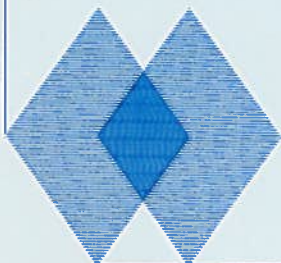




**THE SPEECH COMMUNICATION  
ASSOCIATION**

**75TH ANNIVERSARY  
1914-1989**

**THE PAST IS PROLOGUE  
A Brief History**



THE WHITE HOUSE  
WASHINGTON

July 5, 1989

I am pleased to send greetings and congratulations to the members of the Speech Communication Association on the occasion of its 75th Anniversary.

Effective communication in today's world is essential to international understanding and to the fostering of peace. The ability to communicate well is especially important in our rapidly changing society, where information is essential. Your organization plays a vital role in helping the United States to maintain its leadership in the sharing of social, political, and economic ideas, and I salute you for it.

Barbara joins me in offering our very best wishes for your anniversary and for every future success. God bless you.

*George Bush*

*Bach*

**THE PAST IS PROLOGUE**  
*A 75th Anniversary Publication*  
*of the*  
**SPEECH COMMUNICATION**  
**ASSOCIATION**

EDITED BY:  
WILLIAM WORK  
ROBERT C. JEFFREY

PUBLISHED BY THE  
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The Association's history is reflected in the organization's name changes over the years: National Association of Academic Teachers of Public Speaking, 1914–1922; National Association of Teachers of Speech, 1923–1945; Speech Association of America, 1946–1969; Speech Communication Association, 1970–.

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**JAMES M. O'NEILL,**  
First President

JAMES M. O'NEILL  
FIRST PRESIDENT

When I resigned from the faculty of Dartmouth College to join the faculty of the University of Wisconsin in 1913, I took with me the memory of two talks which had considerable influence on my future professional activity. One was with Professor Craven Laycock with whom I had taken courses in argumentation and debate as an undergraduate, and under whom I was teaching these subjects. I asked his advice about accepting an invitation to attend a conference of teachers of public speaking from a number of eastern States. His advice was not to bother; he had never attended these meetings because he thought most of the members were more interested in entertainment than in education. I decided to see for myself, went to the meeting, and met for the first time some of the best and most interesting men I have ever known, among them Jim Winans of Cornell, later of Dartmouth, Paul Pearson of Swarthmore, father of Drew Pearson, the well known journalist, and John Dolman of Pennsylvania. My respect and admiration for the group of teachers of which I was a member began at that first meeting and has been growing ever since.

The second talk was with Professor Winans when he came to Dartmouth to judge a debate in 1911. I told him I thought each department should have a well trained member who would devote most of his time to working with individual students who had specific difficulties in talking (stuttering, and lisping, poor voice, etc.) and perhaps give a course in such training. Winans endorsed the idea, and said he had a nomination ready whenever I wanted to start the program: a young man named Smiley Blanton, who had recently resigned from the Cornell staff to enter the Cornell Medical School.

At the beginning of my second year at Wisconsin, Dr. Smiley Blanton joined the Wisconsin Department, bringing the total of my colleagues up to three: Gertrude Johnson, Harry Houghton, and Smiley Blanton. Dr. Blanton started in the Fall of 1914 the first Speech Clinic with associated courses in the United States. His coming greatly aided the development of graduate work, and our awarding (in 1921) the first Ph.D. degree in Speech given in this country.

In the Fall of 1913 I was asked to speak at the annual dinner of the National Council of Teachers of English. I took for my subject an answer to a speech of the year before at this function. The speaker took the position that the only hope for the future of the teaching of public speaking was to have it completely under the English department, with well trained teachers of English giving such instruction. I claimed that about the only academically respectable work in public speaking was being done by teachers who were "on their own," wholly independent of the English department or any other department. What we needed was: independent departments, an independent professional organization, a professional journal, teacher training, and

SCA HISTORY

graduate work. As I was talking I knew I was getting what is known as a “mixed reception,” which was what I expected. I concluded with a quotation from Mr. Dooley: “If I’ve said anything that I’m sorry for, I’m glad of it.” At the section on Public Speaking the next day, a committee was appointed (Woolbert, Hardy, and O’Neill), to investigate the advisability of founding a professional organization of teachers of public speaking.

I am still glad that I did not take Professor Laycock’s advice, that I did take Professor Winans’ advice, and that I made that speech in 1913, which failed to please the majority of my audience. I still think that is what many audiences need.

J. M. O’Neill  
October 1, 1964

Reprinted from the 1964 SAA Golden Anniversary brochure.

## SCA PRESIDENTS

1915	J. M. O’Neill, University of Wisconsin
1916	J. A. Winans, Cornell University
1917	J. L. Lardner, Northwestern University
1918–1919	H. S. Woodward, Western Reserve University
1920	C. H. Woolbert, University of Illinois
1921	A. M. Drummond, Cornell University
1922	Glenn N. Merry, University of Iowa
1923	Harry B. Gough, DePauw University
1924	Wilbur Jones Kay, West Virginia University
1925	Ray K. Immel, University of Southern California
1926	E. C. Mabie, University of Wisconsin
1927	Andrew T. Weaver, University of Wisconsin
1928	John P. Ryan, Grinnell College
1929	F. M. Rarig, University of Minnesota
1930	John Dolman, Jr., University of Pennsylvania
1931	Clarence T. Simon, Northwestern University
1932	Henrietta Prentiss, Hunter College
1933	Lee Emerson Bassett, Leland Stanford University
1934	H. L. Ewbank, University of Wisconsin
1935	Arleigh B. Williamson, New York University
1936	Maud May Babcock, University of Utah
1937	Herbert A. Wichelns, Cornell University
1938	J. T. Marshman, Ohio Wesleyan University
1939	A. Craig Baird, University of Iowa
1940	Alan H. Monroe, Purdue University
1941	W. Hayes Yeager, George Washington University Honorary President Thomas C. Trueblood, University of Michigan
1942	Claude M. Wise, Louisiana State University
1943	Robert West, University of Wisconsin
1944	Bower Aly, University of Missouri

1945	Joseph F. Smith, University of Utah
1946	W. Norwood Brigance, Wabash College
1947	Magdalene Kramer, Columbia University
1948	Rupert Cortright, Wayne State University
1949	J. H. McBurney, Northwestern University
1950	Horace G. Rahskopf, University of Washington
1951	Wilbur Gilman, Queens College
1952	Lionel Crocker, Denison University
1953	H. P. Constans, University of Florida
1954	Karl R. Wallace, University of Illinois
1955	Thomas A. Rousse, University of Texas
1956	Lester Thonssen, College of the City of New York
1957	Loren Reid, University of Missouri
1958	Elise Hahn, University of California
1959	John E. Dietrich, Ohio State University
1960	Kenneth G. Hance, Michigan State University
1961	Ralph G. Nichols, University of Minnesota
1962	Waldo W. Braden, Louisiana State University
1963	Ernest J. Wrage, Northwestern University
1964	Robert T. Oliver, Pennsylvania State University
1965	J. Jeffery Auer, Indiana University
1966	John W. Black, Ohio State University
1967	Wayne C. Minnick, Florida State University
1968	Douglas Ehniger, University of Iowa
1969	Marie Hochmuth Nichols, University of Illinois
1970	Donald C. Bryant, University of Iowa
1971	William S. Howell, University of Minnesota
1972	Theodore Clevenger, Jr., Florida State University
1973	Robert C. Jeffrey, University of Texas
1974	Samuel L. Becker, University of Iowa
1975	Herman Cohen, Pennsylvania State University
1976	Lloyd F. Bitzer, University of Wisconsin
1977	Wallace A. Bacon, Northwestern University
1978	Jane Blankenship, University of Massachusetts
1979	Ronald R. Allen, University of Wisconsin
1980	Malcolm O. Sillars, University of Utah
1981	Anita Taylor, George Mason University
1982	Frank E. X. Dance, University of Denver
1983	Kenneth E. Andersen, University of Illinois
1984	John Waite Bowers, University of Iowa
1985	Beverly Whitaker Long, University of North Carolina
1986	Wayne Brockriede, California State University, Fullerton
1987	Patti P. Gillespie, University of Maryland
1988	Michael M. Osborn, Memphis State University
1989	Gustav W. Friedrich, University of Oklahoma

NOTE: But for his untimely death, Donald Ecroyd, Temple University, would have succeeded to the presidency in 1986.

**SCA EXECUTIVE VICE-PRESIDENTS**

- 1946–1948 W. Hayes Yeager, Ohio State University
- 1949–1951 Orville Hitchcock, University of Iowa
- 1952–1954 Paul Bagwell, Michigan State University
- 1955–1957 Kenneth G. Hance, Michigan State University
- 1958–1960 J. Jeffery Auer, Indiana University
- 1961–1963 Robert G. Gunderson, Indiana University

**SCA EXECUTIVE SECRETARIES**

- 1915 H. B. Gislason, University of Minnesota, Secretary  
G. N. Merry, University of Iowa, Treasurer
- 1916 P. S. Kingsley, University of Denver, Secretary  
H. S. Woodward, Western Reserve University, Treasurer
- 1917 Sherman Conrad, Culver Military Academy, Secretary  
H. S. Woodward, Treasurer
- 1918 L. R. Sarett, University of Illinois, Secretary  
C. H. Thurber, Purdue University, Treasurer
- 1919 L. R. Sarett, University of Illinois, Secretary  
C. H. Thurber, Purdue University, Treasurer
- 1920 Bess Baker, Maywood (Ill.) High School, Secretary  
R. K. Immel, University of Michigan, Treasurer
- 1921 Margaret Stedman, West Virginia University, Secretary  
R. K. Immel, University of Michigan, Treasurer
- 1922 Lousene Rousseau, Western Michigan Normal College, Secretary  
R. K. Immel, University of Michigan, Treasurer
- 1923 Henrietta Prentiss, Hunter College, Secretary  
R. K. Immel, University of Michigan, Treasurer
- 1924 Frederica V. Shattuck, Iowa State College, Secretary  
R. K. Immel, University of Michigan, Treasurer
- 1925 J. Walter Reeves, Peddie Institute, Secretary  
H. L. Ewbank, Albion College, Treasurer
- 1926 Otilie T. Seybolt, Smith College, Secretary  
H. L. Ewbank, Albion College, Treasurer
- 1927 Louis Eich, University of Michigan, Secretary  
H. L. Ewbank, Albion College, Treasurer
- 1928–1930 H. L. Ewbank, University of Wisconsin
- 1931–1939 G. E. Densmore, University of Michigan
- 1940–1945 R. L. Cortright, Wayne State University
- 1945–1951 Loren Reid, University of Missouri
- 1951–1954 Orville Hitchcock, University of Iowa
- 1954–1957 Waldo W. Braden, Louisiana State University
- 1957–1960 Owen M. Peterson, Louisiana State University
- 1960–1963 Robert C. Jeffrey, Indiana University
- 1963–1988 William Work, National Office
- 1988– James Gaudino, National Office



GUSTAV W. FRIEDRICH  
PRESIDENT, 1989

**DIAMOND  
JUBILEE**

This year we celebrate our diamond jubilee year, the 75th anniversary of the founding of the Speech Communication Association. In our culture, such milestones invite us to take stock of the past, assess the present, and anticipate the future. I wish to do that on a small but important scale, suggesting that we as speech communication teachers re-dedicate ourselves to James Winan's goal of making people more useful when they talk.

Tracing our disciplinary roots to the study of rhetoric, the role of speech communication has been defined by our response to student needs for assistance in mastering the skills of practical discourse. It can be argued that the needs of students participating in the then-popular literary and debating societies was the most significant factor in the formation of independent academic departments of speech communication early in this century. Such an influence is seen in an editorial in the June 1912 issue of *The University of Oklahoma Magazine* which argued: "a movement is on foot, backed by some one hundred and fifty students of the University who are members of literary societies, to petition the State Board of Education to establish a Department of Public Speaking with a full-paid professor with special training in that line in charge. It is hoped that the Board will give the matter very careful consideration, as the need for such a department here is extremely urgent" (p. 17).

While the categories of students' communication needs are broader today (and include both formal and informal modes of discourse), our society's on-going transition from a post-industrial society to an information-based society has strengthened students' belief that skillful communication is the fundamental resource of the age. As a result, they are enrolling in our courses in record numbers. And they are being supported in their choices by professors, alumni, employers, and other leaders within our society.

Despite the widespread agreement of society that communication skills play a vital role in personal and professional success, the discipline of speech communication—that's *us*, folks—has often slighted students enrolled in our courses. Much as English departments have devalued teaching the skills of composition, Communication departments have devalued teaching the skills of practical discourse. At the college or university level, for example, the majority of skills-course teaching is handled by graduate teaching assistants or junior faculty, with the percentage done by senior staff members ever on the decline.

Our challenge, then, is to take James Winan's goal seriously. This will require us to go beyond providing basic skill instruction. We need to help students understand that communication is an individual's most distinctive and significant behavior and

the basic building block of literacy. We also need to help students realize that it is through the multisensory process of symbolic interaction that we define both ourselves and our environment, and it is only through communication that we link ourselves to that environment.

In addition to receiving a foundation for higher learning, students need to understand that communication is central to the functioning of political, economic, and social institutions. As Theodore Gross, Dean of Humanities at New York City College, explains:

Communication should be a course of study as important to a young person's education as sociology or political science or foreign languages and should be integrated into the liberal arts curriculum. One does not justify the study of literature, history, or philosophy in terms of careers; one should not defend [the study of] communication only on the grounds of popular appeal or the number of jobs available. (1978, p. 39)

As we resolve to meet Winan's challenge, we must realize too that success is impossible—for us and for society—unless we increase the participation of all ethnic and racial groups in our ranks. The composition of the American population is rapidly changing, with projections indicating that ethnic and racial minorities will compose one-third of the U.S. population by the year 2000 and 45 percent by 2050. Our vitality as a discipline in the 21st century depends on our ability to deliver culturally diverse, high quality systems of communication education.

Gustav W. Friedrich  
July 4, 1989

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GILES W. GRAY  
EDITOR, *QJS*

## THE FOUNDING OF THE SPEECH ASSOCIATION OF AMERICA: HAPPY BIRTHDAY

Giles Wilkeson Gray

(Reprinted from "Shop Talk,"  
Quarterly Journal of Speech, October, 1964)

This year marks the fiftieth anniversary of the founding of The Speech Association of America. To acknowledge this fact Shop Talk prints here a brief description of the founding of SAA by one of her most distinguished members.—ST

To try to put one's finger on the specific event or circumstance that triggered the founding of our association is a difficult task, as is any attempt to fix the origins of this or that. Mark Twain's contemporary, Petroleum V. Nasby, pointed out the obvious fact that "we are all descended from grandfathers."<sup>1</sup> The nineteenth-century humorist's point is a truism, as well, for organizations such as our own: we also have our forebears, our ancestors, our grandfathers. But I have no intention of describing any sort of family tree that will root and branch in a confusion of directions. I am going back no further than the period most persons would generally include in the modern history of our profession.

Associations established for the benefit of earlier teachers of various aspects of our field have been known for at least a century, probably more. Usually they were concerned with what is now thought of as "elocution." The old *Werner's Magazine* mentions in its pages dozens, if not scores, of such associations or "societies." Usually they drew their membership from the area in which they happened to be meeting in a given year. Of course, there was a rather small core of seriously minded people who were always present. Thomas C. Trueblood, for example, missed only one Elocutionists' convention during the years of his membership, and on that occasion he had been sent as a delegate from the elocutionists' meeting to another convention.

In practically all of these early organizations, the members got almost nothing tangible, not even a journal, for their membership. The official organ was, as a rule, some magazine already in existence that would agree to publish association news and occasional articles the members might want to write. However, the members themselves paid for the subscription in addition to regular dues. One organization which did not follow this procedure was the Eastern Public Speaking Conference, which had its own journal, *The Public Speaking Review* (discontinued when our association started its own *Quarterly Journal of Public Speaking* in 1915).

Probably the one incident which actually gave, though unintentionally, the basic impulse to the establishment of our association was the organization, in 1910, of the National Council of Teachers of English. Contributing also, though as a positive rather than negative influence, was the Eastern Public Speaking Conference,

*Giles W. Gray, Emeritus Professor at Louisiana State University, has been continuously active in the Speech Association of America, serving as editor of QJS from 1939 to 1941.*

founded in the same year and still very active as the Speech Association of the Eastern States. At about the same time the Texas state organization for secondary schools, which has been continuously active for more than half a century, was being established. The old National Association of Elocutionists, founded in 1892, was still active in 1914 as the National Speech Arts Association. Professor Trueblood always thought that when it disbanded in 1917 it brought a "lot of strength" to a new organization, but I was never able to see many signs of it.

It cannot be said that these organizations contributed significantly to the founding of the SAA, although their success undoubtedly gave encouragement to a small band of persons, some of whom were active in these groups, and became active both in the events leading up to the schism of 1914 and in the resulting association.

Despite these organizations, one can almost say that it was the recalcitrance of the National Council of Teachers of English and the refusal of some of its most influential members and officers to yield at any point, or in the slightest degree, that provided the impetus for a separation.

For several years certain aspects of the speech discipline had been in the curricula of many colleges and universities, as well as of a large number of secondary schools. It was, in fact, the success of interscholastic debating in the secondary schools in and around Boston that led some New England institutions of higher learning to attempt a similar program. Intercollegiate debating is said to have been inaugurated in 1893, but it had been going on in the secondary schools since the eighties.

Partially growing out of this activity, interest in the subject now known to us as "speech" had been growing, so that Paul M. Pearson could attract more than sixty secondary school teachers to a conference held at Swarthmore College in 1911. Even before the turn of the century, some fifty-two American colleges and universities had established autonomous departments.

In most institutions, however, whatever was being done in the area of speech was actually being carried on through the direction, even the sufferance, of departments of English, which had come to assume a sort of proprietary right over all forms of verbal communication in which the English language was used. Speech had come to be identified with English. Many of those who most strongly advocated this point of view were unable to see any difference between speaking and writing as variant forms of verbal communication.

Among those, however, who were teaching speech, or some application of it, it became increasingly apparent that there were some of its aspects about which traditional teachers of English knew little, and, as a matter of fact, about which they were not concerned. During most of the nineteenth century, teachers of rhetoric had forgotten that the classical theory of rhetoric included *five* canons, rather than three.

It was the clash of the two divergent points of view within the National Council that led to the final rebellion. One group of persons held that speech and English were essentially identical (I heard the same principle argued as late as five years ago in a program of the National Council, in a paper presumably having to do with *speech*, in which I was the only representative of the speech profession on the program). The argument obviously ignored the fact that speech was very effectively taught many centuries before there was an English language. Another group of persons held with equal insistence that, while English and speech had much in common—as do speech and Greek, as speech and German, as speech and any other literate language—there were also points of no contact. Advocates of the latter points

of view argued that there were aspects of speech that the students, teachers, and scholars in English could not possibly learn from their approach to the study of that language, or from their literary studies in any language.

The advocates of speech as a distinctive discipline felt that they had not been able to establish independence in their own affairs. What they requested of the National Council was, originally, no more than the opportunity of getting together, at the general convention of the Council, for a program prepared *by one of their own number*, to discuss among themselves problems of mutual interest. They felt that there were enough problems peculiar to their own interests to justify two or three, or even more programs organized by themselves, for themselves, and devoted to their problems, about which the main body of the Council knew almost nothing at all, and in which they were not really interested.

But the National Council, through the voices of its leaders, appeared not to be aware of the existence of a problem. One person raised the question, "If a man can write, can he not also speak? Does not the greater encompass the lesser?" In vain James M. O'Neill, who was never happier than when engaged in a controversy involving one of his profound convictions, argued before the National Council that the fields of English and speech were worlds apart; those in the latter were not interested in those things that were basic to those in the former; while English teachers, coming into a program dealing with speech, would not know what the speakers were talking about.

Neither side seemed willing to yield. The National Council program directors would not permit those interested in speech to organize and present their own problems; nor would the speech group be satisfied with the programs prepared for them by the Council directors. As early as March, 1913, O'Neill presented a paper before the Eastern Public Speaking Conference on "The Dividing Line between Departments of English and Public Speaking," urging a complete separation between the two lines of work—a sort of academic Declaration of Independence.

The following November, when the National Council held its annual meeting, O'Neill was asked to speak at the banquet of the organization. With characteristic candor O'Neill pointed out at the beginning of his remarks that since he had been asked to speak on that occasion, he assumed that people wanted to know what he thought and how he felt about existing problems. He then proceeded to speak with utmost frankness. Among other things, he declared that most things wrong about the current teaching of speech were directly attributable to the departments of English which, being totally unequipped to teach the subject adequately, used the excuse that there was nothing in it worth teaching anyway. On the other hand, in every instance in which speech was being taught effectively, it was in those situations where the people in charge of the work were people trained in speech, and acting wholly independently of departments of English. "... absorption of public speaking by department of English," he said, "is not to be thought of."

The following November (1914) found conditions unimproved. A large number of public speaking people were at the NCTE convention that fall. As often occurs, the necessary action was taken by a very few—I was in Chicago at the time, but had had no information that anything was afoot. Out of all those present at the convention, only seventeen men<sup>2</sup> attended the final meeting on November 28, which adopted the resolution withdrawing from the National Council of Teachers of English, and establishing the National Association of Academic Teachers of Public Speaking, which we now know as the Speech Association of America.

Perhaps the most significant result of that bold movement, fifty years ago, has been, above all else, to provide for the growth of the profession, and to put that profession on a sound, academic basis.<sup>3</sup> And so, we may say to each other, "Happy Birthday."

## NOTES

<sup>1</sup>Oliver Jensen, "We Are All Descended from Grandfathers!" *American Heritage* (June 1964), pp. 4-5.

<sup>2</sup>I. M. Cochran (Carleton College), Loren Gates (Miami University), J. S. Gaylord (Winona Normal), H. B. Gislason (University of Minnesota), H. B. Gough (DePauw University), Binney Gunnison (Lombard College), C. D. Hardy (Northwestern University), J. L. Lardner (Northwestern University), G. N. Merry (University of Iowa), J. M. Phelps (University of Illinois), F. M. Rarig (University of Minnesota), L. R. Sarett (Northwestern University), B. C. Van Wye (University of Cincinnati), J. A. Winans (Cornell University), I. L. Winter (Harvard University), C. H. Woolbert (University of Illinois).

<sup>3</sup>See Giles W. Gray, "Some Teachers and the Transition of Twentieth Century Speech Education" and Frank M. Rarig and Halbert S. Greaves, "National Speech Organizations and Speech Education" in *A History of Speech Education in America*, ed. Karl R. Wallace (New York, 1951).



ANDREW T. WEAVER  
PRESIDENT, 1927

## SEVENTEEN WHO MADE HISTORY— THE FOUNDERS OF THE ASSOCIATION

Andrew Thomas Weaver

(Reprinted from the April, 1959  
Quarterly Journal of Speech)

Our life is like some vast lake that is slowly filling with the stream of our years. As the waters creep surely upward, the landmarks of the past are, one by one, submerged. But there shall always be memory to lift its head until the lake is overflowing—*Alexandre Bisson*.

Go back with me to November 28th, 1913. The National Council of Teachers of English is holding its annual convention in Chicago. A committee reports the results of a survey of opinion among those teaching what we now call speech, concerning the advisability of forming a new national association. Forty-one have voted to remain in the English Council; and ten have expressed a preference for the existing Speech Arts Association. No action is taken.

One year later, November 27th, 1914, another ballot shows 57 for an independent association of teachers of public speaking, and 56 for continuing as a section of the English Council. A motion is made "That a National Association of Academic Teachers of Public Speaking be organized." A long debate ensues, and then, by a vote of 18 to 16, the motion was laid on the table. On the following morning, 17 men representing 13 different institutions, vote unanimously to establish our Association.

It is intriguing to speculate on what must have happened along the way as the 113 who had voted on November 27th dwindled to 34, and then to 17. This strange shrinkage suggests the story of the executive who, in calling for a vote on a policy which he had proposed, said: "All those in favor please say 'Aye'; all those opposed, please say, 'I resign.'"

Believing with Sir Winston Churchill that the further backward we can look the further forward we can see, I ask that you turn your eyes back half a century and contemplate with me those seventeen charter members to whom we owe so much. In doing this we are not concerning ourselves with the dead past which should be left to bury its dead; rather, we are seeking to make this present generation realize that it is riding on the shoulders of its forebears. Only thus can we assure the continuance of our growth, and, as John Buchan has said, pay our debt to the past by putting the future in debt to ourselves.

I suppose that I am the only person at this meeting who was present at the birth of our Association. I shall never cease to regret that when our great charter was drawn up, two score and four years ago, I failed to sign it. As Harold Blake Walker recently wrote, "The decisive battles of the world are fought between militant minorities, with the masses of men on the fence, watching the struggle." The one compensation that I

*Mr. Weaver (Ph.D., Wisconsin, 1923; I.L.D., Carroll, 1946) is Professor of Speech at the University of Wisconsin. He was one of the earliest members of our Association, and for many years was Chairman of the Department of Speech at the University of Wisconsin. The present paper was presented at a meeting of the SAA on December 30, 1958, during the convention in Chicago.*



have enjoyed for remaining on the sidelines on that historic occasion, is that my mistake has left me free to praise those intrepid adventurers who there launched out on the wave of the future.

In these days of our professional prosperity, I wonder if we appreciate the climate of insecurity in which the teachers of our subject lived a half century ago. At the time of our founding, no college offered a major in our field, to say nothing of graduate study. Most of us worked in an environment of suspicion, hostility, or even contempt. The old Speech Arts Association was dominated by teachers of elocution and expression, and by platform entertainers. Those college teachers of public speaking who had sought refuge in departments of English had become convinced that they had but leaped from the griddle into the flames.

For the founders of The National Association of Academic Teachers of Public Speaking every term in that title had special significance. The organization was to be "national" rather than sectional. It was to be composed of "academic teachers" rather than artists and studio coaches. "Public speaking" was designed to make it clear that attention was to be focused on direct, communicative public address rather than on the half-horse-half-alligator antics of the elocutionists. Our founding fathers believed, almost passionately, that unless artificial and extravagant exhibitionism were abandoned, their courses could never win academic acceptance.

It has been said that no one has changed the course of history so much as historians. Though it was my privilege to know all our charter members personally, I am mindful of the inability of any single witness to make an impartial evaluation of any other person. Moreover, I am keenly aware of the perils of creative memory. Starting from this background of caution, let me characterize each of the seventeen. Reserving three of them for later treatment in somewhat ampler scope, I shall first present thumbnail vignettes of fourteen of the seventeen, taking them in alphabetical order.

ISAAC MERTON COCHRAN of Carleton College was born in 1872 and died in 1943. He was a public reader and actor of rare ability. Coaching orators and debaters was his favorite educational activity. A man of simple tastes and incorruptible integrity, he commanded the devotion of his students and the respect of his fellow citizens.

ARTHUR LOREN GATES of Miami University (Ohio) was born in 1886 and died in 1940. He was a quiet reserved, and cultured gentleman. Although he was interested in the whole gamut of speech training, he was best known as a lecturer, interpreter, actor, and theatre director.

JOSEPH SEARLE GAYLORD of Winona State Normal School was born in 1860 and died in 1956. Later in life he taught at Wisconsin and Northwestern. His special interests were psychology and pedagogy. He was blessed with phenomenal physical stamina and his long life was marked by an insatiable appetite for learning. He believed and taught that physical culture was prerequisite to an intellectual discipline.

HALDOR GISLASON of the University of Minnesota was born in 1875 and died in 1947. He was a native of Iceland. Modest, generous, and scholarly, he was greatly beloved as a teacher. Prior to 1914, as a working member of the Speech Arts Association, he had sought diligently to promote a transition from elocution to public speaking. He was a charter member of Delta Sigma Rho. He was also the first Secretary of our Association.

HARRY BAINBRIDGE GOUGH of DePauw University was born in 1871 and died in 1945. He was an ordained minister. He is memorable for his kindness and his flawless courtesy in dealing with others. For forty years, he was identified with DePauw where he built a model college department. He was our eighth President.

BINNEY GUNNISON of Lombard College was born in 1863 and died in 1946. He was a gentle little fellow, a stimulating teacher, and a successful platform artist. Later in life he became President of the School of Expression in Boston. He too was an ordained minister.

CLARION DEWITT HARDY of Northwestern University was born in 1877 and died in 1936. He was an unusually effective practitioner of the public speaking skills which he taught to business men and college students. Sincerity and forthrightness were his key virtues. He sent out the questionnaires which led directly to the founding of our Association. He was known as a good and faithful servant to the community in which he lived.

JAMES LAWRENCE LARDINER of Northwestern University was born in 1873 and still lives out in Skokie, near Evanston. He is a man of perfect urbanity and uncommon common sense. At Northwestern he served first as Professor of Public Speaking in the College of Liberal Arts and later as Professor of Literary Interpretation in the School of Speech. He was our third President.

GLENN NEWTON MERRY of the State University of Iowa was born in 1886 and now lives in New York. He earned the first doctor's degree ever awarded for laboratory research in our field. Thus, he early exemplified the ideal of scientific scholarship about which others were writing and talking. At the 1917 convention, he introduced the resolution endorsing the use of the term Speech by departments and by the Association. In 1924 he left us to enter business administration. He was our first Business Manager and our seventh President.

J. MANLEY PHELPS of the University of Illinois was born in 1891 and now lives in Chicago where he teaches at DePaul University. He has achieved notable success as the organizer of "Better Speech" and "Better English" institutes.

FRANK MILLER RARIG of the University of Minnesota was born in 1880 and now lives in retirement in Minneapolis. He is universally regarded as one of the most rugged and durable personalities in our profession. He has specialized in pedagogy and psychology. He believes that mental hygiene is the handmaiden of speech training. His name is forever synonymous, in our field, with the great university which he served so long and so well. He was our fourteenth President.

LEW SARETT of the University of Illinois was born in 1888 and died in 1954. He achieved a distinguished triple career as poet, lecturer, and teacher. He brought great gifts to our profession and we shall not look upon his like again. He taught persuasion and pedagogy at Northwestern. He served as Secretary of our Association in 1918-19.

BENJAMIN CARLTON VAN WYE of the University of Cincinnati was born in 1876 and died in 1940. He was a devout apostle of the doctrine that speech training should be provided for everyone and not restricted to the gifted few, and he did much to make this ideal one of the foundation stones in our professional philosophy.

IRVAH LESTER WINTER of Harvard University was born in 1857 and died in 1934. He was a conservative, Back Bay Bostonian to the core. His career was an interesting paradox. Up until 1914, he had staunchly maintained that all teachers of public speaking should be members of departments of English. Never, in all his years

at Harvard, did he raise his voice for departmental autonomy, and he died happy in the thought that his courses were receiving regular English credit. Yet on that November day in 1914, he signed our declaration of independence and, in one shining hour, forgot himself into immortality.

Permit me to make it crystal clear that I intend no disparagement of others when I assign particular credit to three men who, in my opinion, played roles of special significance in organizing our Association. These three were JAMES MILTON O'NEILL of the University of Wisconsin, born in 1881 and now living in Lakeville, Connecticut; CHARLES HENRY WOOLBERT of the University of Illinois, born in 1877 and died in 1929; and JAMES ALBERT WINANS of Cornell University, born in 1871 and died in 1956.

"Jim" O'Neill was the sparkplug of the rebellion. In my judgment, he more than any other man deserves the title, Father of our Association. Clear-headed, hard-hitting loving argument and controversy, he preached and practised a strategy of overwhelming assault against the entrenchments of whatever he considered wrong. Never dismayed by reverses, never plagued by doubts concerning the righteousness of his crusade, he drove straight forward to his goals. As was once said of another irrepressible optimist, "Show him an egg and instantly the air is filled with feathers." He was our first President and our first Editor.

"Charlie" Woolbert was the dynamo of the revolution. I think that he possessed the most fertile and original mind among the seventeen. His writing, profound and prolific, is a rich professional heritage. He was a typical nonconformist, intellectually inquisitive, quick-tempered, and at times tactless, but always contagiously enthusiastic and in dead earnest. A dedicated disciple of the truth as he saw it, he was an amazingly effective evangelist for the causes to which he committed himself. Having been frustrated in every attempt to win independence for Speech at Illinois, he spent his final days in the well-established department at the State University of Iowa. He was our fourth President and our second Editor.

"Jim" Winans was the balance wheel of the movement. Cautious, conservative, a bit negatively suggestible, preferring subtle and indirect methods in attaining his objectives, he was, nevertheless, capable of a withering blast of rhetoric against ideas and proposals uncongenial to him. As a member of the Speech Arts Association, for a decade he had campaigned against the crimes and misdemeanors of the elocutionists. His intimate and accurate knowledge of the contemporary currents running in the academic world was an immense asset to our organization in its formative years. His was the clearest voice raised in support of the thesis that research was prerequisite to recognition in the university world. His was one of the authentic seminal minds among the seventeen; he was content to sow the seeds of scholarship in his students and then patiently wait for the maturing harvest. He was our second President.

O'Neill, Woolbert, Winans—what a triumvirate! Articles such as O'Neill's "The Professional Outlook," Woolbert's "The Place of Logic in a System of Persuasion," and Winans' "The Need for Research" should be required reading for all who seek to orient themselves to the modern Speech world.

The average age of the seventeen was 36: Phelps the youngest, was 23; Winter, the oldest, was 57. They represented: 4 liberal arts colleges; 4 state universities; 3 private universities; and 1 normal school. All of the institutions were in the East and Middle West; none were in the Deep South or the Far West. Seven of the seventeen became presidents of the Association; two served as editors; two, as secretaries; and one, as

treasurer. The first of the seventeen to die was "Charlie" Woolbert who left us in 1929 at the age of 52. The latest to go was "Jim" Winans, in 1956, at the age of 85. Of all those now deceased, the one to live the longest was Joseph Gaylord, who at the time of his death in 1956 was 96. Five of the seventeen—Lardner, Merry, O'Neill, Phelps, and Rarig—are still living.

These seventeen founding fathers watched over our cradle in the days when we were weak. They sacrificed time, energy and money in our behalf and they induced others to do likewise. Not the least of their talents was their ability to recruit and inspire followers. Because of what they said and did, education in America acquired a new dimension.

In December 1915 we had a total of 156 members, our dues were \$2.00, the convention fee was \$1.00, 16 people appeared on the program, and the treasurer reported a deficit of \$508.69 with loans from members amounting to \$479.

In these days when thousands throng our convention halls and attempt to follow a ninety-page program of events, we are prone to fall into the delusion that all our progress has been automatic and inevitable. When we are tempted to take our heritage for granted, we well may ponder the poignant words of George Washington, spoken as he mourned the death of his soldiers slain in a pathetic little raid to secure corn for their starving comrades: "This liberty," he said "will seem easy by and by when nobody has to die to get it."

The history of mankind bears eloquent testimony to the fact that a mere handful of men who are obedient to a great vision can shake the world. So it was with the seventeen. They were men of foresight and courage. They established a beach-head on a bleak and barren coast, and they held it and expanded it under the guns of the enemy. They were not of those who shrink back; they had what it took!

Time has thinned their ranks. In vain our eyes search the convention crowds for the once familiar faces, and our ears strain to catch the clear voices to which we were wont to listen in other days. It is good for us to pause now and then and commune with the spirits of those who have climbed aloft and with those few who are still with us in the flesh. As we draw upon their strength and wisdom, we assure ourselves that our past will be but prologue to the swelling theme of the future which now beckons us forward.

# THE NATIONAL ASSOCIATION<sup>1</sup>

J. M. O'Neill

*The University of Wisconsin*

The National Association of Academic Teachers of Public Speaking is at last a reality. It numbers in its membership, which is distributed over thirty-one states and Canada, most of the eligible teachers of reputation and position in America. It is fitting that we should in this our first formal appearance explain our presence, give the reason for our being, and declare our purposes and plans.

For a number of years departments of public speaking, under various titles, have been growing in size, usefulness, and academic dignity. Ever-increasing responsibility has been given to the members of these departments, and has been carried by them, apparently, with ever-increasing satisfaction to all interested in education. Today the various courses covered by the general heading "Public Speaking" are offered in a majority of the leading colleges and universities in America, in well-organized, independent departments. The number of such departments is rapidly growing. Many normal schools, the leading private schools, and most of the large high schools have a definite part of their curricula in the hands of special teachers of public speaking.

Paralleling this rapid material growth, there has been developing recently what might be called a spiritual growth—in the consideration of professional ethics, the heightening of professional ideals, the stiffening of professional standards, the growth of professional pride, and *esprit de corps*. As a class we have developed a very healthful attitude of self-questioning and mutual criticism. All has not been well in all places with affairs in this department—as in other departments. Many important questions have been settled differently in different institutions (those in authority often acting in ignorance of what others had done or were doing) or have been ignored and left unsettled. Among such questions are those having to do with the proper qualification of teachers, special training for teachers in this field (as distinct from training for the public platform, or for teaching English, history, or economics), academic credit for work, subordination of student activities to academic courses, private lessons and special fees, and the relations with other academic departments.

Out of this general situation there has grown a strong feeling in late years that we should have a national professional organization and an official organ, in order that we might find out what is being done and what people think should be done. A centralized system for promoting investigation, disseminating knowledge, and crystallizing and expressing professional opinion seemed badly needed. This has been realized by individual teachers for some time, but a good opportunity for launching a national movement backed by a sufficient group to make success seem possible, first presented itself in November, 1913. At that time a large number of teachers of public speaking happened to attend the meetings of the National Council of the Teachers of English in Chicago. At a largely accidental, and wholly informal, gathering held at

SCA HISTORY

that time, the whole situation was discussed at length. It was decided to send out a questionnaire in order to find out how the teachers of the country felt in regard to departmental organization in their respective institutions, and in regard to a national association of teachers of public speaking. For this purpose a committee was organized under the chairmanship of Professor C. D. Hardy of Northwestern University.

Replies to the questionnaire sent out by the committee were received from 116 teachers, representing 93 institutions (51 independent departments, 38 English, 4 others). The vote on the proposal to organize a national association resulted as follows No. 3; Yes, 113. An opportunity was given for the expression of a preference as to whether such a national association should be an independent organization or a section of the Council of English Teachers, National Speech Arts Association, or National Education Association. Those voting expressed preferences as follows: Independent, 41; Council of English Teachers, 41; National Speech Arts Association, 10; National Education Association, 16; miscellaneous, 5.

As it was evident that the only question left in doubt by this vote was whether the national organization should be independent or a section of the English Council, a second vote on this point was requested from those voting any other way. The final result of the questionnaire is shown by this table:

TABLE 1

	Vote	Departmental Organization			
		Present Status		Preference	
		English	Separate	English	Separate
Independent	57	11	42	4	50
Council of English Teachers	56	29	25	19	34
Miscellaneous	3	3	0	0	1
Total	116	43	67	23	85

At the meeting of the Public-Speaking Section of the National Council of Teachers of English in Chicago on Friday afternoon, November 27, 1914, Professor Hardy reported the results of the questionnaire. It was moved and seconded that the teachers there present organize a National Association of Academic Teachers of Public Speaking to meet independently of but simultaneously with the National Council of Teachers of English. A long debate ensued on this motion. It was argued in favor of it, (1) that the replies to the questionnaire showed that the overwhelming majority of teachers in the larger and better-known institutions favored independent organization, (2) that a large number of those voting for the Council of Teachers of English did so because they thought an independent organization meant a meeting at a different time and place. They wanted to attend the Council of Teachers of English meetings and did not want to make two trips. Men who had voted for the English Council for this reason were present advocating the adoption of this resolution. It was also shown (3) that as a section of the National Council of Teachers of English the teachers of Public Speaking had no independent authority in the election of their officers, appointment of committees, or in publication of articles in the organ of the Council, *The English Journal*. It was argued (4) that an independent organization

was needed to do for teachers of Public Speaking what similar organizations are doing for teachers in all other departments. Harmony and co-operation with the English Council was advocated by all those speaking for the motion.

Against the motion it was claimed (1) that such an organization could not enjoy harmonious relations with the English Council, that its organization would check co-operation, and that (2) the National Speech Arts Association met the need for a national organization. After considerable debate the motion was laid on the table by a vote of 18 to 16.

Of course this vote settled nothing—except that eighteen people present did not want the main question voted on. The wishes of the great body of teachers of public speaking in regard to a national organization, as shown in the replies to the questionnaire, were in no way carried out. For purposes of full and honest record three statements ought to be added here, viz., first, that *more than two* of the people voting to table this motion were public readers—not teachers—or teachers in other departments than public speaking; secondly, this vote was taken at a time when the attendance was small—a number of strong supporters of the motion being absent at the time, and, thirdly, that *at least two* (I think three) of the men who voted to table this motion were present at the conference the next morning and voted for all the motions passed in that meeting. All actions taken at the Saturday morning session were passed by unanimous vote.

On Saturday morning, November 28, 1914, a group of teachers of public speaking met and again discussed the wisdom of organizing a national association. It was felt by these men (whose names appear below as charter members) that an independent national organization could do many things that need to be done for the profession, and which could not be done by a section of the Council of Teachers of English which would have no independent authority—especially in encouraging research work, in promoting the establishment of more uniform standards, in carrying on committee investigations, and in publishing a professional quarterly. Since a majority of public-speaking teachers are already carrying on their work independently of other departments, and expressed a desire for an independent national association, it was voted unanimously to organize "The National Association of Academic Teachers of Public Speaking, for the purpose of promoting research work and more effective teaching."

The following teachers registered as charter members:

I. M. Cochrane .....	Carleton College
Loren Gates .....	Miami University
J. S. Gaylord .....	Winona Normal
H. B. Gislason .....	University of Minnesota
H. B. Gough .....	DePauw University
Binney Gunnison .....	Lombard College
C. D. Hardy .....	Northwestern University
J. L. Lardner .....	Northwestern University
G. N. Merry.....	University of Iowa
J. M. O'Neill.....	University of Wisconsin
J. M. Phelps .....	University of Illinois
F. M. Rarig .....	University of Minnesota
L. R. Sarett .....	University of Illinois
B. C. Van Wye.....	University of Cincinnati
J. A. Winans.....	Cornell University

I. L. Winter.....	Harvard University
C. H. Woolbert.....	University of Illinois

The following elections and appointments resulted:

#### OFFICERS

*President*, Professor J. M. O'Neill, University of Wisconsin  
*Vice-President*, Professor J. A. Winans, Cornell University  
*Secretary*, Professor H. B. Gislason, University of Minnesota  
*Treasurer*, Professor Glenn N. Merry, University of Iowa

#### EXECUTIVE COMMITTEE

The foregoing officers and Professor F. M. Rarig, University of Minnesota, Chairman, Public-Speaking Section of the National Council of Teachers of English.

#### MEMBERSHIP COMMITTEE

The President, Chairman  
 Professor H. B. Gough, DePauw  
 Professor C. D. Hardy, Northwestern

#### COMMITTEE ON RESEARCH WORK

Professor J. S. Gaylord, Chairman, Winona Normal  
 Dr. Smiley Blanton, Wisconsin  
 Professor H. B. Gislason, Minnesota  
 Professor J. L. Lardner, Northwestern  
 Professor A. T. Robinson, Massachusetts Institute of Technology  
 Professor C. H. Woolbert, Illinois

#### PUBLICATION COMMITTEE

Voted that the Executive Committee act as Publication Committee.

#### COMMITTEE ON RELATIONS WITH NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Professor F. M. Rarig, Minnesota. Professor J. A. Winans, Cornell

The following are eligible to memberships in this association:

A. Any teacher engaged in giving regular academic courses in separate and independent departments of Public Speaking in universities, colleges, normal schools, or secondary schools in the United States.

B. Any teacher giving such courses in universities, colleges, and normal schools in any department other than the department of Public Speaking.

C. Any member of a secondary school faculty whose work is *primarily or exclusively* in public speaking, regardless of departmental organization.

D. Any person not included in A, B, or C whose application for membership shall be favorably acted upon by the membership committee.

The first annual convention will be held in Chicago, on November 26 and 27, 1915.

The dues are \$2.00 per year, plus \$1.00 registration fee for the first year. These dues paid by any teacher eligible for membership entitles to: full voting membership, all circulars, announcements, etc., and one year's subscription to the *Quarterly Journal*. Subscription to the *Journal* for those outside of this association will be \$2.00 per year.

The response from all sections of the country has shown conclusively that the academic teachers of public speaking approve of the actions taken at this meeting. As a result we are as a profession at last united in a nation-wide association, and we have a publication devoted exclusively to the interests of our profession.

So much for what lies behind us. Now what of the future?

The National Association has the following purposes in view. First, we wish to promote and encourage research work in various parts of the field of public speaking; we wish to encourage and assist individuals and committees who will undertake by scientific investigation to discover the true answer to certain problems. Elsewhere in this number we publish the first report of the Research Committee as well as articles and editorial comment on this subject. Our second main purpose is to publish the *Quarterly Journal*. Through this periodical we hope to distribute to all the profession the results of research investigation. We intend that it shall be the organ of the teachers of public speaking throughout the country, and as such shall contain reviews, articles, discussions, and news items of vital interest to teachers of public speaking. In short we propose a national organ owned and controlled by the public-speaking teachers of the whole country, of a character that will stand comparison with the professional journals of our colleagues in other departments. We expect the *Quarterly Journal* to serve the teachers of public speaking as other professional journals serve teachers in other fields. The success of our whole movement for more thorough scholarship and better teaching is closely dependent upon the success of the *Quarterly Journal*. It is through the *Journal* that we must always reach the majority of teachers; and through the *Journal* that those who cannot attend conventions may keep in touch with what is being done by others and give the results of their work to their fellow-workers. Here we will have at once a means of communication between ourselves and the gathering together of much of that tangible part of the products of our labor by which the profession as a profession will largely be judged by others.

In the third place the National Association wishes to assist in every possible way the organization and activity of local or sectional associations and conferences. We wish to serve as a medium of co-operation and co-ordination. We hope to publish in the *Quarterly Journal* full reports of all meetings wherever held which have to do with work of any kind in public speaking. Through the *Quarterly Journal* teachers may keep in touch with the activities of all conferences.

Finally, it may be well to state, what we trust would be taken for granted anyway, that in this movement there is no desire for seclusion and aloofness. It is for the purpose of making ourselves better members of the educational family, more able to co-operate with other departments, and more capable of performing our part of the work of education, that we are taking these steps. Of course we propose at all times in all ways to co-operate cordially with English teachers as individual co-workers and in professional organizations, especially the National Council of Teachers of English. We realize that in many ways our interests coincide. We wish to promote

mutually helpful relations in every possible way. To this end we have decided to hold our annual convention at the same time and place as that chosen by the National Council of Teachers of English—Chicago, on the weekend following Thanksgiving. This will enable the many teachers interested in both departments to attend meetings of both associations.

For the carrying out of these plans and purposes there are already enlisted the great majority of "forward-looking" teachers who are eligible to the ranks. We want all to whom this characterization can apply. The few of this class who have not yet formally enrolled will, we trust, give their support to this movement very soon. There is much to be done. All who believe that it is worth while should help in the doing of it. Those who take part in all the work that is before us can with better grace and better appetite enjoy whatever benefits this work produces.

## NOTES

<sup>1</sup> Reprinted from the April 1915 *Quarterly Journal of Public Speaking*.



ROBERT C. JEFFREY  
PRESIDENT, 1973

## A HISTORY OF THE SPEECH ASSOCIATION OF AMERICA, 1914–1964

Robert C. Jeffrey

(The original article was published in the  
December, 1964 Quarterly Journal of Speech.  
It has been edited for the 75th Anniversary.)

### INTRODUCTION

In the long history of the civilized world, fifty years is but a speck of time. Yet there are those who measure success and failure in periods far shorter than that. In the year 1964 the Speech Association of America has the opportunity to look back over fifty years of life in an attempt to assess its accomplishments and perhaps to weigh its shortcomings. What greater value can history serve?

The founding of the Speech Association of America resulted from the vision and earnestness of a few men. Much has been written of the seventeen founders of the association<sup>1</sup> and the circumstances surrounding the decision to separate from the National Council of Teachers of English. Let it simply be recorded here that the seventeen charter members of the organization were not unopposed in their undertaking. On November 27, 1914, thirty-four members of the Public Speaking Section of the National Council of Teachers of English met in Chicago during the NCTE convention to debate a motion that the teachers there present organize a National Association of Academic Teachers of Public Speaking to meet independently of, but simultaneously with, the National Council of Teachers of English. After considerable debate the motion was laid on the table by a vote of 18–16. On Saturday morning, November 28, a group of seventeen teachers of public speaking met and again discussed the wisdom of organizing an independent organization to serve the needs of the public speaking teacher, and unanimously they voted to organize The National Association of Academic Teachers of Public Speaking.

Scattered through the early correspondence, and in the publications of the association, were references to the frictions that brought about the schism with the National Council of Teachers of English. Members of departments of speech, and individual teachers within English departments, at all levels of education, desired to disassociate themselves from the nonacademic teachers of elocution. These teachers sought academic status through academic approaches to teaching speech. The NCTE would not accede to the desires of these teachers to plan and present separate programs at the convention. Thus, the infant organization was given breath and purpose.

### PUBLICATIONS AND SERVICES

Acting upon the first designated purpose of the new organization—to promote research and more effective teaching—the seventeen founders established the Com-

mittee on Research Work with six members, and appointed the Executive Committee to serve as the Publication Committee, its first duty to publish *The Quarterly Journal of Public Speaking*. This group also set November 26–27, 1915, as the dates of the first full convention. The fee for membership was \$2.00 plus a \$1.00 registration fee for the first year.

The first title given the association clearly indicates the desire of the founders to establish themselves apart from the peddlers of discredited methods of elocution: *Academic Teachers of Public Speaking*. By 1917, however, “Departments of Speech” had grown in number, and the name of the association was changed to identify more closely with departmental titles and the varied and diverse interests and activities of its members. “Speech” was substituted for “Public Speaking.” It was not until the convention of 1945 that the name of the association officially became *The Speech Association of America*, and it was so incorporated in 1950.

The Publication Committee appointed in November, 1914, was quick to realize its responsibilities, and the first issue of *The Quarterly Journal of Public Speaking* bore the date April, 1915, just five months following the organizational meeting. The name of the journal changed twice in accordance with the change of name of the association, and for substantially the same reasons. The same year that the word “Speech” was substituted for “Public Speaking” in the name of the association, the title of the journal became *The Quarterly Journal of Speech Education*. From 1917 until 1928 the number of research papers submitted and published so increased in proportion to those in pedagogy that “Education” was too limited to denote the progress away from a purely pedagogical conception in the field. In consideration of the increasing proportion of research writing, “Education” was dropped from the title in 1928, and it has since been titled *The Quarterly Journal of Speech*.

During the first year of operation, the association acquired 160 members, published three issues of *The Quarterly Journal*, held a national convention, and reported a net loss in operations of \$275.50. Of that deficit, \$250.00 was a loan from the First National Bank of Iowa City, and the remaining \$25.50 was borrowed from members.

According to plan, the first convention of the association was held in Chicago on November 25–27, 1915. All of the meetings were held in the Florentine Room of the Congress Hotel, while the meetings of the National Council of Teachers of English met simultaneously in the Auditorium Hotel. Delegates were housed at the Congress Hotel at the following rates: one person, room with detached bath, \$2.00; room with private bath, \$3.00; two persons, room with detached bath, \$3.00; room with private bath, \$5.00; suites for more than two persons at proportionate rates. These are not exactly scalpers’ prices as we look back fifty years.

The program of the first meeting reflects many of the problems faced and discussed today. Problems of research in the field were evident, as will be seen in the program reproduced below.

### PROGRAM

#### THURSDAY EVENING, NOVEMBER 25

Committee Meetings, Informal Conferences, etc.

**FRIDAY MORNING, NOVEMBER 26****9 o'clock**

President's Address: "The Professional Outlook"

J. M. O'Neill, University of Wisconsin.

"The Freshman Course in Public Speaking"

W. J. Kay, Washington and Jefferson College, Pennsylvania, president of the Eastern Public Speaking Conference.

Discussion: Dean Frances Tobey, Colorado State Teacher's College.

Open Discussion

"The Oratorical Contest—A Shot in the Dark"

R. B. Dennis, associate director, School of Oratory, Northwestern University, Illinois

Discussion: W. P. Daggett, University of Maine.

Open Discussion.

"The Technique of Stage Management"

A. M. Drummond, Cornell University, New York.

Discussion: A. G. Arvold, North Dakota Agricultural College.

Open Discussion.

**FRIDAY AFTERNOON**

No meeting. The Public Speaking Section of the National Council of English Teachers will be in session at the Auditorium Hotel, 2:30 P.M.

**FRIDAY EVENING****8 o'clock**

A series of definite resolutions on the following topics will be presented, discussed, and voted upon. The results will be recorded and published as the official action of the National Association. Each resolution will be a definite answer to the question dealt with.

WHAT ACTION OUGHT THE NATIONAL ASSOCIATION TO TAKE IN REGARD TO :

- 1) Standardized Rules for Intercollegiate Debate?  
Dr. D. W. Redmond, College of the City of New York.
- 2) The Improvement of Speaking Contests in the High Schools?  
Miss Helen Austin, Central High School, St. Paul, Minnesota.
- 3) College Entrance Requirements in Reading and Speaking?  
H. H. Wade, Mercersburg Academy, Mercersburg, Pennsylvania.
- 4) The Practice of Publishing and Distributing Briefs, Outlines, Speeches, etc. to Debating Teams in Schools and Colleges?  
V. A. Ketcham, Ohio State University, Columbus, Ohio.
- 5) The Establishment of a Summer School for Teachers?  
I. L. Winter, Harvard University, Cambridge, Massachusetts.
- 6) The Standardization of Elementary Courses in Colleges and Universities?  
Mrs. Alice W. McLeod, University of Montana, Missoula, Montana.

A Buffet Supper and Reception will follow the completion of this program.

**SATURDAY MORNING, NOVEMBER 27****9 o'clock**

"Interpretative Presentation versus Impersonative Presentation"

Miss Maud May Babcock, University of Utah, Salt Lake City, Utah.

Discussion: S. H. Clark, University of Chicago, Chicago, Illinois.

Open Discussion.

"Research Problems in Voice and Speech"

Dr. Smiley Blanton, University of Wisconsin, Madison, Wisconsin.

Discussion: J. W. Wetzel, Yale University, New Haven, Connecticut.

Open Discussion.

"Research Problems in the Science of Speech Making"

J. S. Gaylord, Winona Normal School, Winona, Minnesota.

Discussion: George McKie, University of North Carolina, Chapel Hill, North Carolina.

Open Discussion.

**SATURDAY AFTERNOON****2:30 o'clock**

Business Meeting. Open only to members of the National Association.

It should be noted that papers were presented in the area of stage management and interpretation. The central focus on academic public speaking versus elocution was short-lived. The various aspects of speech (theatre and drama, interpretation, speech science) were manifest in the association's first year of life.

The struggles in the early years involved simple problems of numerical growth and financial solvency. The association publication was financed by the sale of advertising, a practice continued to the present day. Basic subscription (membership) rates increased from \$2.00 to \$2.50 annually in 1921. The first increase of basic membership fee and subscription to the journal was followed by several others until reaching its present rate of \$10.00 in 1962.

After requests from many members, a *Directory* of the association was first printed in *The Quarterly Journal* in 1920, at which time membership numbered 700. It was thought to be a necessary tool for ease and effectiveness of communication among persons interested in speech. The *Directory* appeared in *The Quarterly Journal* through 1925. Since the membership had increased to 1,100 in that year (including two members from Canada and one each from Hawaii, England, Scotland, and Norway), and because of the demand for more information about each member than simply name and institutional affiliation, a separate *Directory* was inaugurated in 1926. The *Directory of the Speech Association of America* has now grown to a volume of almost six-hundred pages, and includes such information about each member as name, school or business title and address, home address, degrees and when and where they were received, major interests, interest group affiliations, and the year of original membership. Additional information pertinent to the profession and to the association is also provided.

The year 1925 found other significant changes in the association. The convention of that year was one of the most memorable in the organization's history. One hundred and sixty-six delegates met in New York City on December 29, 30, and 31. A special dinner conference on Graduate Study in Speech was held at the Hotel

McAlpin on December 30, and it was recorded that the session lasted into the early hours of December 31. Four general problems were considered: (1) problems of administration, (2) the use of laboratory and clinic in graduate work, (3) the use of the auditorium and theatre in graduate work, and (4) the use of the national association in furthering the development of graduate work. The need for a separate journal to encourage the publication of research material was discussed and a committee of Herbert A. Wichelns, Alexander M. Drummond, Edward C. Mabie, Ray K. Immel, John Dolman, Jr., and James M. O'Neill was appointed by James M. O'Neill, serving as chairman, to consider ways and means of financing the publication of more advanced materials. The committee subsequently met and recommended to the association: (1) no separate publication for the present, (2) an increase in the size of *The Quarterly Journal* whenever necessary for the publication of research material on hand, and (3) the formation of a permanent committee consisting of representatives of Cornell, Iowa, and Wisconsin (the universities then giving the Ph.D. in speech), the president and the editor, to pass upon such special material, and to finance the extra pages. The committee functioned well in 1926, and the November issue of *The Quarterly Journal* of that year carried two research papers. They were the first of a series of monographs in speech education and were made available in reprints with separate covers. They were Robert West's, "The Nature of Vocal Sounds," and Giles Gray's, "The Vibrato in Speech."

One other action of the delegates at the 1925 convention should not go unnoticed. Mr. West of the University of Wisconsin offered the following resolution:

Be it resolved that the Association favors the organization, within its group, of semi-autonomous daughter organizations having memberships limited by the qualification appropriate to the several special arts and sciences represented in the Association.

Following considerable discussion the resolution was ultimately referred to the Advisory Committee for the following year; even this action was significant for it is the first expression of a desire to divide into special interests within the association. The inevitable bifurcation process had been introduced.

The need for an additional journal dedicated to the publication of research papers, first discussed in 1925, was not forgotten. In every convention following, the need found expression, and the solution its advocates. In 1930 the Council voted to recommend the revision of the constitution to provide for sustaining memberships at \$10.00 a year. Sustaining members were to receive all of the publications of the association issued within the period covered by the membership, but with the understanding that the association was not committed to issue any definite number of publications. The funds derived from this source were to be left in the hands of a special committee working on the details of publishing the research studies. The association adopted the amendment at the business meeting on December 31, 1930, and the new classification attracted 88 members in the first year. The depression took its toll, however, and the number dropped to 64 in 1932, and to 34 in 1933. It increased again in 1934 to 52 members, and in September of that year the first issue of *Speech Monographs* rolled off the press. The income from the Sustaining Memberships, and a contribution of \$250.00 from the Eastern Public Speaking Conference, made the dream of 1925 a reality. *Speech Monographs* was a single-issue volume through 1947 (with the exception of two issues in 1946), two issues in 1948, three in 1949, and since 1950 it has been a quarterly publication of the association.

Along with the introduction of *Speech Monographs* in 1934 was the inauguration of the Teacher Placement Service. The profession was growing rapidly, and there was a need for a central location in which a list of vacancies and new teaching positions in speech could be compiled, and from which names of those people academically qualified to fill the positions could be made available to hiring officers. From its inception the SAA Teacher Placement Bureau has been the greatest practical service offered to its members. In the files of that bureau today are folders of the charter members containing their academic credentials, recommendations, and teaching records. Similar files are available for members since that first year. The service is noncommission and nonprofit and has been available since 1934 to members of the SAA upon payment of a nominal fee (\$1.00 in 1935, \$10.00 in 1964). For that fee, the association collects credentials of its members, prepares folders containing personal data, record of education, experience and honors, and recommendations. Should the member decide not to use the Placement Service in any one year, the papers are held in an inactive file from which they may be reactivated and brought up to date at any time. Monthly description lists of vacancies are sent to the members, and letters of application are forwarded promptly upon request of the member or a prospective employer. The Placement Service also operates a desk at the annual conventions and arranges appointments for interviews between its members and employing officers from any institution seeking speech teachers.

The SAA Teacher Placement Service is one of the finest noncommercial agencies, and annually persons from other associations visit the national office to study the service as a model for initiating similar operations. In the thirty years of its operation, the service has grown from 430 enrollees in its first year to well over 1,000 currently.

In 1940 the first Index to the various publications of the SAA was prepared. It contained the Table of Contents for the first thirty-nine volumes of *The Quarterly Journal of Speech* and the first six volumes of *Speech Monographs*. The *Index and Table of Contents* is now published biennially.

Though the association was composed from the outset of teachers from secondary and elementary schools as well as colleges and universities, the numbers in the former groups were small in proportion to those in the latter. By 1952 the memberships from the secondary school level had grown significantly, and there was an expressed need to serve those members better, and thus also to attract additional high school teachers. Consequently, *The Speech Teacher* was initiated in that year. It was the purpose of the new quarterly publication to make available to the public school teachers articles that would assist them in teaching the subject matter of speech, pedagogical aids as well as points of view. It has so grown in popularity since 1952 that it now almost equals the circulation of *The Quarterly Journal of Speech*, and continues to be oriented toward public school teacher needs.

A new and commendable function of the Speech Association of America came to fruition in 1943 when the two volumes of *History and Criticism of American Public Address* were published, edited by William Norwood Brigance. Since 1914 the SAA Executive Council hoped to promote the publication of professional volumes under the auspices of the association. The Brigance volumes led the way. In 1955 a third volume of *History and Criticism*, edited by Marie Hochmuth Nichols, took its place on the shelves of private and public libraries. In addition to these volumes, a *History of Speech Education in America*, edited by Karl R. Wallace, was published in 1954; and J. Jeffery Auer edited *Antislavery and Disunion*, a series of studies in the



rhetoric of compromise and conflict, published in 1963. There are currently five other volumes in preparation, and to be published under the auspices of the association. Sponsoring such scholarly publications is a direct response to the original purpose of the association: "to promote and encourage research work" and publication.

The growth of services to members by the Speech Association of America in the first fifty years has been outstanding. Since the publication of *The Quarterly Journal of Public Speaking* in 1915, there have been added *Speech Monographs* in 1934, the Teacher Placement Service in 1935, sponsorship of scholarly books starting in 1943, *The Speech Teacher* in 1952, and occasional smaller but valuable publications throughout the period. The business of the association was conducted by leaders with the same wisdom and vision generated by the founders. Of necessity during the five decades, the structure of the association was forced to change occasionally to fit the growing number of members and the assumption of new responsibilities. Our attention should be turned now to these two factors of growth.

### ORGANIZATION AND MEMBERSHIP

The membership growth and the financial fortunes of the Speech Association are inseparably bound together, for the bulk of finances has always been derived from membership fees. The association started with 160 members in 1915, reached the 1,000 mark ten years later in 1925, and rose to 3,000 in the next ten years. (See Table 1, p. 31) Correspondingly, the gross income for the association advanced from \$1300 in 1916 to almost \$4,000 in 1925 and \$12,000 in 1935. (See Table II, p. 32) The member-income relationship is immediately apparent. The association grew slowly at the outset, then picked up momentum and became an active force in the academic world within twenty years of existence.

The growth and specialization of professional interests resulted in decentralization of organization and administration within the SAA. This movement had its origin in the 1920's, and led to the organization of the American Speech Correction Association which held a separate convention in 1933. Now the American Speech, Language and Hearing Association, it holds separate conventions annually and in 1964 had over 9,000 members. A second such group is the American Educational Theatre Association, established in 1936. It has since held separate conventions, though joint conventions with the SAA were common until 1960. With these two major withdrawals from the SAA, the membership growth through the 1930's is the more remarkable.

Tables 1 and 2 reveal a steady increase in both membership and resources with slight variations during the depression years, and a marked plateau during the years of World War II. It should be noted, however, that the Speech Association contributed to the war effort in two actions taken by the Executive Council at the 1942 convention meeting in Chicago. The first action was on a motion made by Giles W. Gray that the council endorse the action of the business office in extending to members in the armed services free extensions of their memberships for the duration. The motion was unanimously carried. Thus, those members maintained continuous membership while on active duty. The second action was on a motion made by Louis M. Eich that the council endorse a policy of offering a two-year sustaining membership in return for a war bond of \$25.00 maturity value. (The cost of the bond was \$18.75, and the annual sustaining membership fee at that time was \$10.00.)

TABLE 1  
SCA ANNUAL MEMBERSHIP TOTALS\*

Year	Number of Members	Year	Number of Members
1915	160	1953	6240
1916	210	1954	6002
1917	287	1955	6297
1918	390	1956	6994
1919	482	1957	6420
1920	700	1958	**
1921	635	1959	7731
1922	880	1960	5129
1923	683	1961	5157
1924	910	1962	5388
1925	1100	1963	4800
1926	1130	1964	4778
1927	1240	1965	5604
1928	1300	1966	6710
1929	1290	1967	6822
1930	1520	1968	6834
1931	1600	1969	7232
1932	1959	1970	7240
1933	1639	1971	6677
1934	2161	1972	6773
1935	3031	1973	7030
1936	3818	1974	5799
1937	4049	1975	**
1938	4395	1976	5790
1939	3917	1977	5438
1940	3265	1978	5297
1941	**	1979	5281
1942	3974	1980	5215
1943	3410	1981	4625
1944	**	1982	4689
1945	3579	1983	5449
1946	*	1984	5493
1947	4025	1985	5949
1948	4091	1986	5840
1949	5168	1987	6211
1950	**	1988	6364
1951	**	1989	6376 (June)
1952	5719		

\*Note: SCA Membership records have not been maintained with consistency. Library and other journal subscribers have occasionally been included in the total. Totals are taken from December reports except where noted.

\*\*No report available.

Eich's motion also carried unanimously. This policy served to encourage the sale of war bonds, and at the same time placed a quantity of interest-bearing bonds in the assets of the association. Both of these actions tended to keep the membership at a steady level.

Since the war, both membership and income of the association have experienced a steady and healthy development, though the percentage of income growth has exceeded the percentage of membership growth. This situation occurred partially from increases in membership fees, but also from the various other income-producing ventures of the association such as special publications and Teacher Placement Service memberships.

In its first twenty years, the primary activities of the national office and the officers of the association were promotion of membership, solicitation of advertising for the

TABLE 2  
SCA GROSS ANNUAL INCOME

Year	Income	Year	Income
1916	\$ 1,359.88	1953	\$ 48,655.65
1917	948.35	1954	49,297.47
1918	*	1955	54,425.22
1919	*	1956	66,264.91
1920	*	1957	71,329.97
1921	*	1958	67,044.53
1922	3,737.17	1959	75,237.80
1923	2,452.27	1960	79,163.25
1924	2,858.18	1961	87,117.14
1925	3,905.84	1962	102,170.71
1926	3,888.91	1963	136,824.17
1927	4,989.77	1964	137,068.63
1928	5,017.09	1965	172,051.00
1929	6,022.19	1966	219,717.00
1930	5,712.59	1967	236,474.00
1931	3,370.54	1968	293,909.00
1932	4,174.23	1969	293,619.00
1933	5,139.21	1970	315,213.00
1934	8,582.99	1971	372,285.00
1935	12,060.80	1972	390,830.00
1936	14,362.70	1973	397,040.00
1937	14,298.08	1974	512,072.00
1938	17,248.58	1975	447,641.00
1939**	7,144.88	1976	562,763.00
1940	17,500.00	1977	562,553.00
1941	*	1978	528,061.00
1942	15,885.07	1979	520,351.00
1943	15,202.33	1980	589,509.00
1944	17,135.80	1981	627,418.00
1945	18,418.10	1982	657,282.00
1946	20,703.34	1983	677,933.00
1947	30,047.45	1984	733,199.00
1948	32,475.80	1985	755,609.00
1949	41,038.74	1986	845,376.00
1950	53,237.97	1987	910,870.00
1951	53,334.33	1988	928,136.00
1952	47,488.72	1989	948,462.00

purpose of publishing *The Quarterly Journal*, the all-important task of promoting research for publication, and the planning of an annual convention. Those responsible for the sound position of the association throughout the early developmental stages were dedicated persons, as have been all of the officers since.

The basic structure of the SAA is best revealed in the constitutional provisions. The original constitution was drafted by James A. Winans, Thomas C. Trueblood, B. G. Nelson, Joseph S. Gaylord, and Frank H. Lane, who served as chairman. It is reproduced below:

#### CONSTITUTION OF THE NATIONAL ASSOCIATION OF THE ACADEMIC TEACHERS OF PUBLIC SPEAKING

##### ARTICLE I

The name of this organization shall be the National Association of the Academic Teachers of Public Speaking.

##### ARTICLE II

The management and control of this Association shall be intrusted to the following officers: president, vice-president, secretary, treasurer; and an editorial board composed of an editor, three associate editors, and a business manager, who shall be treasurer of the Association.

##### BY-LAWS

##### ARTICLE I

###### *Election of officers*

Section I. The officers of this Association shall be elected at the annual meeting.

Sec. 2. The officers of this Association shall serve for one year and shall act as an Executive Committee in conjunction with the chairman of the Public Speaking Section of the National Council of Teachers of English and the editor of *The Quarterly Journal of Public Speaking*.

##### ARTICLE II

###### *Duties of officers*

Section I. The President, or in his absence, the Vice-President, shall preside at all meetings, and shall have general supervision of the affairs of the Association.

Sec. 2. The Secretary shall keep the minutes of the meeting and prepare a memorandum for the use of the President.

Sec. 3. The Treasurer shall be custodian of the Association funds, which he may pay out on the order of the President. He shall take vouchers for all disbursements of money and shall return and file them, and keep an account of all receipts and expenditures. He shall report at the annual meeting of the Association, and his report shall be properly audited by a committee chosen by the Association.

##### ARTICLE III

###### *Committees*

Section I. The officers of the Association and the chairman of the Public Speaking Section of the National Council of Teachers of English and the editor of *The Quarterly Journal of Public Speaking* shall constitute the Executive Committee.

Sec. 2. There shall be a Research Committee composed of seven members.

Sec. 3. There shall be a Membership Committee composed of three members.

##### ARTICLE IV

###### *Membership*

Section I. The following are eligible to membership in this Association:

A. Any teacher engaged in giving regular academic courses in separate and independent departments of public speaking in universities, colleges, normal schools, or secondary schools in the United States.

B. Any teacher giving such courses in universities, colleges, and normal schools in any department other than the department of public speaking.

C. Any member of a secondary-school faculty whose work is primarily or exclusively in public speaking, regardless of departmental organization.

D. Any person not included in A, B, or C whose application for membership shall be favorably acted upon by the Membership Committee.

#### ARTICLE V

##### *Dues*

Section I. The annual dues shall be \$2.00, and, in addition, a registration fee of \$1.00, payable at the annual meeting.

#### ARTICLE VI

##### *Meetings*

Section I. The time and place of the next annual meeting shall be determined each year at the annual meeting.

Sec. 2. The members present at any regular meeting shall constitute a quorum.

#### ARTICLE VII

##### *Amendments*

Section I. Amendments of the Constitution or of the By-Laws may be made at any meeting of the Association upon a two-thirds vote of the members present; provided, that notice has been given to members one month in advance.

The significant Articles are: II (Constitution), which places control and management in the hands of eight persons; III (By-Laws), which establishes three committees; and IV (By-Laws), which opens membership to all persons interested in promoting speech as an academic discipline. (Note Section 1, D.) The association has continued the policy of open membership through its fifty-year history.

The basic structure of the association was not significantly modified for almost forty years, though many amendments of a business nature were made. By 1950, an increasing number of specialized groups sought ways within the association to expand their influence and to communicate their needs. The National Society for the Study of Communication and the American Forensic Association both organized outside of the SAA in 1949 and 1950, respectively; and persons specializing in interpretation were threatening to separate from the SAA. The potential splintering of other special interest groups from the parent organization led Bower Aly to write to Wilbur E. Gilman in January, 1952:

Our Association is in such critical condition that the governance of our Association ought to be undertaken by the wisest men among us, chosen with the greatest possible care and without any unnatural inhibitions such as the new proposal would set up.

The concern of the officers of the association was manifest at the 1950 New York convention with the appointment of a special Committee to Study the Status of Affiliated Organizations. It was further manifest in the presidential address at the 1951 convention in Chicago, when Wilbur E. Gilman clearly outlined the problems of the specialized interests within the association and suggested a way to arrive at "Unity in Diversity," the title of his address. The speech was later published in part in the April, 1952, issue of *The Quarterly Journal of Speech*, and it became the base from which reorganization was discussed.

Not only were affiliated organizations a concern, but the relationship between the regional associations and the national was not clear. This confusion led to a "roundtable on the Problem of Unity and/or Diversification in the Development of Our Regional and National Groups," held in Chicago on Friday, April 15, 1952, during the annual convention of the Central States Speech Association. The Roundtable was chaired by Kim Giffin and included the following persons: Bower Aly, Paul Bagwell, Rupert L. Cortright, Charles P. Green, Ben Henneke, Barnard Hewitt, Orville A. Hitchcock, John V. Irwin, Wendell Johnson, Leroy T. Laase, N. Edd Miller, Paul Moore, Claude M. Wise, Forest L. Whan, and L. E. Davis. The group generally approved the Gilman plan presented in his "Unity in Diversity" article with certain minor reservations. It is interesting to note that the group included leaders from the affiliated organizations as well as the Central States regional association.

The first significant contribution toward a solution of the problems facing the national association resulted from the work of the *ad hoc* Committee to Study the Status of Affiliated Organizations. The committee was composed of Paul Bagwell, W. Norwood Brigance, Barnard Hewitt, Orville A. Hitchcock, Wendell Johnson, Loren Reid, and Alan H. Monroe, chairman. In response to Monroe's request that the members of the committee attempt to identify the problem, Brigance was perhaps the most incisive:

The field of speech is a functional one, and not structural. It covers many structural activities drawn from the fields of psychology, English, physics, political science, and a half-dozen more. It ranges from almost pure art at one end to a highly technical science at the other end. The professional language of some of our members is not at all understandable to others in a different area of our field. In expanding our activity we have poached on the domain of every field of learning in sight, always with the eye of doing what these other groups were not in a position to do: apply the knowledge to a human communication. This being true, I predict that we can expect a reasonable further increase in the number of new organizations. Our strength should be in pointing out that each of these organizations needs to stand in definite relationship to the Speech Association of America, that taken alone each will be too small to count, that by having membership also in our organization their members will find the strength of union.

The report of this committee and the speech by Wilbur Gilman at the 1951 national convention led the Executive Council to appoint an *ad hoc* Committee on Structure composed of Orville A. Hitchcock, Helen G. Hicks, Ralph G. Nichols, John W. Keltner, Hugo E. Hellman, Barnard Hewitt, Forest L. Whan, Wendell Johnson, Mack Steer, Claude M. Wise, John W. Black, Lionel P. Crocker, and H. Phillip Constans, with Paul Bagwell, executive vice-president of the SAA, as chairman. The first action of this committee was to invite responses to Gilman's article on "Unity in Diversity," and those responses were published in the October, 1952, issue of *The Quarterly Journal of Speech*. Thus, close attention was focused on the problem, and high interest in it was generated.

The Committee on Structure worked tirelessly during 1951 and 1952, the mails filled with correspondence between its members. It reported at the 1953 convention in New York with the recommendation that a special committee be appointed to work out the details of constitutional revision necessary to implement the committee proposals. The proposals in general were: (1) to establish a policy-making legislative body with representatives from regional organizations, special interest areas within the SAA, affiliate organizations and members at large; and (2) to establish an administrative body composed of officers of the SAA, one representative from each of

the area interest groups, and one representative from each of the affiliated associations.

A Constitutional Revision Committee was appointed, consisting of Paul Bagwell, W. Norwood Brigance, Rupert L. Cortright, Wilbur E. Gilman, and Magdalene E. Kramer, chairman. The committee published its report in the October, 1954, issue of *The Quarterly Journal of Speech*, and it was adopted by appropriate action at the 1954 national convention in Chicago. The new constitution gave recognition to the various specializations within the field of speech by establishing Interest Groups entitled to have their own officers, access to funds of the association for promoting professional activities, and the power to arrange and sponsor certain programs at the SAA national convention. Thus, the crisis of fractionalism was resolved in the mid-century by the quick action of those who saw the problem and had the courage and wisdom to avert apparent disunity.

The new constitution and structure of the association brought with it new challenges. One of those challenges centered in the office of the executive secretary. For the first years of association history, the business of the association was conducted primarily by a treasurer and a secretary. By 1928 it became necessary to combine the positions to offer continuity and place responsibility more directly. Henry L. Ewbank was the first person to hold the title of executive secretary of the SAA. The improvements made in the financial holdings of the association can be inferred by a comment once made by James A. Winans. Winans reported that in 1916 he accompanied Howard S. Woodward, then treasurer of the association, to settle with the hotel at the end of the convention. "The bill made him scan his checkbook," Professor Winans observed; "I think he had \$2.37 left." Winans further related that upon visiting the national headquarters in Columbia, Missouri, three decades later, he was amazed at the establishment, with its desks, filing cabinets, ledgers, typewriters, and its assortment of beautiful and efficient secretaries. It led him to remark wistfully, "Once I walked down Michigan Boulevard with the total assets of the Association in my coat pocket."

The adolescent years of the 1930's and 1940's required more time to be devoted to the financial and other business affairs of the association. With modest remuneration the executive secretaries served on a part-time basis, mostly with no time released from regular university duties. By 1956 the job of administering the business of the association became too burdensome for a part-time executive secretary. Consequently, a committee was appointed to investigate the possibilities of hiring a full-time executive. The committee felt it economically unfeasible at that time, and no action was taken. In 1959 another committee was appointed with the same task, and again it reported that lack of funds prevented the transition to a full-time manager, but did recommend that the next executive secretary be hired on a half-time basis. The recommendation was accepted and acted upon. This was but a temporary solution, and a handful of members insisted that the association had outgrown a part-time executive secretary, and continued the argument that a full-time appointment would pay for itself in the long run.

At the national convention of 1961, the Administrative Council and the Legislative Assembly approved the formation of a Committee on the Selection of a Permanent National Office and a Full-Time Executive Secretary, later to be known as the Search Committee. Three members were appointed to the committee: John E. Dietrich, Owen M. Peterson, and J. Jeffery Auer, chairman. The first undertaking

of the committee was to find the location for a permanent office. By May, 1962, after thorough on-site investigation of possible locations and after soliciting opinions from many members, the committee recommended New York City as the site. The recommendation was approved by mail ballot of the Administrative Council, the votes tabulated on June 1. The committee then focused on the man to fill the position. Formal applications were filed by nineteen persons, and another twenty-nine persons had correspondence with the committee about the position. Following exhaustive investigation and interviews with the candidates, William Work of Eastern Michigan University was recommended by the committee and elected by the Administrative Council, December 27, 1962, as the first to serve as a full-time, paid officer of the Speech Association of America. He assumed his post in July, 1963; and in September of that year, the national office was moved to its headquarters in New York's Statler Hilton Hotel.

In December, 1964, the Speech Association celebrated its Golden Anniversary convention in Chicago. The thoughts of those present turned for a moment to that fateful day in 1914 when seventeen teachers met to organize for the purpose of promoting research in speech and improving the teaching in the discipline. Though the founders were properly recognized in Chicago, appreciation also was expressed to the leaders who carried the burden of extending the influence and health of the association for the next five decades. One need but examine the Roster of Officers in the *Directory* to find the honor roll of those who helped make the Speech Association of America the force in education it is today. In 1964 we honor our past while anticipating continued progress in the next fifty years toward achieving the goals established in 1914.

#### NOTES

<sup>1</sup>Andrew T. Weaver, "Seventeen Who Made History," *QJS*, XLV (April 1959), 195; and Giles Wilkeson Gray, "The Founding of the Speech Association of America: Happy Birthday," *QJS*, 1. (October 1961), 312.



## HISTORICAL NOTES: THE SPEECH COMMUNICATION ASSOCIATION, 1965–1989

WILLIAM WORK  
EXECUTIVE DIRECTOR,  
1963–1988

William Work and Robert C. Jeffrey

### FOREWORD

In 1987, SCA president Patti Gillespie appointed the 75th Anniversary Committee with J. Jeffery Auer as chair. One of the early decisions of that Committee was that a 75 year history of the Association should be written, similar to the 50 year history published in 1963. The Committee then asked William Work and Robert Jeffrey to co-author the document.

Accepting the recommendation of the 75th Anniversary Committee, we decided to include in this publication the 50 year history published in 1963 with stylistic modifications to make it more suitable for the 75th anniversary. We also decided to include the articles by Giles W. Gray on the founding of the Association and by Andrew T. Weaver on the seventeen founders of the Association. It also seemed appropriate to reprint in this publication the statement by James M. O'Neill which he wrote for the 50 year history, as well as his early piece, "The National Association." We cannot do too much honor to our first president.

The excerpts from a speech delivered by J. Jeffery Auer in 1989 at the Central States Communication Association Annual Meeting seemed appropriate also for this publication. Jeff contributes some factual information relevant to our history and provides some thoughts for reflection by future leaders.

The remainder of this history is an attempt to recapture the major events of the last 25 years. It is divided into seven topics: membership, leadership, the national office, publications, special projects, affiliations, and "taking a stand," an attempt to catalog the political and social positions taken by SCA. Each of these topics is organized generally in chronological order.

We discovered when undertaking this project that *Spectra* provided a valuable storehouse of information. That publication, combined with records in the national office, constituted the major sources of information. We occasionally leaned on (fading) memories for details.

We are indebted to members of the national staff for assisting in the research for this publication. They and we are pleased to have the opportunity to contribute in this modest way to the celebration of the Diamond Anniversary of the Speech Communication Association.

### MEMBERSHIP, STRUCTURE AND GOVERNANCE

Professional organizations exist for the benefit of their members. Membership, consequently, is the key to the validity of any such organization. It is clear from

SCA HISTORY

observing the figures in Table 1 (previous article, page 31) that membership in the Speech Communication Association has remained relatively stable over the last 25 years. It reached its zenith in 1970 with 7,232 members and fell to its lowest level in the last 25 years in 1981 with 4,625. The reasons for the fluctuation over the last 25 years are many. Temporary loss of members occasionally resulted following membership fee increases, and also from political actions taken by the Association. It should be noted as well that some members found homes in other associations such as the International Communication Association.

Because of fluctuation in membership, fractionalization of academic specialties within the profession, and a general attitude shift toward more democratic decision-making in the Association, support grew in the late 1960's for a reexamination of the Association's structure and governance. Consequently, at the 1968 national convention held in Chicago, the Legislative Assembly authorized a Constitutional Conference (affectionately and/or skeptically referred to as Con Con) to be held on December 26, 1969, in New York City, the date preceding the annual meeting for that year. A Committee on Structure, created by the Administrative Council in 1968, was charged with the responsibility of drafting a new SAA constitution to be submitted to the Constitutional Conference. Members of the Committee on Structure included Douglas Ehninger, John Dietrich, J. Jeffery Auer as chair, and Bill Work as secretary.

The Committee on Structure submitted its suggestion for a new constitution to the fifty-member Constitutional Conference in 1969. The draft constitution and bylaws approved by the Constitutional Conference was submitted to the Legislative Assembly for approval and subsequently to the entire membership by mail ballot in the spring of 1970. The new constitution was approved by the membership and became effective July 1, 1970.

The changes approved by the membership were far reaching. They included a new name, the Speech Communication Association; the replacement of 21 interest groups by nine broadly-based divisions; and the establishment of four boards which exist today. The divisions were designed to provide forums for substantive concerns of the Association and by 1989, they had increased in number to eleven.

The Association's governing body was renamed the Legislative Council and included three representatives elected by each of the regional associations, along with nine members chosen to provide a voice for under-represented constituencies, e.g., minorities, women, and students.

One significant consequence of the new constitution was that several sub-groups disenfranchised by the constitution organized themselves as separate entities. For example, the Religious-Speaking Interest Group became the Religious Speech Communication Association, and the Business and Professional Speaking Interest Group sought closer ties with the International Communication Association.

Although the new constitution provided for the substantive interests of members of the Association, it failed to recognize the various educational levels represented by the membership. In 1976, therefore, sections were added to recognize those levels. Five sections were established: Elementary and Secondary Education, Community College, Senior College and University, Applied Communication, and Student. These sub-groups in the Association added a dimension to the membership by providing structures through which members could interact more readily with others who share

a particular working environment. Divisions provided forums for substantive concerns where sections provided forums for professional concerns.

Even these subdivisions of the Association proved to be insufficient to represent all of the varied interests of the members of the Association. As a result, divisions and commissions have grown in numbers over the years. In its 75th year, the Association has eleven divisions and eleven commissions. Concern over the fairness in the appropriation of funds to these various subgroups led to the appointment in 1988 of a Task Force on SCA Substructure appointed by the SCA Legislative Council. The Task Force was charged with studying the structural hierarchy of SCA divisions, sections, commissions, committees, caucuses, and other subgroups and to recommend changes, if needed, in order to clarify their delineations and relationships. The Task Force, chaired by David Zarefsky, is to file its report at the 75th anniversary convention.

Throughout the last 25 years, the Speech Communication Association has attempted to provide services that would create a suitable professional home for the diversified subdivisions of members involved in the communication education enterprise. To further accommodate these groups, in 1989 a proposal was submitted to the membership for a name change. With a two-thirds majority needed for amending the constitution, the vote to change the name to the American Communication Association failed when only 62.7% of those voting supported the change. The growing preference for a name change, one carrying a clear national designation, suggests the likelihood of a new name for SCA before the 20th century gives way to the 21st.

### LEADERSHIP

It is always difficult to assess the leadership of a professional organization. Dedicated professionals with an interest in promoting the aims and objectives of the profession must give of their time and energy to advance the Association and the discipline it represents. The Speech Communication Association has been fortunate in attracting leaders who have given that time and energy freely.

The successful candidates for the second vice presidency of the Association succeeded by constitutional provision to the first vice presidency and then to the presidency. Candidates are selected by a nominating committee of 25 persons, representative of both the broad and the specialized interests of the membership. The committee was established by the constitution adopted in 1970. Prior to that time, the nominees for the second vice presidency were selected by a committee of five. The enlargement of the nominating committee was clearly a move toward a further democratization of the decision-making process in the organization.

Since its inception in 1914, the Association has had 74 presidents. Of the nine presidents who have been women, five served in the last 25 years. During that span of time, twelve have been elected from the midwest, six from the south, four from the east, and three from the west. If one defines areas of special interest broadly, it is clear that educators from rhetorical studies have dominated the presidential races. Since 1963, 19 presidents have been elected from that discipline specialty, two from performance of literature, and one each from theatre, mass communication, communication sciences and disorders, and speech education.

The leadership of the Association does not rest solely with the elected officers. The policies of the Association are determined by the Legislative Council, comprised of 72 members representing the regional associations, the general membership through

at-large delegates, and the boards, sections, and divisions of the Association. The Legislative Council meets at the annual meeting. As the principal policy-making body of the Association, the Council has major responsibility for the direction of the Association.

Leadership of the Association is also found in the various subgroups of the Association. There exist fifteen committees, three caucuses, eleven commissions, eleven divisions, and five sections. Each of these groups has its own set of officers, some of whom also serve on the Legislative Council. Many of the innovative proposals for direction of the Association have come from the thoughtful deliberation and decision making of these groups.

Although the executive director of the Association has no policy-making authority, it is clear that the person who executes the policies of the Association has significant power. The Association has been privileged to have a series of executive officers who, working with the national office staff, have performed their responsibilities with fairness, dedication, and competence.

### ANNUAL MEETINGS

Annual meetings of the Speech Communication Association provide opportunities for sharing of research activity among its members and a forum for the discussion of professional issues. Since its founding in 1914, the Association has held annual conventions with the exception of the war year 1918. Attendance at the convention has varied, but it has increased slowly but steadily over the years. The 1988 annual meeting in New Orleans, for example, established an all-time record for attendance at 3,307. Table I, at the end of this article, provides information on the annual meetings from 1915 to 1989.

Twice in the last 25 years, in 1964 and 1966, the Association held joint conferences with the American Educational Theatre Association. The American Forensics Association and other affiliate organizations also meet in joint sessions with the SCA.

With increased attendance, the SCA has experienced a large increase in the number of convention sessions offered. From 71 in 1963, the number of programs has increased to almost 600 in 1989. This is a consequence of two factors. First, the number of members in the profession has increased, thereby increasing the number of research papers submitted for presentation at the convention. Second, the Association has increased the number of programs to provide outlets for the growing number of special interest subgroups in the profession.

Several annual meeting innovations have been introduced in the past 25 years. Perhaps because of the success of the pre-convention readers theatre workshop at the joint convention of AETA and SAA in 1966, first vice president Douglas Ehninger introduced the pre-convention workshops as a regular feature of the annual meeting at the convention of 1967. Theodore Clevenger, Jr., SCA first vice president responsible for planning the San Francisco convention in 1971, introduced two features for the annual meeting. Short courses were offered that year varying in length from three to nine hours. They ranged over a wide spectrum of topics, but all emphasized knowledge that was directly useful in teaching, research, consultation or other forms of application. Clevenger also introduced action caucuses in 1971. These were designed to provide members who are interested in group action the opportunity to accomplish while at the annual meeting a significant educational, research or organizational objective that might be difficult or impossible to achieve with a

geographically-dispersed constituency. Eight action caucuses were scheduled in 1971. Both of these innovations have become regular features of the annual meeting.

When examining the information in Table I, the reader will observe that the site selection committee for the Association chose Chicago as the principal location for the convention through its first 55 years. The general practice was to schedule the meeting in Chicago every other year while alternating between the east and west coasts in off years. Throughout that first sixty years, the large majority of members of the Association resided in the midwest, and the attendance figures will show that the larger conventions were those scheduled in Chicago. However, the Legislative Assembly in 1968 voted to reschedule the 1970 annual meeting in Chicago because of the disturbances in that city that occurred in connection with the Democratic National Convention. The meeting was rescheduled in New Orleans, the first time the Association had met in that city since 1934. Because of the happy experience of the attendees at the New Orleans convention in 1970, and because of subsequent political reactions of the membership to the Illinois legislature's vote on the ERA amendment, the Association decided to move the annual meeting to locations other than Chicago. The SCA did not meet in Chicago for the decade 1974 to 1984. It should also be noted that the attendance has not varied significantly when the annual meetings have been held in cities other than Chicago.

While membership in the Association has remained rather static over the past decade or two, attendance at the annual meeting has consistently increased. This is testimony to the quality of the intellectual stimulation provided by the programs and to the dedicated and innovative efforts of the first vice presidents of the Association who are charged with planning the annual meeting.

### NATIONAL OFFICE

Prior to the summer of 1963, the Association's national headquarters was located on or near the home campus of the Executive Secretary. Since the term of office of the Executive Secretary was ordinarily three years, the office and the officer in charge changed regularly and on a short-term timetable. Thus, Robert C. Jeffrey, the last of a long series of dedicated, part-time executive officers, established, organized, and managed the National Office on the campus of Indiana University, 1960-1963. Over the years, the host universities had been, for the most part, generous in helping the Association keep headquarters' expenses manageable. When William Work was named the organization's first full-time executive officer, and when he and the National Office moved to New York City in late summer, 1963, there was some expectation that the heretofore nomadic headquarters pattern would be replaced by a degree, at least, of continuity, if not permanence.

The rationale for choosing New York for the Association's headquarters lay in the indisputable fact that New York was the nation's foundation capital. Ironically, efforts to tap foundation resources were by and large unsuccessful. The rationale for locating the office in the (then) Statler Hilton Hotel in midtown Manhattan was to facilitate member visits to the Association headquarters. It soon became apparent that visiting the business office of their scholarly and professional national organization was not a high priority for members who had travelled, for whatever reasons, to the "Big Apple." It also became apparent that operating costs in New York were high. As early as 1966, the Administrative Council directed the Executive Committee

to make a recommendation regarding the advisability of maintaining the National Office in New York City.

In 1965, the Association had 5999 members. The average membership in the Placement Service was approximately 1050. Total income for the Association was \$172,000. The office staff numbered around 15 persons, 12 or 13 of whom were full-time. Fergus Currie, who served from 1964 to 1966 as Assistant Executive Secretary, was the first National Office staff person (other than the Executive Secretary) whose training and experience were in speech communication. Currie resigned in order to return to teaching. His successor was Robert N. Hall whose long association with SCA began on September 15, 1966.

As membership grew, the pressure also grew for National Office support for new programs and activities. The new position of Director of Research was created in response to a recommendation of the Research Board. The Research Board served as the search committee for the post; the Board's nomination of James E. Roever was approved by the Administrative Council. The brief description of the position that appeared in *Spectra* indicated that the responsibilities of the Director of Research "... will encompass a wide range of activities calculated to improve the climate for and the output of research and development efforts in the communication arts and sciences." After two years of service, Roever announced his resignation, effective in August, 1970; his successor, Patrick C. Kennicott, joined the Association staff in June, 1971.

In 1972, the Administrative Committee authorized a new professional staff position in speech communication education. On September 1, 1973, Barbara Lieb-Brilhart assumed her responsibilities as Associate Executive Secretary for Education.

The Administrative Council, meeting in Chicago at the December, 1968 convention, adopted a resolution calling for continuing study of the pros and cons of establishing an Association office in Washington, D.C. The 1971 Legislative Council called for "serious study" of a possible move of the Association headquarters from New York City to Washington, D.C.

In 1972, a National Office Site Committee was formed and was charged with the responsibility of deciding on the desirability of moving the Association headquarters to Washington, D.C. The Committee consisted of Theodore Clevenger, Jr. (Immediate Past President), Chair; Robert C. Jeffrey (President); Samuel L. Becker (First Vice-President); and William Work (Executive Secretary), ex officio. The Committee, which had been given the authority to make a final decision, voted to move to Washington, D.C. or environs during the summer of 1975. In the summer of 1974, before the move was consummated, the Association opened an auxiliary office in Washington, D.C. to serve the needs of the Bicentennial Youth Debates program (described elsewhere). Patrick L. Kennicott moved to the auxiliary office at that time—both as a liaison with the BYD project and to exploit the Washington location in the interests of speech communication research.

The physical move from New York to Washington was timed so that the new office in leased space in Falls Church, VA could be open for business on August 1, 1975. Only three staff members made the move: Hall, Lieb-Brilhart, and Work; Kennicott resigned immediately prior to the move. Sam Becker outlined the principal reasons for the relocation in Washington: (1) the facilities in New York City no longer served Association needs; (2) the federal government was the locus of research and

developmental dollars for education; (3) Washington provided better access to relevant federal agencies and personnel; (4) Washington was increasingly becoming the preferred headquarters location for national scholarly and professional educational organizations.

The Association, which had an excellent record of spending within its budget, incurred a deficit of almost \$75,000 for the fiscal year ending June 30, 1975. In retrospect, it seemed evident that the Association had over-extended itself, that it had seriously underestimated the costs of moving to Washington, and that it had made significant miscalculations about income and expenses for its million dollar Bicentennial Youth Debates project. Whatever the reasons, austerity became the order of the day. The staff was reduced; budgets were tightened and budget controls became more rigorous; executive salaries were frozen; and reserves were tapped. A National Office Monitoring Committee was created to oversee operations and to make it clear to the staff that probation was in effect. The crisis was soon over and the Association returned to its customary practice of achieving an annual operating surplus.

Associate Executive Secretary Barbara Lieb-Brilhart resigned in the spring of 1979 after six years of service. She was replaced by Carolyn Del Polito, who served for one year beginning July 1, 1979.

When the Association first moved to Washington in 1975 a five-year lease was negotiated (at \$6.25 per square foot!). With the Association's recent fiscal distress firmly in mind, the Administrative Committee directed the Executive Secretary to explore properties in the Washington area that might be purchased as headquarters for the Association. A consensus was reached that an office condominium offered SCA its most promising prospects for reducing occupancy costs. At the 1979 convention in San Antonio the Legislative Council approved purchase of an office condominium in Annandale, VA, with 3778 square feet of space, for \$277,200. The new premises were occupied in early August, 1980. The mortgage was subsequently liquidated in 1986 by the simple expedient of borrowing from the Association's reserve funds. It is worth noting that throughout the process of acquiring real estate, members voluntarily contributed an amount in excess of \$1000 to the cause.

Don M. Boileau joined the National Office staff as Director of Educational Services in January of 1981; he resigned effective June 30, 1987. Donald C. Shields, on leave from his post at the University of Missouri, St. Louis, assumed the responsibilities of the educational services office for the 1987-88 school year. He was succeeded by Lynne Greeley for the 1988-89 school year. James Chesebro was appointed to the position in July, 1989.

In-house computerization paid a second visit to the National Office in 1982. Matching microcomputers were used (1) for membership, subscriber, and directory list maintenance; (2) for accounting, bookkeeping, and budgeting purposes; and (3) for word processing. The systems basically worked well, but, especially with the passing of time, they did not fully exploit data processing's potential for contributing to office efficiency.

This review has made mention of all of the National Office "professional" staff members during the period, 1963-1988, with the exception of those individuals who served as business manager—or in that capacity—for several years or more. These persons play a crucial role in the National Office and are fully deserving of recognition and appreciation: Edward Roulet, Robert Sigman, Wilson Korpi, and the incumbent, Norma Geiger.

At the May, 1987 meetings of the Administrative Committee, William Work announced his intention of retiring at the end of July, 1988—twenty-five years and one month after he had assumed the office of Executive Secretary. Headed by Anita Taylor, a past president, a search committee was promptly organized to recommend a new Executive Director. Following a careful screening of the large number of applicants for the position, the Administrative Committee recommended to the Legislative Council that James L. Gaudino be appointed to the post. Gaudino, having resigned his position as an Assistant Professor of Advertising at Michigan State University, reported for duty in July, 1988. His exceptional background and qualifications bode well for the Association.

## PUBLICATIONS

Publications are a central activity for most voluntary scholarly and professional organizations. SCA is no exception. The review that follows, of necessity selective, reports highlights of the Association's publications program during the last quarter of a century.

In 1965, the following Association publications had been established and have continued to this day: **Quarterly Journal of Speech; Communication Monographs** (formerly **Speech Monographs**); **Communication Education** (formerly **Speech Teacher**; **Speech Communication Directory**; annual convention program.

Volume I, Number 1 of **Spectra**, the Association newsletter, appeared in October, 1965. Originally established as a quarterly, its frequency gradually increased to eleven months annually. **Spectra** was conceived as a timely channel of information about the Association and profession. It was designed to be of interest to all members, regardless of specialized disciplinary concerns. Over the years, **Spectra** embraced a number of special-interest columns—some regularly and some sporadically—including: News and Notes; Research Notes; Education/Research/Development Notes; ERIC Reports/Connection; Books by Members; Computer Talk; Capital Outlook; and Bright Ideas Exchange.

The first edition of the Association's **Directory of Graduate Programs in Speech** appeared late in 1967. It was edited by Robert N. Hall, Assistant Executive Secretary. Data about more than 150 institutions was included. New editions of the directory were issued on a two-year cycle.

A new publication, **Convention Abstracts**, made its debut at the 1968 Annual Meeting in Chicago. The publication was edited by the First Vice-President, the chief convention program planner. After several years, the experiment was abandoned because of the expense and apparent lack of enthusiastic member support. Subsequently, brief abstracts of individual sessions have been included in the program proper when judged necessary for reader understanding.

Another experiment in serial publications, **Bibliographic Annual in Speech Communication**, made its first appearance in 1970. Ned Shearer was the founding editor; he was succeeded by Pat Kennicott in the National Office. Again, member interest did not reach expectations and the series was discontinued in 1975 at the recommendation of the Publications Board.

A research-oriented publication that has not only endured but has become something of a "best seller" is the **Index to Journals in Communication Studies**. The edition that appeared in 1971 included the three Association journals and the four regional organization journals. The publication included the tables of contents for each journal since its inception as well as author and subject matter indexes.



Ronald and Irene Matlon were the co-editors. Updated editions on a five-year cycle were contemplated. The number of journals indexed continued to expand; 15 were included in the edition published in 1987.

**The Free Speech Yearbook: 1970**, edited by Thomas L. Tedford, was the first edition of the series published and distributed by SCA. Publication of the yearbook and of a newsletter called **Free Speech**, have been long-term projects of the Association's Commission on Freedom of Speech.

**The International and Intercultural Communication Annual**, with Fred L. Casmir as Editor, made its bow in 1974. The publication, sponsored by the Association's Commission on International and Intercultural Communication, subsequently was co-published by Sage Publications, Inc.

The 1974 Legislative Council, meeting in Chicago, discussed at considerable length the possible merits of substituting the word "communication" for the word "speech" in the names of the three Association journals. A compromise was reached. **Speech Monographs** was renamed **Communication Monographs**; **The Speech Teacher** was renamed **Communication Education**; but the original journal, the publication that had been regarded as the "official" Association journal, retained its title, **Quarterly Journal of Speech**.

An early attempt to provide an Association outlet for scholarship in non-print media was announced in 1975. **Proteus**, under the editorship of Dennis Lynch, was to have filled a long-felt need of the members of an organization with substantial interests and expertise in non-print communication. The effort failed. The reasons were not clear, but it was apparent that the members of the Association were not yet ready in sufficient numbers to embrace non-traditional modes of scholarship. A decade later, in 1986, the Legislative Assembly, upon recommendation of the Publications Board, authorized an Association Nonprint Publications and Resources Center.

A number of books that have been published by the Association were final reports of developmental projects. Titles in that category included **Conceptual Frontiers in Speech Communication**, Edited by Robert J. Kibler and Larry W. Barker (1968); **The Prospect of Rhetoric**, Edited by Lloyd Bitzer and Edwin Black (1971); **Black Communication: Dimensions of Research and Instruction**, Edited by Jack L. Daniel (1974); **Forensics as Communication: The Argumentative Perspective**, Edited by James H. McBath (1975); **Developing Communication Competence in Children**, Edited by R. R. Allen and Kenneth Brown (1976); **Form and Genre: Shaping Rhetorical Action**, Edited by Karlyn Kohrs Campbell and Kathleen Hall Jamieson (1978).

Other volumes were sponsored by particular Association subgroups, but without reference to a developmental undertaking. Examples of such publications, some cosponsored, during the period under review here are: **Preaching in American History**, Edited by Dewitte Holland (1969); **Essays in Honor of Claude M. Wise**, Edited by Arthur J. Bronstein and Claude L. Shaver (1969); **Oratory in the Old South**, Edited by Waldo W. Braden (1970); **The Rhetoric of Protest and Reform**, Edited by Paul Boase (1980); **Gayspeak: Gay Male and Lesbian Communication**, Edited by James Chesebro (1981); **Performance and Literature in Historical Perspectives**, edited by David W. Thompson (1983).

The Association's extensive participation in the federal government's Educational Resources Information Center (ERIC) program is recorded elsewhere in this essay.

Promoting and distributing new books and other publications was an important part of ERIC's mission. Penny Demo, now the Association's Publications Manager, devoted a great deal of her time, energy and professional expertise to the work of the ERIC Speech Communication Module. In the years prior to the closing of the Module, she served as Assistant Director. She contributed an excellent summary of the Module's accomplishments, 1973-1986. (See **Spectra**, June, 1986 pp. 4-5) Her data reveals that 45 monographs and booklets were produced and distributed during the life of the SCA subcontract. In an earlier **Spectra** column (June, 1984, p. 6) she identified the top 12 ERIC Module "bestsellers"; the top six were: **Listening Instruction**, by Andrew Wolvin and Carolyn G. Coakley; **Development of Functional Communication Competencies, Pre-K-Grade 6**, Barbara Wood, Editor; **Development of Functional Communication Competencies, Grades 7-12**, Barbara Wood, Editor; **ERIC First Analysis, 1981-82**, David Wagner; **ERIC First Analysis, 1980-81**, David Wagner; **Beyond the Wasteland: The Criticism of Broadcasting**, (Rev.), Robert R. Smith. As the final ERIC subcontract year came to a close, the Association's commitment to a vigorous publications effort was re-affirmed.

A major expansion of the Association publications program took place with the appearance of the first issue of **Critical Studies in Mass Communication** in March, 1984. Robert Avery was the founding editor. In addition to discharging traditional editorial duties, Avery secured in excess of \$15,000 in outside funds to support the launching of the new publication. The editorial focus of the new journal was described as follows: "**Critical Studies in Mass Communication** was created to provide a forum for the publication of cross-disciplinary research which represents a wide range of scholarly orientations and methodological approaches."

The roster of Association quarterly journals expanded still further in 1988 when **Literature in Performance**, which appeared in 1980 as a quasi-independent publication, was fully embraced by the SCA. The title of the journal was changed to **Text and Performance Quarterly**; Wallace Bacon was named by the Legislative Council to serve as Editor, 1988-1990. Upon recommendation of the Publications Board, still another journal already in existence was acquired by the Association: **Journal of Applied Communication Research**; it will be introduced as an SCA publication in 1991.

Over the years, a number of calls were made for the Association to publish a magazine or newspaper or newsletter that would provide a channel for the sharing of information among speech communication teachers. In response to these recommendations, the Educational Policies Board undertook the development of a quarterly newsletter designed to focus on speech communication pedagogical matters and instructional strategies at all educational levels. The newsletter, which appeared first in 1987, was called **Speech Communication Teacher**; P. Judson Newcombe was its first Editor. This successful publication venture was anticipated some years earlier when Barbara Lieb-Brilhart, then Associate Executive Secretary, experimented with a pedagogical newsletter for secondary school teachers; it was called TALK-BACK.

From time to time, the Publications Board has undertaken surveys designed to reveal member attitudes either about Association publications in general or about a specific publication, such as a journal. Examples of such surveys may be found in the October and November, 1986 issues of **Spectra**.

Certain Association publication trends over the past 25 years are discernible: (1) more publications; (2) higher page counts in many of the serial publications; (3)

increased frequency of some publications; (4) the "take-over" of existing serials may be a new trend; (5) efforts are increasingly made to provide publication outlets that reflect more specialization within the speech communication "umbrella"; and (6) the term "communication" appears to be supplanting "speech communication" in serial and other publication titles.

### SPECIAL PROJECTS

Most scholarly and professional voluntary organizations devote the bulk of their time, energy and financial resources to ongoing programs and activities. The Speech Communication Association is no exception. Maintaining a national office, publishing journals, newsletters and books, holding an annual meeting, providing support for governing bodies and other sub-groups—all make heavy demands on the exchequer. Special projects address special needs. (Sometimes such projects do become 'institutionalized' and are made a part of the continuing program.) Funding for special projects may come from the Association, may be provided in whole or in part by outside agencies or the project may be designed to be self-amortizing. Special project costs are sometimes shared by cosponsoring organizations.

SCA sponsored a number of special conferences during the quarter of a century covered by this review. The first of a series of 'leadership' conferences was held in Chicago in July, 1965. J. Jeffery Auer, then SCA President, was the presiding officer. The theme of the conference was federal legislation and the field of speech. Other summer conferences in the series considered such topics as grantsmanship (1966); governmental affairs (1967); research and development in speech communication (1968); research and action (1969); communication instruction at all educational levels (1970); short courses on a range of topics (1971); career education (1972); follow-up on Airlie Conference recommendations about the future of the discipline (1973); intracultural communication (1974); mass communication and gender communication (1975); interpretation (1976). The series was interrupted in 1977, but summer conferences on a wide range of topics continued to be held: experiential learning; intercultural communication; human communication futures; careers in communication (twin conferences, one east and one west); speech communication in community colleges; communication and aging; continuing education.

In addition, the Association sponsored or cosponsored a number of special conferences dealing with a range of professional and scholarly concerns. In 1967, the U. S. Office of Education announced a grant to the Association of \$58,000 in support of a developmental project on research and instructional development in speech communication. John E. Dietrich, Association President in 1959, was the conference director. The first phase of the project was an interdisciplinary colloquium held at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin. Participants included recognized scholars from such cognate disciplines as sociology, linguistics, social psychology, psychology, and philosophy. The colloquium papers provided valuable insights and points of departure for the main project conference held in New Orleans, February 11–16, 1968. Major position papers for that meeting were contributed by John W. Black, Theodore Clevenger, Jr., Gary L. Cronkhite, and Gerald R. Miller. The findings of the project were subsequently made available in a book, **Conceptual Frontiers in Speech Communication**, edited by Robert J. Kibler and Larry W. Barker, and published by the Association.

On January 26, 1968, an interdisciplinary and interorganizational meeting was

convened in New York City to discuss issues and research problems related to language and the disadvantaged. Jack Matthews, Association Research Board Chair, presided. In August of that year, President Douglas Ehninger chaired a two-day meeting in Chicago to consider ways and means through which the Association might assert leadership in developing research and instructional activities responsive to the social demands of the day.

The focus of the New Orleans Conference was on scientific approaches to human communication research. A comparable developmental effort, which came to be known as the "rhetoric project," was launched in 1969. The undertaking was supported mainly by the National Endowment for the Humanities (\$55,670), with assistance from the Johnson Foundation. Lloyd Bitzer was project director. An interdisciplinary colloquium was held at the Wingspread Conference Center in January, 1970. Papers for the preliminary conference were prepared by Bernet Baskerville, Samuel L. Becker, Wayne Booth, Wayne Brockriede, Edward P. J. Corbett, Hugh Duncan, Henry W. Johnstone, Richard McKeon, Chaim Perelman, and Karl R. Wallace. The main conference of speech communication scholars convened at "Pheasant Run" in St. Charles, Illinois, May 10–15, 1970. The project report, **The Prospect of Rhetoric**, was edited by Lloyd Bitzer and Edwin Black; it was published by Prentice-Hall, Inc.

In 1970, the Educational Policies Board announced a major project to identify and describe essential speech communication competencies and offer guidelines for instructional programs designed to promote them. R. R. Allen was named principal investigator. SCA provided an initial grant of \$22,356 in support of the project; major funding was subsequently made available by the Axe-Houghton Foundation. The findings and recommendations of the study appeared in the project's final report, **Developing Communication Competence in Children**, edited by R. R. Allen and Kenneth Brown.

In 1971, a proposal for a developmental project on teaching and research in Black communication was approved. Jack L. Daniel was named principal investigator. The National Endowment for the Humanities allocated \$19,251 in support of the undertaking. The final report, which appeared early in 1974, was edited by Jack L. Daniel under the title, **Black Communication: Dimensions of Research and Instruction**.

For a number of years, the federal government has managed and supported a sizeable information retrieval network, the Educational Resources Information Center, usually referred to by its acronym, ERIC. The National Council of Teachers of English was the system's principal contractor for the Clearinghouse on Reading and Communications Skills. NCTE assumed the responsibility for processing speech communication documents in 1970. For several years, SCA cooperated with NCTE/ERIC on a voluntary, uncompensated basis. Beginning in 1972–1973, SCA operated the Speech Communication Module of ERIC/RCS under a subcontract negotiated each year with the NCTE. The last Module contract was for the 1985–86 fiscal year. Over the 14 years of the contractual arrangement with NCTE, SCA received almost \$650,000 in operating funds. Bringing to bear the expertise of the speech communication profession, the Module was responsible for evaluating and processing large numbers of documents for entry into the system. It screened speech communication journals for listings in **Current Index to Journals in Education**, and it commissioned a substantial number of bibliographies, books and booklets—most of which

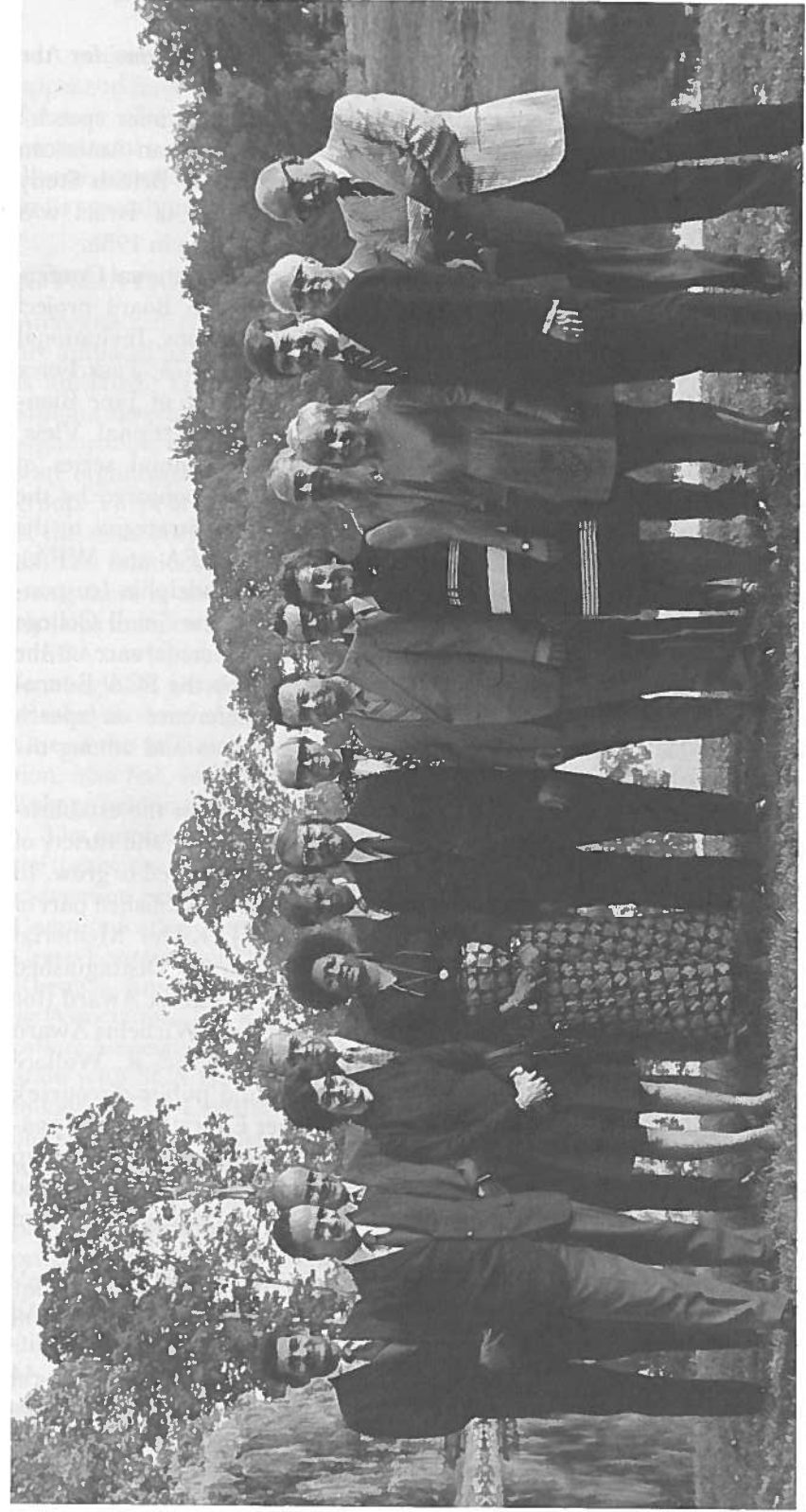
were pedagogically oriented. (At this writing, NCTE is no longer an ERIC contractor. SCA continues to cooperate with their successors at Indiana University.)

Beginning in the early 1970's, under the leadership of the Research Board, SCA sponsored a large number of "doctoral honors seminars." As the name implies, the program was designed to provide able doctoral candidates with opportunities to interact, both with established scholars and with their peers from a variety of institutions, on a research topic of common interest. Support for the seminars has been provided by the sponsoring institution, by the participating students, and, in small measure, by SCA.

At the December 1971 convention in San Francisco, the Legislative Council authorized a small, invitational conference to consider long-range goals and priorities for the discipline and the Association. Second Vice-President Samuel L. Becker was named to chair the project. The conference was held at the Airlie House center in Virginia; 17 officers, members, and professional staff took part. Far-reaching recommendations were generated under the following broad categories: (1) Education; (2) Research; (3) The Association. Implementation procedures were specified and, in some cases, priorities were suggested. (See April, 1973 SPECTRA.) Some observers felt that the impact of the conference might have been enhanced, if the number of recommendations had been more rigidly limited, and if hierarchical priorities had been more clearly set forth.

A major project during the period considered here was the Bicentennial Youth Debates program (BYD). The project was initiated by the National Endowment for the Humanities as a "showcase" undertaking in the agency's observance of the nation's 200th birthday. SCA was chosen as the contracting organization, and initial planning was carried out by a committee headed by Lucy Keele, who was then chairperson of the SCA Forensics Division. The initial planning grant for \$6,880 was awarded in 1973. Richard Huseman was named Project Director in 1974. Over \$1,000,000 in NEH funds and matching grants were made available to Huseman and his project committee. A BYD staff was hired and office space was leased in Washington, D.C.; a network of regional offices was also established nation-wide. The aim of the Bicentennial Youth Debates program was "to involve the nation's high school and college age youth in a meaningful exploration of the fundamental values and issues at the core of the American experience." By June 1, 1975, over 6,000 high schools, colleges and universities had enrolled in the BYD program, and a prestigious national Council for Development and Community Involvement had been recruited. At the 1975 SCA convention in Houston, Huseman reported that BYD participants numbered nearly 160,000 in some 9,000 institutions. Recognition for outstanding BYD participants was a central feature of the culminating final National Conference held in Washington, D.C., May 31 to June 4, 1976.

For many years, the Association had been an active participant in an international debate program involving, principally, teams of college and university students from the United Kingdom and the United States. Tours frequently lasted two months or more. In 1965, the Association agreed to relieve the Institute of International Education of the administrative responsibility for the participation of the U.S.A. in the program. Subsequently the debate exchanges were expanded to include Japan, Australia, New Zealand, Poland, and the Soviet Union. The latter series began in 1972. In addition to the intrinsic values for the debaters and their audiences, the program, administered by the SCA Committee on International Discussion and



AIRLIE HOUSE CONFERENCE -- September 6-10, 1972

S. L. Becker, W. Work, W. S. Howell, R. N. Hall, L. S. Harms, R. C. Jeffrey, G. Miller, K. R. Wallace, J. E. Dietrich  
G. Phifer, A. Taylor, L. S. Hawthorne, R. J. Kibler, T. Clevenger, Jr., B. K. Seng, B. S. Wood, P. C. Kennicott

Debate, proved to be an excellent source of positive public relations for the Association.

Other Association international ventures included: in 1966, a summer speech/theatre tour of Europe; cosponsorship of a series of biennial German-American communication colloquia; cosponsorship, with NCTE, of a summer British Study Program in 1974; a communication-oriented summer study tour of Israel was cosponsored by the Association and California State University-Chico in 1986.

**Additional Special Projects Briefly Noted:** Teacher Educators National Conference, Memphis, August 26–30, 1973; Campaign '76, a Research Board project involving sustained and intensive study of the 1976 national elections; Invitational Community College Leadership Conference, Denver, November, 1975; Task Force on Alternative Career Opportunities, 1978–80, under the leadership of Jane Blankenship; Conference on Human Communication from the Interactional View, Asilomar, February, 1979 (with ICA); starting in 1979, a biennial series of conferences on argumentation have been held in Alta, Utah (cosponsored by the American Forensic Association); Conference on Communication Strategies in the Practice of Lawyering, June, 1983, Tucson, (cosponsored by AFA and WFA); Conference on the Legacy of Kenneth Burke, March 1984, Philadelphia (cosponsored by Temple University); summer workshops sponsored by the Small College Committee of the SCA Senior College and University Section; a conference on the Oratory of Martin Luther King, Jr., in Atlanta, cosponsored by the SCA Educational Policies Board, 1988; Educational Policies Board conference on speech communication education, with emphasis on articulation between and among the various instructional levels, Flagstaff, July, 1988.

The Association's program of awards was launched in 1965 with the establishment of Golden Anniversary book and monograph prizes. The number and variety of the presentations made each year at the Annual Meeting have continued to grow. In addition to the Golden Anniversary Awards, the following are an established part of the awards program: Distinguished Service Award; Robert J. Kibler Memorial Award (for excellence in teaching and research); Douglas Ehninger Distinguished Rhetorical Scholar Award; Dissertation Awards; Charles H. Woolbert Award (for seminal scholarship of enduring value); James A. Winans-Herbert Wichelns Award (for distinguished scholarship in rhetoric and public address); Karl R. Wallace Memorial Award (for distinguished scholarship in rhetoric and public discourse); Donald H. Ecroyd Award for Outstanding Teaching in Higher Education; Outstanding Teaching Award, K–12; and the Franklyn S. Haiman Distinguished Scholarship in Freedom of Speech Award. In addition to these Association awards, Divisions and Sections frequently make annual awards, usually to students who have demonstrated scholarly promise in a convention paper.

Over the years, efforts have been made to assess the adequacy of the Association's programs. One of the most recent and successful investigations was through an Ad Hoc Committee on Structure and Services chaired by Bruce Gronbeck. The Committee's summary report appeared in the October 1984 *Spectra*. The report's 44 recommendations ranged across the breadth and scope of the Association's activities; included were: a name change; stepped up member recruitment; re-establishment of the First Vice-President's authority in convention program planning; increased attention to applied communication; and creation of a pedagogical newsletter.

A majority of Association special projects undertaken during the past 25 years appear to have accomplished useful purposes. A few failed—seemingly more often for lack of supporting funds than through a lack of vision on the part of the perpetrators. Appropriately, the SCA leadership has tried to remain sensitive to diverse member needs and perceptions. The Association's pluralism is well reflected in its special projects program.

## AFFILIATIONS

An organization's affiliate relationships are principally of two kinds: (1) groups that are affiliated *with* the organization, and (2) groups with which the organization itself is affiliated. The SCA has both kinds of relationships. The premise underlying affiliate agreements is that mutual interests of both parties will be served. A national organization is usually strengthened by attracting state organization affiliates; the state organization, too, can gain strength and visibility by joining with the national group. There are many ways in which such organizations can help one another—one of the most obvious being in the recruitment of new members. SCA has no formal affiliate relationships with either regional or state speech communication organizations; there is considerable cooperation between and among these groups, but each remains independent and autonomous.

SCA has felt that its own self interest is served by maintaining close ties with the four regional associations. In keeping with the SCA Constitution, each of the four is entitled to three seats on the SCA Legislative Council. Reciprocity is not required. One of the affiliate organizations, the Association for Communication Administration, also has, in effect, a permanent Council seat. This derives from a very close linkage held in place by a strong congruence in goals and purposes.

The number of organizations affiliated with the SCA has grown substantially over the years covered by this review. Affiliate organizations listed in the 1989 SCA convention program were: The American Forensic Association; The Association for Communication Administration; Commission on American Parliamentary Practice; Cross-Examination Debate Association; International Society for the History of Rhetoric, American Branch; Kenneth Burke Society, SCA Branch; National Forensic Association; Phi Rho Pi; Pi Kappa Delta; and The Religious Speech Communication Association. The procedure through which an organization may seek affiliation with SCA is set forth in the Constitution; Article IV, in its entirety, reads as follows: "The Legislative Council, may upon petition from an association whose objectives are consistent with those of the Association, grant to such association the status of affiliate organization."

Avenues of cooperation between SCA and its affiliate organizations include: providing convention resources for affiliates' business meetings and substantive programs; making newsletter space available to publicize meetings, publications, special projects; sharing membership lists for recruiting purposes; data-sharing and information exchanges.

The 1989 SCA DIRECTORY lists the organizations with which the Association is affiliated: The Alliance of Associations for the Advancement of Education (may be moribund); The American Council on Education; The Committee for Education Funding; Consortium of Social Science Associations; The National Coalition Against Censorship; The National Council on Communicative Disorders; The National Humanities Alliance; World Communication Association. These organizations are,

for the most part, coalitions. They exemplify one of the most significant potentialities of affiliated groups, that of joining forces to raise a unified and articulate voice on matters of moment to the member organizations. There *is* strength in numbers. Some, but not all, of these organizations with which SCA is affiliated have professional staffs to monitor federal legislation and to lobby actively in support of their adopted positions. SCA financial support for educational consortia has often been justified on the rationale that it was an appropriate and practical way for a relatively small organization to join others in support of common goals.

SCA has sought an affiliate relationship that, to date, has remained beyond its reach. Several unsuccessful efforts have been made to gain admission to the American Council of Learned Societies.

Affiliations do not remain static. Twenty-five years ago, SCA was a Department of the National Education Association; there is no longer a formal linkage between the two organizations. For many years, beginning in 1969, SCA was a constituent member of the Council of Communication Societies. CCS lost momentum and member organization support after some 15 years of service.

In general, affiliate relationships have proved to be important in the life of the Association.

### SPEAKING OUT—TAKING A STAND

Not-for-profit voluntary organizations frequently have a legislative agenda. Larger organizations often have a committee on government affairs that is charged with monitoring legislation that is germane to the interests and purposes of the organization. These larger organizations usually have trained professional staff persons who lobby and otherwise carry out the mandates of the governing board. Smaller organizations do the best they can, often seeking to make their voices heard by joining appropriate consortia.

There were several legislative issues that attracted the attention of the Speech Communication Association (then the Speech Association of America) in the middle 1960's. The Association joined forces with a large number of educational groups in lobbying for passage of the act establishing the National Foundation for the Arts and Humanities. Supporting testimony was presented by then President J. Jeffery Auer, and after Congress passed the legislation, he and the executive secretary were invited to the White House bill-signing ceremony. At about the same time, the Association joined another coalition that was seeking to make certain that educational interests were appropriately provided for in the upcoming revision of the 1909 copyright law.

A more parochial effort at "taking a stand" in order to mold public opinion occurred in 1966 when a document prepared by an Association committee and approved by the Administrative Council was published in *Spectra*. "Speech Education in the Public Schools" was designed to influence state and local teachers, administrators, and school boards to apply appropriate professional standards in organizing classroom instruction in speech. In a related action, the 1968 Legislative Assembly adopted a statement setting forth basic certification standards for secondary school teachers of speech.

One of the most durable of the Association's position statements, the "Credo" on Freedom of Speech, appeared, in one of its early manifestations, in the April 1968 *Spectra*. It had been approved by the 1967 Legislative Assembly. A revised version, printed in the April 1976 *Spectra*, is available from the National Office.

The 1968 Legislative Assembly took two strong actions that related to the disturbances in Chicago that occurred that year in connection with the Democratic National Convention. As mentioned earlier, they voted to cancel the Association's 1970 convention scheduled for Chicago, directing that it be booked elsewhere. Then the following resolution was approved: "Resolved that the Legislative Assembly of the Speech Association of America hereby condemns all those individuals and organizations who did abridge the freedom of individual speech and assembly, and that this resolution be transmitted by the Executive Secretary of SAA to the Mayor and Superintendent of Police of the City of Chicago, the National Committees of the Republican and Democratic parties and other such agencies and organizations as the Executive Secretary believes appropriate."

The 1969 Legislative Assembly adopted a resolution of censure against Vice President's Spiro Agnew's views about dissent. The framers of the resolution expressed concern that Agnew's sharp objections to immediate critical commentary following a speech could assert a chilling effect on freedom of communication. In a related action, at the 1970 convention, a resolution in defense of the protection of news sources was adopted.

The resolutions adopted by the Legislative Council at its meetings in San Francisco in 1971 are representative of the range and scope of Association pronouncements: a request addressed to the California Legislature calling for recognition of speech as a separate discipline; registered support for a resolution of the National Education Association calling for the creation of a separate Federal Department of Education; a resolution calling for continuation of the Regional Research Program of the U.S. Office of Education; a call for reform of the **Congressional Record**; a plea to the government of New York City to provide adequate support for the Research Library of the Performing Arts.

Some resolutions, in substance, re-appear periodically. Affirmations of the importance of the First Amendment, in varying contexts, surface regularly. A clarion call has been raised frequently urging office-seekers at all levels of government to make themselves available for face-to-face debates. Resolutions affirming the necessity for systematic instruction in speech communication recur with some regularity.

Human rights have long been a matter of concern for the Association. A strong indictment of sexist language was endorsed by the 1974 Legislative Council. The Association's belief in affirmative action was declared by the 1981 Legislative Council. SCA also supported a resolution of the American Association of University Professors calling for elimination of anti-nepotism regulations. The propriety of equal rights for gay and lesbian persons was affirmed through a series of resolutions in 1981. In 1977, the Council voted to ban all future convention sites located in states that had not adopted the Equal Rights Amendment. This was a particularly strong action, since it mandated immediate implementation and required abrogation of several firm convention hotel agreements. It should be noted also that, over the years, subgroups championing the rights of minorities have been sanctioned and supported by the Association. These include: The Black Caucus; the Women's Caucus; and the Caucus on Gay and Lesbian Concerns.

The Speech Communication Association has been, for the most part, an articulate spokesperson for excellence in speech communication teaching, research, and application. Some members have protested (at times by relinquishing their memberships in the Association) what they considered to be inappropriate 'political' activism. It

would be ironic if a 75-year-old national, scholarly and professional organization devoted to the improvement of human communication—particularly communication through speech—were to be perceived as inarticulate or mute. Not to worry!

#### AND IN CONCLUSION. . . .

To conclude this review of the Association's life and times, 1964–1989, we offer the following observations:

(1) The quarter of a century in the history of the Association considered here has been marked more by stability and gradual evolution than by precipitate or radical change. SCA has been more of a trend follower than a trend setter. Perhaps it is as well.

(2) The net growth in SCA membership over the quarter of a century was scarcely 1200. While this is less than spectacular, other evidences of growth, development, and advancing maturity are apparent.

(3) For years, SCA has been viewed as an "umbrella" organization—one in which many groups of members sharing specialized interests in human communication have been able to find a professional and scholarly forum that serves their needs. Increasingly, "communication" appears to be the mastic that has held the diverse subgroups together.

(4) The era of the generalist appears, inexorably, to be on the wane. Efforts to control the proliferation of specialty subgroups within the SCA appear doomed. The Organizational Communication Division and the Communication and Aging Commission are but two examples of new major Association specialty subgroups that were promoted by their adherents, were brought into life by political processes, and have since prospered.

(5) That SCA has recognized the increasing interdependence of the world is reflected in the creation of a major Association body, the International and Intercultural Division.

(6) Substantial, although not totally successful, efforts have been made to address the needs and special interests of women and minority groups.

(7) Although SCA continues to provide a forum in its journals for a wide range of scholarly endeavors, one of the most notable trends of the past 25 years has been the increase in scientific studies that have appeared under Association sponsorship.

(8) The growing popularity of "communication" as a replacement for "speech" or "speech communication," reflects the ever-widening domains of the field. Studies carried out in the tradition of rhetoric and public address are alive and well, but proportionately, they hold a less commanding position. Concomitantly, the concept of "effective communication" has increasingly replaced that of "correct speech."

(9) Heightened interest in "applied communication" suggests (a) a growing maturity in communication theory-building, and (b) a growing interest in practical applications of communication principles in a variety of social situations and settings.

(10) The Association enjoys fiscal good health. Reserves have increased substantially during the past 25 years. The mortgage on the national office building in suburban Washington, D.C. has been completely paid off.

(11) The Association has continued its historical heritage of attracting, predomi-

nantly, members who are affiliated with four-year colleges and universities. At the same time, persistent efforts have been made to recruit not only teachers at other instructional levels, but non-academic professionals as well.

(12) SCA has long championed "the right to communicate," the First Amendment, and democratic processes in general. That commitment has been re-affirmed and strengthened during the last quarter of a century.

Onward and upward, SCA! The first 75 years may be the hardest! A major agenda item is already scheduled for the year 2014—SCA's 100th! Be there!

TABLE 1  
SCA ANNUAL MEETINGS 1915–1989

Year	Date	City	Attendance
NATIONAL ASSOCIATION OF ACADEMIC TEACHERS OF PUBLIC SPEAKING			
1915	November 25–27	Chicago	60
1916	December 1–2	New York City	80
1917	December 27–29	Chicago	87
1918	(No Convention held due to war conditions)		
1919	December 29–31	Chicago	105
1920	December 29–31	Cleveland	*
1921	December 28–30	Chicago	*
1922	December 27–29	New York City	115
NATIONAL ASSOCIATION OF TEACHERS OF SPEECH			
1923	December 27–29	Cincinnati	175
1924	December 29–31	Evanston	216
1925	December 29–31	New York City	177
1926	December 28–30	Chicago	314
1927	December 28–30	Cincinnati	212
1928	December 27–29	Chicago	354
1929	December 30–31, Jan. 1	New York City	400
1930	December 29–31	Chicago	508
1931	December 28–30	Detroit	430
1932	December 27–29	Los Angeles	378
1933	December 27–29	New York City	443
1934	December 27–29	New Orleans	385
1935	December 30–31, Jan. 1	Chicago	914**
1936	December 29–31	St. Louis	659**
1937	December 27–31	New York City	935***
1938	December 27–30	Cleveland	803****
1939	December 27–29	Chicago	1001****
1940	December 30–31, Jan. 1	Washington, D.C.	906***
1941	December 29–31	Detroit	699****
1942	December 28–30	Chicago	394**
1943	December 28–30	New York City	359***
1944	December 27–29	Chicago	543**
1945	December 27–29	Columbus	574****
SPEECH ASSOCIATION OF AMERICA			
1946	December 30–31, Jan. 1	Chicago	1268****
1947	December 29–31	Salt Lake City	669****
1948	December 28–30	Washington, D.C.	1374
1949	December 28–30	Chicago	2139****
1950	December 27–30	New York City	1931***
1951	December 27–29	Chicago	1948****
1952	December 29–31	Cincinnati	1125***
1953	December 28–30	New York City	1581***
1954	December 28–30	Chicago	*
1955	December 28–30	Los Angeles	1250***
1956	December 28–30	Chicago	1615***

TABLE 1  
CONTINUED

Year	Date	City	Attendance
1957	August 25-29	Boston	1206***
1958	December 27-31	Chicago	1775***
1959	December 27-30	Washington, D.C.	1644***
1960	December 28-30	St. Louis	1226
1961	December 27-30	New York City	1331
1962	December 27-30	Cleveland	1354
1963	August 18-21	Denver	1028
1964	December 27-30	Chicago	3031***
1965	December 27-30	New York City	1914
1966	December 27-30	Chicago	3431***
1967	December 27-30	Los Angeles	1538
1968	December 27-30	Chicago	2000
1969	December 27-30	New York City	2186
SPEECH COMMUNICATION ASSOCIATION			
1970	December 27-30	New Orleans	2104
1971	December 27-30	San Francisco	2192
1972	December 27-30	Chicago	2539
1973	November 8-11	New York City	2988
1974	December 27-30	Chicago	2511
1975	December 27-30	Houston	2000
1976	December 27-30	San Francisco	2100
1977	December 1-4	Washington, D.C.	2200
1978	November 2-5	Minneapolis	2100
1979	November 10-13	San Antonio	2200
1980	November 13-16	New York City	2414
1981	November 12-15	Anaheim	2103
1982	November 4-7	Louisville	2377
1983	November 10-13	Washington, D.C.	2570
1984	November 1-4	Chicago	2833
1985	November 7-10	Denver	2659
1986	November 13-16	Chicago	3152
1987	November 5-8	Boston	3230
1988	November 3-6	New Orleans	3307
1989	November 18-21	San Francisco	

\*No report available.

\*\*Joint meeting with the American Speech and Hearing Association (formerly the American Speech Correction Association and currently the American Speech-Language-Hearing Association).

\*\*\*Joint meeting with the American Educational Theatre Association.

\*\*\*\*Joint meeting with the American Speech and Hearing Association and the American Education Theatre Association.

J. JEFFERY AUER  
PRESIDENT, 1965

## PRIDE IN OUR PAST— FAITH IN OUR FUTURE

*Following are excerpts from a speech delivered by J. Jeffery Auer on April 14, 1989, at the annual conference of the Central States Communication Association in Kansas City. Dr. Auer's remarks seemed especially appropriate for inclusion in this 75th Anniversary publication. Auer is Professor Emeritus, Indiana University and President, World Communication Association.*

It's been said that every man should have a hobby, even if it's only collecting his own thoughts. With extraordinary optimism about mine, you've asked me, first, to talk about the past. That's easy. I cannot only talk about it; I'm a certified survivor of it. Next, you asked me to foresee the future. That's easy, too, and not as risky as you'd think. By the time it arrives it will be, as Karl Jaspers once said, "clearly obvious that everything is more dubious than ever before."

If you agree with Winston Churchill that the further backward we look, the further forward we can see, then take a quick look at 1892, for the founding of the National Association of Elocutionists. It soon became the National Speech Arts Association and lasted until 1917. Please note the move from the early stake in "elocution" to the broader claim to all "speech arts." This movement from specific to general has ever since marked our professional history.

In 1914 seventeen frustrated college professors separated from the National Council of Teachers of English and founded the National Association of Academic Teachers of Public Speaking. By 1923 the scope of the discipline expanded under the name of National Association of Teachers of Speech. In 1946 we retained breadth, and specified nationality by becoming the Speech Association of America.

This expansionist doctrine next appeared in the 1968 New Orleans Conference on Research and Instructional Development, whose record is in a volume called *Conceptual Frontiers in Speech-Communication*. After long debate it was almost unanimously recommended that we drop the parochial term "America" and focus not on "speech" but upon "speech communication." Then the debate centered upon whether we should use the hyphen between the two words. When the association acted in 1965 to become the Speech—no hyphen—Communication Association, there was a domino effect upon departments, and almost all of them followed suit.

From the beginning, about 75 years ago, most people in our profession were public speaking and debate oriented. We believed, with the ancient Greeks, that every man should be able to fight a battle and speak an oration. We believed that the weapon of choice was the voice, not the sword. We believed Aristotle's and Cicero's accounts of how public arousal through deliberative oratory was critical in overthrowing the

tyrants of Sicily, and that Corax and Tisias created an art of forensic oratory to aid their fellow citizens who had legal claims after the tyrants were gone.

Thus, it was possible to predict, at least to the late Fifties, that if you scratched a speech teacher, you found a young debater underneath. They came from an era when winning argufiers, as well as high-scoring fullbacks, both merited torchlight processions and three hurrahs!

Our best-known textbooks were about public speaking and argumentation. Our convention debates were about style vs. content in public speaking. Among the first articles in our academic journal were "The Scientific Spirit in Public Speaking," "Theories of Expression," and "Debating as Related to Non-Academic Life."

Some historians would regard these publications, and the philosophy behind them, as largely speaker-centered, and they were. But textbooks followed that were more audience-centered. And finally, along the evolutionary trail, came texts that reflected a society-centered philosophy. This process can be traced, quickly and symbolically, in the sequential titles of four widely-used basic textbooks by William Norwood Brigance. The first, in 1927, was titled *The Spoken Word*. In 1938 came *Speechmaking: Principles and Practice*. A third, in 1947, was titled *Speech Communication*. The fourth and ultimate volume in 1952 was called *Speech: Its Techniques and Disciplines in a Free Society*. I cite them here to show how in 25 years one man moved from looking primarily at the speaker, then at the immediate audience, and finally at the society at large in which communication takes place.

Expansion of outlook came in other courses as well, but slowly. For example, what I believe was the first group discussion course offered in a college speech department was at Hanover College in 1936. And not until 1938 were sectional meetings ever held on the topic of discussion at a national convention. One justification for this flurry of attention was perhaps that many viewed discussion as a preliminary step before debate. In any event, the co-authors of one of the first textbooks in the field made that link, and a societal viewpoint, implicit in its title, *Discussion and Debate: Tools of a Democratic Society*.

Another disciplinary branching was into business and professional speaking, and ultimately organizational communication. In time we developed instruction in radio and television broadcasting, and courses in nonverbal, interpersonal, intimate, marital and even internecine communication. With notable semantic exceptions, we have avoided cults and fads. Wherever we saw a nail we were there with a hammer: we've taught speech for teachers, for preachers, for lawyers, for foreign students, for public school administrators, and the handicapped.

If I were to characterize the curricular and societal aspect of our past I would say that we have confronted the fact that Americans are a talkative people, generally speaking. Understanding this, we may take pride in having done our best, as Ernest Wraga used to say, to "elevate and ventilate public talk." Our past contains ample evidence of our dedication to the concept of useful civic discourse, regardless of form, and whether in churches or courthouses, in board rooms or classrooms in the market place or on campaign trails.

The second hallmark for pride in our past has been our commitment to research. You can be proud to belong to a profession that has emphasized research from its very beginnings in 1915. When five purposes for the new organization were set forth, the first was "to promote and encourage research." When its first two committees were created, they were to deal with membership and with research. In the first issue of its

journal the editor promised to give articles reporting research "the right of way over all other material." In the first presidential address James O'Neill called for "promoting research and more effective teaching." James Winans proclaimed in 1915 that "we need the man of patient research to subject our guesses to right observation." And the next year Charles Woolbert declared that "I stand for a search for the facts; the facts of how speaking is done; of what its various effects are under specified conditions; how these facts can be made into laws and principles; and how other people can best be taught to apply them." Has anyone, 74 years later, stated more clearly what ought to guide the research of our scholars?

Of course, it must be said that while trying to follow Woolbert's quest, some of the most divisive factors in our field have been introduced by scholars who were devoted only to their particular research methodologies, and intolerant of others. In organizing the 1968 New Orleans conference, I well recall our concern that it should be interdisciplinary. This meant representing at every stage the historiographic methodology that reflected the humanities, quantitative methodologies that linked with the social sciences, behavioral methodologies that reflected psychological and sociological dimensions, and an awareness of communication technology, mass media and instructional development. Oh, with what care we selected the neophytes whom we thought would be directing graduate studies and shaping the profession a decade down the pike! Youngsters like Bill Arnold, Larry Barker, John Bowers, Gary Cronkhite, Don Darnell, Bob Kibler, Gerry Miller, Ken Sereno, Fred Williams, and a dozen others. And how prayerfully we selected several senior persons to give balance, old folks like Sam Becker, Frank Haiman, Roger Nebergall, and Ray Smith.

As many of us had hoped, out of that six-day working conference came an endorsement of supplementing the historical-critical methods of early Cornell-trained researchers with what were labeled "scientific approaches in speech communication research." By some it was argued that the term "scientific" was a shibboleth. But even as a catchword, the effect of New Orleans was to push into at least parity with traditional approaches the operational definitions, quantitative data-gathering, and controlled behavioral studies that seemed better served under the banner of "communication" than the unmodified term of "speech."

As frequently happens with recent converts, the resulting evangelism was often marked by militancy, exaggerated claims, short tempers and turf warfare. Indeed, in some departments the clashes over competing methodologies became personality conflicts. The historians wanted research money spent on books and manuscripts and often resented the desires of "number crunchers" who welcomed the age of calculators, computers, and Univacs.

In 1915, in the first SCA presidential address, James O'Neill cheerfully made this prediction: "I feel confident that we shall be spared the blight of unanimity of opinion for some time to come." Seventy-five years later we know how right he was! But we also know that unanimity of viewpoint and approach in research is not necessarily a good thing. Instead, most of us have learned to live with Auer's First Law of Research Methodology, that says "Nothing always works best." We can now take pride in the fact that throughout our past there have been relatively few who were uninterested in research, either as producers or consumers. And we can take pride in the degree to which we have achieved richer results by creating a unity of purpose out of diversity of method.



On that note, I conclude comments on two elements of our professional past in which we can properly take pride. First of all, for understanding that what we are about improving the art and act of men and women communicating; and secondly, for appreciating that we can do that only by basing effective teaching upon purposeful and multi-faceted research.

Now, I must announce that our past ended just ten seconds ago, and the future begins when I complete this sentence.

When Lincoln Steffens returned in 1919 from his first visit to Soviet Russia, he told Bernard Baruch that "I have been over into the future and it works." I'm not that prescient about the future of our field, but I'm sure it has worked; and I'm confident it will continue to do so only if we work to enhance its posture, power, and pervasiveness in contemporary society.

To suggest the directions these efforts must take, I refer again to the New Orleans views of our conceptual frontiers. From them I abstract this argument: if we believe that our professional concern is with spoken symbolic interaction, then our discipline is socially relevant. If it is, then our teaching and research must encompass the communication dimensions of current social problems and contribute to their solutions. And one way of contributing is taking public positions on relevant issues.

I want to ruminate aloud about two issues that have peculiar significance for our profession, and on which we should take positive positions, with our students, within the academy, to all levels of government, and in the public forum. The first issue is traditional. The second is less familiar, and in many quarters neither recognized nor understood.

First, we must persistently reaffirm our belief in freedom of thought and expression, the precious freedom of any citizen to speak, write, and publish his or her views in the free marketplace of ideas.

Let's discuss this by looking back to 1963. It was in the age of McCarthyism. It was the year that an Oklahoma City high school principal banned a production of "Inherit the Wind." It followed the year when the president of a Virginia college denied its debaters the right to speak in favor of a resolution to admit China into the United Nations—but he was perfectly willing to let them speak against the resolution.

Nineteen sixty-three was also the year that our national organization, for the first time ever, adopted a credo for responsible communication in free society. It was revised to meet new challenges in 1967 and 1972. It now asserts that "we accept the responsibility of teaching by precept and example, in community as well as classroom . . . the rights of others when expressing contrary beliefs. . . We condemn intimidation which attempts to restrict the processes of free expression, whether by powerful minorities or ruthless majorities. [We support] the constitutional right of peaceful protest, whether verbal or nonverbal, whether carefully reasoned or heatedly emotional, [and declare misguided] . . . those who believe that the justice of their cause confers license physically and coercively to interfere with the speech and activities of others of a different persuasion. [We assert that] a free society can absorb with equanimity speech which exceeds the boundaries of accepted beliefs and mores; that much good and little harm can ensue if we err on the side of freedom, whereas much harm and little good may follow if we err on the side of suppression."

Today, the whole world seems safer for exercising freedom of speech and the right to listen. We may not deserve much credit for it, but we must applaud the news about new freedom for public dialogue in Hungary, Poland, and Russia.

But despite the good news, there continue to be areas of the world where human rights, including freedom of speech, are still repressed. Our own nation is not immune, for the last resort of those who reject the sunshine of public dialogue is an enveloping cloud of censorship, violation of civil liberties, and distortion of the truth. As we were warned by Gordon Paige, *Chicago Tribune* journalist who received a Pulitzer Prize, "inside of each of us there's a censor threatening to break out."

The second and less familiar issue with which I believe we must deal is teaching for acceptance and understanding of the cultural pluralism that underlies the ongoing globalization of national business, finance and technology, and of regional languages and cultures. And, especially, in light of [recent] front page newspaper stories about the impending globalization of the communications industry creating giant conglomerates that combine radio, television, and cable broadcasting, and newspaper, magazine, and book publishing. Let me try three ways of introducing this issue.

First, I could ask how it happens that I composed this speech on a U.S.-made computer, printed it on a Japanese-made printer, drove to Kansas City in an "American" car powered by a motor built in Brazil, sustained on the trip by coffee beans from Colombia, and celebrated its successful conclusion with a drink of whiskey distilled in Scotland.

On the other hand, I could quote William Winpisinger, leading international labor union president, who recently observed that a shrinking world means a shrinking clock: "Electronic fund transfers, financial services and manufacturing production schedules will be spread across global time zones so that, while the U.S. and Canada sleep, the work will go on, on the sunny side of the globe. When the sun sets in the Orient, the work will be transferred back to the Western hemisphere. It is possible to get 48 hours of work out of a 24 hour day" through "highly developed and integrated global communications and computer integrated production systems."

When we get beyond the globalization of business, finance and technology, we come to the same phenomenon in the intercultural sphere. To illustrate it I cite the incongruous fact that my closest Japanese friend teaches English in Tokyo, while his brother teaches American colonial history in Texas. Or that my latest public lecture was about Britain's Prime Minister Margaret Thatcher. Or that I am currently organizing a convention to be held in Singapore, with speakers from such contrasting cultures as Australian and Indonesian, Canadian and Malaysian, Japanese and South African, Indian and Korean, Chinese and Texan.

What all of this means, as the late Joseph Campbell put it, is that we are facing a "mighty intercultural future." It means that in a profession that deals with language and culture as reflected in symbolic interaction, we've had very parochial views. Too few of our departments offer courses in intercultural communication. Too much of our intercultural research has been only descriptive. We may progress to describing the ethnic differences between a rap session and group discussion, or the comparative indices of communication apprehension in Black, white and Hispanic dialogue. We may even accept the style in which President Bush described the ethnic differences among his grandchildren. But many communication specialists may do no better.

The essence of the communication challenge of globalization is that it goes far beyond our everyday awareness of ethnic differences in American society. It devalues the traditional "melting pot" concept of what might be called. "Americanization of homogenization."

What is demanded of us is understanding and supporting pluralism on a world-wide scale. Your dictionary will probably define pluralism as a social state in which persons with diverse ethnic, religious, racial and social backgrounds, retain an autonomous participation in their traditional cultures, but within the confines of a common civilization. Personally, I prefer the definition by University of Chicago distinguished professor Martin Marty. He just says pluralism "means that *any number can play*, great numbers do play, and that we have *rules of the game*, a polity that assures them the right to play."

What has this to do with [a] communication organization? Simply this. Whatever a person's cultural background, whatever learned values determine one's behavior and lifestyle, they are embedded in language, and reflected in communication behavior. And those whose research interests and skills are studying communication behavior are uniquely qualified to assist in the intercultural adjustments demanded by globalization. As far as I know, modern linguists and anthropologists have not pre-empted this work, though there is much to be gained by a multidisciplinary approach. The challenge is great enough to engage all hands.

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