### Historical Highlights

### The Message Bears Repeating!

EDITORIAL BY ALFRED WESTFALL EDITOR OF THE FORENSIC, JANUARY 1940, P. 57.

[For more than 50 years we Editors continue to encourage our membership to "send for thy materials." Thanks! CTH]

select the best from an ample supply of manuscripts. The popular national magazines are said to use only about one percent of the manuscripts submitted to them. Often **THE FORENSIC** is hard put to fill its pages. This issue is an exception. The editor was not able to use all the copy he had on his desk. In the interest of a more readable and a more useful magazine, we hope that this condition will continue. We invite contributions. We desperately need stimulating professional articles, stories about individual and chapter achievements, and good pictures. If you want to make your magazine better, see that the editor has at least twice as much copy as he can use.

The editor wishes to thank the many chapter correspondents who have supplied him with news. He appreciates their faithful work and has enjoyed his correspondence with them. At present the editor receives news from less than half the chapters and college papers from less than one third. He would appreciate receiving news regularly from the others. There is much in this issue about the activities of some chapters but nothing about the forensic achievements of others. While Minnesota colleges keep their state on the map, there is no forensic news from Maine, Florida, Pennsylvania, and Montana, to mention only a few of the states not heard from. It is the editor's ambition to have at least one news item about each chapter in each issue.

### Looking for a Summer Job? See Below

"Watermelons and Debating"

THE FORENSIC, JANUARY 1940, P. 58.

Briscoe and her sister Lucille have maintained a stand in McCook, Nebraska, and sold watermelons which their father grows near Mustang, Oklahoma, and trucks to Nebraska. By doing their share of the work in the

family business the girls have earned part of the money which has sent them to school at Oklahoma College for Women, where both have won

their Pi Kappa Delta keys as debaters.

Perhaps there is a relationship between guessing the weight of water-melons (as all melon sellers learn to do) and weighing an opponent's arguments. At any rate, debating is good preparation for salesmanship, Lucille thinks. "In a watermelon stand," she says, "you have to answer a lot of questions, and you have to point out the superiority of your own product without saying anything bad about your competitors. It's very similar to building up your own debate case while maintaining a generous attitude toward your worthy opponents!"

Evalyn was graduated from O.C.W. last spring, receiving a B.S. degree in Commerce. She is now a high school teacher and debate coach at McLoud, Oklahoma, and is planning to study law. Three loving cups which she helped to win will keep her memory green at O.C.W. She holds the

degree of Special Distinction in Pi Kappa Delta.

Lucille is a sophomore this year, majoring in library science, and deeply engrossed just now in the study of America's foreign policies.

#### **Editorial**

# It's Time to Put Listening Back on PKD's Agenda

C.T. HANSON, EDITOR

Is it time to rethink the emphasis Pi Kappa Delta is giving to the communication activity called listening? This issue is a timely issue as we look ahead to the leadership role PKD can afford the forensic community. The Editor may or may not choose to print any subsequent commentary from members of the fraternity on this issue—as Editor I might claim that I am doubled up on my issues and don't have time to stick around and listen to the rest of you. Sorry!

I want to believe that the majority of the coaches and students particpating in forensic tournaments are truly committed to the educational experience. What one observes of participant behavior at tournaments, however, makes one really question what is being taught and what is

being learned.

The philosophical question Pi Kappa Delta might ask is simply, "How much is enough?" How many sender experiences at a particular tournament constitute the right amount to actually teach or reinforce the principles of message development and message presentation? Obviously, it may be anyone's guess as to how many experiences one needs on a given weekend to afford a growth experience for the participant. Nevertheless, it

would seem that the growth experience might be greatly enhanced if someone was present to provide the speaker with actual listener feedback. Further, it might even help speaker development if the contestant was present to observe the "strong and weak" elements encompassed in the messages and presentations of others. Somewhere in time models served

as a means to an end in teaching. Having served as Chair of the AFA-NIET during its early years, I feel comfortable offering criticism of a practice which had "good intentions" but has created some "terrible consequences." While serving as AFA-NIET Chair, I felt that we ought to open the doors and let students set their own "reasonable" limits on the number of categories each of them entered. I did not envision nor did the other committee members, that we were about the business of creating a tournament without any listeners present. I would encourage PKD, AFA-NIET, NFA, DSR-TKA, CEDA, PRP, as well as other organizations sponsoring national tournaments to rethink the presence of the listener variable in the tournament.

I think that it would maximize the "educational experience" of student participants if they were limited to one speaker experience per flight, AND were required to remain in the room as listeners for the other speakers/ readers. Further, I believe that if PKD reinforces the point that an individual will gain much in life by learning how to "listen effectively" to others, we may be offering our students more critical growth in their communication skills than what they are afforded by simply encouraging them to continue to double and triple enter as speakers in each flight of events.

As forensic educators, we have had the opportunity to structure the current tournament learning experiences of our students. I believe that enough time has passed to justify a second look at the structure that we have created. Further, I believe that we will probably find ample justification for modifying the number of entries we permit students to enter at our tournaments. I think we need to rethink the amount of attention we are giving the variable of listening and take a serious second look at the formatting of our national tournaments. For those of you who expect added advantages before voting for a proposal there are five: less hassle finding judges; less wear and tear on coach-judges; less rooms needed to offer a tournament; a more real-world communication experience for the student; and less burnout for all parties involved.

By the way, if the proposal to limit the number of speaker experiences to one event per flight is referred to committee for further investigation, I

would be glad to publish the results of such a study!

### **Chapter News**

## North Dakota Delta Undergraduate Chapter Inducts 20 New Members



Laura Oster, President of the North

Dakota Delta Chapter and Student Lieutenant Governor for the Province of the Northern Lights led induction ceremonies for 20 new members on February 21, 1990 at North Dakota State University [see photo: Officers seated in front include (l-r) Rochelle Beckedahl, Vice President; Oster; and Jesse Mass, Secretary].

During Fall Quarter, the North Dakota Delta Chapter named Larry Schnoor, Director of Forensics at Mankato State University, as the chapter's 1989 Distinguished Forensic Educator. Most recently, the North Dakota Delta Chapter selected Steve Stark, a communications specialist and "Theodore Roosevelt impersonator" as the 1990 Campus Communicator. Stark will be inducted as an honorary member at the spring banquet.

The North Dakota Delta Undergradate Chapter and E. James Ubbelohde Alumni Chapter are 100% behind the 1990 Chapter Challenge.

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