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DAVID CROCKETT IN KENTUCKY

Royce E. Flood

While traveling through Kentucky in July of 1834, Congressman David Crockett of Tennessee delivered political addresses in Louisville and Elizabethtown. In these speeches he proclaimed the standard Whig position and strongly attacked President Andrew Jackson for partisan operation of the post office, for opposing the Second Bank of the United States, and for political inconsistency. Crockett also attempted to present favorable images of himself and a negative picture of the President. These speeches are excellent examples of the day's political oratory and also indicate the nature of the opposition to Jackson which existed in the President's home state.

During the third week of July, 1834, the citizens of northern Kentucky played host to a most distinguished visitor. Colonel David Crockett, the noted Tennessee congressman, passed through their region on his way home from Washington. Prompted by local officials, he delivered two major addresses, in Louisville and Elizabethtown, which forcefully presented the prevailing Whig position on the issues of the day and roundly denounced President Andrew Jackson. This paper will analyze both the issues and images presented in these speeches in an attempt to reveal the nature of the speaker and of the era's partisan political oratory.

1834 was the climactic year of David Crockett's life.¹ He had risen from initial poverty to become a dominant figure on the frontier and one of the nation's noted citizens. The major elements in this climb were a native intelligence, a gift for witty speech, a favorable record as a soldier in the Creek Wars, and a fortunate second marriage to a wealthy widow. Crockett was twice elected to the Tennessee state legislature (in 1821 and 1823) and, after an initial failure, was elevated to Congress. As one of the first frontiersmen to sit in the House, Crockett proved to be a thorn in the side of the Jacksonians who formed the majority of the Tennessee delegation in Washington. Although he had been elected as a Democrat -- indeed, it would have been impossible to run successfully under any other banner in the Tennessee of the 1820's -- Crockett really had little in common with Andrew Jackson or most of

his partisans. The Jacksonians represented the upper and middle classes; Crockett was truly the supporter of the frontier poor and was "one of the few individuals who dared to support the rights of West Tennesseans against the Nashville basin and East Tennessee regions."² His quests for improved western transportation networks and for favorable federal land policy were constantly thwarted by the Jacksonian majority who, following the President's lead, opposed internal improvements and cheap land. Constant legislative defeat, reinforced by genuine dislike of many of Jackson's policies, drove Crockett, by the start of his second term in 1829, into the arms of the opposition Whig Party.

Although temporarily forced out of office by a narrow defeat in 1831, Crockett returned to Congress two years later, eager to spread the gospel of Whig anti-Jacksonism. He accomplished this, and simultaneously promoted himself, by a series of tours throughout the Northeast and by speeches in Philadelphia, New York, and Boston. Once the congressional session was completed, Crockett resumed his tour, visiting cities along the Ohio River on his homeward journey. Thus it was that he came to bluegrass country.

Although Crockett had expressed a strong desire to return quickly to Tennessee, it is clear that he was not at all unhappy about the opportunity to address the Kentuckians. There were several reasons for his eagerness to speak. First, since the home state of Henry Clay was a Whig stronghold, Crockett had

every reason to expect a favorable reception of his views. In addition, as an avid opponent of Andrew Jackson, the Frontiersman actively sought opportunities to express his dislike of the President. Finally, there existed a personal connection in Crockett's friendship with Representative Thomas Chilton of Kentucky. Chilton was a native of the state, was a member of the bar of Elizabethtown, and, interestingly enough, was elected to Congress for the same three terms as was Crockett. Chilton was one of the first to defend Crockett when the latter broke with the Democrats and was apparently of great help during the writing of the Tennessean's autobiography. Thus Crockett was only too happy to help his friend by speaking in Chilton's district.³

Given the above "Kentucky connection," it seems quite surprising that there are in Crockett's addresses only passing references to local personalities or conditions. The reasons for this omission seem two-fold. First Crockett was probably unfamiliar with local issues or regional concerns. As far as history records, this was his first and only major political tour of the Bluegrass State; thus he simply lacked the information necessary to discuss local problems. Secondly, and perhaps more importantly, the issues which were vital to Crockett and to the Whigs generally were national, not local, in scope. The question of internal improvements affected the entire West, while tariffs, political patronage, and the

destruction of the Second Bank concerned the whole country. Thus it may well be that Crockett correctly analyzed his Kentucky audience when he addressed them almost entirely on matters of national interest.

Crockett was heard by two disparate groups. In Louisville the address was delivered in the court house yard, as the speaker immodestly claimed, to "the largest concourse of people that ever has been assembled in Louisville since it has been settled."⁴ The Elizabethtown speech was presented to a relatively small group at a dinner for party leaders. Regarding the specific persons, historical references give little evidence as to who was actually present. In the introduction to his Louisville address, Crockett mentioned "the celebrated Mrs. Drake," apparently a reference to the well-known actress Frances Ann Denny Drake, who made several tours of the American West. Representative Chilton may well have been present at the Elizabethtown dinner, since one of the toasts at the conclusion of Crockett's speech was in Chilton's honor. Although Henry Clay was similarly toasted, it is quite certain that he was not present, since Crockett could hardly have failed to mention the presence in the audience of the national leader of his party. In each case, however, the majority of the audience must certainly have been Whig partisans, as evidenced by the enthusiastic reception of the speaker's views.

Regardless of what persons were present, Crockett was determined to acquaint them with "the real and true situation

of our once happy country."⁵ As might be expected, therefore, the arguments with which he regaled the audience were pure Whiggery: Jackson was a tyrant, his policies were moving the country to the edge of ruin, and only a Whig victory in the next election would salvage the nation.

The three major issues which Crockett argued in front of the Kentuckians were political patronage, the corruption of the post office, and the destruction of the Second Bank of the United States. Jackson has long been regarded as the father of the spoils system at the federal level, and Crockett was quick to attack the President for this aspect of his administration. According to the Frontiersman, Jackson had dismissed anyone who opposed his election and had then appointed his own partisans to fill the vacant offices. As Crockett explained the process, "as soon as he took his seat as President, the first inquiry was, who has had the audacity to vote against Andrew Jackson? The man that had dared to do this, had to take to his heels; he got his walking ticket. . . . The next question was, who had huzzaed most and loudest for the 'greatest and best?' The man that had, was qualified to fill any office in the government." So bad had this situation become that "men who had grown gray in the service of their country, and who understood their duty, were turned out of office to make room for the worshippers of Andrew Jackson."⁶ Thus, according to Crockett, the President was guilty of partisanship of the worse kind, basing his administration on subservience rather than competence.

Secondly, Crockett deplored the wasteful practices of the post office and the partisan increase in the number of its officers. Initially he argued that the department was needlessly expanded: "In the old times, that is, in the prodigal times of Adams and Clay, there was forty-four clerks in the post office department, and now there is, I am informed, ninety-six; and at the last session, there was a modest demand on Congress for forty thousand dollars to pay for extra clerks."⁷ Such extravagance had produced its natural result; the new postmaster "exhausted the surplus . . . and . . . actually got the department into such a state, that it is about half a million worse than nothing."⁸ In spite of such increases, the department seemed less able than before to perform its functions; witness Crockett's description of the situation in his own district.

When in Congress . . . I tried to get a stage-route . . . but I couldn't succeed . . . As soon as a Mr. Fitzgerald, my successor, one of the true stripe, went on, it was thought highly important to have the route established that I wanted. Well, in fixing the route, they left out Troy, in Obion county; and the people there began to complain of Mr. Fitzgerald, that he had neglected them, and in all probability they might neglect him at the next election.⁹

No, all this new post office was good for was to produce "extra servility, extra impudence, extra electioneering, extra provision for friends, extra votes, extra trumped-up charges, extra printing offices, and extra loans for extra kindnesses."¹⁰

Finally, in true Whig fashion, Crockett excoriated the President for his attack on the Second Bank of the United States. Jackson had felt the Bank guilty of meddling in politics and of supporting opposition candidates; he therefore, against the advice of the House, had withdrawn the federal deposits from the institution and had vetoed its renewal charter. The Bank's president, Nicholas Biddle, then proceeded to call in loans, artificially restricted credit, and attempted to create a panic to force Jackson to alter his course. The Whigs, many of whom had been helped by the Bank, rose to its defense. Crockett launched several lines of attack against the President's action. First, the Bank was a perfectly safe place for federal monies. "The House of Representatives had declared, on solemn vote, that the deposits were safe; and this bank had actually paid out upwards of four hundred and sixty millions of dollars, without one cent of loss or expense to the government."¹¹ Secondly, Jackson's scheme for re-allocating the deposits to local banks promised disaster, as history showed. "In 1811 . . . we were compelled, for several years, to deposit the revenue of the country in the identical kinds of banks that General Jackson tells us he is now depositing the revenue in In about five years . . . by making these local banks places of deposit, the government lost one million five hundred thousand dollars to the country."¹² Finally, those who managed the local banks would be the ones to suffer if anything went wrong; as Crockett asked the citizens of Louisville, "do you sleep sound, when you know

that your name is on the paper, binding you and yours to repay money deposited in the bank where you are a director, and have but one voice in twelve to prevent its being loaned out to Tom, Dick, or Harry? Remember, that a day of reckoning is coming."¹³

Thus concerning himself with patronage and finance, post office and banks, Crockett left the modern reader an insight into the major considerations of the day. Even more important than the issues, however, were the images which the speaker was attempting to create. In his addresses at Louisville and Elizabethtown he was constantly trying to construct positive pictures of himself and negative views of Andrew Jackson.

Crockett presented himself in at least three different guises. He was, first, the poor uneducated frontiersman who had risen in spite of all disadvantages to the position he now held. Thus in Elizabethtown he apologized, "I shall be compelled to address you in homespun language -- in my own plain manner; for I have never had the opportunity of an education, which enables men to use the refined language that is common for gentlemen to use, filling a high station, such as I have been chosen to fill, by a portion of the people of Tennessee."¹⁴ Indeed, so destitute was he of ability that were it not for the desperate state of the country he would not dare speak; as he told the people of Louisville,

I have been requested by many citizens to address you. . . . This I would most assuredly have refused in common times; but from recent occurrences . . . I conceive it due from every public servant to present to the people the real and true situation of our once happy country. . . . And all I am sorry for is, that the citizens of Louisville had not a more capable organ to perform that duty than your humble servant.¹⁵

Such disclaimers served two important functions. First, they fulfilled the image of Crockett that his Whig supporters wished him to present and which his audience expected. The prevailing picture of the Tennessee Congressman emphasized his lack of formal training and his natural cleverness; any different image would have disappointed colleagues and auditors alike. Secondly, the apology served to neutralize any failings in the speech. If the address proved a disaster, the audience could not fairly claim to have been cheated; after all, they had been warned. If, on the other hand, a strong effort were forthcoming, the impact would be all the greater, given the speaker's initial lack of advantage. In either case the speaker profited from the device.

In his second image, Crockett built a picture of glorious independence. As one of the few Tennesseans who dared to speak out against the President, Crockett was able to make much of his refusal to be curbed by the administration: "When I was first elected I knew nothing about this party discipline. . . . I am no man's man. I bark at no man's bid. I will never come and go, and fetch and carry, at the whistle of the great man in the white house, no matter who he is."¹⁶

This type of defiance was exactly the position most admired by the virulently anti-Jackson Whigs, and could not help but enhance the esteem in which they held the speaker.

Finally, Crockett revealed that he was honest and strong enough to admit error. In the opening lines of the Elizabethtown address he confessed to having been duped by Jackson in the early stages of the President's career.

Crockett explained,

in making my remarks, I will be reluctantly obliged to say some harsh things about the acts of a man I once supported. I was one of General Jackson's first soldiers; I helped him gain his glory; and I was as sincere in my support of him as any man in America. I had heard the hue and cry against Messrs. Adams and Clay; they were called the prodigals. . . . I believe this was all true, and I joined in the cry to put them down.¹⁷

Crockett thus allied himself with all those who found they could no longer support the policies of the administration and at the same time showed himself to be a man of stature. Not for Crockett the petty position that feared to admit a mistake; for him the grandeur of spirit which could say "I erred, but now I see the light."

Thus as an uneducated, but shrewd, frontiersman, proud of his independent honesty, Crockett fulfilled the audiences' expectations of him as a speaker and as a man. Even as he was building himself up, however, the Frontiersman lost no opportunity to tear down President Andrew Jackson. Three separate images of the man in the White House were created for the Kentucky audiences.

First, the President was pictured as a deceitful, inconsistent politician who had espoused certain positions in order to get himself elected and who, once in office, had changed his stance on nearly every issue. In order to bring this situation home to his listeners, Crockett created an analogy to a candidating clergyman who during his trial period "would preach up your own doctrines of foreordination and the Trinity," but who, having received the pulpit, "would preach the doctrines of Unitarianiam, or any other different from what you thought." Such an individual deserved only to be expelled "with disgrace stamped on his forehead." Jackson was equally deserving of such treatment, for "has he not acted a fraud upon the people? Is it not political hypocrisy and moral dishonesty?"¹⁸

Crockett listed the issues on which the chief executive had altered his course. Before the election Jackson "was . . . the firm friend and supporter of internal improvements by the general government; . . . was then in favor of the tariff; and most of all . . . was to reform the government and retrench its expenditures!!"¹⁹ On each of these a change had occurred and while such a turnabout "may suit some people," Crockett vowed, "it does not suit me."²⁰

Secondly, Crockett argued that the President was tyrannical; indeed, he deserved to be compared to the notable dictators in history. He was similar to the detested King George III in that he had rejected petitions of the people

for redress of their grievances. "King George the Third . . . brought oppression after oppression upon the American colonies, till his burthens became intolerable. The people laid their petitions in heaps at the feet of his majesty. They were treated with silent contempt."²¹ This was scarcely different from the recent bank crisis when "there were two hundred thousand petitioners, who sent their memorials to Congress, praying for a restoration of the deposits. And where were these memorials sent? To a packed committee, made by a party speaker."²² Indeed, so close was the parallel that Crockett found it easy to refer to the President as "King Andrew the First."

Jackson was also similar to another famous tyrant of old. Like Julius Caesar, the President had personally taken control of the entire government and scorned the people's representatives. The country now saw "one man holding the sword of the nation in one hand, and seizing in the other the purse of the people, bidding defiance to Congress, to the laws, and to the nation."²³ Certainly these acts, argued the speaker, placed the chief executive among the least worthy leaders in history.

Finally, the President had proved an incompetent administrator, for he had selected a group of partisan misfits to surround him. They were, according to Crockett, "a set of the greatest scrubs on earth."²⁴ They included Representative Stevenson of Virginia, the previously mentioned "party speaker" of the House, and future Chief Justice Taney, whom Jackson used

merely as "his tool."²⁵ Most important of all was Vice President Martin Van Buren, " a political Judas"²⁶ who "like a real Gopher, works more under than above ground"²⁷ and who had been "smuggled into the vice-presidency, in the seat of Jackson's breeches"²⁸ even though as a youngster he had been a "little, lying, tale-telling boy."²⁹ Clearly, one of the greatest charges against the President was his poor choice of subordinates.

Thus as an inconsistent, tyrannical, mal-administering president, Jackson clearly deserved the scorn of every right-thinking citizen of the country.

In the end the tide of Jacksonian popularity which he was bucking proved too much for Crockett; his Democratic opponent in the 1835 election returned him permanently to private life by margin of two hundred votes. Yet Crockett left behind a notable legacy, and not the smallest part of it continues to be the spiteful, yet delightful, partisan oratory he exhibited in his tour through the Bluegrass State.

NOTES

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¹For the most comprehensive examination of Crockett's life, see James A. Shackford, David Crockett: the Man and the Legend (Chapel Hill: University of North Carolina Press, 1956).

²Stuart Stiffler, "Davy Crockett" the Genesis of Heroic Myth," Tennessee Historical Quarterly, 16 (June, 1957), p. 134.

³For the role of Chilton in the writing of Crockett's autobiography, see Shackford, pp. 89-90, and 128.

⁴David Crockett, An Account of Colonel Crockett's Tour to the North and Down East (Philadelphia: Cary and Hart, 1835), pp. 158-9.

⁵Tour, p. 159.

⁶Tour, p. 184.

⁷Tour, p. 163.

⁸Tour, p. 164.

⁹Tour, p. 167.

¹⁰Tour, p. 166.

¹¹Tour, p. 169.

¹²Tour, p. 169.

¹³Tour, p. 171.

¹⁴Tour, pp. 182-3.

¹⁵Tour, pp. 159-60.

¹⁶Tour, pp. 172-3.

¹⁷Tour, p. 183.

¹⁸Tour, p. 160.

¹⁹Tour, p. 161.

²⁰Tour, p. 184.

²¹Tour, p. 185.

²²Tour, p. 188.

²³Tour, p. 186.

²⁴Tour, p. 172.

²⁵Tour, p. 187.

²⁶Tour, p. 191.

²⁷Tour, p. 172.

²⁸Tour, p. 190.

²⁹Tour, p. 191.

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Beginning in this issue, on the following pages, is a debate concerning directions which our professional field should take. The first article is by the editor of this journal, followed by a response by Ralph Hillman, current President of TSCA, and followed by a further response by Jim Brooks, the first editor of this journal. All three writers have been presidents of TSCA, and are affiliated with Middle Tennessee State University. We would invite your response to the issues raised in this debate for publication in future issues.

VIEWPOINT

David Walker

After emerging from my good old graduate school with the appropriate graduate degrees tucked under my academic gown, I launched forth ready to teach all those relevant courses that are a part of our tradition--Ancient and Medieval Rhetoric, History and Criticism of American Public Address, and the like. Over the years, however, I have made this amazing discovery--there are not many ancient and medieval rhetoricians, nor are there very many people convinced they will understand communication theory better by studying Melanchthon Smith. Another amazing discovery that has come to my attention is that people are not overwhelmingly impressed with the argument they should study a particular course because it's "interesting" or "adds to their general broad understanding of human nature." For some reason, people want courses that help put food on the table, rather than beans on the brain.

There continues to be a heated debate in academic circles today over the purpose of a person's college education. Is it to prepare someone for a difficult job market, or is it to give the person a good liberal arts background, or is it a combination, -- or what is it? For some time, to this viewpointer, those of us in liberal arts have taken too apologetic an attitude when we should have been aggressive. We have tried to suggest that people really need our courses to be "well-rounded" even if it would not help them get a job. Could this be why liberal arts has declined in some areas?

Let's be realistic. If those of us teaching in the communication arts were high school seniors today, preparing to enter college next year, would we enroll in the department where we now teach, with the curriculum it offers?

Let's be doubly realistic. How many of us have tried to answer the question of the prospective major: "What can you do with a major in Speech?" We sheepishly pull down our copy of a brochure designed by a national organization using some generalizations that could not hold up in a national inter-collegiate debate. Or perhaps we refer them to the one in the department "who is supposed to know these answers."

This is not to suggest we throw in the towel, because we have the potential for a major that can meet the needs of a growing job market today. Before we can have this major, we must divorce ourselves from the ivory tower, and commit ourselves to the needs of the job market. We must stop being apologetic for dusty courses that have little value for anyone (other than students desperately needing one more course to complete their major or minor).

One possible direction with excellent job market potential is Organizational Communication--an area that remains relatively small in this state of Tennessee. The person who is skilled in this area, with strong supportive minors in Business areas, will be in demand. Even in a period of economic recession and recovery, we can prove a need for business and industry for trained experts in this area. We cannot do this by offering

one course--we must offer a series of courses, with Field Work, preparing the student for a real life job situation. We must make ourselves increasingly present in business and industry, including their trade and professional journals. Since we are in a survival period in our state's educational history, we must be more responsive to the needs of the job market. Isn't it time to trade in an Aristotle for a Goldhaber?

A RESPONSE TO PROFESSOR WALKER AND HIS LACK
OF A LIBERAL VIEW

Ralph E. Hillman

Before we examine what appears to be the heart of Dr. Walker's viewpoint, let's take a brief look at his background. His background or lack of it may account for the apparent need for the change he indicates.

When I left graduate school, I had a job and had to report to work before graduation so my diploma was mailed to me. Anyone who carries it out under his academic gown has to be a little suspicious.

I continued my career in academia after I got my terminal degree. I did not leave graduate school looking to train ancient or medieval rhetoricians. I left hoping to train teachers to be better communicators. The university I went to work for even required its students to learn as much as they could about making good communication decisions so that their speaking would be more effective and proficient. Now believe it or not, the Communication and Theatre Department (affectionately referred to as CAT) was in the College of Liberal Arts. The whole college was devoted to training students to think, to make good life decisions, and to be able to handle themselves while at work or at play.

Before I leave my graduate school days completely, I must tell you that I, too, like Walker, was trained as a rhetorician, right out of Aristotle. But unlike Walker,

I chose to use those tidbits of ancient wisdom in pursuing a modern career. Even though Dr. Walker and I were educated within a decade of one another, there appears to be some difference in the main emphasis of the departments we attended. There is also a real possibility that the difference lies in the personalities, motivations, and attitudes of the two people currently being discussed. The emphasis Dr Walker came away with led him to pursue his career in ancient and medieval rhetoric. The emphasis in my graduate program led me to train people to communicate.

Leaving the graduate school background for a moment, let's move to the heated debate Walker refers to. As presented, one gets the feeling there are two extreme poles with varying positions between those poles. Basically, if I understand Walker's position, you are either in support of Liberal Arts as education for life; or education to train you for a job in life. Even more specifically, is speech a major to educate you for life in general; or training to educate you for specific jobs?

Following his statement of the problem, he then asks some of his "rhetorical" questions: Are Liberal Arts Departments declining because we've suggested students should take it to be well-rounded? Then comes the killer; if we were high school seniors entering college, would we enroll in our department with the curriculum it offers? And finally, What

can you do with a major in speech? I would like to respond to each of those questions one at a time, because I think they are more than just rhetoric.

Education for life was the watch word for Liberal Arts long before I took my first course in college. I have no trouble with that stance. The faculty did their best to relate "their" material to my life in most of the courses I took in my college career (including graduate). Most of my college courses were alive and exciting. Generally, instruction was related to real life activity. Yes, I was often told to take a course because it might be good for me, but later I learned that I had indeed learned some things I could use. Most of the time even I could see the relationship between what I was learning and how I could use it.

I do agree with the Walker assertion that some Liberal Arts programs are declining in enrollment because certain majors have not kept up the relationship between what students are learning, and why they are learning it. It is interesting for me to note that quite frequently faculty members from Liberal Arts programs that are declining, are from the training and attitudes often alluded to by Dr. Walker. So I would have to take a look at the personalities, motivations, and attitudes of the students involved. For that reason, I would answer the second question, Would I enroll in this department for a major? with a yes and a no. The yes

comes first: Because most of the faculty cares. Because many of the faculty are doing other things outside the department which helps make their department contributions more interesting and exciting. Because many of the faculty do exemplify the very things they are trying to teach. (Now, don't get me wrong, they are not perfect; yes, there are problems). Then there those whom I would not recommend majoring in our department. Those students who simply want the degree after 4 years; those who have no intention of getting involved in a college career; those who would graduate but not to their advantage or the school's.

Yes, we do need some curriculum changes, and lots of additions to match the talent and expertise of our faculty. Yes, we need to keep the rest of the Liberal Arts college on its toes by keeping alive the relationship between what they are learning and why they are learning it.

But since I'm urging high school seniors to major in our speech program, what can you do with a major in speech? The old canned answer to that question, particularly from Walker's viewpoint was "teach." A better answer to that question is "communicate yourself into a job." The old assumption has been (regardless of the training) if you have the skills as certified on paper we'll hire you to do that job." The world is changing. The labor force is bigger and employers can be picky and the simplistic argument doesn't work anymore. If it is used the classic rejoinder is "are you any good at those skills?" And if

those skills have to be talked about, obviously, the job seeker isn't very good at communicating his proficiency and the interview ends.

However, if as faculty, we have done our job, if we have made that student see the relationship between his/her learning and why he/she is doing it and motivated him/her to be good at what he/she is learning, he/she will be hired.

But what "job" can you do with a major in speech. Without making any attempt to exhaust the possibilities, let me list a few opportunities I've seen recent graduates take advantage of:

1. Advertising
2. Computer Interface
3. Journalism
4. Management, in almost any field
5. Public Relations
6. Sales
7. Tourism

The graduates that I'm thinking of here got their first out-of-college jobs not by just showing off credentials on a resume, but by exhibiting their communication skills and convincing the interviewer that they were the ones for the job.

To make this opportunity available to more of our college graduates, we as faculty need to be better communicators. Among ourselves, we need to revamp and continually

"work" on our courses and curriculum. Among our liberal Arts colleagues, we need to persuade for the changes and growth that will keep Liberal Arts with its world view and decision making skills alive. Among students, we must continue to work to make them see that what they are learning can be used, and insist on mastery so that the students are proficient. Among our peers in business and industry, we must continue to learn to educate: we must learn what they want and need for manpower and we must educate them so that they will discriminate and hire those who do communicate.

The question is not whether we should educate for life or educate for specific jobs. As educators, we are obligated to do both. If we are not making our courses interesting and exciting, the real problems are the teachers not the subject matter.

It is not time for us to throw in the towel, nor is it time to turn in Aristotle. Our job continues to be to so enlighten students that they can use the information provided by Aristotle and Goldhaber (and a few others between) to get jobs.

SPEECH COMMUNICATION: MAINTAINING THE LIBERAL
ARTS TRADITION WHILE MEETING THE DEMANDS OF
THE MARKETPLACE

Jim Brooks

Ever the provocateur, Professor Walker would have respondents to his essay defend a position either in favor of a hopelessly other-worldly traditional curriculum centering on the history of rhetorical theory, or in favor of a relatively rootless but popular curriculum devoted to the current pressures of vocationalism in higher education. Of course, I will defend neither position, as incidentally I am sure he would not. But since Walker does raise significant, on-going questions about the discipline of speech communication, I would like to respond.

Allow me to begin with perhaps the greatest understatement possible about the history of education in western civilization: Controversy over the educational purpose in the study of the art of rhetoric is not new. We know the debate at least began with Plato's harsh indictments of the discipline, and we can conclude that it will continue as long as people interact symbolically. If we have any doubts as to whether the debate over the role of communication skills in the educational process is still important today, we need only remember that President Reagan claims in nationally-televised commercials to have saved the Social Security Program, that he uses quotations from Franklin Roosevelt

in his speeches, that he cites the Reader's Digest to support his indictment of the nuclear freeze movement, while all the time being referred to seriously by journalists as "The Great Communicator." Clearly, this is not time to lessen our concern about the role of communication in the education of the American people.

The major point I wish to make in responding to Professor Walker's essay and in stating my opinion about the role of speech communication in the educational process is this: Speech Communication serves two primary purposes in the educational process and must continue to do so; speech communication educators must not allow the discipline to limit itself solely to one of the two purposes.

Speech Communication has two masters. One is the traditional educational imperative of examining the symbolic creations of humankind, traditionally and primarily discourse. As believers in the worth of a liberal arts education, those of us who teach in this discipline hold that a key to understanding our cultures, past and present, is understanding our communication traditions, habits, and patterns. The other master is simply the marketplace where students from our classes must eventually compete for economic survival. As academicians, we naturally are less comfortable with this master. He is something of an alien without our well established concern for tradition, values, and aesthetics. Yet we dare not ignore him. As educators, we must see that our discipline does its part in providing students

with survival skills that will serve them in the competition at the marketplace. Serving both masters is not easy; but it is necessary.

Failing to direct our discipline toward both goals would be very costly. We must guard against fadists among us who would rush us toward the abandonment of our traditional concerns with the role of communication in the forging of our culture and its values and principles. Certainly graduate schools and even parts of the undergraduate curriculum in speech communication owe no apologies for teaching students the rich and important tradition of rhetorical training in the educational process in western civilization. We must continue to provide our students with an understanding of the roots of our discipline and its central commitment to improving the lot of humankind. To do otherwise would be to imply that human symbolic interaction is simply another economic tool for individual exploitation, as opposed to the essence of man's existence to which we have devoted a humanistic discipline committed to the overall improvement of the human condition. We must not turn away from our historic and current interest in the art of rhetoric and all it tells us about ourselves.

But before I seem hopelessly cloistered in the academic towers, let me hasten to do homage to the other master. The pressures today to adapt the entire educational process toward more utilitarian economic skills are real and are important. The current economic downturn has placed

great energy behind these pressures, but this certainly is not something that is new or that has come on us suddenly with the benefits of supply-side economics. These pressures have been present and growing more or less steadily since the end of World War Two with the emergence of an economic middle-class committed to educating their children in a manner that would guarantee their offspring productive career training.

Up until the development of these career-orientation pressures, our curricula were based on the liberal arts tradition formulated in the eighteenth and nineteenth centuries and on the economic and social realities of those times. Sons of the small number of wealthy members of society attended college, not to secure career training (except in clergy), but to develop an appreciation for literature, history, art, religion, and language. As students have changed so have our concerns for the direction of our disciplines. The liberal arts tradition lingers in the educational establishment and hopefully will remain as the center of educational process. But the growing emphasis in higher education is career training. Students today and the supporters of our educational institutions have every right and justification in expecting the educational process to equip graduates with skills that will make them productive and economically self-sufficient citizens. Our discipline, like other liberal arts disciplines, must contribute in important ways toward those goals. Moreover, speech communication,

unlike many of our sister liberal arts disciplines, has very clearly defined contributions to make. In fact, our colleagues in the private economic sector tell us that we have the most important skills of all to provide to students. A national survey of business leaders recently completed by the economics faculty at Southwest State University in Minnesota indicated that oral communication skills is the number one factor both in obtaining employment and in succeeding on the job. Surely, we do not have to sell out to "rampant vocationalism" to recognize the importance of our providing these skills to our students and making sure that we meet with need in the educational process. Without sacrificing our traditions, we must see that more of our professional energies are spent directing our discipline toward the goal of providing better communication skills for all students in our institutions who must compete in the marketplace for economic self-sufficiency.

We must not let ourselves or others define our academic discipline and its current status in terms of absolute and mutually exclusive alternatives. Speech Communication has two important purposes and functions in the academy -- one to carry on the tradition of the study of humankind's communication efforts, and one to develop among our students the skills to survive in the competition of the market. We must work toward these two goals whether we are teaching majors at the graduate or undergraduate level, or whether we are teaching students who encounter our discipline only through a single basic course.

Minutes of the

1982 TSCA Executive Committee Meeting

Montgomery Bell State Park - September 24, 1982 4:30 P.M.

Members Present: Richard Dean, David Walker, Joe Filippo,
Bettye Kash, Robert Woodland,
Jim Quiggins, Ralph Hillman

Session Convened by Ralph Hillman

- Ralph Hillman gave a brief history of the TSCA Conference. This is the 10th Conference and, the first Basic Course Workshop. As of 4:00 p.m., 26 people have registered for the Conference.
- Hillman the following proposals:
 1. Next year's conference held September 16-17 at Fall Creek Falls State Park.
 2. Immediate Past President arrange/coordinate the place and precise date (2nd weekend in September) for the annual conference which will be announced at the preceding annual meeting.
 3. Maintain dues and fee structure for the Conference at the current rate: \$5.00 for student membership; \$10.00 for regular membership; \$15.00 for sustaining membership; \$25.00 for institutional patron membership; \$3.00 fee for the conference per day for non-members or \$5.00 for both the Basic Course and TSCA Conference.
 4. Develop stronger membership recruitment procedures by having Interest Group Chairpersons serve as a membership committee chaired by the President-Elect and commit to recruiting members in their respective areas.
 5. Strengthen the Journal by increasing the number of contributions and contributors. David Walker is to be commended for his work as Editor and will be asked to continue serving in this capacity.
 6. Each Interest Group Chairman will be responsible for at least one program at the next conference.
 7. Initiate a formal affiliation with the Tennessee High School Forensics Association.
 8. Appoint nominating committee for 83-84 ballot: Richard Dean, Walt Kirkpatrick, Jim Quiggins.
 9. Richard Dean will chair the Awards Committee which will prepare a mail ballot for "Teacher of the Year" and

"Speaker of the Year" to be mailed by the Executive Secretary along with the officers ballot by April 1.

10. Proposed Constitutional changes will be prepared by Hillman and Walker and presented in a mail ballot to the Executive Committee. Pending approval by the Executive Committee, a ballot will be presented to the total membership.

- The Committee approved and adopted Chairman Hillman's proposals.
- David Walker raised the issue of funding for the Journal. The Committee felt the Journal should not have to rely exclusively on Institutional-Patron Memberships for funding, although these memberships will still be solicited and used for this purpose.
- Filippo moved: Dean second

TSCA purchase a Certificate of Deposit, the amount and procedures to be determined by the President and the Executive Secretary.

Meeting Adjourned 5:25 P.M.

Respectfully submitted,

JIM QUIGGINS
Executive Secretary

REPORT OF THE
NOMINATING COMMITTEE FOR
1983-84 TSCA OFFICERS

Reece Elliott, Robert Woodland, Richard Dean - Chairman

83-84 Nominees

President-Elect

David Briody
Lorayne Lester

UT-Martin
UT-Knoxville

Interest Areas

Curriculum

Stanley McDaniel
Barbara Tucker

Johnson Bible College
Tennessee Temple

Broadcasting

Bob Luna
Richard Ranta

Tennessee Tech
Memphis State

Forensics

Russell Church
Jim Brooks

UT-Knoxville
Middle Tenn. State

Theatre

Bettye Kash
Tom Pallen

Tennessee Tech
Austin Peay

Rhetoric & Public Address

Richard Dean
Jamy Williams
(alternate: Jim Knear-Trevecca Nazarene)

E. Tennessee State
Tennessee Tech

Interpersonal

Weldon Stice
Reece Elliott

Tennessee State
Austin Peay

Religious Speech

Denise Stevenson
Gerald Fulkerson

Tennessee Temple
Freed-Hardeman

TSCA 1982-83 MEMBERSHIP LIST

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Verna Abbott 4321 Stagecoach Rd. Kingsport, TN 37664	Professor		Regular	10/82
<u>AREAS OF INTEREST:</u>		Broadcasting		
<hr/>				
E. Frank Bluestein 2147 Sonning Drive Germantown, TN 38138	Chairman Fine Arts		Regular	10/82
<u>AREAS OF INTEREST:</u>		Broadcasting, Forensics, Theatre		
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David M. Briody U-Martin Dept. of Communication	Professor	Ph.D.	Regular	9/82
<u>AREAS OF INTEREST:</u>		Curriculum, Broadcasting		
<hr/>				
James "Commodore" Brooks Rt. 1, Box 94 Murfreesboro, TN 37130	Chair- person Speech & Theatre		Regular	10/82
<u>AREAS OF INTEREST:</u>		Curriculum, Forensics, Rhetoric & Public Address		
<hr/>				
William Burks 325 Wishoal Pulaski, TN 38478			Regular	
<u>AREAS OF INTEREST:</u>		Curriculum, Interpersonal, Religious Speech Communication		
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Danny Champion Rt. 2, Box 80 Jefferson City, TN	Coordinator Comm. Arts Dept.		Regular	10/82
<u>AREAS OF INTEREST:</u>		Curriculum, Religious Speech Communication, Rhetoric & Public Address		

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Russell T. Church UT-Knoxville Speech & Theatre Knoxville, TN 37919	Professor	Ph.D.	Regular	9/82

AREAS OF INTEREST: Forensics, Rhetoric & Public Address

Norma Cook 629 Kenesaw Avenue Knoxville, TN 37919	Professor		Regular	10/82
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AREAS OF INTEREST: Forensics, Rhetoric & Public Address

Richard L. Dean E. Tennessee State U. Dept. of Communication Johnson City, TN 37614	Professor	Ph.D.	Sustaining	9/82
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AREAS OF INTEREST: Religious Speech Comm., Rhetoric & Public Address

David Deese 637 Roxanne Drive Antioch, TN 37013	Instructor		Regular	10/82
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AREAS OF INTEREST: Broadcasting

I. Joe Filippo Austin Peay State U. Speech Comm. & Theatre Clarksville, TN 37040	Professor	Ph.D.	Regular	9/82
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AREAS OF INTEREST: Theatre, Interpretation

Vickie W. Foltz Trevecca Nazarene College Speech-Communication Nashville, TN 37203	Instructor	M.A.	Regular	9/82
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AREAS OF INTEREST: Forensics, Theatre, Interpretation

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Gerald Fulkerson Freed-Hardeman Dept. of Communication Henderson, TN 38340	Instructor	Ph.D.	Sustaining	9/82
<u>AREAS OF INTEREST:</u>	Interpersonal, Religious Speech Comm., Rhetoric & Public Address			
Ralph E. Hillman MTSU Murfreesboro, TN 37132	Professor	Ph.D.	Sustaining	9/82
<u>AREAS OF INTEREST:</u>	Curriculum, Interpersonal			
Sandra W. Holt Tennessee State U. Communication Nashville, TN 37203	Instructor	M.A.	Regular	9/82
<u>AREAS OF INTEREST:</u>	Forensics, Interpersonal, Rhetoric & Public Address, Interpretation			
Lawrence B. James Tennessee State U. Nashville, TN 37203	Instructor	Ph.D.	Regular	9/82
<u>AREAS OF INTEREST:</u>	Theatre, Interpretation			
Steve Johnson Freed-Haredman College Henderson, TN 38340	Instructor	Ph.D.	Regular	9/82
<u>AREAS OF INTEREST:</u>	Interpersonal, Religious Speech Comm., Rhetoric & Public Address			
Bettye C. Kash Tennessee Tech. U. Cookeville, TN 38501	Instructor	M.S.	Regular	9/82
<u>AREAS OF INTEREST:</u>	Rhetoric & Public Address, Theatre, Interpretation			

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Walter G. Kirkpatrick Memphis State U. Memphis, TN 38152	Instructor	Ph.D.	Regular	9/82

AREAS OF INTEREST: Rhetoric & Public Address

James A. Knear Trevecca Nazarene College Nashville, TN 37203	Instructor	M.A.	Regular	9/82
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AREAS OF INTEREST: Rhetoric & Public Address

Lorayne W. Lester 2014 Spence Place Knoxville, TN 37920	Professor	Ph.D.	Regular	
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AREAS OF INTEREST: Theatre, Interpretation

Robbie Little Trevecca Nazarene College Nashville, TN 37203	Instructor	M.A.	Regular	9/82
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AREAS OF INTEREST: Forensics, Theatre, Interpretation

Bob Luna 800 Park Drive A-8 Cookeville, TN 38501	Professor		Regular	10/82
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AREAS OF INTEREST: Broadcasting, Forensics, Rhetoric & Public Address

Anne Manning 7209 Birch Tree Cove Germantown, TN 38130	(Student)		Student	9/82
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AREAS OF INTEREST: Interpersonal

Stanley McDaniel Johnson Bible College Knoxville, TN 37920	Instructor	Ph.D.	Sustaining	9/82
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AREAS OF INTEREST: Curriculum, Religious Speech Comm., Rhetoric & Public Address

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Sharon McNeal P.O. Box 30093 Memphis, TN 38130	(Student)		Student	9/82
<u>AREAS OF INTEREST:</u>	Interpersonal			
Rachel R. Morgan Rt. 1, Box 508A Dayton, TN 37321	Professor		Regular	10/82
<u>AREAS OF INTEREST:</u>	Theatre, Interpretation			
Dorotha Norton University of Tenn. Martin, TN 38338	Instructor	M.A.	Sustaining	9/82
<u>AREAS OF INTEREST:</u>	Curriculum, Interpersonal, Rhetoric & Public Address, Interpretation			
Michael Osborn	Chairman Theatre & Comm. Arts		Sustaining	10/82
<u>AREAS OF INTEREST:</u>	Rhetoric & Public Address			
Donald Page Tenn. State Univ. Nashville, TN 37203	Instructor	Ph.D.	Regular	9/82
<u>AREAS OF INTEREST:</u>	Broadcasting			
Sharon L. Payne Tenn. Temple Univ. Chattanooga, TN 37404	Professor		Regular	9/82
<u>AREAS OF INTEREST:</u>	Forensics, Religious Speech Communication, Theatre, Interpretation			

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Lea Queener Memphis State Univ. Memphis, TN 38117	Professor	Ph.D.	Regular	9/82

AREAS OF INTEREST: Interpretation

Jim Quiggins Trevecca Nazarene Col. Nashville, TN 37203	Chairman Comm. Studies	Ph.D.	Sustaining	9/82
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AREAS OF INTEREST: Curriculum, Interpersonal

Richard R. Ranta 5383 Hayne Circle So. Memphis, TN 38117	Dean, College of Comm. & Fine Arts	Ph.D.	Regular	
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AREAS OF INTEREST: Broadcasting

James R. Reese E. Tenn. State Univ. Johnson City, TN 37615	Professor		Regular	9/82
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AREAS OF INTEREST: Rhetoric & Public Address

Valerie Schneider E. Tenn. State Univ. Johnson City, TN 37615	Professor	Ph.D.	Regular	9/82
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AREAS OF INTEREST: Curriculum, Religious Speech Communication, Theatre, Interpretation

Regina Siler Tennessee Temple Univ. Chattanooga, TN 37404	Chairperson Speech Communication		Regular	9/82
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AREAS OF INTEREST: Forensics, Religious Speech Communication, Theatre, Interpretation

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
N. Denise Stevenson Union University Jackson, TN 38301	Director Theatre		Regular	9/82

AREAS OF INTEREST: Religious Speech Communication, Rhetoric & Public Address, Theatre

J. Weldon Stice Tennessee State Univ. Nashville, TN 37203	Instructor	Ph.D.	Regular	9/82
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AREAS OF INTEREST: Forensics, Interpersonal, Interpretation

Barbara Tucker Tennessee Temple Univ. Chattanooga, TN 37404	Instructor		Regular	9/82
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AREAS OF INTEREST: Curriculum, Forensics, Interpersonal, Religious Speech Communication, Rhetoric & Public Address

David Walker, Jr. MTSU Murfreesboro, TN 37132	Professor	Ph.D.	Regular	9/82
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AREAS OF INTEREST: Curriculum, Interpersonal, Religious Speech Communication, Rhetoric & Public Address

Paul Walwick E. Tennessee State Univ. Johnson City, TN 37601	Professor	Ph.D.	Regular	9/82
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AREAS OF INTEREST: Curriculum, Interpersonal, Religious Speech Communication, Rhetoric & Public Address

<u>Name & Address</u>	<u>Position</u>	<u>Degree</u>	<u>Type of Membership</u>	<u>Date</u>
Jamye Williams Tennessee State Univ. Nashville, TN 37203		Ph.D.	Regular	9/82

AREAS OF INTEREST: Curriculum, Forensics, Rhetoric & Public Address

Julie Williams Whites Creek High Sch. 7077 Old Hickory Blvd. Whites Creek, TN 37189	Teacher		Regular	9/82
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AREAS OF INTEREST: Forensics

Robert Woodland Tennessee Tech Univ. Cookeville, TN 38501	Professor Director Forensics		Regular	9/82
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AREAS OF INTEREST: Curriculum, Broadcasting, Forensics, Interpersonal, Religious Speech Communication, Rhetoric & Public Address, Theatre, Interpretation

Natalie Woodland Tennessee Tech Univ. Cookeville, TN 38501	Instructor		Regular	9/82
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AREAS OF INTEREST: Forensics, Theatre

PUBLICATION INFORMATION

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The purpose of the publication is to expand professional interest and activity in all areas of the field of speech communication in Tennessee. Articles from all areas of speech study will be welcomed, with special consideration given to articles treating pedagogical concepts, techniques, and experiments.

All papers should be sent to the editor. Authors should submit two copies of their manuscripts, each under a separate title page also to include the author's name and address. Manuscripts without the identifying title pages will be forwarded by the editor to a panel of reader-referees who will represent the varied interests within the discipline.

All papers should be double-spaced, typed in standard type with a dark ribbon, and on standard typing paper. Margins should be standard and uniform. Notes need to be typed single-spaced on separate sheets following the last page of the manuscript proper. The first footnote should be unnumbered and should contain essential information about the author. This footnote will be eliminated by the editor from the manuscripts sent to the panel of readers. Any professional style guide, consistently used, is acceptable. Accuracy, originality, and proper citing of source materials are the responsibilities of the contributors.

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