

from affectation; it is refined without being pedantic, pleasing without being artificial and natural without being slovenly or vulgar. It is so simple and inconspicuous that the cultivated listener does not think anything at all about it.

If we wish to keep our regional pronunciations we are certainly at liberty to do so. In such cases, however, it might be well for us to become bi-lingual, using regional pronunciation when it serves us best and more universal pronunciation when it serves us best. In this way we would avoid being limited to, or by, provincial pronunciation. We may well leave it to the individual to choose his own pronunciation when he reaches the age of discretion, but we should provide him with sufficient knowledge to enable him to choose wisely.

Factor No. 2: Proper Articulation. It is pretty universally agreed that the expression "proper articulation" refers to the clear and distinct utterance of words, so that the listener may understand what is said under as many different conditions and circumstances as possible. No matter what form of pronunciation is used it must be articulated in a manner that will make it intelligible, if it is to serve the purpose of speech.

Part Two: How May Good Diction Be Acquired?

There are probably many different ways of acquiring good diction. I shall confine my attention to the way that seems to me, in my present state of understanding, to be the best.

In addition to the questionnaire which I sent out concerning pronunciation, I sent out another concerning the teaching of English diction on the basis of the science of phonetics. I did not think of sending the questionnaires out in time to enable me to send them to a great many people and so the number was far too limited. However I had twenty-five replies concerning phonetics. In every case the teacher who answered my questions considered the method of teaching diction on a phonetic basis to be the best method that he or she knew. It seems to be a very definite conviction of all whom I have consulted that good diction can be acquired more easily, more thoroughly and more simply by studying it on a phonetic basis, than by any other means yet devised.

Pronunciation and Phonetics

The study of phonetics will be of great service to any speaker, no matter what form of pronunciation he uses.

The science of phonetics is the science of the sounds of speech. With this science as a foundation it is possible to learn the pronunciation of any language, or of the dialects of any language, with a fair degree of accuracy.

Speech is made of sounds. These sounds are made by certain definite positions and movements of the speech organs acting upon the outgoing breath; they reach the mind through the medium of the ear. But the sounds of our speech are very frequently confused with the letters of our writing. Speech and writing are two totally different methods of communication produced by totally different means, making their impressions upon the mind through totally different mediums. A thorough study of phonetics will make these matters clear. "The real language is the one we speak and hear, not the one we write and see," (William Tully) just as real music is that which we hear, not that which is written down in dots and lines.

There are only twenty-six letters in the alphabet that we use in writing, but we have thirty-eight separate sounds and eleven fixed combinations of sounds which we use in speaking. It is impossible to represent all of these speech sounds accurately, in writing, with the twenty-six letters of our alphabet. The international phonetic alphabet provides one letter for every sound. With this alphabet it is possible to write down exactly what we say. Writing it down accurately helps us to say it accurately, since "things seen are mightier than things heard." The psychologist tells us that things seen are seven times mightier than things heard. He also tells us that the things we do are about seven times mightier in making an impression on the mind than the things we see, this makes them seven times seven times mightier than the things we hear, only. In the study of diction on a phonetic basis these psychological laws are put into very practical use.

In the study of any pronunciation—provincial, dialectal, national, or international, the following method of procedure will be found invaluable to any one who desires to pronounce words well.

Firstly: He should learn the exact positions and movements of the speech organs (tongue, lips, lower jaw, soft palate and vocal cords) that will produce each sound correctly. If he

has not a teacher to give him the necessary information he can find it in a number of different books on the subject.*

Secondly: He should listen to each sound carefully, until he can distinguish it from all other sounds. This will gradually train the ear to become more and more keenly discriminating.

Thirdly: He should write the phonetic letter that represents the sound. This will keep the three steps clear in the mind:

1—The use of the correct positions of the speech organs, or, the *doing*.

2—The sound itself, or, the *hearing*.

3—The written letter, or the *seeing*.

All of this training is given in the study of phonetics.

To any one who has not done this it may seem to be a difficult task, but in actual practice it is quite simple, partly, at least, because it is so definite. Children, of course, learn the whole subject much more readily than adults, but after the newness wears off most adults who wish to learn and who try to do so, have little or no difficulty. The definite positions of the speech organs soon become automatic, the ear becomes better able to distinguish the correct sounds from the incorrect ones, and the hand becomes as proficient in writing the new letters as it is in writing in the usual way.

Articulation and Phonetics

Good articulation is largely a matter of the proper use of consonants. Consonants may be divided into two general classes: those made with voice, or *voiced* consonants, such as b v g z, and those made without voice, or *voiceless* consonants, such as p f k s. In the *voiced* sounds the vocal cords vibrate producing sound waves; in the *voiceless* sounds the vocal cords do not vibrate and there are no sound waves. It takes less effort to produce voiceless sounds than it does to produce voiced sounds, consequently two of the greatest deficiencies in speech in general,

*Some of these books are:

"An Introduction to the Phonetic Alphabet," by Sarah T. Barrows; Expression Co., Boston.

"Effective Speech," Chap. 4, by Gough, Rousseau, Cramer, Reeves. Harpers, New York.

"First Principles of Speech Training," Chap. 4 to 7 inclusive, by Avery, Dorsey and Sickles. Appleton & Co., New York.

"Good Speech," by Walter Ripman. E. P. Dutton and Co., New York.

"Good American Speech," by M. P. McLean. E. P. Dutton and Co., New York.

"Production of English Consonants," by Sophie A. Pray. G. E. Stechert & Co., New York.

"Pronouncing Dictionary," by Daniel Jones. E. P. Dutton & Co., New York.

"Voice and Speech Problems," pages 106 to 178, by Raubicheck, Davis, Carll. Prentice Halls, New York.

are: (1) lack of clarity of meaning, (2) lack of proper tone quality and resonance, due to the substitution of voiceless or whispered sounds for voiced ones. This is particularly conspicuous at the ends of words before a pause. In such words as *lands*, *lead*, *big*, *absorb*, *breathe*, the last sound becomes a faint whisper. This gives an effect of weakness or fading interest at the ends of words or phrases which is unpleasant and monotonous, and it makes it difficult or impossible to understand what the speaker is saying. It also makes the utterance lack dramatic force when dramatic force is needed.

We have many difficult combinations of consonant sounds. For example: *cloves*, *clothes*, *begged*, *bobbed*, *lifts*, *expects*, *friends*, *fields*, *cogs*, *fifths*, *sixths*, *attempts*, etc. Such difficulties of articulation can be more quickly and completely overcome when we know how to produce, and how to combine speech sounds than when we are without this knowledge.

There are many other faults of articulation that may be entirely overcome or avoided by putting a good knowledge of phonetics into every day practice.

Phonetics and the Third Factor in Good Diction

The third factor in good diction includes the proper *grouping* of unimportant syllables about the important or stressed ones to help make the meaning clear, and the breaking up of sentences into breath groups by means of pauses. A study of phonetics will be of very practical assistance to a speaker in this matter because it teaches him "when and where to use stress and where to omit it, to bring out the meaning of speech step by step; it teaches the proper grouping of unstressed syllables about the stressed ones to bring out the thoughts of the speaker in their proper relation to each other, thereby giving lights and shades to speech; it teaches the proper use of pauses which makes it possible for the listener to follow his thought easily, or, to construe any part that may be difficult to follow."* The full understanding and application of these principles will make one an expert at phrasing.

Phonetics and the Fourth Factor in Good Diction

The fourth factor in good diction includes the *blending* of the first three factors into smooth and pleasing speech avoiding all appearance of effort or exposure of the method by which the result was achieved.

*From "Good American Speech," McLean.

Proper blending of speech sounds can be accomplished, in a large measure at least, by the proper use of consonants, by proper syllable formation, and by the right relative values of strong and weak syllables, and of important and unimportant phrases. All of these things are taught in phonetics.

In order that speech may be pleasing, the voice must be pleasing. It is not my province to discuss the subject of voice here, but there are three phonetic points that I wish to mention.

1. A great many so-called voice problems are partially or wholly corrected when a speaker has learned to use the right positions of the speech organs in producing his speech sounds. No amount of skillful use of the voice can take the place of the correct positions of the tongue, lips, lower jaw and soft palate, but the correct positions of these organs will often do a great deal to make other vocal difficulties less obvious.
2. The proper and adequate voicing of all voiced sounds—vowels and consonants—can be acquired in the study of phonetics and will very greatly enhance the tone quality, beauty and resonance of the voice.
3. The student who studies phonetics well learns when and where to pause. This enables him to breathe often enough to produce full and forceful tones. Breath is the stuff voice is made of and a great many people have unpleasant voices simply because they do not know when or how to breathe. When they learn to do these things their voices will immediately improve.

One question on my phonetic questionnaire was: "Do you consider that the study of phonetics is of genuine and practical aid as a basis for the study of good English diction?" The answers were *all* "yes." Another question was: "Do you know a better basis for teaching diction than that of phonetics?" The answers were *all* "No."



A tax of \$1.00 on after-dinner speeches is suggested in Ontario. The financial condition of the province must be desperate. Rarely, in ordinary times, is anything taxed at 200% of its value.—Detroit News.

If you think George Pflaum's interest in promoting forensics stopped when his gavel, as National President of Pi Kappa Delta, was given over to H. Dana Hopkins, see page 284.

President T. W. Butcher of K. S. T. C. speaking at the recognition banquet in Emporia, remarked: "It is a distinct tribute to the work done by Professors Gilson and Pflaum, and other men and women in the department, now and previously, that the governor of this state of 2,000,000 people should see fit to come to us tonight."

But Governor Woodring is not the only dignitary honoring, and honored by, the active Kansas Zeta Chapter. William Allen White is also an honorary member there. (See March Forensic, 1930, p. 403.)

In thinking of our honorary members we are reminded that Menchhofer must be given credit for adding the first state governor to our honorary list. (See January, 1932, Forensic.)

Wonder if W. V. O'Connell didn't make a mistake not to have brought Governor Murray into Tulsa for honorary membership? Now if Mr. Murray becomes President of the U. S. A. we will always be sorry for O'Connell's one mistake. At least he might have rounded up Will Rogers. We must not let our order become too dignified.

In all due respect to governors and high officialdom generally, we were particularly interested in the action of the Iowa Delta chapter. (See in this issue the article "Hickman, Hickman, Hickman and Hickman.")

EXCERPTS FROM GOVERNOR WOODRING'S SPEECH

I N acknowledging the great honor which you have done me in electing me to honorary membership in your society, I must confess to an embarrassing appreciation of my lack of many of those qualities which should be possessed by a member of a group of public speakers. A well-known characteristic of the average man is the fact that he is more flattered by public recognition of some accomplishment of which he is, himself, uncertain than by praise for accomplishments in his recognized sphere of activity. It is probably for this reason that I feel more greatly honored by this pleasant introduction into the mysteries of Pi Kappa Delta than I would be by my election to a society of bankers in my chosen profession.

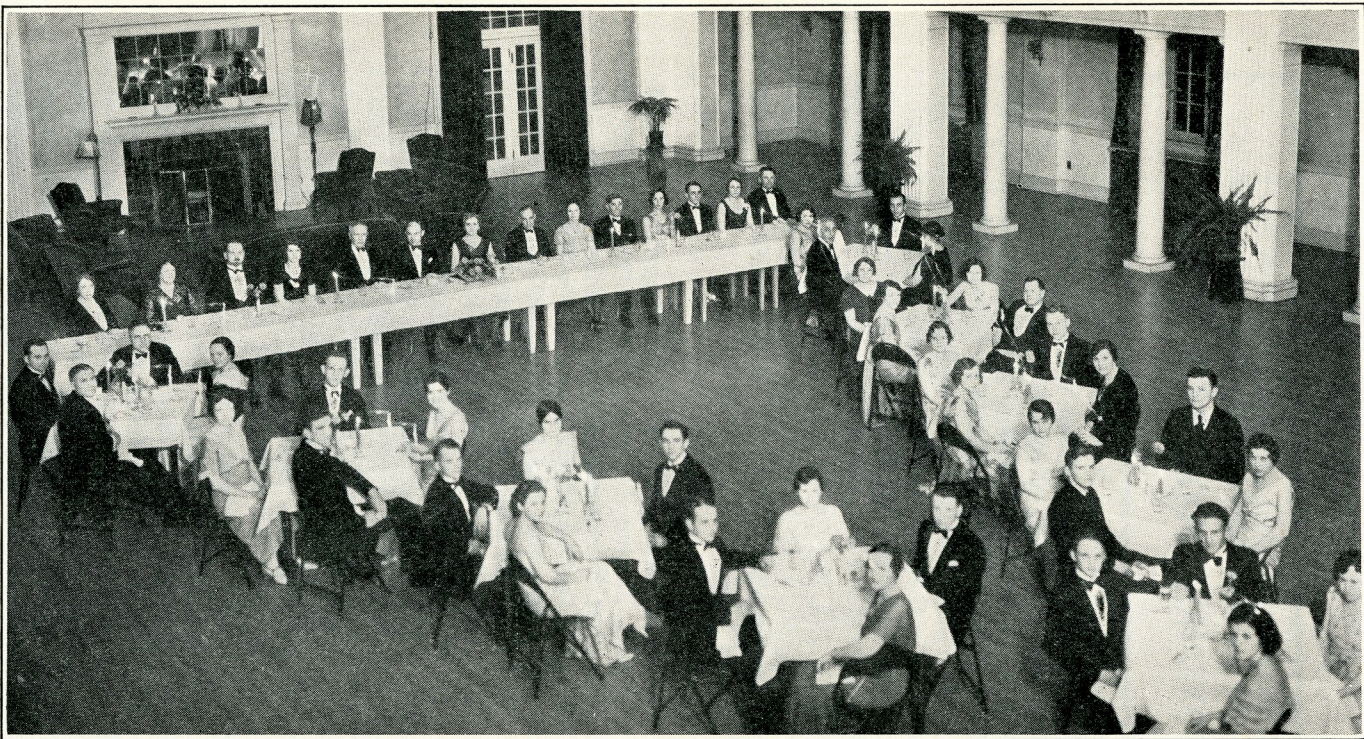
* * * * *

Kansas is a great state because of her magnificent people. We have, in the past, produced orators who influenced our nation's course. Organizations such as this, dedicated to the study of public speaking will again and again produce in Kansas leaders who will take their places in the forefront of national affairs. You are organized for leadership and I am honored by your invitation to become with you a student of public speaking.

* * * * *

For a number of years we have heard it said that the day of the orator has passed; that the advent of the newspaper, the radio, the movie has destroyed the interest of the people in public speaking; that no longer could the silver-tongued orator sway the populace and, by the power of his voice, his language, and personality, change the views of the people and the course of nations. To some extent this is true.

No longer can the spell-binder rule by the use alone of beautiful language and resonant tones. The people are more enlightened, better educated upon public issues. The reiteration of shopworn catchwords loses its force when the audience has read the same argument or has been shown its fallacy in the public press. The orator today may have to stand before the "mike" and talk to unseen millions who listen while sitting at their firesides immune from the psychology of the speaker's



PI KAPPA DELTA RECOGNITION BANQUET, K. S. T. C., EMPORIA

From left to right, at the speakers table, beginning with Professor George Pflaum the third individual whom, of course, members of Pi Kappa Delta will recognize, we have next in order his manager, Mrs. Pflaum; then President Butcher of K. S. T. C., Emporia; Hon. Harry W. Woodring, Governor of Kansas; Mrs. T. L. Gilson; Prof. T. L. Gilson, head of the Department of Speech and toastmaster of the evening; Mrs. E. H. Rees; Mr. E. H. Rees, State Representative and charter member of Kansas Zeta. Lack of space does not permit identification of other distinguished members and guests. Kansas Zeta conferred upon Gov. Woodring the Honorary Degree. Excerpts from the Governor's address will be found on page 283.

audience. He cannot depend upon the force of his personality, or the vigor of his gestures to overcome deficiencies in his language or logic. This does not mean that public speaking is less effective but that, like every accomplishment in our busy modern world, it has become more difficult.

* * * * *

While modern invention of printing and the radio has multiplied the methods of public expression, it has not lessened the power of the forceful public speaker. Human nature has not materially changed in the years of recorded history. The men and women who were swayed by the philippics of Demosthenes or by a Danton or a Patrick Henry did not differ in their reaction from the crowds which will gather in halls or about the radio to hear the addresses in the modern day.

* * * * *

Never before in our history has there been greater opportunity to attain leadership and power than now is offered, to the individual who has a definite message and is able to convey that message in accurate and forceful language.

* * * * *

The leader who would be truly great and would serve his country as well as self, must be prepared to direct opinions and beliefs and overcome prejudices. To do this, requires not only ability, but courage. Civilization has survived, and our race has progressed, because, in every generation, men have had the courage to put their fortunes in jeopardy and use their power of expression to direct the cause of public opinion toward sanity and progress and stem the ever dangerous forces of prejudice and reaction.

* * * * *

These are dangerous times. We are in the midst of an economic crisis which, if not soon passed, may threaten the very existence of our institutions as we have known them. In times like these, the people become easily inflamed against the existing order. The great mass, because of the pressure of daily duties in providing a home and satisfying the needs of the family, do not have the time nor the back ground of experience and education to get the proper perspective in viewing this passing phase. They only sense the great wrong of permitting starvation in the midst of plenty; of mal-distribution of our enormous wealth, and are easily convinced that there is something inherently wrong in our economic structure and its organization.

REGISTRATION—NINTH BIENNIAL CONVENTION OF PI KAPPA DELTA

Held in Tulsa Oklahoma, March 28 to April 1, 1932

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Coach, Robert Cotner
William Hair
Joe Craig
David Hurst

Beta—Ouachita College
Cecil Randolph
Carlton Patton
Wilford Lee
Helen Whitten

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Redlands
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Coach, Joseph Baccus
Mason Frost
Marvin Dean
Teresa Tavelli
Blossom Mills

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Technology
James S. Johnson
E. Mott Prudence
Cecil L. Killgore

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fic.
Coach, Dwayne Orton
Richard Coke Wood
Robert Johnson
Wright
Isamu Sato

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at Los Angeles
Coach, Chas. A. Marsh
Harwood Stump
Oliver Schwab
Ruth Leslie
Wanda Hayden

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tural College
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Coach, Alfred West-
fall
Justus Wilkinson
Earl Balis
Jack Barrows
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Josephine
Bartholomew
Dorothy McIntyre
Albion Parks

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Patsy Chalgren

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Lloyd Griffith
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Coach, Mabel Clare
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Lucille Thomson
Ruth Walker
Helen Beckenholdt

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Coach Evelyn
McNeely
Clark Lee Allen
Don Moore
Marybelle Hertenstein
Eleanor Clements

Iota—North Central
College
Coach, Guy E. Oliver
Clarence Boettcher
Melvin Soltau
Tillie Lauber
Esther Fischer
Wilma Herr

Lambda—Shurtleff
College
Spencer Brown

Mu—Wheaton College
Coach, Florence Cobb
Paul Allen
Allan Zaun
Geneva Van Dyke
Rose Bell
Molly Harrison
Amy Deck

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Margaret Van Raden
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Nick Rozeboom

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Milton Rixman
Allan Thornton
Alice Hickman
Roene Brooks

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College
Coach, Edith
Whittaker

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Mary Williams
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Harold Bitting
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Eta—Upper Iowa
University
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John Dornon
Raymond Coward

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University
Coach, J. Bajemo
Silas Kessler
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Francis Hayward
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Hugh G. Wales
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Agri. College
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Pflaum
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Coach, E. Madge Jones
Ted Harvey
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Emporia
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Martha Koons
Floy Woerner
Lucille Arnot
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Clifford Knight
Harley Haskin
Bob Woods

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College
Briggs White
Russell Byall
Orville Kuhn
Stanley McMichael
Florence Nichol
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Coach, Martin J.
Holcomb
Carl Lindquist
Loren Sibley
Malena Jane Berglund
Melba Olson
Lettie Pierson
Esther Ritter
Lloyd Burke
Roswell Peterson
Lois Moore

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College

Coach, J. R. Start
Edgar King
Wesley Freeman
Clara McIntosh
Crystal Griffith

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Ford M. Hetlich
Earl Manning

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La. Institute
Coach, Harry De La Rue
Edward Staggs
Carrol Hoffpauir
Ralph Agate

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Martin Sorenson
Robert James Finch

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College

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Charles Johnson
George Knight
Winifred Rowe
Ruth DeWerd

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Paul Younger
Robert Hurley
Gordon Fischer
Mildred Patterson
Veda Wheaton

Epsilon—Michigan

State Normal
Coach, F. B. McKay

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Myrtle Maxwell
Evelyn Kallaheer

Beta—St. Olaf College

Coach, Abner Haugen
Inez Engebretson
Irene Lindquist
Harold Monson

Gamma—Gustavus

Adolphus College
Coach, Evan E.
Anderson
Harold LeVander
Millard Ahlstrom
Kyle Montague

Delta—Hamline

University
Coach, Chas. Templar
Edgar Ackerman
Blanch Benton

Epsilon—College of

St. Thomas
Coach, Owen P.
McElmeel
William Quinn
Daniel Shea
Archie Gingold

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Walter A. Bivens
Sam Joe Ruff
Stokes V. Robertson,
Jr.

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Sherman Rock
Charles Arbuthnot
Leland Jamison
Nyle M. Jackson

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Mrs. John Barnes
Malcolm Magers
Hylton Harmon
Ralph Bonacker
Enid Cole
Evelyn Pierce

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Earl Johnson
Pete Cornell
John Randolph
Esther Laursen
Hazel Lumsden

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College

Coach, E. Prewitt
Ewing
Arthur Kincaid
Millard Berquist
Lowell Ditsen

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College

Coach, Roy M. Smith
Robert Hulsen
Edward Young
Geeda Cahey
Edna Gray

Theta—Northeast

Missouri Teachers
Coach, Clifton
Cornwell
Sherrod Collins
Walter Gaunt

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Cruttendon
Edmund Hamil
Delmar Leeson
Marie Thomas
Esther Knudsen

Beta—Montana State
College

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Armin Hill
Ben Law
Chester Huntley

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Coach, C. H. Talley
Harold Reid
Amos Coffman
John Brooks
Richard Smith
Eva Kailey
Roma Havens

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Chester Hunt
Frank Gardner

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Coach, Ray
Ehrenberger

Delta—Hastings
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Coach, Leroy Laase
Mrs. Leroy Laase
Marvin Fink
John Landis
Hale McCown
Mary Margaret
Beaghtler
Helen Staley
Annette Fergen

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Teachers College
Coach, J. Clark
Weaver
Mrs. J. C. Weaver
Richard Mengler
Allan Smith

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College
Coach, Edwin H.
Paget

J. E. Gill
D. Stokes
L. M. Knott

Beta—Wake Forest
College
Coach, Dr. J. Rice
Quisenberry
E. Leonidas Smith
Harold H. Deaton
Chas. N. Harris

NORTH DAKOTA

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College
Coach, Jesse C. Gray
Donovan Sutton
Melville Ravely
Thelma Hall
Ethel Nagle

OHIO

Alpha—Baldwin
Wallace College
Coach, Dana T. Burns
Emil Farkas
Arthur Strong

Beta—Heidelberg
College
Coach, H. Dana
Hopkins
Lester Angene
John Damm
Francis Casselman
Kenneth Kohler
Gertrude Haspeslaugh

Gamma—Hiram College
Harold L. Lunger

Delta—University of
Akron
Coach, Maxine Dye
Herman Rabe
Lawrence Knecht

Epsilon—Otterbein
College
John A. Smith

Eta—Bowling Green
College
Coach, J. W.
Carmichael
Robert H. Christy
Leonary R.
Linsenmayer
Marguerite Courette
Helen Clingaman

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College
Coach, Harry H.
Anderson
Sam Hoover
Kathryn Coffey
Polly Hunt

Beta—Tulsa University
Coach, Carl Englund
Earl Truesdell
Carl Wiedman
Samuel Brodsky
Leroy Allen
Doris Allen
Rafael Glass
Oscar Lefko
Frances Eastman
Lola Bell
Bob Duncan

Gamma—Oklahoma
Baptist University
Coach, Norman Mattis
Porter Routh
Glenn Capp

Delta—Northwestern
Teachers College
Coach, O. W. Rush
Roy Patton
Everett Rauh
La Verne Geeslin
Hester Irion

Epsilon—Oklahoma
City University
Coach, Carl W.
Skinner
Ben Crowley
Frank Martin
Martha Joe Russel
Fay Lee McCall

Zeta—Oklahoma Col-
lege for Women
Coach, Clarice Tatman
Claudia Faye Moore
Jessie Dearing
Eleanor Thomas
Jean Boyle

Eta—East Central
Teachers
Coach, W. B.
O'Connell
Mrs. W. V. O'clonnell
Philip Wimbish
Silas Freeman
Leonard Grinstoff
H. I. Astin
Geneva George
Elizabeth Ann
Pickens
Lois Armstrong
Gertrude Pendergraft

PENNSYLVANIA

Alpha—Grove City
College
Coach, Hillier
McClure Burrowes
William Sheldon Blair
Clayton Sheasley
James Rupert

SOUTH DAKOTA

Alpha—Dakota
Wesleyan
Coach, Geo. V.
Bohman
Glen Bachman
Julian Hartt
Raymond Carhart
Amber Van
Mary Jane Smith
LuVerne Crockett
John Jackson

Gamma—Yankton
College

Coach, Herbert L.
Curry
Mrs. H. L. Curry
Lee De Boer
Arthur Scholten
Devore Cheney
Theo Liddell
Vivian Halverson
Dorothy Neubauer

Delta—South Dakota
State College

Coach, Upton S.
Palmer
Roy Smith
Walter Slocum
Holger Peterson

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College

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Carroll Arnold
John Shultz
Robert Riter
Norma Stevens
Marjorie Harlan

Eta—Augustana College

Coach, Hugo A.
Carlson
Nils Berdahl
Myron Domsitz
Ralph Enstrom
Orvin P. Larson
Minerva Nelson
Helen Glenn
Elizabeth Lokken
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Teachers College

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Jean DeHaven
Harbara Anderson
Marian Karrigan
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Clive Acker, Jr.
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Teachers

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Keith Case
Johnston Jeffries
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College

Coach, Benjamin
Groves
Robert Stevenson
Mildred McKinzie
Elizabeth Duncan

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University
Coach, Allan Mote
Frank Lander
Stanley Clifton
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Teachers

Coach, Maud Webster
Norman Galyon
Curtis Traweek
Aleise Cline
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Coach, W. H. Vann
Coach, Edna Irwin
Estelle Yarrell
Maxine Poulter
Alma Whitley

Zeta—Texas Christian
University

Marion Hicks
Paul Martin
J. W. Sprinkle

Eta—North Texas State
Normal College

A. A. White
Cecul Alsop

Iota—Baylor University

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Caso March
Thomas Mann

Kappa—Sam Houston
State Teachers

Earl Huffor
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Coach, H. P. Boody
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Neil Fulton
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Puget Sound
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Henry Hansen
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Ross Borders
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Ella Pearce

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Robt. Davis
John O'Riley
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Margaret O'Riley

**Southwest Teachers,
Weatherford**

Coach, Geo. M. Crisp
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Kent College

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Ralph McGinnes
Donald Hoffmaster

Harding College, Ark.

Coach, Dean L. C.
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David Gardner
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Coach, Orville C.
Miller
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Marvin C. Shamberger
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Meagher
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MINUTES OF THE BUSINESS SESSIONS OF THE NINTH BIENNIAL CONVENTION OF PI KAPPA DELTA AT TULSA, OKLA.

The first business meeting of the Ninth Biennial Convention of Pi Kappa Delta was held in the Topaz room at the Hotel Tulsa, Monday, March 28, at 8:15 a. m., with President George R. R. Pflaum presiding.

A short address of welcome by Dean McCloud of the University of Tulsa, was responded to by President Pflaum.

The first roll call was taken by Secretary George W. Finley, Colorado Teachers College, with 102 chapters responding.

Several general announcements were made as to the plans of the convention, after which details of the contests were given by the following:

W. Pruitt Ewing, William Jewell College, for the Men's Debates; Dwayne Orton, of the College of the Pacific, for Women's Debates; F. B. McKay, Michigan State Normal, Women's Oratory; J. W. Carmichael, Bowling Green, Ohio, Men's Oratory; J. H. Baccus, University of Redlands, Men's Extempore Speaking, and Maxine Dye, University of Akron, Women's Extempore Speaking.

H. Dana Hopkins, Heidelberg College, convention chairman, made the announcement concerning the rooms where the different contests were to be held.

The president appointed the following committees: Resolutions; Dwayne Orton, College of Pacific, chairman; Harold Le Moine, Colby College, and George V. Bowman, Dakota Wesleyan.

Nominations: Wilbur Moore, Colorado Agricultural College, chairman; J. D. Coon, Sioux Falls, S. D.; Carl Englund, University of Tulsa; Ruth Leslie, University of California at L. A., and David Jacobson, Connecticut Agricultural College.

Meeting adjourned.

President Pflaum opened the second business session of the convention in the Topaz room at 9:45, March 29.

After roll call reports of standing committees were heard. First Vice President J. D. Menchhofer, Michingan State College, gave a partial report for the charter committee. He named the members of his committee and spoke of their duties in regard to petitioning chapters. He asked that all interested in any of the petitioning groups arrange to meet with the charter committee.

Second Vice President, H. D. Hopkins, convention chairman, gave his report on the present convention and recommendations governing future conventions as follows:

For the 1934 convention invitations were received from Chambers of Commerce of the following cities: Pittsburgh, Pa.; Cleveland, Ohio; Indianapolis, Ind.; St. Louis, Mo.; Washington, D. C.; Nashville, Tenn.; Memphis, Tenn.; and the Blue Ridge Mountain Association, Tenn.