

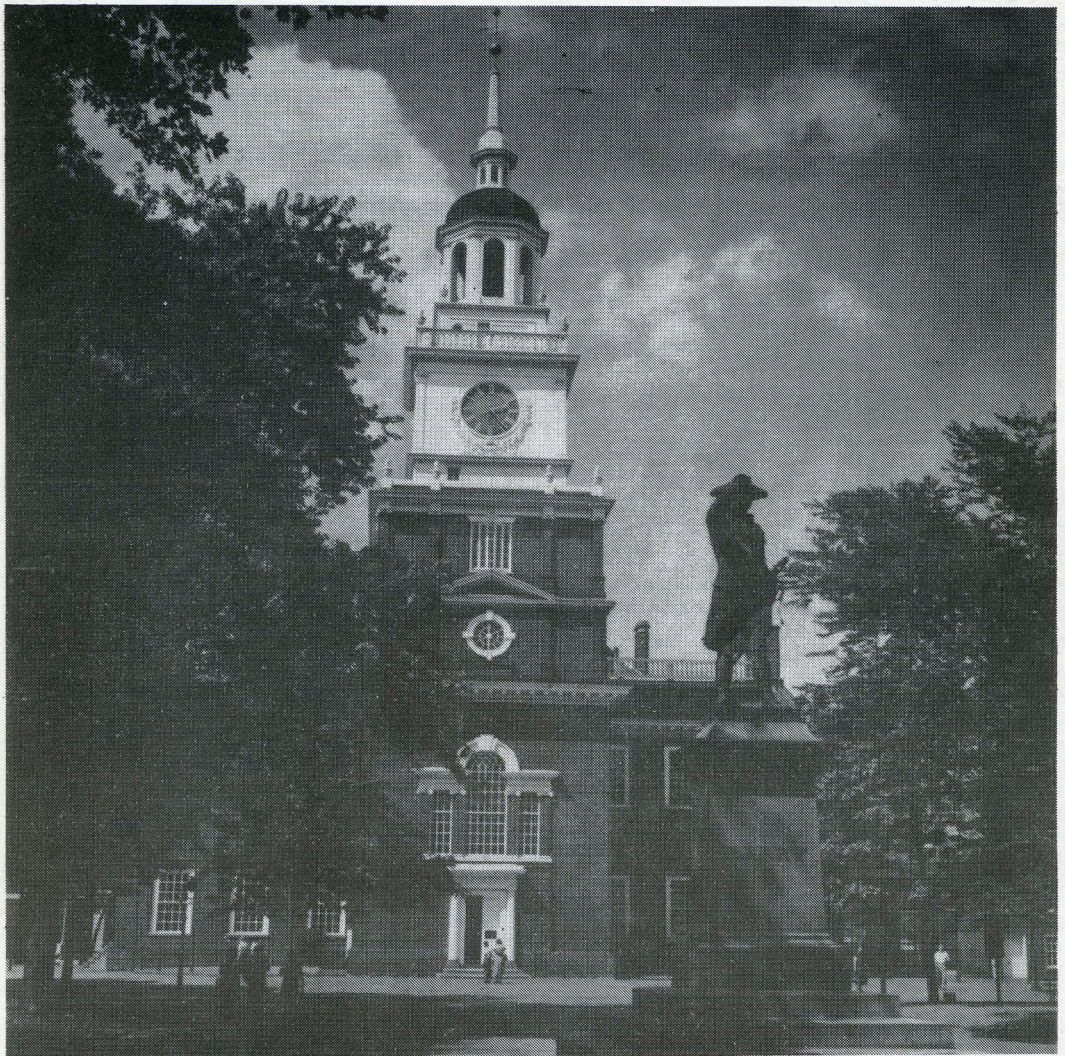
# THE FORENSIC

ΠΕΙΘΩ ΚΑΛΗ ΔΙΚΑΙΑ

SERIES 59

MAY, 1974

NO. 4



*Independence Hall, the most historic place in the nation, will be one of the sightseeing highlights of the 1975 Pi Kappa Delta Convention and Tournament in Philadelphia.*



# The FORENSIC

## of Pi Kappa Delta

SERIES 59

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Published four times a year in October, January, March and May by Pi Kappa Delta. Subscription price is a part of the membership dues.

Office of publication: William Jewell College, Liberty, Mo. 64068. Second Class postage paid at Liberty, Mo. 64068.

Printed by Craftsman Composition  
North Kansas City, Missouri 64116

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# Competitive Listening

Larry Norton  
Bradley University

*Pursuant to recurring discussion of the need for alternatives to traditional debate as the principal activity of college forensics programs, **The Forensic** will carry a series of articles on innovative contests which have found growing support in various areas of the country. Opening the series is the following article by former national president and secretary-treasurer, L.E. Norton, Bradley University.*

In September 1933, after a year of construction and validation, we administered a speech comprehension test to all entering freshmen at the University of Iowa. This was part of the regular battery of tests given in connection with orientation week. The only reason for the test being labeled comprehension instead of listening was that the term listening was almost unknown at that time. The little publicized Rankin study of 1929 had been reported, which for the first time, focused attention on listening. Rankin reported that his subjects spent about 70 per cent of their waking day in one or more of the four kinds of communication. They spent 42 per cent of this time in listening, 32 per cent in speaking, 15 per cent in reading and 11 per cent in writing. Several subsequent studies, especially the more recent ones, have verified that this was a modest figure so far as listening is concerned. In addition to Rankin not more than half a dozen persons had published articles or research relating to the subject of listening. Authors of textbooks had yet to make its discovery.

By 1973, the 40-year revolution in oral communication was approaching maturity. Over 350 masters' theses in listening had been completed in more than 100 graduate schools. Over 280 doctoral dissertations had been completed. Thousands of articles had been printed. Communication texts, for all educational levels, included at least one chapter on listening, and its importance

was emphasized throughout many of the texts. Language arts courses and beginning speech courses usually devoted at least one unit to listening. Some oral communication courses, especially on the college level, were being taught from the viewpoint of the receiver rather than the sender. About 50 per cent of the major industries in the United States were offering listening training programs to selected personnel. At Bradley University we had taught a graduate seminar in listening for 25 years. Three hundred experimental projects had been conducted and even more than that number of tests devised for classroom use by elementary, secondary and college students. Similar activity had been going on in many universities across the nation.

So what had we learned from these years of steadily increasing productivity? The following are just a few of many significant conclusions which can now be tentatively accepted as a result of verification by a majority of researchers. The relative amount of time one spends in listening continues to increase, inside the classroom and outside. Although listening has its own vocabulary, as does each of the other three language arts, it helps to develop the common elements of all four such as vocabulary, verbal aptitude, thinking, etc. We learn as much and probably more through listening than through reading and yet, without training, we are very inefficient at listening. We lived through several decades being told that "anyone can talk, you don't have to study speech." It is just as ridiculous to think that "anyone can listen, or read, or write." Listening can be taught and it can be evaluated. Of course the two are inseparable since we can never know whether teaching is productive without adequate criteria for its evaluation. A child is an extremely good listener but through misuse and abuse and because of developmental pressures both external



and internal his listening efficiency later decreases, although his capacity for listening increases with the knowledge and experience of advancing years. Although the correlation is usually not found to be high, there is a positive relationship between listening and verbal ability, reading comprehension, scholastic achievement, scholastic aptitude, motivation, intelligence and thinking.

### **Years of Research**

Forty years of research, most of which has been produced in the last 20 years, has begun to make a definite impression on our oral communication programs. Certainly listening is at that healthy stage where each new experiment answers some questions and raises many more. The time has come when we need wait no longer before admitting listening to an established position among the competitive language arts events. In November 1957 Bradley University included competitive listening as one of the contest events in the annual Speech tournament. Last fall the 17th consecutive contest was held. Contests in oral reading, in speaking and in writing have long been accepted as an integral part of the educational program. Why should not listening, which continues to occupy an increasingly important role in our communication system, become the focus of intercollegiate competitive activity? I believe in competition for all the widely accepted reasons so frequently offered in its support. I believe that competition is the way to challenge one to be and do one's best, to exert influence for good and to really understand oneself. Moreover, I believe that competitive listening has one additional advantage over competitive speaking, reading and writing. It allows one to more effectively compete with and to evaluate one's own performances at the same time that he is competing with others and learning how he relates to them.

Even more important that the quantitative increase in research and the importance attached to listening by educators and businessmen is the need for effective listening as illustrated by some startling problems of the seventies. On the

tournament circuit we have long since driven the listener out of the contest room, except for a judge who probably doubles as timekeeper. Occasionally a few other contestants may sit in just to be courteous, unless they are required to leave for another contest scheduled simultaneously or unless they must remain outside while preparing an extemporaneous speech. In debate, the objective listener doesn't exist except for the lone judge and even though he remains in the room, it is my experience that he is often driven up the wall.

The real tragedy has developed outside the classroom. In an era when freedom runs rampant to express anything and everything no matter how illogical, unethical, derogatory or contemptible, the equal opportunity should exist for critical, ethical and responsible listening. This right does not now exist for listeners deprived of the know-how to meet their receptive communication needs. Many of us have devoted much of our lives to helping debaters and orators develop a respect for the facts and teaching them to use verifiable sources. The rules of the game have changed. Today, the "right of confidentiality" together with the unrestricted investigative powers of the communication media have made it all but impossible for the novice listener to be ethical and responsible. The generalization supported by a "usually reliable source" and the emotionally loaded question dramatized by a "fact-finding" investigative committee are so common today that the average listener, without criteria by which to evaluate, is unable to cope.

### **Research Opportunities**

Competitive listening offers almost unlimited opportunities for combining educational research with tournament activity. Of course the traditional events always have provided much greater potential than has ever been used. Many college students are capable of assuming and would be challenged by this added dimension of the tournament activity. The labels attached to types of listening are many and as yet are not clearly discriminative. But then, not everyone is yet sure about the relationship between persuasive and argumentative speeches.



Contest listening might well begin with a limited number of types such as critical, selective, discriminative, protective and appreciative. At least a dozen other types need further clarification. We can attach these types to many different purposes of which some of the more obvious are: listening for directions, details, accuracy, attitudes, relevancy, persuasive techniques, inferences, main ideas and transitions. Anyone of these purposes in a given type of listening may be directed to one of the following forms of oral communication: speeches, poetry, drama, social conversation, interviews, reports, public hearings, press conferences, discussions, debates. Each of the above types, purposes and forms can be doubled or tripled in number as one begins to isolate subcategories.

Wide Involvement

The involvement of campus and community organizations as well as individuals, in person and by tape recording, should be easy to enlist. Committees in charge of conducting listening events would have to do some hard work. It is challenging, creative and time consuming. The question is, would the participants work to prepare for the event? Yes, if they are adequately motivated. This can happen, if the director of speech activities believes in the importance of effective listening and proceeds to demonstrate his belief. One observation I have had verified, almost without exception, is that the contestant reflects the image of his coach. If a coach thinks that a certain activity is really important and directs his behavior to that activity, his students will work hard and effectively at that event. The opposite is equally apparent. If a coach is indifferent to all competitive events or is satisfied with less than the best, you will find indifferent students and weak programs. It is just about as simple, or as difficult, as that.

Speech, as an academic discipline in our schools, became well established following years of competitive activity in debate and oratory. Perhaps greater curricular attention to the decoding of oral messages will develop as a result of those believers who support competitive listening events.

Philadelphia — '75

For the first time since depression years, Pi Kappa Delta will center its national Convention activities in a hotel in 1975. March 24-28 will be the dates, with all activities in Philadelphia's largest convention hotel, the Benjamin Franklin.

Conveniently located downtown, the spacious hotel has 1200 guest rooms, and its Crystal Ballroom will seat 1100 persons. Lobby, mezzanine and function rooms will provide space for Convention goers to spread out or get together, to work, and to compete.

Chapters are already beginning to make plans for cooperative travel. Major airlines serve Philadelphia, AMTRAK has a regular run, and either regular or charter bus service offers an economical possibility.

Advanced Degrees

HIGHEST DISTINCTION MEMBERS

Fourteen members have achieved the Degree of Highest Distinction since the list was last printed in the October 1973 Forensic. The Order is indicated as follows: D = Debate; IS = Individual Speaking; I = Instruction.

NAME, CHAPTER	ORDER
Lawrence D. Medcalf, Calif. Tau	IS & D
John Beydler, Missouri Rho	IS
Mike Huggins, Missouri Rho	IS
Meta Matschulat, Missouri Rho	IS
Richard Glen Nitcavic, Mo. Rho	IS
Ken Police, Missouri Rho	IS
Nonna Childress Dalan, Mo. Rho	I
Stephanie Lynn Pierce, Oklahoma Iota	D
Rachel Ann Stein, Oklahoma Iota	D
A.G. Kershner Jr., Penn. Iota	I
Carolyn Keefe, Penn. Iota	I
Sharyn L. Graver, Penn. Iota	IS
Robert Alan Peterson, So. Dakota Zeta	IS & D
Wayne N. Thompson, Texas Omicron	IS & D & I

SPECIAL DISTINCTION MEMBERS

Thomas Quinn, Conn. Beta	IS & D
Bill M. Huddleston, Miss. Beta	D
Wayne Houston, Montana Beta	IS
Lynda W. Schuman, Oregon Beta	IS & D
Deborah Hoffer, Penn. Iota	IS
Stephen F. Witort, Wisconsin Beta	D
Sam Dyle, Missouri Sigma	D
Tim Triplett, Missouri Sigma	IS



# Province Winners

Results of spring Province tournaments are reported here to the extent available at press time. Since some Province tournaments did not occur until mid-April, complete lists of winners could not be printed.

The Province of the Missouri joined the Province of the Plains on the windy plains of Kansas at Washburn University, March 14-16. Sweepstakes winners were Central Missouri State University and William Jewell College, with Excellents going to Southwestern College, Evangel College, Kansas State at Pittsburg, and Hastings College.

Other results: Cross-Examination Debate, Superior — Kansas State, Pittsburg. Excellent, Southwestern. Standard Debate, Superior — William Jewell, Kansas State, Emporia. Excellent — University of Nebraska at Omaha; Southwestern; Westminster.

Oratory, Superior — Evangel and Kearney State. Excellent — Central Missouri State, Kearney State, Northeast Missouri State, Southwestern, William Jewell (two).

Extemporaneous Speaking, Superior — Central Missouri State, Hastings, University of Nebraska at Omaha. Excellent, Central Missouri State, Kansas State, Pittsburg; University of Missouri Kansas City; William Jewell.

Oral Interpretation, Superior — Evangel, Nebraska Wesleyan. Excellent — Bethel, Evangel, Northeast Missouri State, William Jewell (two).

After-Dinner Speaking, Superior — Central Missouri State. Excellent — Southeast Missouri State, Hastings.

Central Michigan University and Wheaton College won Superior Sweepstakes at the joint Provincial of Illinois and the Lakes, held at Bowling Green State University March 20-23.

Bowling Green came in with a strong Excellent, followed by Marietta, University of Wisconsin at Whitewater, and Southern Illinois University at Carbondale.

Other results: Discussion, Superior — Olivet, Southern Illinois University at



*The 1974-76 officers' roster for the Province of the Missouri is headed by Dr. Robert Brewer of Central Missouri State University. Chairman of the department, secretary of the Speech and Theatre Association of Missouri, and often a national Pi Kappa Delta committee member, Dr. Brewer is a popular Missouri speech leader. He is ably assisted by Lieutenant Governor Dr. Thomas Harte, director of forensics at Southeast Missouri State University. Dr. Harte was judging chairman at the Omaha Convention. Student Secretary-Treasurer is Ketrina Coffey, also of Southeast Missouri State.*

Edwardsville. Excellent — Bowling Green, Clarion, and Hope (two).

Standard Debate, Superior — SIU Carbondale. Excellent — Bowling Green (two teams), Central Michigan (two teams), Wheaton.

Oratory, Superior, SIU Carbondale. Hope. Excellent — Hope, Illinois Wesleyan, Otterbein, Bowling Green.

Extempore Speaking, Superior — Hope, University of Wisconsin at Platteville. Excellent — Central Michigan (two), SIU Carbondale, U. of Wis. Platteville, Youngstown.

Oral Interpretation, Superior — Otterbein, Illinois Wesleyan, SIU Carbondale. Excellent — Adrian, Heidelberg, Hope (two), Otterbein, U. of Wis. Whitewater.



After-Dinner Speaking, Superior — Heidelberg, Bowling Green. Excellent, Hope (two), Marietta, Otterbein, U. of Wis. Whitewater.

A highlight of the Bi-Province meet was the presentation of a Distinguished Service Award to M. Harold Mikle of Hope College. The attractive plaque was presented by former National President Raymond Yeager of Bowling Green.

Beautiful Rivermont Terrace in Gatlinburg, Tenn., was the setting for the March 7-9 tournament of the Province of the Southeast. Some variety in individual events emerged with the contests in impromptu speaking and dramatic duo interpretation.

Sweepstakes winner was Appalachian State University with Tennessee Tech in second place. Carson Newman placed first in debate, Appalachian State second, and the semi-finalists were Georgia Southern and Tennessee Tech.

Other results: Outstanding debater - David Oathout, Carson Newman, first; Stuart Way, Tenn. Tech, second.

Impromptu, Mississippi State College for Women, first; Tenn. Tech, Appalachian State second place tie.

Oral Interpretation, a first-place tie between Appalachian State and MSCW. Another Appalachian State speaker placed second.

Persuasion, Tenn. Tech, first, second and third. Duo Dramatic, Appalachian State first, Tenn. Tech. second.

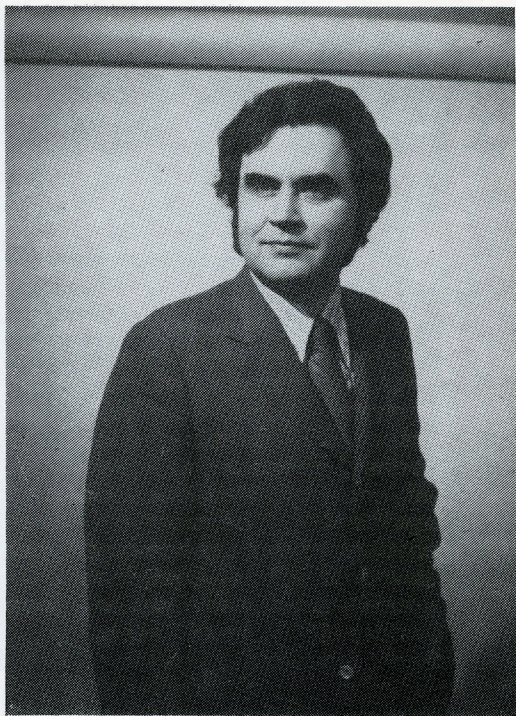
It was still wintery in Minnesota on March 1 and 2 when the Province of the Sioux joined the Province of the Upper Mississippi at Moorhead State College.

Superior Sweepstakes awards went to host school Moorhead and visiting Augustana, S.D. Concordia and University of Wisconsin Eau Claire garnered Excellents.

Other results: Discussion, Superior - Northern State and Moorhead. Excellent - Augustana, Black Hills, Concordia, and Moorhead State.

Debate, Superior — Morningside, Macalester. Excellent - Augustana, Eau Claire (two teams), La Crosse.

Extemporaneous Speaking, Superior — Moorhead State (two). Excellent — Macalester (two), South Dakota State,



*Pictured above is Jack Starr, who was re-elected as Governor of the Province of the Upper Mississippi. His home base is the University of Wisconsin at LaCrosse. Other officers are Gary Bostal, University of Wisconsin at River Falls, Lieutenant Governor, and Jim Pratt of St. Olaf as Secretary-Treasurer.*

Augustana, Concordia.

Rhetorical Criticism, Superior — Macalester (two). Excellent - LaCrosse, Concordia, Moorhead State.

Oral Interpretation, Superior — South Dakota State, Moorhead State. Excellent — Eau Claire, River Falls, Moorhead State (two), Westmar.

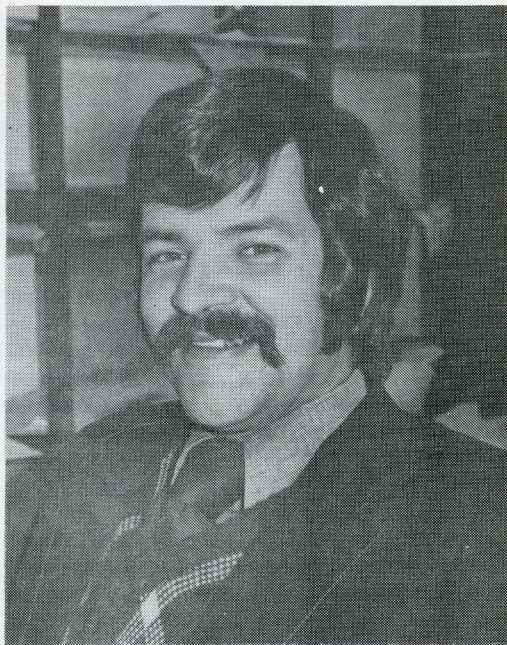
Oratory, Superior — River Falls, Augustana. Excellent — Westmar, Concordia, River Falls, Moorhead State.

Augustana retired the special K. Don Tibbetts Memorial Traveling Trophy by having the highest Sioux Province Sweepstakes totals at three consecutive Province tournaments. The trophy is named for Augustana's former forensics director who was killed in a plane crash while returning from a tournament in 1969.

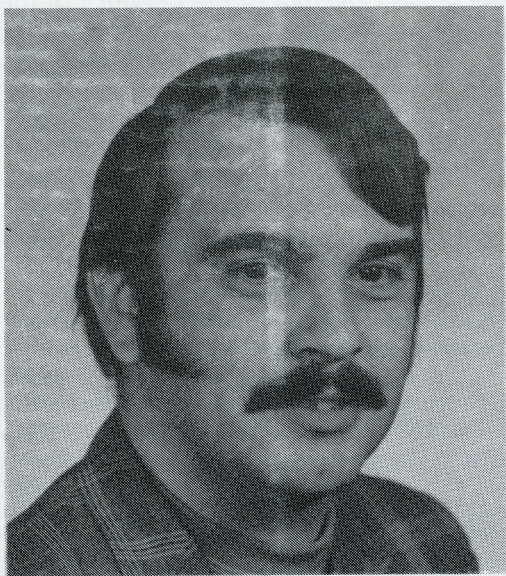




Incoming officers of the Province of the Lakes are led by Roselyn Freedman of Morris Harvey, Governor. Don Hines [L] of Otterbein is Secretary-Treasurer. Not pictured is Lieutenant Governor Dan O'Neill of Youngstown University.



A newcomer to Kansas, Gary Horn, is the new Governor of the Province of the Plains. A graduate of Northwestern State College, Alva, Okla., he became director of forensics there. Graduate work at Kansas State College, Pittsburg, and at North Texas State brought him to the assistant directorship of forensics at North Texas before he came to Southwestern at Winfield, Kan., this year. He's currently immersed in his dissertation.

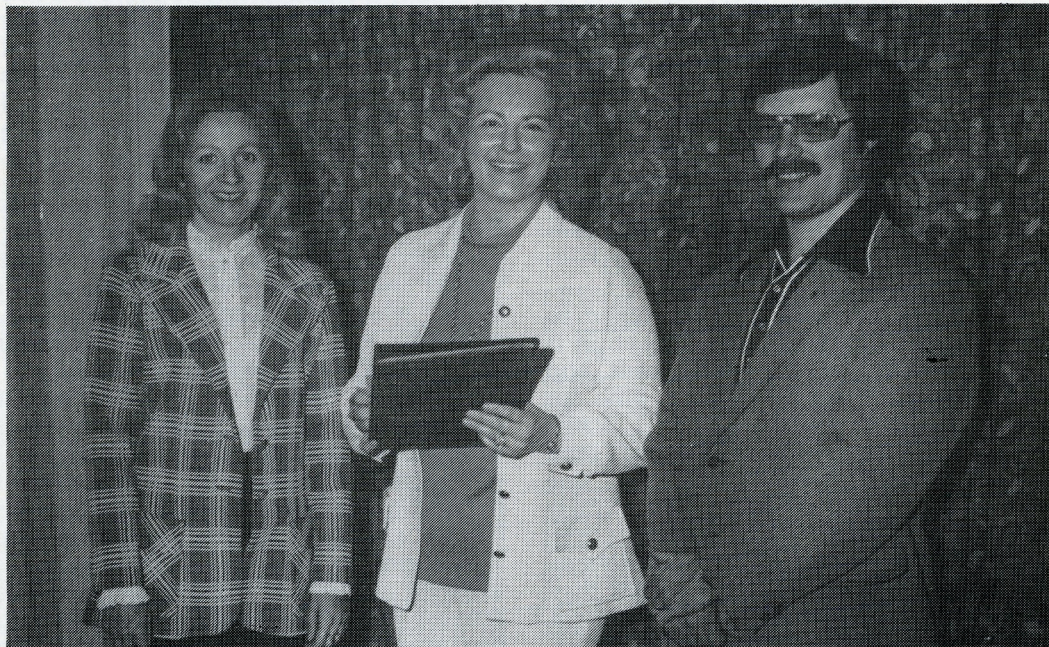


James Zeman of Northern State College, Aberdeen, S.D., is the new Governor of the Province of the Sioux. He will be assisted by Harold Widvey, South Dakota State at Brookings, as Lieutenant Governor. South Dakota State also provides a student Secretary-Treasurer, Jane Leite.





*The Province of Illinois selected Dr. Marie Robinson [center] of Illinois Wesleyan University as Governor. To the left is the student Secretary-Treasurer, James Hagen of Ripon College, and to the right is Lieutenant Governor Ross Gearhart, Carthage College.*



*For the Southeast - L-R: Carolyn Quinn, Georgia Southern College, Secretary-Treasurer; Marilyn Norris, Mississippi State University for Women, Governor; Terry Cole, Appalachian State University, Lieutenant Governor. Not photographed is the student representative in Province governance, Gary Buchanan, of Middle Tennessee State University.*



# *The President's Message*

John Baird

## *On Putting the Fun in Forensics*

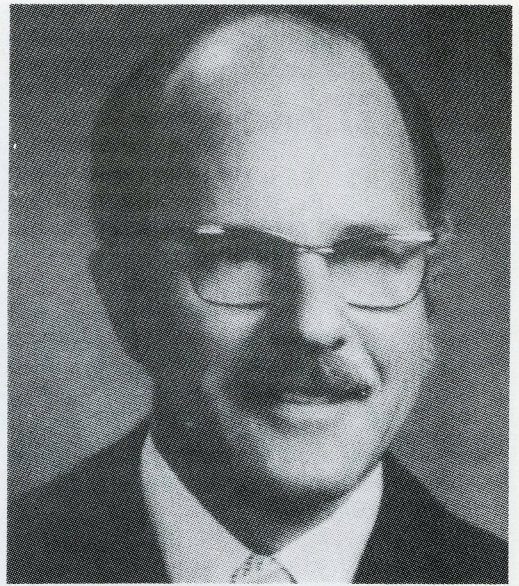
Why is the Pi Kappa Delta national tournament so different from the other tournaments of the year?

This question is difficult to explain to members who have never attended a National. For those who have attended, it is a common question, not always expressed, but one which occurs to most students on about the third day of the event.

You see, a national tournament really is different. It is one speech event actually conducted in a spirit of friendly competition. In contrast to ordinary tournaments, the personnel at the National seems to undergo a transformation. Judges may still seem stupid, but they are no longer malicious. Opponents try just as hard, but they aren't underhanded. Coaches may be hungry, but they aren't trophy hungry. Rivalries that loomed so large in regional competition seem to disappear when seen in a national perspective. Squad allegiances are broken down by attachments to a Province or a geographical area. Something happens during that convention week which eases the pressure and puts the fun back in forensics.

You might attribute the difference to many factors. The National Convention is longer than an ordinary tournament, and its relaxed pace provides more time for social activities. Representation is drawn from a wider area. Individual squads tend to be smaller, sometimes limited to one entry in an individual contest or a single debate team. All such considerations tend to change the competitive atmosphere. However, we would also like to think that, more important than any of these factors, stand the ideals of Pi Kappa Delta. Somehow, in the experience of the National tournament the ideals that we pledge so easily in our oath of allegiance become realities.

You remember the oath of allegiance,



don't you? All new members of Pi Kappa Delta repeat it as a part of the initiation ceremony. The words are these:

I . . . solemnly vow . . . that I will neglect no reasonable opportunity to promote forensic activity; that I will be fair, honest, and courteous to all rivals and opponents; that I will work in every laudable way to further the interests of Pi Kappa Delta; that I will respect its members as true friends and that I will always strive to act in accordance with the ideals which it represents.

Note, however, that nothing in this oath limits its application to national tournaments. The qualities pledged there should characterize the members of our order whenever and wherever they compete. We are to respect the other members of the fraternity as true friends. The usual tendency in tournament competition is to regard all other entrants as bitter enemies. What would happen if we began a tournament in the spirit of friendship, at least toward the schools having chapters of the fraternity? We would trust the judgment of those coaches as being as much in our interest as in the interest of their own squads. We would feel as great about a trophy awarded to them as to ourselves.

Suppose that you would actually try to be fair, honest, and courteous to all rivals and opponents! Those of you who participate in contests such as oratory and