

spectra

The Magazine of the National Communication Association

March/May 2014 | Volume 50, Numbers 1 & 2



YEARS

REFLECTING ON CONTINUITY AND CHANGE



NATIONAL COMMUNICATION
ASSOCIATION

ABOUT spectra

Spectra, the magazine of the National Communication Association (NCA), features articles on topics that are relevant to Communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

All NCA members receive a *Spectra* subscription. The magazine also is available via individual print subscription for non-members at the annual cost of \$50; to subscribe, send an email to memberservice@natcom.org.

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DID YOU KNOW

Spectra was first published
as an Association newsletter
in October 1965. The newsletter
title was developed as
an acronym for:

Sciences,
Public Address,
Education,
Communication,
Theatre,
Radio-TV-Film, and
Arts.

LOOKING BACK...

AND AHEAD

By Kathleen J. Turner, Ph.D.

In December of 1972, during my junior year at the University of Kansas, I took a break from studying for finals to go sledding with the guys who lived in the upstairs apartment. Running into a telephone pole on my second attempt at navigating Mount Oread, I experienced a version of an in-body form of nonverbal communication, resulting in a concussion, several broken ribs, and a damaged right arm. Undaunted, I later attended my very first NCA convention in Chicago's Palmer House; the conventions of the then-Speech Communication Association fell between Christmas and New Year's Day. With my arm in a bright turquoise sling and foam padding as protection (courtesy of my mother), and armed (so to speak) with a host of painkillers, I eagerly looked forward to attending presentations by the legendary authors whose works I'd devoured in classes.

I soon discovered that Those Esteemed Folks Who Wrote My Textbooks and Articles readily agreed (albeit bemusedly) to talk with this star-struck undergraduate. By the second day of the convention, I was having such a good time that only later did I realize I had completely forgotten my painkillers. And I've been hooked on NCA ever since!

CELEBRATING NCA's CENTENNIAL

As I explored that convention 40-some years ago, little could I imagine that I would have the honor of serving as the President of NCA during our centennial year. This 100th anniversary provides us with an opportunity to take stock not only of where we are, but also where we have been and where we might go. Carole Blair richly evokes the multiplicity of connections in "The Presence of Our Past(s)," her theme for this year's Annual Convention. As one with a particular affinity for rhetorical history, I'm fascinated by how we use communication both to identify and to construct the sagas of our origins, our progress, and our future. Look carefully at the tracing of the Association's name changes over time, at the critical moments identified by past Presidents and Caucus leaders, and at the speculation on the future of the Association contained in this issue of *Spectra*. What are we emphasizing in the process? What slips through the cracks? Who are identified as characters, engaged in what sorts of plotlines, and how do their stories embody our beliefs and values? What do these stories suggest about how we see ourselves in the academy and in the world?



I'm fascinated by how we
use communication both
to identify and to construct
the sagas of our origins,
our progress, and our future.

Personally, I see NCA and our nearly 7,500 members as representing a vibrant collectivity of people who are passionately interested in the role of communication in our world, and are eager to spread the joy. From providing seminars to short courses to summer conferences, from offering convention panels to CRTNET to a cornucopia of journals, NCA nurtures us in deeply rewarding ways. The added enrichment of the personal connections we make at our gatherings, whether in the panels and pre-conferences or in the after-hours socializing, provides one more benefit that only increases for me over the years.

MORE TO ACCOMPLISH

Yet we have more to accomplish. We need to ensure that the splendid multiplicity of human perspectives and experiences are represented in our membership, our leadership, our pedagogy, our theory, our research, and our service. We need to use our expertise in communication to reap the benefits of a large, expansive convention, while ensuring that it is still warm, welcoming, and inclusive. We need to continue to articulate the centrality of communication to academia, to families, to the workplace, to political life, and to international

relations, not only for our students but also for administrators, parents, citizens, employers, and policy-makers. We need to be consulted more regularly in the national media as the specialists on a variety of communication-related subjects. We must make sure that the general public, those folks Carolyn Calloway-Thomas calls “the frequent fliers of the world,” know “who we are and what we do,” rather than assuming that we fix televisions and design cell phones.

THE YEAR AHEAD

I look forward to the year's commemorations, from the COMM 365 project, to the festivities in Chicago in November, to the many other opportunities we will have to celebrate and assess this significant organization and all for which it stands. The Learning Outcomes in Communication project offers a particularly welcome process by which we can identify core assumptions for the study of Communication.

I'm older and creakier than when I attended my first convention (although my physical condition in 1972 may make the latter an arguable point)—but I still have my SCA pin tucked carefully into a drawer, and I still believe in NCA and the members who make it such a vital organization. ■

Reflecting on Continuity and Change

2014 MARKS THE 100TH ANNIVERSARY of NCA's founding. It is thus fitting that we devote a double issue of *Spectra* to an examination of some of the salient moments in the Association's history in an attempt to provide a sense of the complex changes that have driven NCA's development, as well as the continuity that has bound us together as a community since our beginnings.



As Greg Dickinson and Brian Ott remind us in this special retrospective, “The articles, book chapters, special issues, and edited collections generated by NCA’s 100th anniversary will barely scratch the surface of the possible narratives of the past.” As we explored NCA’s history by examining the Association’s archives, historical photos, and memories of some of the Association’s past leaders, we were aware that whatever decisions we made about what to include here would necessarily leave gaps, both because of space constraints and because our selections would be personal and partial.

Nevertheless, the issue offers a broad swatch of NCA’s rich historical tapestry, woven by the fascinating people, events, social moments, and disciplinary developments that have shaped what the Association is today. We include important aspects of our past, from our founding by a group of Speech teachers who in these pages are variously described as courageous, rebellious, insecure, and isolated;

NCA staff members sift through photographs for use in this issue of *Spectra*. From left: Digital Strategies and Communications Manager Aaron Tuttle, Director of Academic and Professional Affairs Trevor Parry-Giles, Chief of Staff Mark Fernando, Executive Director Nancy Kidd, and Director of External Affairs and Publications Wendy Fernando.



Participate in the NCA Annual Fund

to our tremendous growth under leaders whose professional lives centered on ensuring the ongoing viability of a national home for Communication scholars; to the Association's move to Washington, DC, and NCA's resulting ability to join with other scholarly societies in their collective advocacy efforts.

In the various stories told in this issue, several common themes emerge: NCA members have always valued their interaction with one another immensely. They frequently cite the convention as an important annual gathering place for the discussion of emerging research and practice. The Association's inclusion over time of a variety of interest groups has increased the potency of member interaction. Communication scholars have transformed these interactions into innovations in research and education. And today's NCA leaders believe that the foundation built by their predecessors leave both the Association and the discipline well-poised for the uncertainties of the future.

The magazine includes the perspectives of many current and former Association members; we extend sincere thanks to them for giving life to this special issue of *Spectra*. We hope you enjoy their stories, and we look forward to hearing your memories in the months ahead, as we continue to celebrate a century of continuity and change. ■

As we celebrate the National Communication Association's Centennial in 2014, we remember the tireless dedication of those speech teachers who daringly proclaimed, 100 years ago, the virtue of teaching and studying human communication. Join us as we renew our commitment to make real their dream for a vibrant and meaningful NCA, prepared to lead for the next 100 years, by using the envelope in this issue of *Spectra* to make a gift to NCA.

Spotlight on NCA

NCA EXECUTIVE LEADERSHIP

Prior to 1963, the National Communication Association was managed by Executive Secretaries selected from the membership, who also provided a professional home for the Association on their campuses. In 1963, William Work became the Association's first full-time Executive Secretary. According to the obituary printed in the November 2001 issue of *Spectra* to commemorate Work's many contributions to the Association, he "assumed the task of transforming the national office into a professional operation and, in the process, transformed the Association into one that provided a wide range of new services to its members." Below are brief biographies of Work and his successors, all of whom continued Work's legacy of leadership and stewardship.



1963-1988

William Work earned his Ph.D. in Theatre from the University of Wisconsin. He was an Instructor and Associate Director of Theatre at Purdue University, and then Instructor and later Professor and Director of Theatre at

Eastern Michigan University for 12 years until 1963, when he was appointed Executive Secretary of the then-Speech Association of America. Work passed away in 2001.



2004-2009

Roger Smitter holds a Ph.D. in Communication Studies from Ohio State University. He began his academic career as Assistant and then Associate Professor in the Speech Communication and Theatre Department at Albion College, and then

served as Associate Professor and then full Professor in the Speech Communication and Theatre Department at North Central College in Illinois. Prior to becoming NCA Executive Director, he served as Chair of the Department at North Central. Following his tenure with the Association, Smitter became Dean for Liberal Arts and Sciences at Chesapeake College in Maryland. He is now Director of the Delta Mu Delta Honor Society.



1988-2004

James L. Gaudino holds a Ph.D. in Communication from Michigan State University (MSU). He was the first Association executive to be hired with the title Executive Director. Previously, Gaudino served as a public relations

officer for the U.S. Air Force before earning his doctoral degree and then becoming Assistant Professor in the Department of Advertising at MSU. Following his 15-year stay at the Association, Gaudino was the founding Dean of the College of Communication and Information at Kent State University. He currently serves as President of Central Washington University.



2009-Present

Nancy Kidd holds a Ph.D. in Sociology from Stanford University. Prior to joining NCA, she was a program officer at the Russell Sage Foundation, Policy Director for a workforce development board, head of a strategic planning consulting group

for a federal government contractor, and head of a business unit of the Corporate Executive Board.

FOUNDING OF NCA's JOURNALS



1915

Quarterly Journal of Speech
(formerly the *Quarterly Journal of Public Speaking* & the *Quarterly Journal of Speech Education*)



1934

Communication Monographs
(formerly *Speech Monographs*)



1952

Communication Education
(formerly *The Speech Teacher*)



1962

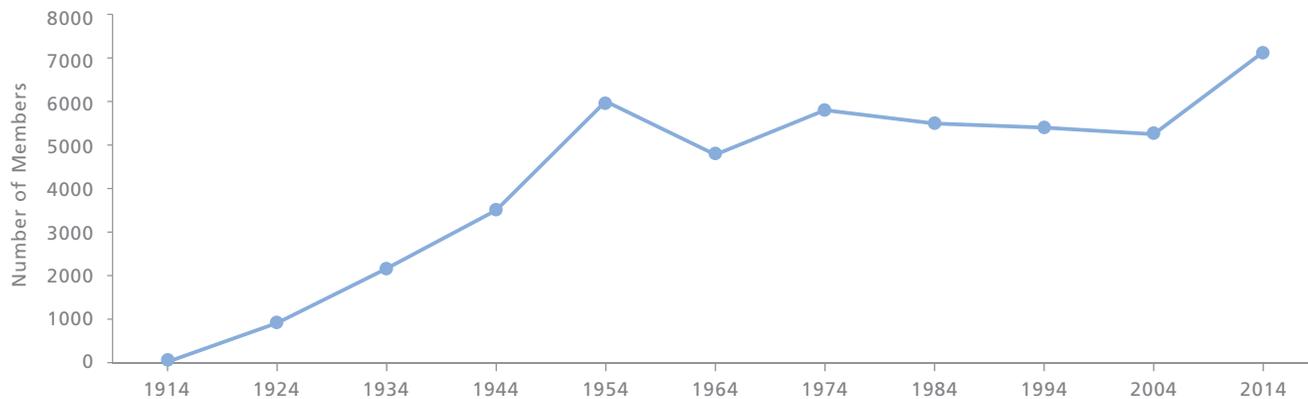
First Amendment Studies
(formerly *Free Speech Yearbook*)



1973

Journal of Applied Communication Research

A CENTURY OF GROWTH IN NCA MEMBERSHIP



TRACING THE PATH TO THE NATION'S CAPITAL: NCA'S NATIONAL OFFICE HISTORY

1914-1963

Home Campuses of Executive Secretaries

Prior to 1963, NCA's national office was located on or near the home campus of the Association's Executive Secretary.

1963-1975

The New York Statler Hilton Hotel

When William Work was named the organization's first full-time Executive Secretary in 1963, he and the national office moved to New York City. The rationale for locating the office in the (then) Statler Hilton Hotel in mid-town Manhattan was to facilitate member visits to the Association's headquarters and to locate the Association alongside major educational foundations and institutions.

1975-1980

5205 Leesburg Pike, Falls Church, VA

Few members visited the national office in New York, proximity to foundations yielded little benefit, and operating costs were high. In 1975, the Association moved to Falls Church, VA, a suburb of Washington, DC. Association leaders articulated several reasons for the move: the New York facilities no longer served the organization's needs; the federal government was the locus of research and development dollars for education; Washington provided better access to relevant federal

agencies and personnel; and Washington was increasingly becoming the preferred location for national scholarly societies.

1980-2000

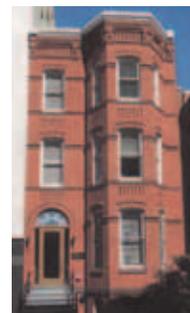
5105 Backlick Road, Suite E, Annandale, VA

Looking toward the end of the organization's five-year lease on the Falls Church property, Association leaders reached the consensus that purchasing a property would reduce occupancy costs. In 1979, the Legislative Council approved purchase of an office condominium in Annandale, VA. The Annandale office served as home to the Association for 20 years, until a group of Association leaders led an effort to move the office to the center of the nation's capital, in downtown Washington, DC.

2000-Present

1765 N Street, NW, Washington, DC (right)

Today, NCA's national office is situated in close proximity to a variety of other scholarly societies and higher education associations, and is just two miles from the U.S. Capitol. The central location facilitates professional partnerships with peer organizations, as well as ongoing external outreach to legislators, the media, and the general public.



1980

Text and Performance Quarterly (formerly *Literature in Performance*)



1984

Critical Studies in Media Communication (formerly *Critical Studies in Mass Communication*)



1986

Communication Teacher



2001

The Review of Communication



2004

Communication and Critical/Cultural Studies



2008

Journal of International and Intercultural Communication



WHAT IS PAST
IS PROLOGUE

Engaging NCA's Evolving Identity

OPPORTUNITIES AND CHALLENGES

By Dawn O. Braithwaite, Ph.D.

You may know the line in Shakespeare's play, *The Tempest*, "Whereof what's past is prologue." Of course, a prologue in a play sets the scene and presents what we need to know to understand what will unfold before us. Shakespeare's line says that what comes after is influenced by the past. William Work and Robert Jeffrey used the "past is prologue" as the subtitle of their volume honoring NCA's 75th anniversary.



It was the clash of the two divergent points of view within the National Council [of Teachers of English] that led to the final rebellion.—Giles Wilkerson Gray (left), former Editor, *Quarterly Journal of Speech*

NCA has had five names since its founding in 1914. Each time we changed our name, we did it for a reason. In this article, I will reflect on the development of our discipline, teaching, and scholarship, organized around the five different names of our national Association; and explore some lessons and challenges for us here in 2014 and beyond.

OUR BEGINNINGS

At the turn of the 20th century, there were a few Departments of Speech, but not many. University faculty taught public speaking largely in English Departments, and sometimes in Theatre Departments. It was the dissatisfaction with their treatment in English Departments that culminated in Speech faculty members' revolt on a November day in Chicago in 1914.

On the association's 50th anniversary, *Quarterly Journal of Speech* Editor Giles Wilkerson Gray discussed the plight of the public speaking teachers in the early 20th century. Their reception in English was growing increasingly chilly. The situation came to a head at the 1913 annual meeting of the National Council of Teachers of English:

It was the clash of the two divergent points of view within the National Council [of Teachers of English] that led to the final rebellion. One group held that speech and English were essentially identical.... Another group held with equal insistence that, while English and speech had much in common... there were also points of no contact...

In his book, *Democracy as Discussion* (2007), Bill Keith quotes James Winans of Cornell University, who described the public speaking teachers' culture of isolation:

...each teacher stayed in his own little corner, hugging onto his own "pet system," and believing all the other fellows were nitwits and freaks.... His own extreme

insistence upon his own little system of eternal truth was probably in part due to the fact that he had an inferiority complex. His own community jeered at him, or at best ignored him as one who had nothing of consequence, and to maintain self-respect he had to insist constantly that he had something very precious....

Winans explained why conferences were so important to these early public speaking teachers: "He was often a lonely soul for lack of colleagues who took a lively interest in his work...hence conferences filled a real need."

Even today, what would our lives and careers be like if we could not gather together? Never meet those who share our interests and share our work? See our friends? NCA conventions meet important needs for us.

Founding President James O'Neill gave a speech at that 1913 NCTE conference, responding to an English professor's speech the year before. O'Neill asserted that 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. These teachers, he said, needed independent departments, an independent professional organization, a professional journal, teacher training, and graduate work. Needless to say, his comments received a "mixed reception."

Unrest among the public speaking teachers increased, and they appointed a committee to explore forming a separate national professional association. By the 1914 NCTE meeting, dissatisfaction with English had escalated. The public speaking teachers asked NCTE for conference programming prepared by one of their own. Their request was denied. At this meeting, 17 members adopted a resolution to withdraw from NCTE and established the National Association of Academic Teachers of Public Speaking (NAATPS).

1914-1922

Tired of feeling isolated and like second-class citizens, the Association's founders were willing to embrace uncertainty to be together with likeminded people.

1 — NATIONAL ASSOCIATION OF ACADEMIC TEACHERS OF PUBLIC SPEAKING, 1914-1922

O'Neill described the new Association's goals as to:

Promote and encourage research work and more effective teaching.... We wish to serve as a medium of co-operation and coordination.... 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...

Just this small amount of disciplinary history tells me quite a bit about who we are:

We were born of rebellion. Our founders were not satisfied with the status quo; they wanted change.

We were born of risk and sacrifice. It would have been much safer and easier to stay in the English Department and association rather than strike out and create something new.

We were born of the belief that there was something unique about speech. Our founders knew speech was more than an English essay on its feet.

We were born of insecurity. We descend from people who lacked confidence and had something to prove.

We were born of professional isolation. We descend from people who needed to affiliate.

To me, one of the great lessons from our Association's history is how important it was for our founders to associate. Leaving the certainty of the English association was risky, and I suspect our founders' rebellion bled over into life in their departmental homes as they returned



[Public Speaking] teachers, he said, needed independent departments, an independent professional organization, a professional journal, teacher training, and graduate work.

—James O'Neill (above), Founding President

from that 1914 NCTE convention. They were tired of feeling isolated and like second-class citizens, and they were willing to embrace uncertainty to be together with likeminded people.

Teaching or Research? Early leaders debated the question.



The function of teachers of public speaking is to produce public speakers—Everett Hunt (above)

[It] is the business of any teacher to know what he teaches is true. And to be a progressive teacher, an inspiring teacher, if you will, he must be growing in knowledge—James Winans (right)



Focus on the New Association and Discipline

Once the Association was founded, the challenges had only begun. What would be the mission of this new Association and discipline? I highly recommend Herman Cohen's *The History of Speech Communication: The Emergence of a Discipline 1914-1945*. Cohen details the arguments concerning the shape of the new discipline.

The Association, however, faced a fundamental problem in meeting its objective; members of the profession had done no research, and it is not at all clear that they knew what research was or how to conduct it.... In contrast to most of the disciplines in the humanities and social sciences, public speaking had begun as a “performance field” with little or no theoretical background and it was now seeking the means to become a research field.”

Several members of the Association's first Research Committee recommended a push toward “pure science,” as in Sociology and Psychology. Arguments persist today about whether we have borrowed too many theories and research methods from other disciplines. We are still trying to figure out whether this is a weakness of our discipline or a strength of interdisciplinarity.

Teaching or Research?

Cohen chronicles at length the early Association's arguments about the tensions between research and teaching, recounting an extended discussion by Everett Hunt and James Winans. Hunt envisioned public speaking as a teaching field. Winans and others argued for the importance of research, if for no other reason than that research was the ticket to respectability for the new discipline. Hunt wrote:



I stand for a search for the facts; the facts of how speaking is done; of what its various effects are under specified conditions—Charles Woolbert (right)

I have only praise for the true scientific spirit when it is acting in its own field. But it is not in any sense the chief purpose of chairs of public speaking to annex realms of undiscovered knowledge.... The function of teachers of public speaking is to produce public speakers, ridiculous as that idea may seem to university scholars.

Winans argued that teaching and research were closely related:

[It] is the business of any teacher to know what he teaches is true. And to be a progressive teacher, an inspiring teacher, if you will, he must be growing in knowledge.... After all what is research? Are we in terror of a word? Research is simply a determined effort, by sound methods, to find out the truth about any subject. It does not stop with guesses and speculation, it does not accept traditions at face value or jump at conclusions; but it puts all to the test of investigation. Do we know all we ought to know? Are we not unduly depending on guesses and untested theories and traditions?

This debate over teaching versus research continues today. I have always found the debate disheartening and a waste of time. All of us are teachers. We teach at different types of institutions, but all of us teach. We should have a passion for it. We should do it well.

And we need scholars doing research. Researchers create the content for our teaching and contribute to our communities. When I first entered the discipline, basic research was king. I have seen a big turnaround on this. I appreciate the vibrant move to bring research out of the journals into the “real world.” We need people to translate scholarship and some researchers are better at this than others. The need for teaching, research, and translation remains strong.

Research Paradigms and Methods

The other debate at the start of the Association was over which research paradigm and methods should guide the new discipline. While our roots coming out of English were in humanistic approaches, others argued for social science.

Charles Woolbert, who would earn his Ph.D. in Psychology from Harvard, joined the argument, taking on Hunt. Woolbert saw the move to social science as a way to distance from English. He proclaimed:

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.... I know thoroughly well that our universities are not going to make way for a discipline that cannot furnish the facts, the laws, and the unified interest.

These early discussions are fascinating and important. The early members had public speaking classes to teach and now an association, but leaders in the fledgling discipline (if one could call it that) knew research had to play a central role. They argued about social science versus humanities, whether to do research and how, and from which theoretical base to work. They clearly needed to import the best they could from other disciplines—from English, History, Sociology, and Psychology, among others. It must have been an exciting, daunting, and confusing time.

Moving ahead in our history, our next name change was predicated on the increasing scope of the discipline. The Association removed the word “public” from the “speech” moniker and changed its name to the National Association of Teachers of Speech.

1923-1945

In addition to the study of public speaking, rhetorical theory and criticism continued to develop.

2 — NATIONAL ASSOCIATION OF TEACHERS OF SPEECH, 1923-1945

The push for this name change is still relevant to different constituencies in NCA concerning our identity as teachers and as scholars. This was a much simpler issue to manage in 1923, when the research focus was narrowed to public speaking.

In addition to the study of public speaking, rhetorical theory and criticism continued to develop as America moved into World War II and beyond. Many of these humanistic scholars focused on ethics and democracy, dovetailing with the growth of debating societies across the country.

A desire to reflect this broader profile and claim a national presence for the Association led to the next name change in 1946, to the Speech Association of America.

In addition to the study of public speaking, rhetorical theory and criticism continued to develop as America moved into World War II and beyond.

1946-1969

One of our disciplinary strengths has been, and remains, the potential synergy of humanities and social sciences.

3 — SPEECH ASSOCIATION OF AMERICA, 1946-1969

The discipline had pushed forward in its unique combination of rhetoric, argument, media, persuasion, and group discussion. The post-World War II explosion of what Cohen labels the “social scientific revolution” spread its influence across the academy. Conflict started in the 1920s between the Midwest school of thought, which focused on social science, and the Cornell school, which focused on rhetorical and humanities approaches. It raged on in the 1970s, when I came into the discipline as an undergraduate and then graduate student.

The marriage of humanities and social sciences has not always been easy. In many ways, the humanists and social scientists do not speak the same language. In some universities, one group has thrown the others out, making these departments, I believe, much poorer for it. We are stronger when we welcome a breadth of theories, methods, and scholars to the table. One of our disciplinary strengths has been, and remains, the potential *synergy* of humanities and social sciences under one departmental roof. At the University of Nebraska, for example, we have had excellent rhetoric students working on social science research teams. Many of our interpersonal and family communication students take a secondary emphasis in rhetoric and increasingly are taking a critical lens to their research. I find this crossover in the discipline exciting.

As the Speech Association of America moved into the late 1960s, some began arguing that the term “speech” did not reflect all of the emerging research and teaching areas. Scholars wanted to broaden the focus beyond speech to include “communication.” Thus, we became the Speech Communication Association.

1970-1996

A time of enormous growth for the discipline; for example, the addition of gender communication, language and social interaction, health communication, and intercultural communication, to name a few.

4 — SPEECH COMMUNICATION ASSOCIATION, 1970-1996

This awkward hybrid name of Speech Communication was a compromise. Proponents of “Communication” believed that the term more accurately represented the breadth of the discipline and gave us more credibility in the public eye. Others argued for “Speech” to honor our roots and keep oral discourse at the center of the discipline.

The 1970s-1990s were a time of enormous growth for the discipline; for example, the addition of gender communication, language and social interaction, health communication, and intercultural communication, to name a few. In 1989 there were 11 divisions in SCA; today NCA has more than 55 divisions, sections, and caucuses.

What are the implications of this expansion? Today, we have nearly 7,500 members and conventions with more than 5,000 attendees and 1,200 panels. The breadth of NCA has never been a negative thing to me. I view NCA’s size as a positive reflection of inclusiveness. I have long called NCA “The Keeper of the Discipline,” as we seek to serve the varied interests and needs of NCA members across their careers and across the breadth of topics and approaches.

As SCA moved into the 1990s, there was a push to remove “speech” from the name of the national Association entirely. In the end, after a great deal of contentious discussion and three votes, we became the National Communication Association.



DAWN O. BRAITHWAITE is Willa Cather Professor and Department Chair at the University of Nebraska-Lincoln. She studies discourse dependent and understudied families, communication rituals, and dialectics of relating. She has authored more than 95 articles and is co-editor or co-author of five books. She has received NCA’s Brommel Award for Family Communication, the division’s Book Award, and the UNL College of Arts & Sciences Award for Outstanding Research in Social Science, and is a Western States Communication Association Distinguished Scholar. Braithwaite is a Senior Fellow and Executive Board member with the Council on Contemporary Families. She was President of WSCA and was honored to be NCA President in 2010.

1997-present

NCA’s outreach efforts increased significantly when it moved its headquarters to Washington, DC.

5 — NATIONAL COMMUNICATION ASSOCIATION, 1997-PRESENT

While “speech” was dropped from the Association’s name, both the humanities and social science have flourished. Members are increasingly concerned with being relevant to the world around us. We stress social relevance in our research and teaching, and NCA emphasizes this goal in its strategic plan and work.

NCA’s outreach efforts increased significantly when it moved its headquarters to Washington, DC in 2000. The move facilitated NCA’s connection with national humanities and social science associations, educational associations, and funding agencies, and its efforts to bring the scholarship of NCA members to the attention of relevant media.

The fact that the Association’s name has changed five times in 100 years reflects some continuing unrest about who we are as a discipline and what we want to become. In the end, while we can trace NCA’s development through a series of struggles reflected in our different names, we can also trace a history that is, by and large, built on moving forward, being inclusive, and making a difference.

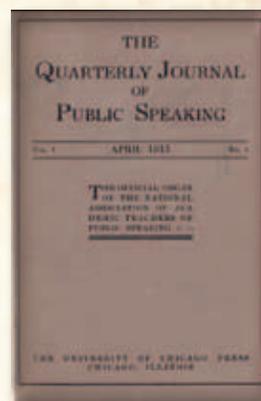
As Communication scholars and teachers, we are doing something we know is important to people’s personal, professional, and public lives. Our discipline is strong. Our departments are growing on campuses, our associations are healthy, and our public impact is expanding. I do believe that our next 100 years look bright. ■

Note: Parts of this essay appear in the author’s 2010 Presidential Address and 2013 address to NCA’s Hope Conference for Faculty Development.

Snapshots from NCA's Past



Some of the attendees at the Association's 1920 convention. Held just six years after the Association's founding, the 1920 meeting drew 175 attendees to Cleveland, OH.



The cover of the first issue of the Association's first journal, The Quarterly Journal of Public Speaking (today, the Quarterly Journal of Speech), published in April 1915.



The Association's 1946 Executive Council.



Association leaders at a 1957 meeting in Michigan. Included in the photograph are NCA's 43rd President, Loren Reid (second from the left, back row), and its fourth woman President, Elise Hahn.

Lilla A. Heston (1927-1984) was a faculty member and Chair of the Interpretation Department at Northwestern University. She held a variety of leadership roles in the Association's Interpretation Division, and also served as a member of the Association's Legislative Assembly and Resolutions Committee. Heston also was the sister of film star Charlton Heston.



Association representatives prepare for takeoff during an Association-sponsored 1966 Speech-Theatre Tour of eight European countries.



Attendees at the 1967 Wingspread Conference in Racine, Wisconsin.



Attendees at the 1972 Airlie House Conference in Warrenton, VA. The conference was held to assess and plan the Association's long-range goals and priorities.

TWO MEMORY SCHOLARS REFLECT ON THE

Politics of Remembering

By Greg Dickinson, Ph.D. and Brian L. Ott, Ph.D.

As NCA approaches its much-celebrated centennial, there is a growing interest in the Association's history, in charting—among other things—the figures and forces that have shaped and continue to shape its development. Pat Gehrke and William Keith, for instance, have been enlisted to co-edit a volume (*A Century of Communication Studies*) that explores the history of various research trends and trajectories in Communication over the past 100 years. But “history” is necessarily a complicated and contested affair—one that does not reveal itself in a simple, straightforward, or objective manner. The inability to know the past in a simple, unmediated way foregrounds the importance of the equally challenging concept of “memory.” Thus, as we celebrate the 100th anniversary of NCA, it is worth pausing to consider the role of memory-work in processes of remembering.

Fortunately, the Communication discipline has a rich tradition of memory studies. This tradition is concerned with understanding how communities mobilize a set of symbolic and material resources to foster a collective or shared *sense* of the past. This sense arises not because members of the NCA community have the same or similar

personal recollections, but because the rhetorical resources—the centennial volume, the online COMM 365 project, or this issue of *Spectra*, for instance—available to those members invite or elicit a particular understanding of and perspective on the history of our organization. In what follows, our aim is to reflect on a few of the entanglements and entailments associated with the work of remembering NCA's history. In particular, we will focus on three entailments of public memory: its predictable presentism, its persistent partiality, and its affective appeal.

PREDICTABLE PRESENTISM

The past is, of course, always in service of the present. It *may* be the case that history is written primarily or partially for the purpose of understanding the past regardless of the tastes and concerns of the present, but memory-work responds to the present. An anniversary is a perfect example of this: we mark the 10th, 25th, or 100th anniversary of a relationship or an institution for the purpose of reflecting on who we are in the moment of the anniversary. We tell stories of our past for the purpose of reflecting on our present conditions and, often,



for the purpose of reinforcing those values we wish to perpetuate. Going to a high school or college reunion worries and excites us not because we wish to objectively recover the 1980s (or 1970s or 1960s), but because we wonder where/who our friends (and enemies) are today.

So it is with NCA's 100th anniversary. Over this year, we will reflect on our past, telling stories of the development of new ideas (like the rise of Memory Studies in NCA) and the fading away of old ones (for example, what ever happened to General Semantics?). But in so doing, we will be thinking about the trajectories and turning points that helped us to become the institution we are today.

The insistence that public memory calls on the past in service of the present can, however, hide the central importance of the future. While we remember the past under the pressures and opportunities of the present, we often do so in ways that shape our future. In fact, we often appeal to memory for the explicit purpose of shaping the future. We use memories to build, in the present, public identities that urge us to act in particular ways in the future. Consistently remembering the stories of NCA's founding by professors who wanted to more seriously

engage the oral dimensions of communication could well urge us to maintain a deep interest in public speaking in the undergraduate curriculum and the push us to consistently consider the oral components of interpersonal communication. Likewise, telling the stories of the struggles over and emergence of diverse interest groups and caucuses can frame our understanding of the role innovation and politics will play in NCA's future. In fact, these very memories served as important rhetorical resources in the recent discussion of proposed bylaws revisions.

Thus, memory's predictable presentism is, perhaps, better understood as the time-binding characteristic of memory. Memory—and memory-work such as commemoration and anniversary celebrations—can be understood as a mode of weaving together past, present, and future, rather than as a discrete temporal act privileging the past.

PERSISTENT PARTIALITY

While memory is called forth in and for the present, it is also extraordinarily partial, by which we mean it is both selective and biased. At the most fundamental level, scholars of public memory teach us that memory is partial because it

Memory is not neutral; it is always motivated, always interested, and always has consequences. That is to say, memory is persistently partial.

is simply impossible to document or record every memory. Of the nearly infinite number of things that publics could remember, only a very few are nominated for a place in public memory, and of those even fewer stick. The articles, book chapters, special issues, and edited collections generated by NCA's 100th anniversary will barely scratch the surface of the possible narratives of the past. And, so, memory's partiality stems to a great extent from the sheer impossibility of remembering everything.

This fact, however, does little to explain what gets remembered and why. Our first principle—that memory serves the present and binds past, present, and future in powerful and meaningful ways—offers us a toehold for understanding why this rather than that memory is, in fact, remembered. The controversy over the Vietnam Veterans Memorial, and the addition first of a representational statue of male soldiers and then one of female veterans demonstrate the ways that memory is both partial and framed by the present. So too, for example, did the push to include more explicit representations of FDR's disability in the designs of what is an extremely successful memorial in Washington, DC. In his lifetime, FDR devised wide-ranging strategies to hide his disability, and while fidelity to the past might have urged the memorial's designers to do the same, our present understandings of disability led to placing FDR in a wheelchair in the center of the memorial.

Memory is persistently partial not just because it is selective, but also because it is biased. While only a small portion of events, actions, and ideas are selected for the annals of history, those that are selected cannot be remembered in neutral, inert ways. Rather, they are framed (often unconsciously) to suit particular needs and interests. At this 100th anniversary, for example, we don't simply recall that the organization was founded 100 years ago. We tell the story of that founding in specific ways. For example, many tell a story about faculty in the early 20th century and their dissatisfactions with their home departments (usually English) regarding the pedagogical (mis)treatment of public speaking. Telling the story this way not only recalls very particular details, it also implies ongoing disciplinary conversations about the values of NCA and its relationship to, for example, departments of English. Others, of course, are tempted to tell a different

founding story, tracing the discipline's lineage all the way back to the Sophists in ancient Greece and the developing quarrel between philosophy and rhetoric in Athens and beyond. Meanwhile, others might frame the story of our history in a way that emphasizes the development of social scientific approaches to Communication that gained so many adherents in the post-World War II version of NCA and of the academy. Each of these stories frames the memory of NCA in divergent ways. Each includes memories excluded in the others and, just as important, each gives particular meaning to the memories held in common.

Thus, the principle of partiality emphasizes the fact that memory-work always involves processes of inclusion and exclusion. Indeed, much more is typically forgotten than remembered in a given history. But it also reminds us that even those memories recalled are not recalled innocently. They are made evident in ways that shape our attitudes toward the memory and, thus, shape the ways that our past might animate the present and the future. In short, memory is not neutral; it is always motivated, always interested, and always has consequences. That is to say, memory is persistently partial.

AFFECTIVE APPEAL

In addition to being presentist and partial, memory also is deeply affective, meaning that it is registered, at least in part, at the level of sensation and body. When thinking about how memories are created and circulated, it is easy to get caught up (exclusively) in the symbols and signs that shape their form and content. But memories are also *felt*; they are material experiences that engage us as fully embodied subjects. We might even say that our bodies have memories of their own, that they register intensities and pulsations that reverberate through us. Most of us have at one point or another probably heard a song whose melody and rhythm (and not simply its lyrics) seemingly transported us to another time and place, instantly altering how we felt.

Memories activate such material experiences in a great number of ways, but chief among these is their situatedness. The affective resonance of the Vietnam Veterans Memorial depends on our visiting the memorial. It matters, for example, that the memorial is on the National Mall and that it is within short walking distance from many other

memorials of national import. This positioning nominates the memory of the Vietnam War as particularly important. But moving toward, then down along the wall, pausing to read names and see in the polished granite one's own reflection, performing this nearly ritualized movement with others, and seeing the remarkable diversity of materials left at the wall by other visitors—all of this moves us. Surely the reading of the names is a symbolic act, but so much of the power of this experience has to do with being present at the place, moving with our bodies—and with other bodies—into and out of the space of the memorial.

We think it is important (i.e., that it “matters”) that the 100th anniversary returns us to Chicago, the very place of the initial meetings of our organization. As we filter into Chicago, we might remind ourselves that this is the site of our initial organizing. And once there, we will tell stories of other places that have affectively captured our attention. We imagine conversations in the lobby of the Palmer House about the convention in 2008 in San Diego and its un-convention down the road, as members resisted attending meetings held in a hotel whose owner supported anti-gay marriage legislation. We imagine conversations about the meetings held at the downtown campus of San Francisco State University in 2010 for members who wished to support a union organizing in that city. These remembrances will involve rehearsing the arguments made over CRTNET and in emails and phone calls. But there will be embodied responses as well. Responses to the amazing, vaulted ceilings of the Palmer, but also embodied memories of

walks to alternate sites to the resistances and debates those and many other convention sites engendered. Both our lived experience and memory of any given NCA is powerfully shaped by its location.

Memory, then, is affective in at least two ways: It recalls affective experiences, bringing forth in the body the body's memory of the past. And, memory is often triggered by affectively powerful material communication. Returning in November 2014 to the city of so many previous conventions will bring our bodies and our minds back to the hallways and rooms, to the lobbies and conference spaces of our past conventions, suturing our whole, affectively engaged selves into this past.

FINAL REFLECTIONS

In celebrating our 100th anniversary, then, we are entering into a very old tradition—the tradition of memory. Time-binding, partial, and affective, our individual and public memories underwrite our individual and public identities. As we (re)write the history of NCA this anniversary year, we will also engage in a whole range of memory practices. And as we do so, we are reminded again that memory is not simply located in the past; it is neither innocent nor neutral, and is never fully captured in words and signs. Our shared and contested memories can knit us into the organization, binding us to others who share not only our commitments as scholars, teachers, and practitioners of Communication, but also our presentist, partial, and affective memory. ■



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BRIAN L. OTT is Associate Professor of Rhetorical and Media Studies in the Department of Communication at the University of Colorado Denver, where he also serves as Associate Chair. He is author of *The Small Screen: How Television Equips Us to Live in the Information Age* (Wiley-Blackwell, 2007) and co-author of *Critical Media Studies: An Introduction, 2nd ed.* (Wiley-Blackwell, 2014). He is co-editor of *The Routledge Reader in Rhetorical Criticism* (Routledge, 2012), *Places of Public Memory: The Rhetoric of Museums and Memorials* (University of Alabama Press, 2010), and *It's Not TV: Watching HBO in the Post-Television Era* (Routledge, 2008).



WITH FORESIGHT AND COURAGE

NCA's founding 17

On an unseasonably warm late November day in 1914, at the annual meeting of the National Council of Teachers of English in Chicago, 113 Speech teachers voted to form an independent association of Public Speaking teachers. The vote was close: 57 in favor, 56 opposed. Following this expression of sentiment for a separate Speech organization, a motion to organize a “National Association of Academic Teachers of Public Speaking” was introduced, debated, and tabled, by a vote of 18 to 16. Possibly, 79 of the original rebellious Speech teachers from earlier in the day decided to enjoy the 60-degree weather of that balmy afternoon.

But the next morning, half of the 34 Speech teachers who had tabled the November 27 motion met again. These intrepid 17 represented 13 different colleges and universities of vastly varying sizes and types. There was Irvah Winter, from the mighty Harvard University, and Joseph Gaylord, from tiny Winona State Normal School. They hailed from eight states, ranged in age from 23 to 57, and were all white men. And on November 28, 1914, they voted unanimously to form the National Association of Academic Teachers of Public Speaking (NAATPS).

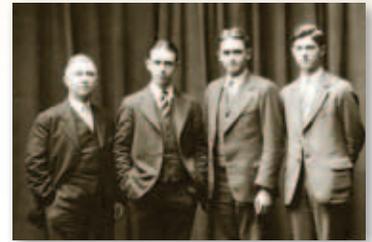
Reflecting on the founding of what is now the National Communication Association, and on the founders themselves, Andrew Thomas Weaver cautioned in 1958 that we “appreciate the climate of insecurity in which the teachers of our subject lived a half century ago.” In 1914, there were no colleges or universities offering a major in Public Speaking or Speech, and there were no graduate programs in the new discipline. As Weaver noted, the men and women who were academic teachers of Public Speaking in 1914 “worked in an environment of suspicion, hostility, or even contempt.” The national association that did exist to promote “Speech,” the Speech Arts Association, was dominated by elocutionists and expressionists and platform entertainers. This was the context that faced the founding 17, as they “leaped from the griddle into the flames” when voting to establish their new national association.

One hundred years later, we look back at who these 17 men were and reflect upon their achievement in bravely, even radically, establishing an organization that would grow into a national learned society of nearly 7,500 members.

Speech is man's greatest achievement and his biggest job. It is in a real sense the chief sign of civilization, and at the same time it is the chief means by which progress is secured.—Joseph Searle Gaylord

Isaac Merton Cochran (1872–1943)

A native of Delphos, Ohio, Isaac Merton Cochran attended Emerson College of Oratory in Boston before earning his B.A. and M.A. degrees in English Literature from the University of Michigan in 1907 and 1908. Cochran taught for 31 years at Carleton College in Northfield, MN, joining the faculty there in 1911 and founding its Department of Speech in 1915. He served on the Executive Committee of the National Association of Teachers of Speech from 1937 to 1940, and was the Executive Secretary of the Interstate Oratorical Association from 1928 to 1940. When asked about his success as a teacher, debate coach, actor, and Chautauqua entertainer, Cochran proclaimed that he sought to “choose the vocation you feel best fitted for, then believe in it with all your mind, love it with all your heart, and work at it with all your might,” and that he was “inspired by a good mother and assisted by faithful friends.”



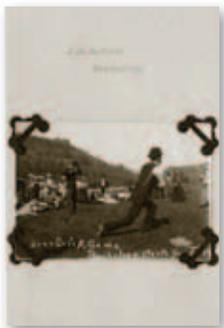
Isaac Merton Cochran (far left)

Arthur Loren Gates (1886–1940)

Upon leaving Northwestern University's Cumnock School of Oratory with his graduate degree, Arthur Loren Gates was named Chair of Public Speaking at Miami University of Ohio in 1905. Remarking on his appointment, Miami University President Guy Potter Benton commented that “the Chair of Public Speaking shall be something more than mere mechanical Elocution...He must be a man who is able to take the original productions of students and to criticize them from the standpoint of a master rhetorician. Such a man I believe we will find Prof. Gates to be.” Gates remained at Miami until 1920, when the university's bulletin announced his retirement from teaching in order to pursue “fruit farming” in California.



Arthur Loren Gates



Joseph Searle Gaylord

Joseph Searle Gaylord (1860–1956)

An avid devotee of “physical culture,” Joseph Searle Gaylord saw physical stamina and activity as a prerequisite to intellectual discipline—and he taught such values to his students at the Winona State Normal School in Minnesota. Gaylord graduated from Knox College in Illinois in 1885 and received a Master's degree from Harvard in 1888. He also graduated from the Yale Divinity School in 1893. Committed to the continual improvement of “American speech,” Gaylord wrote in a 1919 article in the *Quarterly Journal of Speech Education* that “speech is man's greatest achievement and his biggest job. It is in a real sense the chief sign of civilization, and at the same time it is the chief means by which progress is secured.”

Haldor Gislason (1875–1947)

Originally hailing from Iceland, Haldor Gislason spent the majority of his academic career at the University of Minnesota, teaching in the Rhetoric and Public Speaking Department that he had helped found. Both of his degrees were also from the University of Minnesota, a B.A. in 1900 and an L.L.B. in 1904. Gislason was a prolific writer, authoring *The Art of Effective Speaking*, *Effective Debating*, and several other well-known texts. Gislason was a charter member of the forensic honorary society Delta Sigma Rho and was the first Secretary of NAATPS.

Let us think of oratory as an art—as an art in which the soul of the orator, in all its heights and depths, strives to find utterance, strives to reach other souls.—Binney Gunnison



Harry Bainbridge Gough

Harry Bainbridge Gough (1871–1945)

The Association's eighth President, Harry B. Gough taught for nearly 30 years in the Department of Public Speaking and Debate at DePauw University in Indiana. A Methodist minister, Gough received his undergraduate education at Northwestern University, where he also studied at the Cumnock School of Oratory. An eager champion of NAATPS, Gough attended every national convention he could, while also organizing the Indiana Speech Association, serving as that organization's President in 1934. Writing about Gough at his death, Herold Ross concluded that this founder "sought through the National Association to raise the standards of the profession and to advance the teaching of speech in the high schools and colleges of the United States."

Binney Gunnison (1863–1946)

"Let us think of oratory as an art—as an art in which the soul of the orator, in all its heights and depths, strives to find utterance, strives to reach other souls." So wrote Binney Gunnison in 1920, ruminating about "Oratoric Action" in the *Quarterly Journal of Public Speaking* (now the *Quarterly Journal of Speech*). Gunnison taught at Lombard College in Illinois and later was President of the School of Expression in Boston.

Clarion Dewitt Hardy (1877–1936)

Ultimately serving as Professor of Public Speaking and Debate and Acting Dean of the School of Speech at Northwestern University, Clarion Hardy was an instructor of English Literature in 1914, when he distributed the questionnaire among his fellow Public Speaking teachers that resulted in the formation of NAATPS. Said to be an "unusually effective practitioner of the public speaking skills which he taught," Hardy also was praised for his "good and faithful" service to Northwestern and to the new Association he helped found.



Clarion Dewitt Hardy



James Lawrence Lardner

James Lawrence Lardner (1873–1966)

A graduate of Wabash College, James Lardner taught elocution, oratory, public speaking, and literary interpretation at Northwestern University from 1909 to 1941. Lardner was a fierce advocate for high-quality teaching in Public Speaking, noting in 1916 the "old [practical] problem that confronts every teacher who desires not only that his students shall know how a speech should be made but that they shall be able actually to *make* a good speech." Lardner served as the Association's third President.



Glenn Newton Merry

Glenn Newton Merry (1886–1977)

Glenn Merry earned the first laboratory-based Ph.D. in Speech from the University of Iowa, almost 10 years after he participated in the founding of NAATPS. He taught at Iowa until 1924, when he left the Speech discipline in favor of Business Administration, earning an M.B.A. from Harvard. For 21 years until his retirement, Merry was a Marketing professor at New York University. He served NAATPS in two roles—as Business Manager and as the Association’s seventh President.

James Milton O’Neill (1881–1970)

A graduate of Dartmouth College, James O’Neill was dubbed the “Father of our Association” by his colleague, Andrew Weaver. He was a pioneer Speech educator at the University of Wisconsin in 1914, and his teaching career also took him to the University of Michigan, back to Dartmouth, and to Brooklyn College. O’Neill served as the first President of NAATPS and as the first Editor of the *Quarterly Journal of Public Speaking*.

J. Manley Phelps (1891–1971)

A graduate of Northwestern University, J. Manley Phelps was teaching at the University of Illinois in 1914 at the age of 23, when he journeyed to Chicago and voted to found the NAATPS. Phelps studied acting in Chicago and at Northwestern and served as the head of the School of Oratory and Debate at Dakota Wesleyan University before moving to his teaching position at the University of Illinois. Well-known for his acting and directing abilities, Phelps was also a renowned lecturer for the Redpath Chautauqua, and taught English and Speech at DePaul University for 40 years.

Frank Miller Rarig (1880–1963)

With an M.A. from Northwestern University, Frank Rarig spent his entire teaching career at the University of Minnesota. Beginning in the Department of Rhetoric and Public Speaking in 1908, Rarig fought to reestablish a separate Speech Department at the university after the Rhetoric and Public Speaking department was absorbed into English in 1917. Rarig was the first Chair of the new Speech Department that was founded in 1927. He served as the Association’s 14th President.



James Milton O’Neill



Frank Miller Rarig

Lew Sarett (1888–1954)

Lew Sarett taught at both the University of Illinois and Northwestern University. Renowned for his mastery as a teacher, and his abilities with poetry and oratory, Sarett also served as Secretary of the Association during the 1918–1919 war years. Writing about Sarett’s teaching abilities, Emily Lilly said, “He was completely honest and valued sincerity, loyalty, and integrity above all other qualities of human conduct.”

Benjamin Carleton VanWye (1876–1940)

With a B.A. and M.A. from Harvard, Benjamin VanWye taught in the Department of Public Speaking and English at the University of Cincinnati. Andrew Weaver noted of VanWye that he devoutly believed in the “doctrine that speech training should be provided for everyone and not restricted to the gifted few.”



James Albert Winans

James Albert Winans (1871–1956)

In 1914, James Winans was the President of what would become the Eastern Communication Association, when he ventured to Chicago as one of the leaders of the movement to form a new national association. Educated at Cornell, Winans taught there from 1899 to 1920, when he moved to Dartmouth College. He taught at Dartmouth until his retirement in 1942. Author of the influential text, *Public Speaking*, Winans also led the Association’s efforts to define and motivate an active research agenda for Speech scholars. He served as the Association’s second President.

Irvah Lester Winter (1857–1934)

Inexplicably, despite his commitment to maintaining the place of Public Speaking in departments of English, Irvah Winter joined with his 16 colleagues in 1914 to form a separate national association. Winter was praised in 1923 at a dinner celebrating his 25th year as a Public Speaking teacher at Harvard. Harvard President Charles Eliot noted in a letter read at the dinner that “Professor Winter has won this place for his subject through his own judgment, good taste, and skill, and has done good service...to all people who believe that democracy will in the future as in the past owe much to citizens capable of accurate, rational, and moving public speech.”



Charles Henry Woolbert

Charles Henry Woolbert (1877–1929)

The first of the founders and the presidents of the Association to earn a Ph.D. (from Harvard in 1918, in Psychology), Charles Woolbert was described by Andrew Weaver as having the “most fertile and original mind” of the founding 17. He taught at Olivet College, Albion College, and the University of Illinois, before leaving the land of the Illini for the University of Iowa in 1926. Woolbert served as the Association’s fifth President and as the *Quarterly Journal of Public Speaking*’s second Editor. ■

NCA 100th Annual Convention

November 20–23, 2014 • Chicago, Illinois • www.natcom.org/convention

THE PRESENCE OF OUR PAST(S) NCA^{at}100

In 2014, we mark the centennial year of the National Communication Association. What we think of as NCA's origin story (although not the *exclusive* origin story told among Communication scholars) was the creation of the National Association of Academic Teachers of Public Speaking at a meeting of a handful of college teachers in Chicago, in 1914. Hence, the site of this year's convention and also its theme: *The Presence of Our Past(s): NCA at 100*.

Plan now to join your colleagues where it all started a hundred years ago, in Chicago. Let's contemplate NCA's history and make a bit of our own!

—Carole Blair, NCA First Vice President



1915

1915 James M. O'Neill



1916 James A. Winans



1917 James L. Lardner



1918 and 1919 Howard S. Woodward



1920 Charles H. Woolbert



1921 Alexander M. Drummond



1922 Glenn N. Merry



1923 Harry B. Gough



1924 Wilber Jones Kay



1925

1925 Ray K. Immel



1926 Edward C. Mabie



1927 Andrew T. Weaver



1928 John P. Ryan



1929 Frank M. Rarig



1930 John Dolman



1931 Clarence T. Simon



1932 Henrietta Prentiss



1933 Lee Emerson Bassett



1934 Henry L. Ewbank



1935

1935 Arleigh B. Williamson



1936 Maud May Babcock



1937 Herbert A. Wichelns



1938 J.T. Marshman



1939 A. Craig Baird



1940 Alan H. Monroe



1941 W. Hayes Yeager



1942 Claude M. Wise



1943 Robert West



1944 Bower Aly



1945

1945 Joseph F. Smith



1946 W. Norwood Brigance



1947 Magdalene Kramer



1948 Rupert Cortright



1949 James H. McBurney



1950 Horace G. Rahskopf



1951 Wilber Gilman



1952 Lionel Crocker



1953 Henry P. Constans



1954 Karl R. Wallace



1955

1955 Thomas A. Rousse



1956 Lester Thonssen



1957 Loren Reid



1958 Elise Hahn



1959 John E. Dietrich



1960 Kenneth G. Hance



1961 Ralph G. Nichols



1962 Waldo W. Braden



1963 Ernest J. Wrage



1964 Robert T. Oliver



1965

1965 J. Jeffery Auer



1966 John W. Black



1967 Wayne C. Minnick



1968 Douglas Ehninger



1969 Marie Hochmuth Nichols



1970 Donald C. Bryant



1971 William S. Howell



1972 Theodore Clevenger, Jr.



1973 Robert C. Jeffrey



1974 Samuel L. Becker



1975

1975 Herman Cohen



1976 Lloyd F. Bitzer



1977 Wallace A. Bacon



1978 Jane Blankenship



1979 Ronald R. Allen



1980 Malcolm O. Sillars



1981 Anita Taylor



1982 Frank E.X. Dance



1983 Kenneth E. Andersen



1984 John Waite Bowers



1985

1985 Beverly Whitaker Long



1986 Wayne Brockriede



1987 Patti P. Gillespie



1988 Michael M. Osborn



1989 Gustav W. Friedrich



1990 Mark L. Knapp



1991 Dennis Gouran



1992 Dale Leathers



1993 David Zarefsky



1994 Bruce E. Gronbeck



1995

1995 Sharon A. Ratliffe



1996 James W. Chesebro



1997 Judith S. Trent



1998 John A. Daly



1999 Orlando L. Taylor



2000 Raymie E. McKerrow



2001 James L. Applegate



2002 V. William Balthrop



2003 Judy C. Pearson



2004 Isa N. Engleberg



2005

2005 Martha Watson



2006 H. Dan O'Hair



2007 J. Michael Sproule



2008 Arthur P. Bochner



2009 Betsy Wackernagel Bach



2010 Dawn O. Braithwaite



2011 Lynn Turner



2012 Richard West

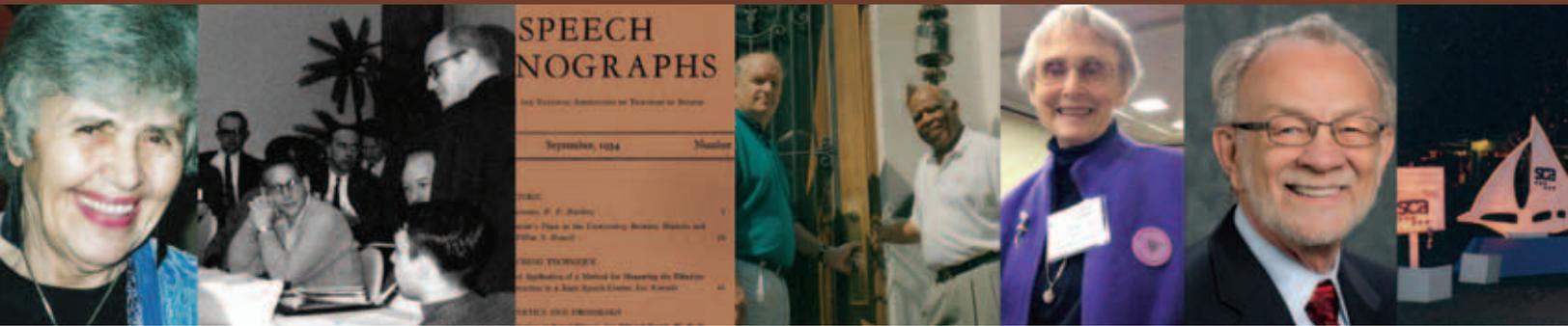


2013 Steven Beebe



2014 Kathleen J. Turner





CRITICAL MOMENTS IN NCA'S HISTORY

ON JUNE 28, 1914, a young Serbian nationalist named Gavrilo Princip assassinated Austrian Archduke Franz Ferdinand and his wife, Duchess Sophie, in Sarajevo, precipitating the July Crisis that ultimately led to the onset of World War I in August that year. Just a few weeks earlier, on May 25, the British House of Commons had passed Irish Home Rule in an act that pleased almost no one and ultimately led to the partitioning of Ireland. And on July 11, Babe Ruth made his major league baseball debut with the Boston Red Sox, beginning an amazing career that would last for more than two decades.

These were just some of the critical moments in the tumultuous year that was 1914, a year that would also see the formation of a new academic association when 17 speech teachers rallied in Chicago to break away from the National Council of Teachers of English and form the National Association of Academic Teachers of Public Speaking (NAATPS). Recognizing what he

called the “spiritual growth” in the profession, James O’Neill charged the new association with promoting and extending “the professional ethics, the heightening of professional ideals, the stiffening of professional standards, the growth of professional pride, and *esprit de corps*,” among speech teachers nationwide.

For the next 100 years, the NAATPS grew and changed, confronting along the way its own critical crises, its own decisive decision points, and its own meaningful moments as it sought to extend O’Neill’s newfound sense of professionalism to the expanding roster of speech teachers that comprised its membership. By combing through the NCA archives and reexamining the Association’s history, along with drawing from the recollections of some of NCA’s leaders, we’ve identified just a few of these moments, these isolated incidents in time, that tell at least part of the story of the National Communication Association.



In attendance at the second convention in 1916 was one Dale Carnegie, identified as a teacher at the Y.M.C.A. Schools in New York City. Carnegie presented a paper entitled “The Practical Value of Training in Public Speaking” at the convention. Carnegie would change his name to Carnegie in 1922 and author the wildly popular *How to Win Friends and Influence People* in 1936.

Chicago’s Auditorium Hotel, where the Association was founded in 1914.



1918—SPEECH AND THE GREAT WAR

Though NAATPS was founded just months after the onset of World War I in Europe, the reach of that war was confined to the Old World for most of the Association's early years. By 1918, however, the nearly 400 NAATPS members confronted the entry of the United States into the Great War. For the first time in its short history, and at great danger for the Association, the NAATPS leadership decided to cancel the 1918 convention, scheduled for December. NAATPS President Howard Woodward, who had recently been selected for an unprecedented second term (something that has not happened since), offered the following rationale for cancelling the convention: "The reasons for this action hardly need stating. The first purpose of everyone is to beat the Hun. For very many of us this means a large amount of extra work. For all of us it means money for Liberty Bonds and Savings Stamps, money for War Chests and philanthropies, heaps of money for living expenses; and the cost of travel keeps us at home when necessity does not compel our going."

1922—RESCUING THE NEW ASSOCIATION

The war years were difficult for NAATPS members—many served in the military, or on domestic boards or committees that worked on behalf of the war effort. For the Association, attendance at the national conventions before and after the 1918 hiatus was stagnant. What's more, the Association's income was anemic, while expenses continued to grow. By 1922, just as the Association was changing its name to the National Association of Teachers of Speech (NATS), financial concerns were prominent in the discussions at the Association's annual business meeting. NATS Treasurer and Business Manager Ray Immel reported to attendees that "I wish to call to your attention to [sic] the fact that

one year ago we were in debt to the extent of a note of \$700 with interest and an unpaid printing bill of \$384.94. During the year we have paid both the note and the bill, all bills are paid up to date, and we have a bank balance of over \$200. You will be interested in knowing how this desirable state of things has come about. In the first place, forty one members made gifts of from \$2.50 to \$25 each, totaling \$562.50, toward getting the Association out of debt. The treasurer has a list of the names of these members and their names are written in the Lamb's Book of Life, or wherever such things are recorded. The total deficit was about \$1,100... For the first time, I believe, in the history of the Association, we are out of debt."



The first issue of the Association's second journal, *Speech Monographs* (today, *Communication Monographs*)

1926-1927—NEW PUBLISHING VENTURES

The University of Iowa's Edward Mabie, serving as the Association's 11th President, called for a "definite and extended program" for NATS as it entered its second decade. NATS membership increased to more than 1,000 individuals in 1925, and attendance at the national meeting was steady. Intensifying the Association's publishing efforts was a key dimension to Mabie's program. His third recommendation to the 1926 convention in Chicago proclaimed "[t]hat the *Quarterly Journal* be so edited and published as to make a wider appeal to this large group of possible members." Mabie also urged that NATS commence publication of a new journal entitled *Monographs in Speech Education*. By 1934, after a series of fits and starts, NATS was regularly publishing *Speech Monographs* (now *Communication Monographs*).

At the 1927 convention in Cincinnati, Everett Lee Hunt, the new Editor of the *Quarterly Journal of Speech Education*, offered two controversial motions at the Association's business meeting. The first passed—it called for the elimination of the word "Education" from the journal's title. The second motion failed—it called for the elimination of the word "Quarterly" from the journal's title. If Everett Lee Hunt had prevailed, the Association's preeminent journal would have been renamed the *Journal of Speech*. To this day, the journal's title remains the *Quarterly Journal of Speech*.

1928—REVISING THE NEW ASSOCIATION'S CONSTITUTION

Fourteen years after the Association's founding, NATS President Andrew Weaver called for a complete revision of its constitution and bylaws at the 1927 convention in Cincinnati. A committee that included two founders (James Winans and James O'Neill), Weaver, and former President Harry Gough convened to revise and rewrite the constitution and bylaws. Their new constitution called for the creation of an Executive Council, consisting of "the President, the Executive Secretary, the Editor of the Journal, the Editor of Research Studies, all who have previously held these positions, and three members elected at large," that "shall be the ultimate authority in all matters relating to the Association." Revising the constitution and bylaws has been a frequent feature of the Association's business ever since, with complete revisions occurring approximately once every decade.



Former Association President Ray K. Immel analyzing the voice of Norma Shearer.

In 1930, Ray Immel proposed that "the National Association offer an annual award to that actor or actress in the talking pictures who best exemplifies excellence in diction and skill in the interpretation of lines." The Executive Council passed a resolution that endorsed the idea and appointed "a committee with power to act... [consisting of] Mr. Immel as Chairman, the President-Elect of the Association, and the other member to be appointed by the President-Elect." But according to all records found, the award was never presented.

1931—THE FIRST WOMAN PRESIDENT

On Wednesday, December 30, 1931, during the 16th annual convention of NATS in Detroit, Frank M. Rarig of the University of Minnesota (one of the Association's founders) rose to present the slate of officers suggested by the Nominating Committee for leadership in 1932. At the top of the list was Hunter College's Henrietta Prentiss, who became with unanimous approval the Association's first woman President. Though Prentiss was the first woman President, numerous women had previously served the Association in various capacities, including many who had held high office from the very beginning. At the 1916 convention, for example, Mary Yost of Vassar College was tapped as one of three NAATPS Vice Presidents, and the University of Utah's Maud May Babcock (a future NATS President), was named by President James Winans to the Committee on Nominations.



Henrietta Prentiss, first woman President



1932—THE GREAT DEPRESSION HITS NATS

Despite the novelty of her election as NATS President, Henrietta Prentiss faced real challenges during her 1932 presidential term. Most pressing was the rather daunting prospect of motivating scholars from around the nation to journey to Los Angeles during the holiday season for the 17th convention. In the November issue of the *Quarterly Journal*, Prentiss published "A Message from the President" in which she remarked, "No presidential message appears this year without reference to the financial crisis, though there seems to be an increasing conviction that the crisis is waning and that times are looking up. Certainly we are all urged to be cheerful, to be optimistic, and to be extravagant. I can think of nothing more cheerful, more optimistic, or more extravagant, than to believe that the convention ought to be held this year and to hope that a large majority of the members of The National Association of Teachers of Speech will foregather in Los Angeles at Christmastime. As our faith, so shall it be unto us." In the end, while attendance in Los Angeles was lower than it had been in Detroit the year before, it was not dramatically lower—378 members journeyed to the West Coast for the annual meeting. Overall, convention attendance during the Depression years was sparse, with only 443 members attending the 1933 meeting in New York and 385 gathering in New Orleans in 1934. By 1935, the worst was behind NATS, and the Association drew a record-breaking 914 attendees to the Chicago convention that year. By 1939, convention attendance topped the 1,000 mark, with 30 percent of the total membership attending the meeting, again held in Chicago.



1940—A SILVER ANNIVERSARY AGAINST THE BACKDROP OF WAR

The 1940 meeting was the Silver Anniversary Annual Convention of the NATS, and it brought 906 attendees to the nation’s capital at a particularly perilous historical moment. It also featured an address by NATS founder and first President James O’Neill. Keenly aware of the rapidly changing world around them, the organizers of the 1940 Silver Anniversary convention chose as the convention theme “Speech in the World Today.” The Association Luncheon and Silver Anniversary Celebration commemorated the NATS founders and featured presentations by U.S. Senator Elbert D. Thomas (D-Utah), Brigadier General Lewis Hershey, and *London Times* correspondent Sir Wilmott Lewis, all speaking on the role of speech in national defense and international affairs. Noting that “The world today is a world that is meeting the threat of the most devastating attack upon the essentials of civilization that has come in centuries, if not in all history,” O’Neill asked his audience, “What have the teachers of speech to do with such a crisis?” By 1942, the NATS Executive Council passed a resolution that included the following provisions: “I. We recommend to our membership complete co-operation with the Office of War Information in the prosecution of the war. II. We place the facilities of The National Association of Teachers of Speech without reserve at the disposal of the Office of War Information in the prosecution of the war.” World War II severely limited convention attendance: just 394 attended in 1942, and only 359 appeared in 1943—down considerably from the more than 1,000 individuals who had attended just three years before.



The 1940 Silver Anniversary convention witnessed the one and only conferral of an honorary presidency upon a member of the Association. The legendary Thomas C. Trueblood (left), from the University of Michigan, was unanimously selected for this honor. Trueblood replied in a telegram read at the convention: “Please extend to the Association my hearty thanks for the very high honor conferred upon me.”

1957—TIME & PLACE OF THE NATIONAL CONVENTION

During the post-war years of the late 1940s and early 1950s, the newly renamed Speech Association of America (SAA) saw considerable growth in both membership and convention attendance, and renewed discussion about the time and place of the convention. The convention had outgrown many of its previous locations, and its traditional timing between Christmas and New Year’s was increasingly untenable. The 1957 convention in Boston was the first convention held at a time other than December, with SAA members gathering in August. SAA convened again in August in 1963 at that year’s Denver convention. It was not until 1973 in New York City that the Association met in November. By 1978, when the Association met in Minneapolis, the November timing was the norm, and every convention since then has been held in November.

1962—ESTABLISHING A PERMANENT ASSOCIATION HOME AND STAFF

From 1915 to 1928, the business of running the Association fell to volunteer Treasurers and Secretaries who were otherwise employed as Speech teachers at colleges and universities across the country. In 1928, the office of Executive Secretary was created, merging the Treasurer and Secretary functions, but still occupied by college and university professors. The Executive Secretaries of the Association included H.L. Ewbank, G.E. Densmore, Rupert Cortright, Loren Reid, Orville Hitchcock, Waldo Braden, Owen Peterson, and Robert Jeffrey. Many of these individuals also would serve as President of the Association. Growing rapidly in the post-war years, SAA convened a Committee on the Establishment of a Permanent Headquarters and the Selection of a Permanent Executive Secretary. Led by Indiana University's J. Jeffery Auer, the Committee recommended in 1962 that a permanent Association headquarters be located in New York City, and that William Work be named SAA's first full-time Executive Secretary, commencing July 1, 1963. The Committee received 19 applications for the position, and an additional 29 recommendations were forwarded to the Search Committee.



The Statler Hotel in New York City, home to the Association's first permanent national office.

On September 29, 1965, President Lyndon Johnson signed the law that created what are now known as the National Endowment for the Arts and the National Endowment for the Humanities. SAA President J. Jeffery Auer and SAA Executive Secretary William Work were present at the signing ceremony in the White House Rose Garden. Beginning with Ernest Wrage in 1963, SAA leaders had fought for this legislation, and for the inclusion of Speech within the programmatic initiatives of these new government entities. Their efforts culminated with Auer's testimony before the Senate Subcommittee on the Arts and Humanities (reprinted in the April 1965 *Quarterly Journal of Speech*) and ultimately with their presence on behalf of SAA at the bill's signing.



1968—CHANGE AND TUMULT FOR COMMUNICATION

A particularly meaningful and profound moment of self-reflection for the Communication discipline occurred in the late 1960s and early 1970s. Significant civil and political unrest in the United States and around the world, coupled with meaningful technological changes in communication, gave rise to a critical period during which both scholarly and pedagogical interests and priorities were reformulated. In response, two groups of scholars—one social scientific, one rhetorical—convened separate conferences—in 1968 and 1970—to consider and evaluate the nature and direction of the Communication discipline.

In 1968, SAA sponsored the New Orleans Conference on Research and Instructional Development in Speech-Communication, with the purpose of legitimizing the behavioral, experimental, and scientific study of Communication. The conference resulted in a series of recommendations, including a call for “stressing” scientific approaches to “Speech-Communication” and encouraging the use of scientific approaches to inquiry in areas of Communication that “have traditionally used different approaches, such as rhetorical criticism, oral

interpretation, and theatre.” The proceedings of the New Orleans Conference ultimately were published in *Conceptual Frontiers in Speech-Communication*.

This tumultuous period also precipitated the 1970 National Development Project on Rhetoric, (often referred to as the Wingspread Conference), organized by Lloyd Bitzer and James E. Roever. Keenly aware of the swirl of protest and unrest roiling the country at the time, the scholars who gathered at Wingspread wrote that “to encourage expectations of ‘scientific’ or apodictic determinations in problem areas where such determinations are by nature unattainable will foster disillusionment and distrust of the institutions encouraging so unattainable a hope.” Thus, the conference attendees reaffirmed the need for a decidedly “rhetorical” approach to public problems—where “rhetorical communication is the presentation of the human worth discernible in any answer to any practical question.”

Attendees at the 1968 New Orleans Conference on Research and Instructional Development in Speech-Communication.





STILL CHANGING THE PLAYERS AND THE GAME

JACK L. DANIEL

Founding Member, Black Caucus

IT HAS BEEN WRITTEN that there is “an appointed time for everything. And there is a time for every event...”

The late 1960s were the time when people of color as well as women across races and social classes challenged the dominant White American male academic orthodoxy regarding [1] the nature of the academic enterprise (the “game”), and [2] who would be scholars and students (the “players”). They began a relentless struggle, with the goal of forcing Speech Communication scholars to widen their domain beyond the theories and modes of inquiry that emanated primarily from Europeans and early Americans. The new “players” fomented paradigm shifts that proved to be the fountainhead from whence flowed [1] Black, Hispanic, Asian, women, gender, gay, lesbian, religious, and other demographic-specific “studies” along with their concomitant theories and research questions; [2] an array of new refereed periodicals in which their scholarship was published; and [3] a seismic shift in the extent to which scholars served as “public intellectuals” who frequently left the sanctity of the academy to address contemporary economic-political-social issues.

In 1968, the Speech Association of America (SAA) sponsored a December 28 meeting of its ad hoc Committee on Social Relevance, which wrote a “manifesto” challenging

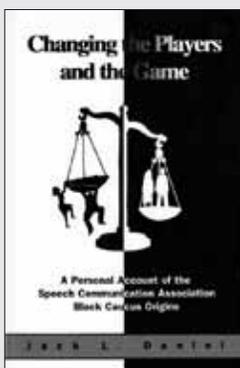
the full membership to address issues related to social class, gender, race, and other major contemporary issues. A broad discussion of these matters was preempted by Charles Hurst’s and Arthur L. Smith’s persuasive comments, which caused those assembled to focus on [1] racism within the Association, and [2] the need

for teaching and scholarship related to Black Americans. After the Social Relevance meeting, Hurst convened a few Blacks, who discussed further plans for making changes within SAA. (See the 1995 SCA publication, *Changing the Players and the Game*, for more details.)

Over the next six years, the informal gathering of Blacks at the Association’s Annual Convention became a much-anticipated event. In 1974, the Black Caucus was formalized, with Dorothy L. Pennington elected as the first Chair. Thereafter, the Caucus routinely sponsored convention programs, and members played increasingly important state, regional, and national association leadership roles. However, Blacks’ full-fledged participation in the Communication discipline remains a “dream deferred.”

Blacks remain underrepresented as Communication students, faculty, and administrators. Few departments have more than a token course in Black rhetoric/communication. A study of Black discourse is still a rarity in the national and regional scholarly journals, and it is seldom the subject matter for Master’s or doctoral comprehensive examinations. Blacks remain underutilized in terms of editorial board members of National Communication Association (NCA) journals and in Association leadership roles. Blacks remain underrepresented in terms of senior tenured professorships and chaired professorships. Much of the same can also be said for others seeking to be bona fide “players.”

Reflecting on the foregoing, I was reminded of something a professor said during the late 1960s: “Jack, don’t get too comfortable with the few recent gains by Blacks. America is like a pillow. You can punch it; it will give a little, and then bounce right back.” Prophetically, today there are those who wish to “take back America” in general and academia in particular. Therefore, it is time for progressive people to take steps to make NCA the diverse organization it ought to be.





WHEN WOMEN SPOKE UP

ANITA TAYLOR

Founding Member, Women's Caucus
NCA President, 1981

I CONSIDER THE YEARS 1968–78 among the rockiest and most influential in NCA's 100. At the 1968 convention, a brave group began working to establish the Association's first caucus . . . The Black Caucus. Jack Daniel recounts the story of their initial meetings previously in this publication. They lit the way for a gathering during the 1970 New Orleans Convention to discuss plans for a women's caucus. This in turn led to December 29, 1971, when I joined 28 others to formalize the (then SCA) Women's Caucus. Agreeing on working rules as our "constitution," we elected Bonnie Ritter as Chair. She reported the event in a "Letter to the Editor" published in the April 1972 issue of *Spectra*. Circulating in advance of its *Spectra* publication, the letter invited additional "women wishing to be included" to join. Many quickly did so; when Bonnie wrote on February 20, 1972, to then SCA President Ted Clevenger, she sent a "charter roll" of 41 names.



Both documents articulated the goals established by the Caucus: more participation by women in the professional life of the Association; a survey of the membership to identify women members' concerns; and revision of the Placement Service and associated practices. In support of the goal to increase participation by women in the Association, Bonnie specifically asked that two program slots for the 1972 convention (just two!) be allocated to the newly formed Caucus.

A Task Force on the Status of Women appointed in 1971 carried out the requested survey. Some things, however, we already knew. By simply perusing the convention program, one could see that very few programs included women presenters, and almost no sessions addressed anything related to gender—whether it was studying classroom or presentational success, effective group processes, persuasive speaking, or public address—although somewhere about this time there was a flurry of studies noting that women were more persuadable than men!

Nor was it rocket science to note that of the 56 previous Association presidents, only six had been women. Or that only two women had EVER edited an SCA journal. Or that NO woman had edited an Association journal in its first 46 years. Absence of women in Association leadership mattered. And, I would argue, the paucity of editors reveals more about the status of women than the number of



presidents, due to how critically journal editors' decisions affect the lives of those of us in higher education.

The significance of placement processes will be hard to grasp for anyone who entered the academic world in the last 35 years. Until the mid-'70s, almost no jobs were "advertised." Placement was a closed process. The Women's Caucus saw changing that process as critically important.

Before 1975, one had to join the Placement Service to apply for most academic positions; there was no other way to know an opening even existed. Many positions were never listed with the Service, but instead were filled through networks of acquaintances. Listed positions were described in general terms at institutions identified by general size and location in the country, as in "Large, Midwestern state university seeks . . .," "Small, Northeastern liberal arts college . . .," etc. Applicants' (three) references on file with the Placement Service were sent with application letters. Unless you knew someone who knew someone, you had no idea who saw your materials. The Placement Service always acknowledged your application and when it was forwarded; from there, you usually heard nothing. Institutions acknowledged applications only if they wanted more information.

My "critical years" list closes with 1978. From 1978, the Association could not turn back. Executive Secretary Bill Work and First Vice President Ron Allen carried

out the Herculean task of responding to the December 1977 Legislative Council's recommendation to move the November 1978 convention out of Chicago because Illinois had failed to ratify the Equal Rights Amendment. And SCA voters endorsed a rethinking of how officers were nominated when they elected me after I appeared on the ballot through a write-in effort. Space constraints limit telling that story here, but anyone interested can learn more at the "Women's Leadership Project" page on the NCA website. Among short pieces by or about the 11 20th century women presidents, those Jane Blankenship and I wrote most directly relate to the turbulent 1960s and 1970s.

Twenty years after its creation, 400+ members called the Women's Caucus "theirs." During its 20th year anniversary meeting in Chicago, the Caucus birthed the Feminist and Women Studies Division. Having come of age, our vibrant academic work deserved recognition as an area of scholarship reflected by Division status. Still, the Caucus emphatically affirmed, the professional status issues that generated our existence remained. Hence, the Caucus's continuing presence was required . . . then and now. Until our larger world no longer stands on a foundation that privileges male and white, Caucus groups devoted to building more open and egalitarian institutions remain essential.



GAINING A PLACE FOR LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUEER CONCERNS

SALLY GEARHART

Founding Member, Caucus on Gay and Lesbian Concerns

IN 1976, GAY, LESBIAN, AND BISEXUAL

Communication scholars—and a least one pre-operative transgendered scholar—formally presented to the Legislative Council (today, the Legislative Assembly) of the then-Speech Communication Association a proposal for the formation of a Caucus on Gay and Lesbian Concerns within the Association. The proposal drew the support of some of the Association’s highly respected members, both “straight” and gay, who gave us a voice, a visible presence in the Council, and an acknowledgement of our potential power. During those early days of our dialogue with our profession, the leadership of Dr. James Chesebro shone especially bright. As one of the prominent scholars in the field, Chesebro not only shepherded the Caucus proposal through the Legislative Council, but has remained a constant figure in the continuing growth and vitality of the Caucus and Division that resulted from these early discussions.

Certainly the Council’s deliberations were a strong and clear response to the gathering storm of lesbian, gay, and bisexual activism that was sweeping the nation. We were a community under siege, and we were fighting back. Anita Bryant had launched her national campaign to Save the Children (from “homosexuals”), three U.S. cities had passed anti-gay legislation, and California State Senator John Briggs had placed on the ballot an initiative that would have denied homosexual people and their overt supporters the right to teach in any of California’s public schools. We stumped the state with San Francisco City Supervisor Harvey Milk as part of a massive and successful educational campaign to mend such attitudes. Our bumper stickers read, “If I’m bisexual, can I teach part-time?”

In my own memory, it was the late 1978 assassinations of Milk and San Francisco Mayor George Moscone that marked the end of our exhilarated, proactive liberation

era and the beginning of our years of more inner contemplation and political sophistication. The AIDS epidemic and the rise of the formidable Christian Right required the development of new political strategies and skills. Our workshop, the academy, rode the pendulum swing from counter-counter educational values and practices to the reinstatement of more rigid, prescriptive curricula and methodologies. And, on the whole, the Communication scholars who have grown up during the last three decades have wielded slightly different weapons and employed new strategies for radical change.

During the late 1980s and early 1990s, as the phenomenon of Queer Theory began to seek its place in the halls of higher education, the Association’s Caucus on Gay and Lesbians strained inexorably toward “queer,” in both its membership and its agenda. By the mid-1990s, it has begun its quest for more representative power within our Association, now called the National Communication Association (NCA). At the 1997 NCA Annual Convention, and in response to growing pressure from scholars, the Legislative Council informed the Caucus on Gay and Lesbian Concerns that if, within 72 hours, it could secure the necessary number of signatures on a petition, it would three days hence entertain a motion for a Division that would parallel the Caucus, essentially creating both a Caucus and Division to reflect gay, lesbian, bisexual, transgender, and queer theory. A Division would mean voting power on the floor of the Council and representation on policy-making Association committees. Tireless and sleepless Caucus members and their supporters secured the necessary signatures, and then marched into the Council session, surrounding that body with the witness of their physical numbers while the proposal for a Gay, Lesbian, Bisexual, Transgendered, and Queer Communication Studies Division was voted upon ... and passed.

THE LEGACY OF THE 1982 CONVENTION THEME: “COMMUNICATION ETHICS AND VALUES”

KENNETH ANDERSEN

NCA President, 1983



THE 1982 CONVENTION THEME, “Communication Ethics and Values,” was grounded in my long-term interest in the classical concept of ethos and Aristotle’s ethical proof. Our basic textbooks gave little emphasis to ethical issues beyond minimal guidelines for the speaker. Our Association had made some efforts to establish guidelines, but a 1973 Speech Association of America committee report had rejected the idea of a code of ethics as “not only unnecessary, but undesirable.” The theme was selected initially to bring a disciplinary focus to ethical issues and ultimately to promote ethics as a permanent focus within the Association. The growth of interest in ethics can be seen in mission statements and definitions of the field over the last four decades.

An immediate impact of my selected theme was apparent in convention programs and papers, including Frank Dance’s presidential address and an increase in journal articles. But the enduring impact came from the effect on the Association itself. James Jacksa spearheaded a petition drive to establish the Communication Ethics Commission, which was approved at the 1984 convention. Its first newsletter (later named *Ethica*) appeared in September 1985. In 1990, the Commission established a three-day biannual ethics conference sponsored by Western Michigan University (now sponsored by Duquesne University). The Commission sponsored short courses and programs at national and regional conventions—approximately 20 at the 2013 NCA Annual Convention.

In the mid-1990s, NCA began developing an Association statement that would set a standard for ethical practices. This proved to be a prolonged and difficult task. Ethics Commission members were concerned about the proposed statement’s focus on NCA’s inner workings. What was needed, they argued, was an overarching statement of the goal and nature of ethical communication, modeled after the 1972 Credo for Free and Responsible Communication in a Democratic Society. A 1999 NCA summer conference was held to develop a statement of belief, a Credo. Responses to a questionnaire available to all NCA members were part of the background materials distributed in advance to participants. At the three-day conference, facilitated by Isa Engleberg and Diana Wynn, participants developed an introductory statement and nine principles of ethical communication. The 1999 Resolutions Committee’s extensive review culminated in

three minor changes. On November 6, 1999, the Legislative Assembly unanimously adopted “A Credo for Ethical Communication.” It remains as an NCA policy document.

The 1982 convention led to my continued involvement in shaping NCA communication ethics activity through various capacities and in planning a wide range of events. I sought to meet the challenges set for others in my 1983 presidential address (see the January 1984 issue of *Spectra*), which offered “A Code of Ethics for Speech Communication,” and in a 1983 Southern States Communication Association Convention speech, “Communication Ethics: The Non-participant’s Role” (see *SCJ* 49, 219-228), which focused on the ethical responsibilities of “third parties”—those normally not seen as part of the communication process. I also delivered the keynote speech at the 1999 summer conference held to develop the Credo.

Isa Engleberg gave me a final opportunity to pull together the threads that motivated the 1982 convention theme when she invited me to deliver the Arnold Lecture at the 2002 convention. In “Rebuilding the Civic Community,” I argued that the field of Communication has a major responsibility to prepare our students and to work ourselves to nourish the communities in which we live and function—department, campus, organization, town, state, and nation—using the knowledge acquired in our education as well as resources such as the “Credo for Free and Responsible Communication in a Democratic Society” and “A Credo for Ethical Communication.” Aristotle saw a good polis (community) as essential to living a good life.

While it is impossible to assess the actual impact of the 1982 convention theme, it generated significant immediate growth in interest in communication ethics and brought into being an NCA unit that continues to nurture that interest. The Communication Ethics and Values theme had an impact far beyond my modest expectations—one that I trust was and continues to be of value to NCA and our field.

Note: Many of the specifics in this essay were taken from: Andersen, Kenneth E. (2000). Developments in Communication Ethics: The Ethics Commission, Code of Professional Responsibilities, Credo for Ethical Communication” Journal of the Association for Communication Administration, #29, 131-144.



NCA's ARCHIVES

MALCOLM SILLARS, SCA President, 1980

I'M NOT SURE THE DISPOSITION OF COMMUNICATION

Archives serves as a “critical moment” in the 100-year history of the National Communication Association (NCA), but the Archives are important records that help us understand the history of the Communication discipline. They also are something to which I was drawn after I served as President of the then-Speech Communication Association (SCA) in 1980. NCA's early records were held in the files of the Presidents or Executive Secretaries. Today, the only records we have of the early years are in the personal papers of James M. O'Neill, our first President. They are housed at the Northwestern University Library. Those papers relate to the founding of the Association. Unfortunately, many of the other early records appear to have been lost.

Sometime after World War II, probably around 1950, L. Leroy Copperthwaite, Director of the School of Speech at Kent State University, agreed to house the Association's papers at Kent State. He organized and indexed them, serving, in effect, as our Archivist. Sometime after I was President, Copperthwaite retired, and he asked the Association to find a new home for those Archives and someone to maintain them. The Administrative Committee declined to do that. The President at the time was quoted to me as saying something like, “I don't know of anyone who would be interested in those papers.” Copperthwaite was thanked, but the answer was “thanks, but no thanks.”

The archives that Copperthwaite held contained the bulk of the material about the Association from its founding until 1963, when Bill Work began as Executive Secretary and moved the Association's office to New York City. Some records dating back as far as 1949 were still housed at Indiana University by Robert C. Jeffrey (SCA President, 1973); they also moved to New York City.

Sometime around 1982, I found myself in separate conversations with Gregg Thompson, Director of Special Collections at the University of Utah Marriott Library, and James Gaudino, Executive Director of SCA. I can't recall which conversation came first. Thompson, with the active

involvement of Timothy Larson, of the Communication Department at the University of Utah, was collecting the papers of the founders of Utah broadcasting. He wanted to expand the collection to include other communication archives. Gaudino was looking for a place to house the SCA Archives. Arrangements were made to move the records to the Marriott Library. The Association paid an annual fee for the work of organizing and indexing the records. Gaudino told me that the fee was a bargain. I tried to contact those who knew Copperthwaite's widow, such as Sam Becker (SCA President, 1974), to get the original archives, but they were gone, probably destroyed.

Around the same time, in 1989, the Western States Communication Association began looking for a home for its Archives and decided to move them to Utah's Marriott Library. Dating back to WSCA's founding in 1928, they had been maintained by Gertrude Baccus, who carefully catalogued and housed the Archives in her home in Redlands, CA. The Southern Speech Communication Association also decided to move its Archives to the Marriott Library, as did the American Forensic Association (AFA) to celebrate AFA's 50th anniversary in 1998.

In 1982, when James W. Chesebro (SCA President, 1996) was President of the Eastern Communication Association, he arranged for the Eastern papers to be sent to Utah. The Eastern Archives are particularly important, because Eastern is the oldest association. Its Archives contain material that is important to the founding of the National Association of Academic Teachers of Public Speaking. Eastern withdrew its Archives in the late 1980s, at least in part because of the cost. Eastern's Archives are now housed at the Ball State University Library.

But the NCA, Western, Southern, and AFA Archives are all there. Their Finding Aids are online at University of Utah Marriott Library/Special Collections/Manuscripts, and at the Northwest Digital Archives. The Central States Communication Association Archives are at the Executive Secretary's office at Bethel University. And, as mentioned, Eastern's Archives are at Ball State.



NCA'S ROLE IN COMMUNICATION EDUCATION: TEACHING, RESEARCH, AND SERVICE

GUSTAV W. FRIEDRICH, NCA President, 1989

THE FOUNDING OF THE NATIONAL COMMUNICATION

Association (NCA) was rooted in the concerns and needs of public speaking *teachers*, and the Association has a long history of helping to shape how and what is taught in today's Communication departments. One hundred years ago, teachers of public speaking broke away from the National Council of Teachers of English to establish the National Association of Academic Teachers of Public Speaking.

When higher education divided itself into departments, beginning in the 1860s, teachers of public speaking largely resided in English departments for two reasons: (1) both were descendants of the classical rhetorical tradition and (2) teaching public speaking lacked independent vitality within higher education, having been tainted by its association with the elocutionary movement. From the beginning, however, there were pressures for separation: (1) English Departments, partly in an attempt to increase their academic prestige, chose to emphasize philological history and criticism rather than practical skills of discourse; (2) as a result, public speaking teachers felt disrespected by their departments; (3) these teachers also pointed to claims of subject matter (a comprehensive theory of practical discourse from the ancient field of rhetoric and the contributions of science to the study of speech behavior); and, very importantly, (4) demands from students for help with debate, oratory, and theatre.

James Albert Winans, the second President of the new Association, was an important leader of the movement to develop both NCA and new scholarly activities that would legitimize the teaching and study of Speech. Known by his colleagues as "The Chief," Winans was a modest, unassuming man who valued and was instrumental in the creation of regional and national professional organizations, published the new profession's most influential book (*Public Speaking*), and established a new department at Cornell (separating it from English). While Winans led the campaign for graduate study in speech at Cornell, his major interest focused on the teaching of public speaking

to undergraduates. When he moved from Cornell to Dartmouth, his vita sheet listed under honors, "teacher."

Winans was sensitive to his context. He wrote in a journal article: "Research is the standard way into the sheepfold." For him, research was also the best way to improve teaching; professors of public speaking should not have to rely on rules of thumb. "I have no great humility before teachers in other lines. Toward them we bristle with defiance. But that is just the trouble—we do bristle. We are not yet able to take ourselves for granted. We shall feel better, when we have more scholarship."

NCA's establishment of its various journals helped promote the importance and pursuit of teaching and research excellence. Initial efforts at establishing the research foundation for teaching public speaking were published in *The Quarterly Journal of Public Speaking*, founded in 1916. Relevant publications were also printed in the Association's second journal, *Speech Monographs*, founded in 1934. In 1952, the Association added its third journal, *The Speech Teacher* (renamed *Communication Education* in 1976), focused especially on teaching issues. During my 1979–1981 editorship, I published 100 of the 497 manuscripts submitted to *Communication Education*. An additional journal, *Communication Teacher*, was added in 1986 to publish teaching ideas and tips. Early research efforts borrowed heavily from other disciplines and tended to be single studies. Over time, as a focus on instructional communication emerged, the studies became more sophisticated and programmatic.

In addition to providing publication venues, many of NCA's interest groups (Divisions, Sections, and Caucuses) promote instructional issues, most centrally the Instructional Development Division, which I chaired in 1974–75. In addition, NCA has sponsored, organized, and participated in multiple conferences on instructional issues, including the National Conference of Teacher Educators in Speech Communication, 1971–1972, which I helped plan.

Other professional associations also have helped develop the study of Instructional Communication, most notably the International Communication Association.

In 1972, ICA established its Instructional Communication Division, which became the Instructional & Developmental Communication Division in 1982. The Division's goals are to promote the study of communication variables and theory in the instructional process, and to promote the study of communication as a developmental phenomenon across the complete life span. Many of the Division's founders and members were and are also members of NCA (including me). Starting in the 1970s, the body of Communication scholars' published research

on the topic of communication skills for teaching grew dramatically, and a significant portion of this literature has been published in *Communication Education*.

In summary, both NCA and the Communication discipline began with a focus on teaching the practical knowledge and skills of public speaking. While NCA and its members continue this focus today, they have broadened their emphases to include multiple additional Communication domains and built synergy by focusing simultaneously on teaching, research, and service.

CREATING LA RAZA CAUCUS

ALBERTO GONZÁLEZ

La Raza Caucus Chair, 1992



IN THE 1980s, when I would receive my SCA National Convention program, I first would look up the panels where my graduate professors were presenting papers. But then I would look up the Black Caucus and Women's Caucus to see what was scheduled. I'd search the listings for the International and Intercultural Communication Division. I also looked up the business meeting for the Affirmative Action Committee (or Commission) and noticed that Affirmative Action didn't seem to be listed the same way from one year to the next. I gained much from the conventions, but I wished for a touchstone that might provide a social and organizational center as well as promote the kind of research I was doing on Mexican-American rhetoric. So I was very excited to learn that La Raza Caucus was being formed.

The first listing in the SCA convention program for "La Raza Caucus" is found in 1990. At that Chicago convention, Alma Simounet de Geigel, from the University of Puerto Rico, chaired a panel on "Communication Networks in the Hispanic Community." Joseph Ferri, also from the University of Puerto Rico, and Olga Arenivar, of Los Medanos College, were presenters on that inaugural panel. At the Atlanta SCA National Convention in 1991, La Raza Caucus sponsored seven panels and held a business meeting. In 1992, the SCA convention was again in Chicago, and as Caucus Chair, I organized nine panels and presided at the business meeting.

James W. Chesebro, Director of Education Services at SCA, was a key advocate for the formation of La Raza Caucus, and he was our liaison to the SCA national office. I don't recall how the name "La Raza Caucus" emerged (there was a planning meeting to form the Caucus in

We desired an atmosphere of conviviality and solidarity.
 We wanted an ethnic oasis, where friendship, caring,
 mentoring, encouragement, and trepidations were instantly
 activated, even if a year had passed since our last gathering.

1989, which I did not attend), but I do recall discussion at the 1990 business meeting regarding its justification. The members from Puerto Rico were especially mindful of the association of La Raza with Chicano activism in the U.S. Southwest. There was a thorough vetting of alternative names, and ultimately there was consensus that we would focus on the broader pan Latina/o meaning of “La Raza.”

The goals of the Caucus were similar to most other units within SCA—to attract and promote the best Communication scholarship, and to ensure sustainability as a unit within the national organization by recruiting and retaining members. But we also had an underlying goal that was alluded to in that very first panel. While the panel expressed it as “networks,” the actual ideal was to develop an alternative community that would revolve around our individual research interests. We desired an atmosphere of conviviality and solidarity. We wanted an ethnic oasis, where friendship, caring, mentoring, encouragement, and trepidations were instantly activated, even if a year had passed since our last gathering.

If one goal of our community was to be an incubator for additional involvement, I was one of its beneficiaries. Because of that planning experience, I went on to become Program Planner for the intercultural interest groups in the Southern States Communication Association (when I held an appointment in Texas) and in the Central States Communication Association (when I held an appointment in Ohio). In 2006, I was Program Planner for NCA’s International and Intercultural Communication Division. In 2007, I became Chair of the Affirmative Action and Intercaucus Committee. My confidence to serve in these leadership capacities is directly tied to the experience and

support of members of La Raza Caucus and the Latino/Latina Communication Studies Division. Further, this pattern of involvement in professional Communication organizations continues, as Caucus and Division members serve on editorial boards and legislative bodies, and as program planners and unit officers at all levels.

In its nearly 20 years in NCA, La Raza Caucus has been deeply involved in organization-wide activities. Whereas in the early 1990s, we might have complained that “we just don’t see ourselves” in journals, books, and committees, such is not the case in 2014. Caucus members participated in the Racial Diversity Task Force, which culminated in 1997 with a summer conference in Washington, DC. Members participated in the “At the Helm in Communication” series sponsored by Judith Trent at the 1996 San Diego NCA Annual Convention. Perhaps most significantly, members led the successful effort in 1996 to form the Latino/Latina Communication Studies Division. With increased membership, highly productive scholars, and expanding research interests, members reconstituted themselves as a Caucus and a Division for the 1997 convention. While some of the founding members of the Caucus have retired or are deceased, new voices have joined the Caucus, a community of scholars that is reflective, adaptive, and networked.

Note: Adapted from: González, A. (2011). Listening to Our Voices: Latina/os and the Communities They Speak. In M. Holling & B. Calafell (Eds). Latina/o Discourse in Vernacular Spaces: Somos de Una Voz? (pp. 3-15). Lanham, MD: Lexington Books.



STRATEGIC PLANNING COMES TO NCA

DAVID ZAREFSKY, NCA President, 1993

IN THE LATE 1980s, the then-Speech Communication Association (SCA) was known primarily for its journals and convention. Significant changes were occurring on both fronts, however, and the Association was being pushed in other directions as well.

SCA had just recently launched a new journal, *Critical Studies in Mass Communication*, and groups of members were urging that it take on two journals then published independently: *Literature in Performance* (now *Text and Performance Quarterly*) and the *Journal of Applied Communication Research*. There were no good models to predict subscription rates, pickup by libraries, or other determinants of revenue and expense. This was important, because SCA published its own journals—the Taylor & Francis contract was 15 years in the future—and therefore assumed all the risk of error.

Meanwhile, individuals in emerging areas within the discipline began seeking to form new SCA divisions. There were no criteria for establishing new divisions, so there were frequent arguments within the Legislative Council over issues such as centrality to the discipline, intellectual redundancy, and quality control. As divisions were added, the convention grew rapidly.

SCA faced other changes as well. The long-time Executive Director and Associate Director retired, and a new national office structure included only two academic professionals, the Executive Director and the Director of Education Services. They were soon overwhelmed and received little guidance about priorities. Also, the goals of becoming more involved in the higher education community and with government agencies, which had justified the move to the Washington area in the 1970s, could not be achieved with the national office in an out-of-the-way suburban location. And, the volume of work being done in house was creating a need for more space. Information technology was in its infancy, but all could see its potential and recognize that it would entail significant new costs. However, the Association had but modest discretionary funds, having borrowed from the Life Member Fund to purchase the national office and then having lost money in a troubled savings-and-loan. Yet members were interested in all sorts of new ventures—re-establishment of the summer conferences, defense of programs in trouble, standards for undergraduate education, subventions for book publication, more (and more favorable) media coverage of the discipline, participation in presidential debates, and on and

THE FOUNDING OF THE ASIAN/PACIFIC AMERICAN CAUCUS

OVER THE SPAN OF ABOUT 20 YEARS, from the founding of the Black Caucus in 1974 to the early 1990s, the recognition of the importance and value of diversity and voice in the affairs of the Speech Communication Association (SCA) led to the formation of several caucuses to provide professional communities for various member groups.

At the SCA Administrative Council meeting in March 1992, a petition containing 277 signatures was presented in support of the formation of an Asian/Pacific American Caucus. The Administrative Council formally recommended the formation of the Caucus to the Legislative Council, which, in November 1992, formally recognized the Asian/Pacific American Caucus.

Premised on an obvious need for recognition of Asian/Pacific Islander scholars and teachers of Communication, the resolution establishing the Caucus went further, noting increased bigotry and violence aimed at Asian Americans, the lack of scholarship about Asian/Pacific Islander communication, and the relatively small numbers of Ph.D.s awarded to Asian/Pacific Islanders at that time. In 1988, the resolution notes, only one Ph.D. of 187 conferred was earned by an Asian/Pacific Islander; the next year, only two of 235 Ph.D.s were granted to Asians.

The purposes of forming the Asian/Pacific American Caucus were delineated in the resolution:

on. Seemingly every interest group in SCA thought that it was being underserved. It was hard to say no to anybody.

Matters came to a head in 1990, when the draft budget convinced the Finance Board that the cost of approved projects would vastly exceed the Association's revenues. A dues increase, even if desirable, was out, because dues increases had to be approved by the Legislative Council and could not take effect for almost two years. The Administrative Committee began to discuss eliminating programs and staff. Then the Finance Board found a way out. While the Administrative Committee did not have authority over dues, it could raise fees. And, as it happened, the Association's library journal subscriptions were priced well below the market. We doubled the price, from \$48 to \$96 annually (still below the market), and engaged in gallows humor about what we would do if libraries canceled their subscriptions. Fortunately, they didn't, so we were able to avoid the painful budget cuts.

We had dodged a bullet. But this was no way to run an association. So we moved gingerly toward strategic planning. The term was not yet in vogue, but we adopted several approaches that later became commonplace: tying programmatic decisions to the budget process, determining

which activities produced the greatest rewards, assigning resources and staff time to highest priority projects, planning for multiple years while retaining flexibility, being guided by data, and insisting on evaluation.

In our first iteration, we decided that membership growth was our greatest need, because it would stabilize our finances and enhance our visibility, and that the best way to grow was to increase the retention rate of current members. A second priority was to become better connected in Washington. These priorities dictated how we added new programs and activities.

Not everything worked as planned. We thought the number of divisions and the convention size would remain relatively constant, with shifting content areas as divisions came and went. Instead there has been a proliferation of divisions and great reluctance to discontinue any of them. We thought we might have a rapid expansion of membership, but growth has been slower and more incremental. And many of the analytical methods we used were primitive.

But things got better. And what SCA did establish during those years was the importance of planning. That lesson is with us still, and we are stronger today in part because there has been no turning back from this leadership and management innovation.

(1) promote the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication, particularly speech communication; (2) promote the principles and practices articulated in the 'Speech Communication Association Affirmative Action Statement,' adopted by the Legislative Council in September 1981, especially in relation to Asian/Pacific peoples; (3) increase the number of Asian and Pacific peoples in SCA; and (4) promote the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of Asian and Pacific American communication.

Under the leadership of Caucus Chair Gordon Nakagawa, and with the help of Caucus leaders Casey Man Kong Lum, Thomas Nakayama, and Mindy Chang, the Asian/Pacific American Caucus scheduled a number of programs and panels for the 1993 Miami convention, including sessions on Asian American Media, the Implications for Asian Americans of Communication Study in the Pacific Rim, a Chinese Perspective on Negation Styles in Communication, and Aesthetic Enactments of Cultural Identity.

For more than 20 years, the Asian/Pacific American Caucus has conducted business, planned programming, and participated in the governance of the National Communication Association.



THE 1996 SCA SAN DIEGO CONVENTION

JUDITH S. TRENT, NCA President, 1997

I THINK IT MUST BE FAIRLY TYPICAL that all past NCA First Vice Presidents have at least some fond memories of the convention they took the lead in developing.

In my instance, it wasn't only that the convention presented an opportunity to work with so many local, regional, and national Communication colleagues, but also that I had determined to venture into three types of programs that had not been attempted in the past by the then-Speech Communication Association (SCA).

The first of these was the "At the Helm Series." Presented each morning, these programs provided an opportunity for everyone attending the San Diego convention to hear some of the discipline's leading scholars in mini-plenary sessions. The 17 Helm programs were sponsored by four publishing companies, and no other programs or meetings were scheduled for those times. Each area of the discipline (as of 1996) was included: ethnography, social influences and groups, gender studies, organizational, political, communication education, communication theory, interpersonal, mass communication, rhetorical theory and analysis, cultural studies, health communication, intercultural and cross-cultural, media studies, social theory, performance studies, and interpersonal and relational communication. In 1998, a book was published from the convention titled, *Communication: Views from the Helm for the 21st Century*.

We called the second of these new ventures SCA Town Hall meetings. Also sponsored by a publisher, there were three Town Hall meetings, one on each of the major days of the convention. The first was "A Public Conversation About Affirmative Action and SCA's Role." The Town Hall featured seven SCA scholars, who presented their perspectives on the ways in which the national

debate on affirmative action affected the Communication discipline and SCA. Following the panel presentation, the discussion was opened to audience members.

The second Town Hall was "Advancing the Discipline: The Report of the Task Force on Discipline Advancement." As Second Vice President, I had appointed a 20-member Task Force that was charged to (1) recommend strategies, procedures, and materials Communication programs across the country could use to promote themselves within their own institutions; (2) recommend strategies and procedures Communication programs/departments could use to defend themselves if placed under attack during campus downsizing or budget cutting; and (3) recommend a planned procedure and updated materials that could be used for a rapid, thorough, and systematic response to threatened programs. The Town Hall Meeting was the first public presentation of the Task Force to SCA members.

The subject of the third Town Hall was "Post-Tenure Review: Threat to Tenure/Academic Freedom or Necessary Accountability?" The program featured three SCA members who held administrative positions at their respective universities. They discussed post-tenure review, a phenomenon that at the time was sweeping across academia, as institutions and systems were beginning to mandate the review of tenured faculty members. After brief panel presentations, an open discussion was held by audience members.

The third venture was, at least in my mind, the most memorable. On Sunday evening, November 24th, hundreds of convention attendees participated in a "Candlelight March and Celebration of Diversity." The celebration was, in large measure, a reaction to California's Proposition 187, supported by then-



Evening at the 1996 San Diego Convention.

Governor Pete Wilson, which would have eliminated all state assistance to undocumented immigrants. Although the Proposition was passed into law by California voters in 1994, it was never fully enacted and by 1997 was declared unconstitutional by the federal courts. But as SCA was planning the 1996 San Diego convention, the fact that the Proposition had been proposed and passed was offensive to many in SCA, and members of the Legislative Assembly believed that the Association should not hold the 1996 convention in California. Thus, I felt it was important to have a special event to celebrate the diversity that Proposition 187 opposed.

The Association-wide program was organized into three parts. The first was a “Silent March,” a one-half mile walk from the back of the San Diego Marriott Hotel along the Boardwalk, past Seaport Village, and onto the North Embarcadero Marina Park peninsula. Led by SCA officers, the purpose of the walk was to dramatize SCA’s concerns with efforts to eliminate affirmative action strategies that increase diversity in Communication education programs. The second part of the program, “Lighting the Candles,” occurred as participants entered the North Embarcadero Marina Park peninsula. Each marcher was provided with a lighted candle that symbolically affirmed SCA’s commitment to multiculturalism as a central dimension of the study and practice of effective communication. After marchers reached the Embarcadero podium, the final part of the program, “Celebrating Diversity and Multiculturalism,” proceeded in a series of brief presentations by seven highly respected SCA members, who addressed the essential role of diversity and multiculturalism in the study and effective practice of communication.

DISABILITY ISSUES CAUCUS: EXPANDING COMMUNITY

JOY M. CYPHER

Disability Issues Caucus Chair, 2005

AS A PH.D. CANDIDATE IN 1997, I walked excitedly into the business meeting of what is now called the Disability Issues Caucus. I came with a desire to find others like me—folks to whom I didn’t need to explain my area of study, people who shared a common interest, colleagues who could participate in rigorous debate about what it means to “live normally” in a world of diverse embodiment. I was looking for a place in NCA where I could intellectually stretch out and be comfortable, but where no one would allow me to become complacent in my thinking. I was looking for a place to call home in what I felt was the impersonal space of our national conference.

What I found was a committed group of peers who shared a common concern for justice and inclusion while representing different methodological and theoretical assumptions. Here was a place where critical interrogation was encouraged, reified norms were identified and challenged, and praxis and theory were emboldened by each other. And each November since then, I have been reminded of the absolute and necessary interconnection between our work as scholars and our commitment to social justice and its various forms of activism. It is this linkage between research and real social change that ultimately has kept me coming back to the Caucus.

It is worth noting that each caucus shares this common trait—a dual commitment to representing the historically marginalized voices of its members as well as a space for theorizing from and with those voices. Hopefully, these commitments extend far beyond the confines of our annual meetings, for these are important issues that affect not simply the caucus members, but . . .

the NCA membership at large. And while some may wonder if caucuses like the Disability Issues Caucus only further marginalize and segregate diverse interests, we see our jobs as expansive, not exclusionary.

As Communication scholars, we know that our discourse is consequential. Our words are not simply information, just as our research is never simply a set of questions and answers. Rather, the very questions we ask, the subjects we investigate, and the challenges we take up say something about what matters in the world. When we consider the negotiation of power between a disabled parent and her child, we expand the discussion of interpersonal relationships beyond our normalized assumptions of who parents are and what families look like. When we disassemble medicalized constructions of the body, we invite dynamic narratives of health, change, and normalcy that our own experiences support. When we fight to make our conferences accessible, we ALL gain access to more of our peers' work and to the camaraderie of their presence. By inviting disability activists to participate in a debate on the rhetorical positions surrounding euthanasia, our ideas about "worth" and "dignity" grow. And when we attend a panel where ASL interpreters are signing, we are struck by the profound and telling similarity between the signs for "interpret," "change," and "justice."

Much like these signs, our research and our activism emerge from the same movements. To engage in research at the intersection of disability and communication is to make active changes in the way we see and live both. And to take seriously our commitment to activism and social justice is to recognize the myriad ways we make (or fail to make) our research venues and topics accessible to wide audiences. We owe ourselves and one another thoughtful reflection on these interconnections—it is, after all, what brought us together.

Will this Caucus eliminate discriminatory practices rooted in strict bodily norms? Will it free all future convention sites from accessibility problems? Will our research wipe the social slate clean of hegemonic norms of embodiment? We are not so bold as to make these claims. But the Caucus does have the potential, on any given day, to invite a rich dialogue on what it means to embody this thing called "disability" in ways that expand our understanding of communication, access, and justice. Such is the mission that drives the Caucus and so many of its members: to take seriously the consequentiality of our work as scholars and activists at the intersection of disability and communication.

Note: This article is reprinted from the April 2009 issue of Spectra.



A MOVE TOWARD GREATER PROMINENCE

ORLANDO TAYLOR, NCA President, 1999

I HAD THE HONOR OF SERVING the National Communication Association as its first (and only) President of color at a milestone moment—the eve of a new century and the simultaneous advancement of the Association into a truly prominent position in American higher education.

I assumed the presidency of NCA in 1999—just two years after the Association had changed its name from the *Speech Communication Association* to the *National Communication Association*. We were at the threshold of significant changes in American higher education, triggered by such factors as changing demographics, greater globalization, increased interdisciplinarity, and the emergence of many new information/communication technologies. In my campaign for the presidency of NCA, I pledged to provide the leadership necessary to address some of these issues and opportunities.

Perhaps the most visible moment during my presidency was the decision to move the national office from the rather sleepy, largely white bedroom community of Annandale, VA—approximately 20 miles from the nation's capital—to a prominent location in the Dupont Circle section of Washington, DC. I was among a group of Association members that had advocated for moving NCA to Washington, and preferably to a location—like Dupont Circle—that would position the national office in close proximity to the national higher education community. After all, we had argued, how could the headquarters of a truly national organization be located in a suburban outpost, disconnected from the nation's center of political, disciplinary, and media power? These questions were among those that had been raised several years earlier, during discussions about moving the national office from New York to the Washington, DC metropolitan area, where national higher education policy issues were debated and determined.



In 1999, Orlando Taylor and Association Executive Director James Gaudino at the door of NCA's new national office in Washington, DC.

NCA had already begun to position itself into a more prominent national space before moving the national office to DC. The Association was among the early national disciplinary societies to join the Preparing Future Faculty movement championed and funded by the Pew Charitable Trust and spearheaded by the Council of Graduate Schools and the Association of American Colleges and Universities. NCA was accepted as a member in the American Council of Learned Societies in 1997. Further, then-Executive Director James Gaudino and I were successful in gaining a voice in early discussions with the National Research Council's Planning Committee for the 2005–2006 *Data-Based Assessment of Research-Doctorate Programs in the United States* (Published in 2010) to advocate for the inclusion for the first time of Communication as a research discipline.

The move turned out to be a bonanza for NCA. The property—the former home of Jeanne Dixon, one of Nancy Reagan's favorite astrologers—was purchased and renovated for about \$1 million and is now valued at well over that amount. It is located next door to the National Association of Broadcasters and approximately one long block from the National Center for Higher Education at One Dupont Circle.

Today, NCA is a significant player in the higher education community and a part of major conversations that advance the Social Sciences and the Humanities in the nation's capital and beyond. As testimony to this claim, I was elected President of the Council of Social Science Associations (COSSA) following my NCA presidency. COSSA is the leading voice for all of the nation's social science disciplines; for an NCA member to assume its presidency spoke volumes at the time to the increased prominence of the Association in the national disciplinary community.

There were other milestone events that occurred during my presidency, of course. One that sticks out is the work of a task force that I appointed, headed by Professor Thomas Benson of Pennsylvania State University, on the emergence of information/communication technology and its impact on the Communication discipline. In 1999, the Internet was in its infancy, and eBooks and eJournals were barely on the radar screen. Texting and social media as national phenomena were far from a reality. Yet, many NCA members believed that these emerging technologies would have a significant impact on society in general, and on the field of Communication in particular. And, boy, were they right!

The Task Force on Technology in Communication Education and Research did outstanding work on this topic, resulting in the release of a major report and the convening of a highly successful summer conference in 1999. The report described the nature and possibilities of these new and emerging technologies, their likely impact on society and the Communication discipline, and the implications for NCA. This work laid the foundation for a significant revolution in the role and impact of technology on the Communication discipline, from curricular offerings to new directions for research and extramural funding opportunities.

Fueled by the aforementioned technologies and rapidly changing national demographics and globalization, NCA—partly because of its physical presence in the nation's capital—and the field of Communication have been catapulted into greater national prominence in recent years. I am proud to have had the privilege to play a small part in advancing the discipline into this position of national leadership.



TEACHABLE MOMENTS

ISA N. ENGLEBERG, NCA President, 2004

IN MY KEYNOTE ADDRESS at the 2010 NCA Faculty Development Institute at Randolph-Macon College, I declared that we must set high standards for ourselves and our students in all of our introductory courses. I concluded as follows:

I have taken on this challenge and made [introductory communication courses] my life's work. I will not win an award or grant to continue this work, and nor do I care. The research agendas are almost endless. The fields of study are unplowed. The payoffs are personally gratifying and of great consequence. For those of you who care about our discipline and our students, there is lots of work to do. Unless more of us step up and demand better textbooks, better course content, better research, and better-prepared instructors, our introductory courses will . . . be a disservice to our discipline and students.

Ironically, my call for action is not a new one. One hundred years ago, a founder of what is now the National Communication Association issued a similar call. In 1915, the National Association of Academic Teachers of Public Speaking held its first meeting in Chicago, where the conference room rates were \$3.00 a night for a room with a private bath. In the same year, the first issue of the first volume of the *Quarterly Journal of Speech* was published. James A. Winans, a founder and the second president of what is now NCA, wrote an article titled "The Need for Research" related to public speaking issues. See James A. Winans, "The Need for Research," *Quarterly Journal of Speech*, 1:1 (1915): 23. Winans, a professor at Cornell University, also wrote *Public Speaking* (New York: The Century Company, 1915).

Winans asked several questions that, to a large extent, remain unanswered in many of our introductory courses:

- Do we know all we ought to know?
- Are we not unduly depending upon guesses and untested theories and traditions?
- Are we making the substantial progress we should?

Today the *Communication Education* journal, begun in 1952, primarily focuses on instructional communication rather than on its original concentration on communication education. *Communication Teacher* was created to fill this gap. As editor of the 1985 prototype, I have followed its progress and know that many NCA members and non-members are unaware of or disregard this journal. Unfortunately, the 271 activities published in Volumes 0-17 are not available online from NCA. See Lori Dewitt, "Making Space for the Practical: Defining the Identify of Communication Teacher," *Communication Teacher*, 21: 4 (2007): 105. Additionally, *Communication Teacher* does not regularly publish the kind of research Winans called for.

Communication Education and *The Quarterly Journal of Speech* are exemplary journals. Their missions, however, have changed. Be it from political timidity, academic disinterest, tenure priorities, or the rigors of preparing and teaching introductory courses in two-year and small colleges, we lack well-researched answers to many corollaries of Winans' questions. Here, I take the liberty of adding to Winans' questions and presenting them as challenges that are just as important to our discipline today as they were 100 years ago:

CONCLUSION

In its penultimate decade prior to its Centennial, NCA has continued to reach outward and to enhance its programs for an expanding membership and a growing discipline.

- *Do we know all we ought to know* about how and what we should teach in introductory courses that enable students to become more effective communicators in a variety of communication contexts? What do we know about the level of communication competence among students who complete an introductory communication course compared to those who do not take such a course?
- *Are we not unduly depending upon guesses and untested theories and traditions* in introductory course content that has not been validated, replicated, or proven effective in a variety of communication contexts? Should we continue using questionable, decades-old content and approaches to introductory course teaching units in, for example, self-disclosure, listening, language, supportive communication, group member behavior and problem solving, leadership, speech organization, informative speaking, and speech delivery?
- *Are we making the substantial progress we should* in areas that are either research-poor or pedagogically weak in our introductory courses, particularly related to student learning outcomes applicable to a variety of contexts?

In light of these questions, I invite you to help strengthen our introductory courses. Those of us who teach such courses in community, technical, and small colleges will welcome more substantive research in communication education. At the same time, those of you who do not teach in such programs could learn a thing or two about effective communication pedagogy from those of us who do. It's only been 100 years. It is time to answer Winans' insightful questions.

LOOKING FORWARD to NCA's next century, this collection of reminiscences looks back, capturing some of the important snapshots in time of NCA's first century. In its penultimate decade prior to its Centennial, NCA has continued to reach outward and to enhance its programs for an expanding membership and a growing discipline. In 1964, as it celebrated its Golden Anniversary, the SAA was just reckoning with one of the most significant, indeed critical, shifts in its mission and organizational vision—creating a permanent national office with a full-time, professional Executive Secretary. Hindsight confirms the wisdom of that decision, as today's NCA actively promotes Communication research and pedagogy and strives to demonstrate the power and reach of Communication scholarship and teaching for an increasingly globalized, cosmopolitan community. While the challenges of the past century were profound for NCA, from world wars to shifting cultural and political norms, the next century's work can begin because of the strong foundation, the firm bedrock bequeathed to us today by the speech teachers of old whose legacy lingers as we strive to fulfill their vision. ■

NCA at 100

A TIME OF GREAT OPPORTUNITY

By Nancy Kidd, Ph.D.

Both of my parents and my grandfather were teachers. When I was born, my father was a Department Chair, and he started running a college when I was in the first grade. For as long as I can remember, my family's dinner table conversations have focused on the kinds of issues that are critical to members of NCA, a tradition that continues in my adult home. I am a sociologist, and my husband is a humanist with a Ph.D. in American Studies. Our careers have always focused on conducting, facilitating, or leading educational and research initiatives, many of which involve policy implications that extend far beyond the confines of our disciplines. It is NCA's mission that drew me to the Association, and it is that mission that has attracted thousands of members to our Association for 100 years.

The original purpose of our Association, then known as the National Association of Academic Teachers of Public Speaking, was articulated in a 1914 resolution as "promoting research and more effective teaching." In its first 100 years, the National Communication Association has not wavered from that core purpose. NCA's current mission statement emanates from the historical voice of our founding 17 members, yet it is more expansive and focused on external impact, an evolution that I anticipate will continue into our next century. We have expanded both our mission and the ways in which we accomplish associated goals in response to shifts in the broader political, cultural, technological, and economic context within which we live and work.

NCA MISSION STATEMENT

The National Communication Association (NCA) advances Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

NCA serves the scholars, teachers, and practitioners who are its members by enabling and supporting their professional interests in research and teaching. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.



NCA's current mission statement emanates from the historical voice of our founding 17 members, yet it is more expansive and focused on external impact, an evolution that I anticipate will continue into our next century.

NCA works in three primary areas to accomplish its mission as we enter our second century. First, we facilitate association among disciplinary colleagues. Second, we provide direct member services to help colleagues in the discipline effectively do their work as teachers and researchers. And, third, we promote external engagement with the discipline of Communication.

This is an exciting moment for our discipline. Effective communication is increasingly recognized by interdisciplinary scholars, policy makers, and the general public as crucial to civic life. The American Academy of Arts & Sciences, for example, recently released *The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation*, a congressionally commissioned report that emphasizes the value of communication skills as both central to a liberal education and desirable for employers and employees in the expanding global marketplace. We are poised to continue to increase our external impact in significant ways and make the case that communication teaching and learning are central to education at all levels. This is a time of great opportunity, and I anticipate that NCA and its members will harness that opportunity to successfully pursue both the internal- and external-facing components of our mission.

FACILITATING ASSOCIATION

Despite NCA's many name changes over the last 100 years, we have always called ourselves an "Association." In associations, individuals join groups of people with common interest in order to share ideas, collaborate, and find camaraderie. NCA's primary opportunity for in-person association is our Annual Convention, which has expanded dramatically over time. Our first convention in 1915 had 60 people in attendance with five programs; in recent years, we have had more than 5,000 attendees and approximately 1,200 programs. At least for the foreseeable future, our current Annual Convention model remains strong. We have increasing annual participation, and the meeting provides an important opportunity for the professional advancement of our members.

NCA's interest groups are also designed to facilitate association among members. The first 18 of these groups were formed in 1955 with the adoption of a new constitution. Today, we have 57 interest groups, including 44 divisions, seven sections, and six caucuses, and membership in interest groups is strong. NCA facilitates association among disciplinary colleagues in a variety of other ways as well, such as sponsorship of specialized research conferences, the NCA Doctoral Honors Seminar, and the NCA Faculty Development Institute ("Hope

There are three specific imperatives for facilitating external engagement with Communication: First, it is imperative to ensure that policy makers consider our interests.

Conference”), and through the provision of information-sharing and discussion channels including newsletters, CRTNET, Facebook, and the Communication Matters blog.

PROVIDING DIRECT MEMBER SERVICES

Enhancing the professional lives of our members is critical to our role as a professional association. While our founders were primarily teachers, they called for a focus on teaching and research, as there was an understanding that teaching alone would not sustain a discipline in the higher education world. Most of NCA’s current members work in higher education institutions, and we offer a robust variety of teaching, research, and professional development resources to support their professional efforts.

The Virtual Faculty Lounge, for example, is an extensive repository of class exercises, essays on classroom issues, sample syllabi, and interviews with award-winning professors, and provides access to NCA’s Wikipedia Initiative and the *NBCLearn* video Archives on Demand for classroom use, among other things. NCA’s Funding 101 initiative includes a video with expert Communication grant winners and funding agency program officers, a routinely updated list of grant opportunities, a pre-submission review service for first-time grant writers, and a repository of funded Communication proposals. Our Research and Publishing Resource Center addresses critical issues in research preparation, publishing results, and the changing landscape of scholarly publishing. We also publish 11 scholarly journals, which provide important outlets for disciplinary scholarship. The Chairs’ Corner supports Communication Department Chairs with a collection of information about topics such as raising a program’s profile, leadership, department management, and standards for program review and assessment. NCA’s Teacher Placement Service started in 1934 and was originally an additional paid service available to members. Today our Career Center, free to all job seekers, is the primary place for advertising and seeking academic Communication jobs.

In this time of diminishing resources at institutions of higher education, the role of disciplinary learned

societies is becoming even more important for preserving and enhancing the quality of teaching, research, and practice in respective disciplines. As various factors influence the nature of teaching, research, and career trajectories over time (e.g., technological innovation, increase in adjunct labor), the specific resources provided by NCA undoubtedly will evolve accordingly.

PROMOTING EXTERNAL ENGAGEMENT

The ancient Athenian orator and rhetorician Isocrates said, “[B]ecause there has been implanted in us the power to persuade each other and to make clear to each other whatever we desire, not only have we escaped the life of wild beasts, but we have come together and founded cities and made laws and invented arts.” In 1923, these words were tied to our discipline by Charles Woolbert, former President of the National Association of Academic Teachers of Public Speaking, when he said, “...in speech we find the substance of a discipline that can and ought to be of the utmost value to mankind. In fact, speech... is used by more people every day and in more ways and for more problems of life and to solve more issues than any other human activity which is subject to discipline.”

These historic words increasingly resonate with external audiences in our present, providing a vibrant context for NCA’s expanded external focus. There are three specific imperatives for facilitating external engagement with Communication: First, it is imperative to ensure that policy makers consider our interests. Second, it is imperative to strengthen the position of our discipline on campuses. Third, it is imperative to ensure that the public has access to Communication scholarship.

ENSURING THAT POLICYMAKERS CONSIDER OUR INTERESTS. Threats from policymakers are not specific to Communication, but they challenge the viability of our public research and educational infrastructure. Funding for the National Endowment for the Humanities (NEH), social and behavioral science programs at the National Science Foundation (NSF), and several other relevant agencies and programs has been under threat to varying

Second, it is imperative to strengthen the position of our discipline on campuses.
Third, it is imperative to ensure that the public has access to Communication scholarship.

degrees since the Reagan Administration. Throughout the federal budget appropriations process, NCA advocates for ample funding for these agencies and programs through action alerts to our members, and by joining forces with our peer learned societies and other higher education associations in developing sign-on letters to legislators.

We also have brought NCA members to Capitol Hill for a variety of advocacy purposes. One member was featured at an exhibition demonstrating the value of his NSF-funded work on how cyberspace can map onto human activities occurring in real space, and another was a featured speaker in a congressional briefing on disaster research, which was sponsored by the Consortium of Social Science Associations, one of our advocacy partners. Several of our members participate in the annual Humanities Advocacy Day, which is organized by another advocacy partner, the National Humanities Alliance. When the recent omnibus appropriations bill passed in January, the news was not terrible. NEH's funding was restored to its 2012 pre-sequestration level, but its funding is still significantly below the 2010 level. Both NSF and the National Institutes of Health received more funding this year than they did last year, but less than they did in 2012.

One of the most critical research and educational policy issues we addressed this past year was legislatively mandated restrictions on the national science agenda, which were formalized in what has come to be known as the "Coburn amendment" to the last FY13 Continuing Resolution. This amendment specified that all NSF political science grants must promote national security or the economic interests of the United States, and it represented a fundamental threat to the peer review process. We registered our concerns about this through a number of sign-on letters and an independent letter to the House and Senate Committees on Appropriations and other relevant congressional committees. We are pleased that in the 2014 omnibus spending bill, there are no limiting policy riders.

We are monitoring the regulatory work done by the Office of Science and Technology Policy regarding open access, and the related mandates included in the

omnibus bill. We also are following and responding to the work being done by the Department of Health and Human Services to revise the Common Rule, and we are monitoring the Common Core State Standards implementation to ensure that appropriate experts are consulted during the development of educational materials related to oral communication and media literacy.

STRENGTHENING THE POSITION OF OUR DISCIPLINE ON CAMPUSES. In the current era of fiscal constraint and ongoing curricular reform, there is a need to engage in efforts that will ensure a clearly defined sense of what Communication is and how it fits in campus life. At the national office, we frequently receive calls asking for help with situations like "our Dean is trying to cut the all-campus Communication requirement," "the President doesn't think we need a Communication doctoral program anymore," or "my research is being evaluated for tenure in ways that don't make sense for what I do." We have been collecting and analyzing data to help members with these issues. For example, we recently released a report on Communication journal citation impact factors describing some of the ways in which their influence on outcomes such as tenure and promotion might not be sufficiently well-considered, and we presented the report to the American Council of Learned Societies. We publish monthly "C-Briefs," one-page data snapshots, and are pleased that several of these briefs and our longer reports (such as one about trends in the Communication academic job market) have been covered in the national higher education media.

NCA's recently launched Learning Outcomes in Communication project also is aimed at strengthening the position of our discipline on campuses. With a Lumina Foundation grant of nearly \$600,000, the first phase of the project will identify and articulate the distinctive skills, methods, and substantive range of the discipline through a collaborative, faculty-driven process called "Tuning." The second phase of the project involves considering how the Tuning results can contribute to the total quality of a degree, regardless of major or institution, at the Associate, Bachelor's, and Master's degree levels, using a framework

At the start of our 100th year, I am confident in the enduring value of our mission and our ongoing ability to navigate effectively within our changing environment.

for assessing and advancing student learning called the Degree Qualifications Profile. The overall goals of the project are to support curriculum planning and improvement within the Communication discipline and to help position Communication centrally in general education curricula.

ENSURING THAT THE PUBLIC HAS ACCESS TO COMMUNICATION SCHOLARSHIP. Public awareness of our work can have widespread positive impact. In addition to its inherent educational value, such awareness can be helpful in addressing the first two imperatives described above.

We have recently developed and produced several public programs. For example, on the eve of the 2012 presidential debates, we held an event at the Newseum in Washington, DC, called “Beyond Wins and Losses: A Citizen’s Guide to the 2012 Presidential Debates.” The program featured a panel of Communication scholars and journalists interacting with a live audience, and was broadcast live and later archived on C-SPAN. On the 50th anniversary of the “I Have a Dream” speech, we held another event called “Media, Memory, and the March on Washington,” using a similar format and dissemination method. We also have developed programs for specialized audiences outside of our discipline. For example, we recently organized a panel for the Association of Science-Technology Centers’ annual convention. The panel explored critical questions facing science museums as they attempt higher levels of public engagement and civic deliberations about science and public policy.

In addition to direct public outreach, NCA also reaches the public indirectly through the media. In recent

years, we have promoted scholarship in our journals to the media, with topics ranging from communicating about Alzheimer’s disease to the impact of text messaging on cognitive learning during class. We also have pitched Communication experts to reporters regarding timely topics such as effective messaging in weather-related emergencies and the evolution of the “Q” word during Gay Pride Month. This outreach has yielded significant national and international coverage in high-visibility print, online, television, and radio outlets.

THE NEXT 100 YEARS

At the start of our 100th year, I am confident in the enduring value of our mission and our ongoing ability to navigate effectively within our changing environment. We are grateful to our 17 founders for having had the wisdom and courage to strike out and form our Association. In those early days, first President James O’Neill said, “There is much work to be done. All who believe that it is worthwhile should help in the doing of it. Those who take part in all the work that is before us can with better grace and appetite enjoy whatever benefit this work produces.” Our colleagues have collectively heeded this call and developed a thriving professional home for the discipline of Communication, the National Communication Association. I am pleased to be in a position to work with the many thousands of members of NCA who will continue to sustain our Association in the future. Here’s to the next 100 years! ■



NANCY KIDD has been Executive Director of the National Communication Association since 2009. Prior to joining NCA, she was a program officer at the Russell Sage Foundation, Policy Director for a workforce development board, head of a strategic planning consulting group for a federal government contractor, and head of a business unit of the Corporate Executive Board. Kidd has won awards for teaching, research, and professional service.

CAREER OPPORTUNITIES

University of Massachusetts Amherst

Executive Director of Communications

The University of Massachusetts Amherst, flagship of the UMass system, seeks an experienced and enthusiastic Executive Director of Communications to serve as a senior member of the University Relations management team. The Executive Director will have responsibility for developing and implementing a comprehensive and strategic communications program for advancing the image and position of the University to internal and external audiences. The Executive Director will lead, direct, and manage a professional staff in writing, design, and communications initiatives that support a cohesive communications strategy for the University.

Reporting to the Vice Chancellor for University Relations, the Executive Director will develop the department's role as the centralized provider of campus-wide comprehensive multimedia needs including, but not limited to: University Homepage and Websites, and Information Technology, UMass Magazine and print collateral, and the creation of websites using content management systems.

The Executive Director will be a collaborative and experienced communications professional with demonstrated success in brand building, consistency of message, and developing, executing, and assessing strategies of integrated communications. S/he must have an understanding of how information technology (enterprise-wide systems, web technology, content and document management, etc.) can support organizational effectiveness. S/he will have a record of progressively responsible administrative roles with the skills to successfully lead a communications team including seven years of communications experience and supervisory experience for a significant size team, with demonstrated ability to develop a team's creativity, productivity, and professional development. Experience managing a 24/7 on-call staff rotation to implement campus alerts is required.

Bachelor's degree in communications, marketing, information technology, or related field is required. Master's preferred. Significant experience in developing, leading, and assessing quantifiable communication initiatives, as well as a thorough knowledge of, and demonstrated experience and technical acumen in, the creation and production of various types of communication materials including, but not limited to, print, mobile, internet-based, web, and video. Experience creating websites using Content Management Systems. The ideal candidate will have the experience and ability to enhance University of Massachusetts Amherst's reputation and advance ongoing and long-term goals and projects in academic and administrative departments.

Review of candidates will begin March 3, 2014, and will continue until the position is filled. Nominations, or expressions of interest with resume and cover letter, or requests for more detailed information, should be emailed in confidence to:

UMASSCommunications@IMsearch.com. Questions can be directed to: Monroe "Bud" Moseley, Vice President & Director, Marion Aymie, Senior Associate, Isaacson, Miller, Telephone: 617.262.6500.

For additional information, please see the UMass Amherst web site: <http://www.UMASS.edu/UMass>.

Amherst is an Affirmative Action/Equal Opportunity Employer. Candidates from all backgrounds are encouraged to apply. This institution offers benefits to same-sex domestic partners.

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The NCA Institute for Faculty Development, also known as the Hope Conference, helps undergraduate Communication faculty stay current with emerging and ongoing curriculum development issues. Now in its 28th year, the event is held annually at Hope College. 2014 speakers will include: Cate Palczewski, George Rodman, Vince Waldron, Tom Socha, Brenda Allen, and Betsy Bach. Kathleen Turner will be the Scholar in Residence.



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E-NEWSLETTERS

NCA’s regular electronic newsletters keep members informed with:

- Information about the upcoming convention including programming, deadlines, and travel provisions.
- Updates on academic and professional resources that are available through NCA.
- NCA governance news.
- Notes about NCA members including awards, books, media appearances, professional transitions, and memorials (submit your own updates at www.natcom.org/membnotes).
- Short features on data about the discipline, public engagement, upcoming events, and more.

SPECTRA

NCA’s flagship *Spectra* magazine is published four times each year and features articles of interest to people in the Communication discipline and beyond. Expert authors are drawn from both inside and outside of the discipline to ensure diversity of perspectives. www.natcom.org/spectra

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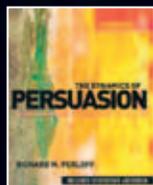


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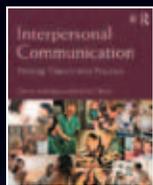
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ASSISTANT DIRECTOR FOR ACADEMIC AND PROFESSIONAL AFFAIRS

ORGANIZATIONAL CONTEXT: NCA is a scholarly society whose mission is to advance communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry. NCA serves the scholars, teachers, and practitioners who are its members by enabling and supporting their professional interests in research and teaching. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems. NCA's national office has a staff of fourteen and is located in Washington, D.C. It was designated by the *NonProfit Times* as one of the Top 50 Best Nonprofits to Work For in the nation in 2013.

REPORTING STRUCTURE: The Assistant Director for Academic and Professional Affairs reports to the Director of Academic and Professional Affairs.

JOB CLASSIFICATION: Exempt

ESSENTIAL FUNCTIONS

- Develop and implement initiatives designed to support the development and dissemination of communication research
- Develop and implement initiatives designed to support communication pedagogy
- Develop and implement initiatives designed to support career development for people in the communication discipline
- Engage in public policy advocacy efforts designed to support the work of our members as scholars and educators in the humanities and social sciences
- Foster external representation of the discipline to improve public understanding of communication and increase the translation of communication research for policy-making purposes
- Collaborate with volunteer leaders in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline
- Respond to a variety of relevant requests for assistance from NCA members
- Foster and model civil discourse and open and ethical communication
- Additional responsibilities as assigned by the Director of Academic and Professional Affairs

PREFERRED QUALIFICATIONS

- Ph.D. in Communication
- Work experience including teaching and research at the post-secondary level and/or relevant positions in the private, public, and/or nonprofit sectors; while mid-career professionals with work experience are preferred, recent doctoral graduates are welcome to apply and will be considered seriously
- Demonstrated knowledge of and interest in teaching, research, career development issues, public policy advocacy, and public programming
- Interest in working outside of the academy in a non-profit organization; demonstrated commitment to the mission of NCA in particular
- A good understanding of the key challenges facing NCA's members in their daily work and the broader challenges facing the discipline as a whole
- Understanding of the types of resources that an association can provide to support a broad range of disciplinary needs
- Project management experience; a good ability to choose among alternatives and identify key priorities for work
- Excellent writing, interpersonal, organizational, and leadership skills

COMPENSATION: Salary is competitive and commensurate with experience. A full benefits package is provided to all NCA staff members.

TO APPLY: Please submit a substantive cover letter and CV/résumé to Trevor Parry-Giles, Ph.D., Director of Academic and Professional Affairs, at tparrygiles@natcom.org. Review of applications will begin immediately and continue until someone has been hired.

NCA is an equal opportunity employer. NCA offers benefits to same-sex and different-sex domestic partners.

