)

Less than 3 semester hours.....	5	11-20	30
3 semester hours	2	21-30	22
4	3	More than 30 hours	39
5-10	18		

3. Forensic credit granted in the curriculum.

Credit granted	93	3 or more hours	24
1-2 semester hours	66		

Many answers were vague upon this point.

VII. Membership in the Local Chapter.

Freshmen are not elected to membership in the local chapter, except under unusual conditions, in 31 colleges.

VIII. The Budget for Forensics.

Less than \$300	41	\$301-500	30
Less than \$101	13	\$501-800	28
\$101-200	19	\$801-1000	3
\$201-299	9	More than \$1000	4
\$300	13		

The geographical distribution of the group less than \$300.

Southeast—10. (east of the Mississippi river.)

Southwest—11. (west of the Mississippi river.)

Far west— 1.

Northwest— 9. (west of the Mississippi, east of the Rockies.)

Northeast—10. (east of the Mississippi.)

IX. Personnel of the Forensic Director.

1. Degrees (graduate) in the department of:

Speech	37	Education-Psychology	10
English	29	Economics- Business Ed.	6
History-Political Science	10	Miscellaneous	9

The miscellaneous group includes degrees in Biology, Romance Languages, Law, Ethics, Religion, and Philosophy.

2. Highest degrees held by the forensic director.

Doctorate	16	Bachelor's	11
Master's	96		

3. The forensic director teaching in the Speech Department—60.

4. Faculty rank of the forensic director.

Professor	68	Instructor	19
Associate Professor	7	Assistant	3
Assistant Professor	28		

Six were also of the rank of Dean.

5. The tenure of the present forensic director.

1 year	16	5 years	8
2 years	7	6-10 years	49
3 years	7	Over 10 years	34
4 years	6		

6. Tenure record of the colleges.

The tenure of directors was very low in 22 colleges. Upon analysis by computing the total number of years of service of the past three or four directors, the following resulted:

4 directorships totaled 10 years in 11 colleges.

3 directorships totaled 10 years in 9 colleges.

4 directorships totaled 15 years in 6 colleges.

3 directorships totaled 15 years in 6 colleges.

X. Convention Attendance Records.

1. National Conventions.

Absent from both 1934 and 1936 conventions.....	5
Absent from 1936 convention but not 1934.....	20
Absent from 1934 convention, present, 1936.....	11
Absent both 1932, 1934, present 1936.....	4
2. Province conventions, 1935.

Absent from province convention, unexcused.....	11
Absent, but excused previously.....	2
3. National convention achievement.

21 chapters were considered by the committee as extremely weak in achievement at the national convention over a period of five years—three conventions. Of this group of 21, 10 made marked improvements in their positions in 1936. 5 others, however, should be added to the list on the basis of very weak showing at the 1936 convention, in addition to the four, who for one reason or another, have been absent from three consecutive conventions, 1932-36.

XI. New Memberships in Pi Kappa Delta.

In both the years 1934-35 and 1935-36, a total of 33 chapters failed to send fees for at least the minimum of three new memberships. Ten of these were on the list both years, leading to the conclusion that in each of these ten colleges the student membership in the local chapter must be very low. In 1935-36, seven chapters failed to send any money for either fees or keys.

“Speech is of all things part and parcel of the living process. Otherwise it is artificial and unreal in the extreme. In fact, speech used in any way except to effect genuine communication so partakes of pretense and unreality as to come at least perilously close to immorality. To play with words and ideas which one does not mean is at least hazardous. Fortunately, speech can be used day in and day out in the service of social living, and in this service must be well used or one fails of his own purposes. And this is the ideal condition under which to learn. In these respects no other school subject is so fortunate as speech.”—*Professor W. H. Kilpatrick of Columbia University in a radio address to the Rocky Mountain Speech Conference.*

WHAT THE COLLEGES ARE DEBATING

A Survey by E. R. Nichols, California Alpha, University of Redlands

Number of colleges to which blanks were sent.....	475
Number replying	135
Most popular question, Minimum Wages and Maximum Hours, the official Pi Kappa Delta question.....	113
Consumer cooperatives	40
Electric utilities	32
Unicameral legislature	14
Method of amending the constitution	8
Industrial unionism	7
Reelection of President Roosevelt	7
Economic industrialism	6
Government ownership of public utilities	6
National Youth Administration	5
Old age pensions	5
Reciprocal tariffs	4

Questions listed by three institutions:

Copeland Bill for pure foods

Nationalization of munitions

St. Lawrence ship canal

Questions listed by two institutions

Is a college education a waste of time? Commercial banking; Crop insurance; Dictatorship versus democracy; State support for education; The Lemke plan for inflation; League of Nations; Limitation of enrollment in state schools; Limitation of military preparation and service to the territory of the United States; Revival of NRA; Modern civilization is destroying personality; socialized medicine; Social security; Thirty hour week.

In 1868 when he was thirty-three Andrew Carnegie wrote in his diary that he didn't want to devote all of his life to earning money. He planned to "Settle in Oxford and get a thorough education, making the acquaintance of literary men—this will take three years' active work—pay especial attention to speaking in public. Settle then in London . . . taking a part in public matters, especially those connected with education and improvement of the poorer classes."

Quoted by Matthew Josephson in *The Robber Barons*.

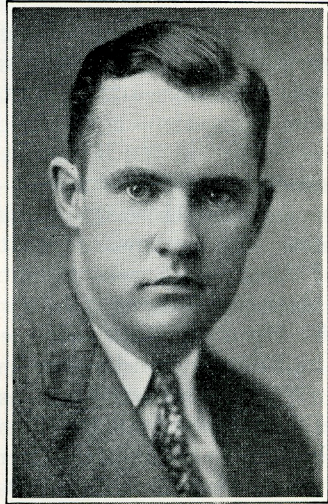
To be a well favored man is a gift of Fortune;
But to read and write comes by Nature.

“FORENSICS ARE OF OUTSTANDING VALUE”

Elmer J. Ryan, Congressman from the Second District of Minnesota, is a member of the Minnesota Epsilon chapter at the College of St. Thomas. He was a member of the 1926 and 1927 debate squads. In his junior year he transferred to the University of Minnesota Law School. Mr. Ryan debated a number of Minnesota colleges. Among his colleagues at St. Thomas were Daniel McLaughlin and Floyd Keogan who won first honors in the debate tournament at the 1928 National Convention.

Prof. Owen P. McElmeel, debate coach at St. Thomas, says. “Elmer Ryan’s chief claim to forensic recognition was in his clear thinking. Many refutation difficulties met by members of the debate squad were solved by his clear brain. He had an unusually direct, conversational style of speaking. In his campaigns for Congress he has won popular support by the same sincere, direct appeals he developed as a debater.”

Congressman Ryan himself writes, “Intercollegiate forensics are of outstanding value and importance in the development of those characteristics of speech and mental habits which contribute to success in public life.”



ELMER J. RYAN
Congressman, Second District
of Minnesota.

“It is not of much importance whether men think much or little; it is of far greater consequence, if they think at all, whether their thinking is logical or not.”—*Professor Rudolf Carnap, University of Chicago.*

Wisdom is the principal thing; therefore get wisdom and with all thy getting get understanding.

Be ashamed to die until you have won some victory for humanity.—*Thomas Mann.*

From the President's Pen



Concerning Initiations

It will not be long before chapters of Pi Kappa Delta will be holding initiation ceremonies for the students elected to membership this year. Perhaps a statement of my attitude toward that service and some suggestions concerning it will not be out of place at this time.

I believe in the initiation ceremony. I know from experience and testimony that it can be a dignified, beautiful, and meaningful experience for those who are inducted and for those who now are members. But I know, too, that it can be a superficial, meaningless sort of thing which you students will joke about or mock when you get home that evening. And since your only standard of judgment is the event you have witnessed your reaction might be quite justified. It all depends on how the ceremony is conducted.

Within the past two years I have been present at initiation services in six or seven colleges. Those experiences have brought me to ask the chapters to initiate their members this year in a manner worthy of the organization, of the ideals it professes, of the possibilities of its ritual, of the talent in your chapter, and of the efforts which your neophytes have put on their forensic work.

No one would contend that you must go to a great deal of expense to buy or make suitable dress and paraphernalia. I am concerned with the thought and time you give to preparation. It is better to hand the key to your members on the street than to subject them to a ceremony which is slapped together hastily in utterly inappropriate surroundings with no one knowing quite what he is to do.

Is the occasion not deserving of at least the following simple considerations?

1. The three principals—Cancellarius, Triangularius, and Maleactorius—should know their lines. They should have memorized them; but if they cannot, please, oh, please,—be so familiar with the lines that they can read them effectively in the dim light. I sat in one ceremony where the characters had never seen the lines before. They could not even pronounce the words, let alone read the speeches with meaning. And this is a speech society!

2. Rehearse the service so that the whole program has continuity, so that each person is familiar with the work of the others.

3. Arrange for a suitable room. Most colleges have a lounge, a parlor, a literary society hall, or some other place that is "homey" and one in which you will not be disturbed. If you hold it at an hotel or restaurant ask for the use of a guest room or parlor for an hour. Don't try to hold the service where there is public traffic. If you must use a classroom, dress it up a bit.

4. Have the necessary properties on hand—candles, key, triangle, gavel, blindfolds, etc. Use respectable tapers in good holders, not plumber's candles on a piece of cardboard.

5. If possible use robes. You can borrow academic robes from the college choir, members of the faculty, seniors, or a church choir. They lend dignity to the occasion.

6. See that your full membership is present. It is important enough for them to come. The ceremony is not secret. Invite your president, dean, or other college administrators to witness the service. It will serve to acquaint them with the organization and will make you prepare more carefully.

7. Try to get your membership applications in in time to have the keys to present at the ceremony.

8. Arrange for a luncheon, dinner, picnic, or—as one chapter that is not afraid to get up in the morning does—breakfast following the ceremony. The possibilities of an inexpensive but happy time are limited only by your resourcefulness and imagination.

Perhaps the initiation of Pi Kappa Delta members has not meant much on your campus or to your chapter. The reason may lie in the manner in which the members were initiated. The evidence indicates that it would be worth your while to try this spring to observe at least the suggestions given here.

"For the development of a national culture . . . one condition is essential. This is absolute freedom of discussion, absolutely unmolested inquiry. We must have a spirit of tolerance which allows the expression of all opinions however heretical they may appear . . . Without freedom the prosperity most important for this country cannot be achieved—the prosperity of our cultured life."—*James Bryant Conant, President of Harvard.*

Disguise it as you will, to right or wrong
'Tis Fashion rules us still.

A NEW METHOD FOR TOURNAMENT JUDGING

THEODORE HATLEN

Franklin College, Indiana Aplha

A great deal of criticism is being levelled these days against all types of decision debating and judging methods, and it is time that those of us who are interested in seeing debate continue, make an inquiry into our methods to see what improvements can be made. With this idea in mind I have been doing some experimenting in judging methods, and I believe that I have found a more satisfactory means of rating teams, especially for tournament debating.

A good many of us have felt for some time now that one of the most unfair practices of our present system is that all of the credit is given to one side even though the losing team puts up a good debate. Then too, there has been the unfairness of giving a winning team in a poor debate the same amount of credit that a winning team receives in an excellent debate. With a view to eliminating or at least minimizing these discrepancies, the following ballot for tournament judging has been devised.

JUDGE'S BALLOT

In my estimation this debate was: () superior () average () inferior (check one of the three).

If it was a *superior* debate, divide 100 points between the two teams, giving the majority of points to the team which did the best debating.

If it was an *average* debate, divide 90 points between the two teams.

If it was an *inferior* debate, divide 80 points between the two teams.

Do not give both teams the same number of points. The division of points would indicate the relative margin of difference between the two teams.

Affirmative_____points Negative_____points.

Signed_____

This ballot has at least two improvements over the old system. First, it makes it possible for both teams to receive credit for their work. Second, it shows the relative strength of the two teams.

This ballot may be used for individual debates, but it is primarily intended for tournament competition and may be used in several ways. It may prove helpful in breaking ties. It may be used to determine the winner of the tournament. For instance, if there were five rounds of debate, the team with the highest point total would be the winner of the tournament. In an elimination tournament it can be used to determine the finalists.

EMPORIA COLLEGE DEBATE WINNERS

Misses Margaret Wilson and Mary Jane Hamilton, College of Emporia, Kansas Iota, won the women's debate tournament at University of Denver Speech Conference, February 18-20, and on February 26 the women's championship of Kansas in the Pi Kappa Delta tournament at Fort Hays.

Miss Hamilton is a senior and has been a member of Pi Kappa Delta for three years. She and her last year's colleague, Miss Katherine Webb, tied for first in the Kansas State Tournament at Pittsburg. Besides being an excellent debater, Miss Hamilton has a high scholastic record, and is editor of her college paper. Her



MARGARET WILSON

rapid fire refutation and convincing presentation have made her a formidable debater.

Miss Wilson, although a senior, is de-



MARY JANE HAMILTON

bating this year for the first time. She is an honor student. She is a clever logical thinker.

Miss Marjorie Simpson is debate coach at College of Emporia. Miss Simpson graduated there in 1930 and was trained by the late Professor J. H. Lawrence. She was president of the Kansas Iota chapter during her junior year.



MARJORIE SIMPSON

“ARGUING” SAVED THEM \$25.00

Ernest Zack and Abraham Kaplan represented College of St. Thomas on a debate trip which took them into the eastern states during the last of January and the first of February.

While traveling between Milwaukee and Chicago the debaters were halted by a traffic officer because the rear light of their car had gone out. “What do you boys do?” asked the suspicious officer. “We’re on our way to Chicago to debate?” they replied. “We’ll let you argue with the local judge first,” the officer stated as he started to the court house with them. They argued him out of his intentions, however, thereby saving the debate fund at least twenty-five dollars.

They debated the University of Pittsburg before the prisoners in the state penitentiary and found the audience very attentive. Zack denies the story that he began with the statement that he was glad to see so many there. The audience questions after the debate were some of the most intelligent asked during the trip.

Before they were permitted to enter Canada these members of Pi Kappa Delta had to swear they had no intentions of overthrowing the government, that they were not bigamists, and that they had fifty dollars—they admit they were a little shaky on this last matter.

They report that Heidelberg, Ohio Beta, and Michigan State, Delta, were the outstanding teams they met.—*The Aquin*.

PROVINCE MEETINGS—1937

1. Kansas—February.
2. Missouri—Kirkville, April 1, 2, 3.
3. Platte—Greeley, March 25-27.
4. Illinois—DeKalb, March 30, April 1, 2.
5. Pacific—
6. Sioux—Yankton, March 31, April 1, 2, 3.
7. Lower Mississippi—Clarksville, Ark., April 1, 2, 3.
8. Oklahoma—
9. Lakes—Kalamazoo, April 2, 3.
10. Upper Mississippi—Decorah, Iowa, April 9, 10.
11. South Atlantic—See Kentucky.
12. Northwest—divided between Pacific and Platte.
13. Kentucky—Joint meeting with South Atlantic at Johnson City, Tenn., April 2, 3.

EDITOR-CONGRESSMAN COMMENDS FORENSICS

This is not the first time the picture of Francis Case has appeared in the FORENSIC. In the early days of the society, a full page picture of him appeared in the June, 1916, issue announcing him as the winner of the National Peace Oratorical contest.

Mr. Case is now a publisher and editor in Custer, South Dakota. He was elected to Congress this past fall. He seems to think his training in intercollegiate forensics had something to do with it.

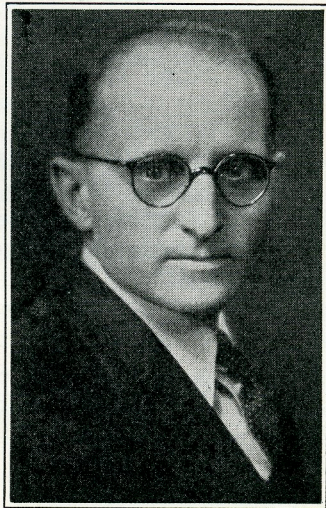
"I could hardly deny the connection between my public speaking in college and my coming to Washington—even if I wanted to, which I do not.

"We went to the bottom of questions in college debate more thoroughly than we would on regular class work and more thoroughly, I am afraid, than the rush of other things permits us to do in later life. We always tried to know our opponents' arguments better than they did themselves.

"When I was at Dakota Wesleyan University, Pi Kappa Delta had three degrees and three orders—oratory, debate and instruction. The different degrees in each order were a stimulus to continue the work—with consequent development.

"The questions we debated then provided a background of principles and a training in research that are very useful today. I recall debates on these subjects: the Socialistic System vs. the Capitalistic System; Government regulation or government ownership of railroads; Absolute censorship of the press by the President in time of war; and the unicameral legislature. To mention such subjects is to suggest immediately the connection in principles with many leading questions today.

"Thinking on such subjects, digging into sources for material, formulating propositions, sifting arguments, weighing evidence—all these are certainly invaluable preparation for public affairs. And similarly, ten, twenty and thirty years from now, those who joust with the public questions of the day will find their training runs back to the college forums of today."



FRANCIS H. CASE
Member of Congress From
South Dakota.

History of Pi Kappa Delta

This is the sixth of a series of articles giving the history of Pi Kappa Delta. The first two appeared in the March and May issues of 1933, following the twentieth anniversary of the founding of the society in January, 1913. The history then had to be discontinued while the pages of the FORENSIC were filled with information and records pertaining to the national convention and other business of a more timely nature. It was later continued in the March and May issues of 1935, and in the March, 1936, number.



The last installment of the history of Pi Kappa Delta dealt with the first term of Alfred Westfall, National President of the society from 1924 to 1926. It closed with the sixth national convention, the final sessions of which were held in Estes Park, Colorado. At this convention Alfred Westfall was reelected National President. This installment of the history will deal with the years 1926-1928, the second term of his administration.

The other officers of the new administration consisted of W. H. Veatch, University of California, Southern Branch, First Vice-President; W. D. Menchhofer, St. Olaf, Second Vice-President; George W. Finley, Colorado College of Education, National Secretary; and Catherine McCune, Huron, and Robert Hedberg, Kansas State College of Agriculture, Student Representatives.

At the Sixth National Convention it was voted to publish the winning speeches in a FORENSIC volume. This practice has been continued ever since, volume six of the series then begun appearing in 1936 following the convention in Houston. Volume one of *Winning Intercollegiate Debates and Orations* appeared in 1926, edited by Alfred Westfall and published by Express-Courier Publishing Co., of Fort Collins, Colorado. It was a thin volume of 174 pages. It contained the final men's and women's debates and the winning orations and extempore speeches. It differed from the more recent volumes in the series in printing the pictures of the speakers.

In the fall of 1926 the country was much concerned over the growing dissatisfaction with prohibition. The selection for the official debate question of the suggestion that the Volstead Act should be modified to permit the manufacture and sale of light wines and beer at first seemed a good one. The question was timely and of general interest. The selection, however, was not a wise one. Many denominational institutions found that they could not have their students arguing against prohibition and forbade their debaters to discuss the

question. While many institutions did use the question, a larger percentage of the colleges turned to other questions than at any time since Pi Kappa Delta established the practice of selecting an official question.

The McNary-Haugen Bill, as a topic for discussion, was used more widely than the official question. The abolition of trials by jury was another popular subject during the year. There was a growing interest in non-decision debates. Some institutions even dropped the decision debate entirely.

The outstanding achievement of the year for Pi Kappa Delta was the setting up of the province organizations outlined at the Estes Park convention and the holding of conventions in nine of the thirteen provinces. Before this, provincial conventions had been rather hit and miss affairs. Some of the province conventions started off with a bang. There were over one hundred fifty at the meeting of the Kansas province with a full program of men's and women's contests in debate, oratory, and extemporaneous speaking. The National President arranged to attend the conventions in Kansas, Oklahoma, and South Dakota.

The school year of 1926-1927 was a good one for Pi Kappa Delta in oratory. Glenn Ginn, a Chinese student of Park, Missouri Beta, won the interstate oratorical contest. H. J. Oberholzer, a gigantic South African, representing North Carolina State College and a member of the Alpha chapter of that state, won the national oratorical contest on the constitution and a prize of one thousand dollars.

Among the interesting chapter activities reported during the year was the reproduction of one of the Lincoln-Douglas debates by the Illinois Eta chapter at the State Normal University. The debate was part of the Lincoln birthday celebration of the university. Shelby Light, a tall debater, made up into a good Lincoln. Robert Bishop impersonated Douglas. The band played Civil War music, the young ladies who acted as ushers were dressed in costumes of the period, and the war veterans of the community escorted the speakers to the platform.

As it was to be the year of the national convention, the colleges were more careful in selecting the official question for 1927-1928. The question selected, that the United States should cease to protect, by force of arms, capital in foreign lands, except after formal declaration of war, was a good topic for discussion and of much interest to the debaters who studied it and to the general public.

Among the outstanding chapter achievements of the year should be mentioned that of Bethany, Kansas Mu, which organized and spon-

sored an all-college vaudeville program from which it realized over three hundred dollars. This sum was further augmented by some other activities conducted by the chapter. During the year enough money was made to enable the chapter to buy a car of its own in which its delegates, for one thing, attended the national convention in Ohio.

Plans for the Seventh National Convention occupied the attention of the Council. At Estes Park it had been voted to hold the convention at Heidelberg, Ohio Beta, but the chapter soon realized that it would be impossible to hold all the features of the convention on its own campus. It therefore asked the Alpha and Epsilon chapters at Baldwin-Wallace and Otterbein to cooperate with it. The women were to assemble at Baldwin-Wallace for the opening days of the convention. The men from the southern chapters were to stop off at Otterbein for their preliminary contests before coming on to Tiffin.

The chapters were greatly interested in the coming convention and were well represented. A special train solely for Pi Kappa Delta people was run from Chicago to Tiffin and return. Over five hundred delegates representing one hundred four chapters attended.

The National Council still had power to establish chapters without presenting the petition at a national convention. Between the sixth and seventh conventions it granted charters for two new chapters. North Texas State Teachers College received charter 120 and established the Texas Eta chapter. Charter 121 went to the College of Idaho where the Idaho Alpha chapter was established.

At the convention petitions were presented from a number of colleges. Charters were granted as follows:

122. Texas Theta, Hardin-Simmons University.
123. Illinois Lambda, Shurtleff College.
124. Virginia Alpha, State Teachers College.
125. West Virginia Alpha, West Virginia Wesleyan College.
126. Wisconsin Gamma, Wisconsin State Teachers College of Oshkosh.

The constitution was revised raising sharply the requirements for the various degrees. Debate programs were expanding rapidly and students participating in so many more debates that the higher requirements could be added. Requirements for some of the advanced degrees had been stated in terms of winning debates. So many non-decision debates were being held that some recognition of them had to be made in the statement of qualifications for higher degrees.

A third and fourth vice-presidency were added. This change was made necessary by the growth in the activities of the society and the