

## 1987 INDUCTEES



**John A. Shields** is living proof of the fact that a student who is determined and who is intelligent can get things done. While a student at Ottawa University in Kansas, he became convinced of the need for an organization like Pi Kappa Delta. He conferred with Professor Nichols, and the two of them pushed and pulled enough others into the project that Pi Kappa Delta came into existence. From 1915-18, Shields served as the first secretary-treasurer of the young fraternity.

**William H. Veatch** was Pi Kappa Delta's fifth president, 1928-30. He also served terms as vice president and as historian. His is one of the founding fathers of debate in the West. Veatch taught at Washington State University and Whitman College in Washington.

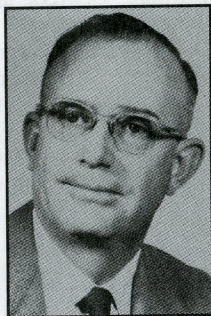


## 1989 INDUCTEES



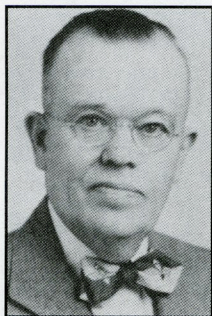
**George Finley**, a professor at Colorado State College at Greeley (now Northern Colorado) became a member of Pi Kappa Delta in 1918 with the chartering of the Colorado Beta Chapter. He was leader from the start, chairing the first National Pi Kappa Delta Oratorical Contest. He served as first vice president, 1922-24, and as secretary-treasurer, 1924-48. During his tenure he processed more than 22,000 new memberships, more than one-third of all members of Pi Kappa Delta.

**D. J. Nabors** served Pi Kappa Delta for 27 years, first as a council member, 1948-53 and 1963-65, as secretary-treasurer, 1953-63, and as historian 1965-75. As a forensics director at East Central University in Ada, Okla., during the middle era, Nabors directed one of the largest forensics tournaments in the nation. His service as secretary came during a period of significant organizational growth.





## 1989 INDUCTEES



**Alfred Westfall**, Colorado A&M College, served Pi Kappa Delta for 27 years (1918-47, except for years 1930-32). He was president, 1924-28, treasurer, 1920-22, secretary-treasurer, 1922-24, historian, 1918-20 and 1928-30, and editor of *The Forensic*, 1924-28 and 1932-47.

## 1991 INDUCTEES



**Roy Murphy** made the Chapter of Pi Kappa Delta at Southwestern Louisiana University a model chapter under his direction. He was host to the Provincial Convention and Tournament on several occasions. Murphy served with distinction on the National Council, 1953-67, and was national president, 1963-65.

**Sylvester R. Toussaint**, a 1923 graduate of Ripon College and president of Ripon's Alpha chapter, served Pi Kappa Delta for 15 years in the following capacities: governor, 1930-32; third vice president, 1930-32; second vice president, 1932-34; first vice president, 1934-36; president, 1936-38; past president, 1938-40; and secretary-treasurer, 1948-53. He was an active member of Pi Kappa Delta committees and contributed much to *The Forensic*. Toussaint, who taught at Monmouth College in Illinois, delivered the keynote address at the 50th Anniversary convention in Carbondale, Ill., in 1963, and his speech entitled "This is Our Heritage" was used as valuable reference to the history of Pi Kappa Delta.



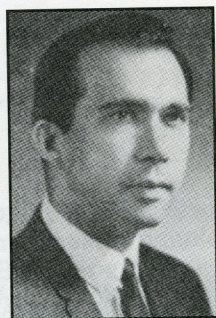


## 1993 INDUCTEES

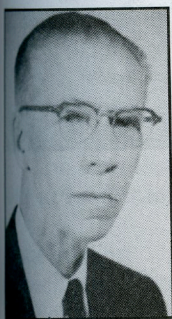


**Charles T. Battin** was one of the original founders of Pi Kappa Delta—helping found the Ottawa University chapters in 1912. He coached debate at Ottawa, in France following World War I, and, in 1931, at the College of Puget Sound. While in the Northwest he was instrumental in founding the chapters at Seattle Pacific, Pacific Lutheran, Western Washington, Whitworth College, St. Martins College, and Lewis and Clark College. He also began the University of Puget Sound's invitational high school tournament in 1934 as well as a "tyro" tournament for junior division students. Battin's influence in Pi Kappa Delta is felt in the lives of more than 200 students who he brought into the Washington Alpha Chapter.

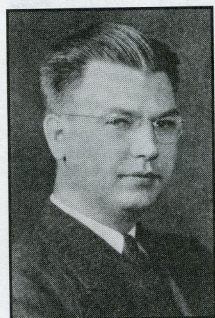
**Fred Goodwin**, who taught at Southeast Missouri State, served Pi Kappa Delta as Governor of the Province of the Missouri and member of the National Council, 1967-71, and as national president, 1971-73. As national president, he presided over the Omaha Convention, one of, if not, the largest Pi Kappa Delta conventions ever. For many years he was chair and a member of the National Committee on Discussion and Debate and served several national conventions as parliamentarian. His leadership and coaching ability is exemplified by the record he holds of having more students sent to Interstate Oratorical Contest than any other coach (a record tied by Grace Walsh).



**George McCarty**, South Dakota State University, served Pi Kappa Delta for nearly 20 years in a variety of capacities: member or the National Council, 1928-38; editor of *The Forensic*, 1928-32; vice president, 1932-34; and national president, 1934-36. McCarty continued his service to Pi Kappa Delta following his term as national president through his contributions to the Province of the Sioux and served as its Province Governor, 1943-45.

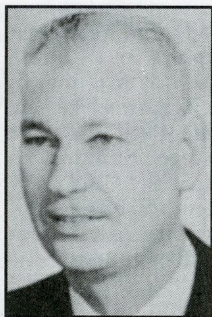


**Forrest Rose** was a member of the National Council, 1934-42, during which time he served as vice president, 1934-38, and national president, 1938-40. His major contribution to forensics and Pi Kappa Delta involved his work on the National Committee on Intercollegiate Debate and Discussion. An instructor at Southeast Missouri State, Rose was instrumental in formulating the first committee and represented Pi Kappa Delta on that committee. His history of the first 27 years of the work of that committee was published in *The Forensic* in October 1969.





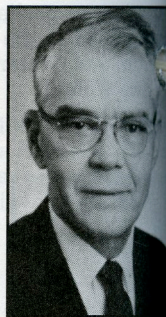
## 1993 INDUCTEES



**Raymond "Doc" Yaeger** served as national president of Pi Kappa Delta, 1961-63; with previous service as vice president, 1959-61. As the director of forensics and chapter sponsor at Bowling Green State University, he influenced the lives of a large number of past and current forensics coaches, always instilling in them the spirit of Pi Kappa Delta. For many years after his tenure as national president, Yaeger attended Pi Kappa Delta national conventions and participated in the activities of the Order. His influence on communication scholarship was recognized in 1992 when a panel at the Speech Communication Association Convention was held in his honor.

## 1995 INDUCTEES

**Harvey Cromwell** was president of Pi Kappa Delta from 1959-61, and presided over the national convention held at Oklahoma State University in 1961. He also served as vice president, 1957-59, and editor of *The Forensic*, 1951-55. He was a member of the National Council, 1955-63, and served as the Governor of the Southeast Province, 1954-56. Cromwell served as the head of the department of speech for the University of Mississippi for Women.



**George R. R. Pflaum** was president of Pi Kappa Delta, 1930-32 and presided over the National Convention held in Tulsa in 1932. He served as vice president, 1928-30, and historian, 1932-34. Pflaum received his doctorate from the University of Michigan and served on the speech faculty at Emporia State University, 1924-65. Pflaum was responsible for the awarding of the past-presidents ring. He also designed it and possessed the first one.



# CALL FOR PAPER AND PROGRAMS 1997 PI KAPPA DELTA DEVELOPMENTAL CONFERENCE

## "WALKING THE TIGHTROPE: BALANCING MISSION AND PRACTICE IN FORENSICS"

MARCH 19, 1997  
DRAWBRIDGE INN, FORT MITCHELL, KY

Submissions are now being accepted for the 1997 Pi Kappa Delta Developmental Conference. Contributors are encouraged to prepare papers, panels, and programs along the theme "Walking the Tightrope: Balancing Mission and Practice in Forensics." Contributors are encouraged to propose panels that focus on an issue relevant to the theme of the conference. Complete panels should include panel chairs, presenters, and respondents. Student and Pi Kappa Delta alumni proposals are encouraged.

All presenters are expected to provide a final copy of their paper/responses after the conference for inclusion in *The Proceedings*. In addition, presenters will be given the opportunity to submit revised manuscripts for review and possible inclusion in a special developmental conference issue of *The Forensic*.

The deadline for conference submissions is **October 15, 1996**. Please forward submissions and queries to:

Scott Jensen  
Speech and Theatre Arts  
PO Box 90420  
McNeese State University  
Lake Charles, LA 70609

(318) 475-5046

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# WATCH OUT FOR THAT BANANA PEEL!

## A REVIEW OF

### *FIRE AWAY: FIELDING TOUGH QUESTIONS WITH FINESSE.*

by Myles Martel, Irwin: New York, 1994.

reviewed by Don R. Swanson  
Monmouth University

Forensic coaches and scholars frequently despair about debaters misuse and abuse of cross-examination and the bizarre delivery habits that competitive debate fosters. If in your coaching, as I've always tried in mine, you wish to teach some pragmatic questioning skills and the importance of psychological, physical and vocal presence in developing ethos, most argumentation and debate texts aren't very helpful. I recently came across a business oriented trade book, written by a former intercollegiate debate coach, that demonstrates the pivotal importance of the mode of conduct of the questioning period following a presentation. *Fire Away: Fielding Tough Questions with Finesse*, is far more than just a tome on answering questions. With a unique collection of chapters that illustrates a comprehensive understanding and application of rhetorical theory and pragmatic executive presentation experience, Myles Martel explains the realities of high stakes cross examination. But this is really a book about finesse. How often recently have you felt you've listened to a debater with finesse, or as Martel says a speaker with "delicate skill, subtle discrimination, or refinement?" He indicates: "My principal intent in choosing this term is to imply a high degree of clarity, credibility, and persuasiveness through the appropriate choice and control of the spokesperson, setting, ideas, words, tone and body language."

The author of this book left forensic coaching almost two decades ago to apply his coaching experience to politicians and executives who needed a competitive edge of careful preparation for presentations and cross examination. Most notably Martel served as Ronald Reagan's debate coach in the 1980 Presidential debates. His previous book, *Political Campaign Debates*, published in 1987, is a widely quoted resource on political advocacy. This book was not written with intercollegiate debaters in mind, but debaters and debate coaches would do well to be mindful of the suggestions made by this seasoned professional Communication Counsel. In particular, parliamentary debaters may find a wealth of valuable advice.

Most academic treatments of cross-examination focus on the purposes of questioning. This book emphasizes the other side of the process by developing the tactics and attitudes of the respondent. Martel says that the participants in a Q and A session "are locked in a dance of expectations and perception." Foundationally he develops "the risks and rewards of finesse," the role the participant plays, "the role of effective listening," "the roles of fear and overconfidence," and the importance of setting an agenda for this rhetorical episode. Perhaps the most memorable of this and Martel's other books on successful questionee tactics is his "Banana Peels approach for handling tough, trick, and entrapping questions." Each peel represents response suggestions for



a category of difficult question including: 1) the hostile question, 2) the speculative question, 3) the hypothetical question, 4) the picayune or perspecific question, 5) the leading question, 6) the loaded question, 7) the value question, 8) the multifaceted question, 9) the vague and unfocused question, 10) the yes-no question, 11) the either-or question, and 12) the nonquestion. In this discussion the situational suggestions rarely sound like specifically appropriate responses for an academic debate, but the general means of approaching each category of questions is adaptable and thought provoking. For example banana peel number 10 is "The Yes/No Question." Martel points out that such absolute answers are seldom easy, but often loaded, leading, highly speculative and hypothetical. Any of these characterizations may be used by the examinee. Specifically it is suggested that a simple yes or no be given only if it is clearly a safe response. "If risky, point out how the forced alternatives can interfere with a presentation of the full truth." Another approach is to ignore the request for a yes or no response and answer "on your own terms, reinforcing your persuasive goals." To debate coaches there is little that is new in such advice, but the realistic illustrative examples in the text, make the suggestions compelling. If participation in collegiate debate aims to prepare students for tough confrontational communication situations in their professional future, then pragmatic suggestions such as the Banana Peels can motivate skill development that extends beyond the episode of a debate round.

Highly competitive debaters are sometimes considered control freaks. Chapter Five, "Control Begins with Credibility," asserts that control emanates from three basic sources: "your own personal credibility, the credibility of your ideas (case), and the credibility of your corporation" (team). To view the impact of a C-X period from all three perspectives broadens the sense of its importance beyond the brief episodic utterances of a few questions and responses. Just as Aristotle asserted the importance of ethos to the audience's acceptance of the speaker's argument, Martel indicates that the power of credibility emanates from eight characteristics: "character, candor, competence, confidence, composure, empathy/compassion, cooperation, and compatibility." This may seem like a strange list to a highly competitive debater, who only values competence, confidence, and composure, but a careful reading of the fifteen pages it takes Martel to develop these traits should demonstrate that true credibility in a questioning period is far more complex. The array of psychological influences that cause an audience or judge to react positively or negatively to a questioning period are multi-faceted and go well beyond the common debate assumption that listener acceptance stems primarily from logos: "...the effective persuader understands which channels of credibility need to be cultivated and to what extent. And the effective persuader knows how to leverage his credibility to make a less than palatable point or proposal more acceptable" (p. 50).

This book is easy and enjoyable reading for anyone who is interested in advocacy. It does not presume a previous familiarity with rhetorical principles. However, if you read carefully, the influence the *Rhetorica ad Herennium* is present because, without using the terms, *Fire Away* does consider invention, disposition, style, delivery, and even devotes an entire chapter to memory. Martel is certainly true to Aristotle's dictum to "find all available means of persuasion." The beginning debater should find it understandable and a quick read. The many anecdotes, both real and hypothetical, and epigrammatic quotations add spice. There is a feeling that



the author had to resist the temptation to tell tales from his professional coaching practice. Some readers may tire of many references to one of his favorite clients Ronald Reagan, but I found his unique attempt to define the Reagan "Teflon" very useful. Many of us who observed President Reagan maneuver his way through many difficult and paradoxical rhetorical situations, wondered how he maintained such positive audience response. The thirteen ingredients of Teflon, discussed in the second chapter, are a major part of the answer. Perhaps our debaters are also searching for Teflon.

The text is organized around fifteen chapters with active chapter titles. For example one of my favorites is Chapter Two "The Foundation of Finesse" that emphasizes a variety of listening skills, "The Role of Fear," and "The Role of Overconfidence." Chapter Seven "Your Firepower" is crucial to Q & A success because it considers the conscious selection and control of language. Forensic educators will find the first eleven of the fifteen chapters to be most applicable to intercollegiate debate. Anyone wishing to teach or understand the real world strategies of dealing with Q & A will appreciate the entire book. *Fire Away* will be most memorable to readers who learn and apply the trademark "Banana Peels" to post speech cross examination.

## ***PERSUASIVE COMMUNICATION CAMPAIGNS***

by Michael Pfau and Roxanne Parrott

Reviewed by Fran Mindel  
Assistant Professor and Director of Forensics,  
Monmouth University

Almost every communication curriculum has some course which focuses on persuasive communication. Some are primarily persuasive public speaking classes; others may focus on any one of a dozen areas, such as theory, argumentation, mass mediated messages, interpersonal persuasion or political influence. A new addition to many departments are courses which focus on either political campaigns or the social marketing process. Michael Pfau and Roxanne Parrott have attempted to combine the best and most essential information from four of these areas. The result is *Persuasive Communication Campaigns*, a unique combination of theory and application focussing on commercial advertising, political campaigns, and social action campaigns. Since I teach courses in both a basic undergraduate course in persuasion and a graduate course in persuasion and social change, I found the text very helpful. I will first explain what I see to be the many advantages of the text and then offer a few suggestions and hesitations.

First, while the authors are marketing this book as "ideally suited as a primary text in an advanced course in persuasion or persuasive campaigns," (p. xi) they still devote three chapters to theoretical approaches to influence. Remaining theory-based, even though students have had prior experience with



theories of persuasion, is essential to integrating the application of campaigns with the constant emphasis on the receiver of these messages. Pfau and Parrott's brief review of traditional persuasive theories is integrated with various methods for applying the theoretical concepts in actual campaigns. The material in these chapters becomes a bit dense in spots but is generally clear and complete.

Second, the text succeeds in integrating the three types of campaigns very well, highlighting both the similarities and differences of persuasion for promoting a commercial product, a candidate or political viewpoint, or socially-motivated behavior. In the first 7 chapters, the text is filled with detailed examples of all three types of campaigns. Chapters 9-11 then focus on the unique nature and characteristics of various modalities, including free and paid communication and mass media. It is only in the final chapters when the three types of campaigns are viewed separately in three case studies. I found the chapter which documented and analyzed the social action campaign called "The Great American Meatout" especially interesting and effective in its ability to explain the approach, process, and outcomes of this 1985 campaign.

The format of this text also has several important advantages. Each chapter begins with one or more quotations pertaining to the focus of that chapter. While other books have employed this technique, I found the authors' use of professors from the fields of communication, psychology, sociology, and marketing more than just novel. In a small but significant way they legitimize the thoughts of contemporary scholars and raise them to a level worth remembering. Feedback boxes are also used throughout each chapter, suggesting questions for discussion, often accompanied by a real or hypothetical scenario. Several of these scenarios require students to put themselves in the position of campaign planner or critic, making the process and all of its intricacies even more realistic.

Now, a few suggestions for future editions of this text. First, while the subject of ethics is broached in many areas, I believe a separate chapter devoted entirely to the ethical dilemmas surrounding campaign communication should be added. In this day and age, college classrooms may be the only place students learn about ethics in business. Second, I suggest that three changes be made in the format of the text. I would first consider moving the chapter on the symbolic nature of communication to directly after the chapter on the history of persuasive campaigns. It seems to fit better there. Next, moving the central questions (the first table in each chapter) to the very top of the chapter would be more appropriate, since they really act as an overview of key points. And finally, the addition of some color would enhance the many reproductions of campaign messages. Cost containment notwithstanding, part of the persuasive appeal of these messages is lost in black and white.

My greatest hesitation about this text is that the beginning chapters are a bit wordy, using long, sometimes confusing sentence structure. If students are not well-equipped to handle this style, they may become frustrated before reaching the more lively and easily understood chapters. I must admit that this hesitation is fueled by the fact that many of my students do not enter my undergraduate persuasion class with much experience in academic writing style.

In summary, I recommend *Persuasive Communication Campaigns* as an effective text for upper-division undergraduate or graduate courses which focus on the growing business of communication campaigns. Pfau and Parrott have succeeded in creating a text which is both practical and informed by theory.



# KENNETH BURKE: RHETORIC AND IDEOLOGY.

by Stephen Bygrave, New York: Routledge, 1993.

Reviewed by James R. Pickett  
Department of Communication  
Monmouth University

Argument theorists and critics find Kenneth Burke an elusive figure. Unlike the contemporary underwriters of argumentation - Toulmin, Perelman and Habermas - Burke's "representative anecdote" is literature, not science, law or philosophy. Burke, except for the *Grammar of Motives* perhaps, said little about informal logic, a central focus of argumentation. However, with the narrative and ideological turns in argument theory, Burke may interest students of argument, insofar as he represents a bridge between these two points.

Contemporary readers of Burke utilize two strategies to deal with his corpus. The first strategy is an analogic reading. Here Burke is found similar either, to a classical rhetorician or, to a figure from poststructuralism, Derrida for example. In the latter version of analogy, Burke is said to have anticipated virtually every move, from hegemony to deconstruction. This strategy can illuminate Burke, but its strength and peculiar weakness lies in the ability to find similarities between Burke and the other theorist. The quest for similarity may undercut significant differences.

The second reading strategy is to examine Burke in terms of figures and trends that influenced his own thinking - Spinoza, Colridge, Aristotle, etc. These historical readings seem less prevalent because they demand a close reading of Burke's texts and the relevant influence.

Stephen Bygrave's virtue is that he mobilizes the second strategy. His reading recovers the Marxian and Freudian axes of Burke's *Rhetoric of Motives*. Bygrave does so by going to those earlier texts, such as the "Twelve Propositions" essay, where Burke is beginning to work out his own version of his "Freudoid and Marxoid" tendencies.

Through this reading, Bygrave comes upon a Burke influenced by, but not reducible to, these two thinkers. Bygrave's Burke sees rhetoric in terms of both "the body and the body politic." For this Burke, rhetoric is ideology and is prior to and much wider than economic divisions. It is a view of ideology that goes beyond the base-superstructure model of Burke's own time.

Brevity is another virtue of Bygrave's book (it is only 144 pages in length). At times that virtue becomes a vice. For example, Bygrave ignores the important debate between Fredric Jameson and Frank Lentricchia on Burke's theory of ideology.

Nonetheless, Bygrave's book is a serviceable introduction to Burke's thought. Graduate students will find the book useful for navigating the extensive corpus of Burke. Finally, Bygrave will be provocative reading for argument critics interested in narrative and ideology.