The School of

Interpersonal Communication

An Historical Perspective

by

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Table of Contents

The Beginning 1
Logic and Persuasion 1
The Academy 1
Reverend Jacob Lindley 2
The Survival Years 2
The Literary Societies 2
Curricular Improvement 3
New Admission Standards 4
A Full Faculty 5
Courses of Study and Departments of Instruction 5
Rhetoric 5
Elocution 5
Catherine A. Findley 6
Anita M. Kellog 6
President Alston B. Ellis 6
The Early Ellis Years 7
The First Annual Contest In Oratory 7
Louise King Walls 7
Public Speaking and Oratory 7
The Grosvenor Prize 8
The Triangular Debate League 8
The Brown Prize In Oratory 8
Harry Raymond Pierce and Marie A. Monfort 8
Oratorical Association 8
The School of Oratory 9
The Public Speaking Curriculum 9
Other Faculty 11
Course Renumbering 11
The Department of Public Speaking 11
Faculty 12
Courses 12
Lorin Staats and Vincent Jukes 12
Speech in Arts and Science 12
President James and Reorganization 12
Dean Earl Covert Seigfred--Elizabeth Genevieve Andersch 13
President John Baker 13
Buildings and Grounds
Dr. Claude Edgar Kantner
The Speech Building
Speech as an Academic Discipline
Post World War II--Student Boom
Faculty in the 1950s
The Second Ph.D. at Ohio University
The Birth of Organizational Communication
Don Faules--Gordon Wiseman
Staats Retired--Boase Hired
Ray Wagner Leaves Hoosier Lane
Ted Foster--Ray Beaty--Halcyon Days in Forensics
Hello Communication
Interdisciplinary Doctorate in Communication--Robert Goyer
The Gyi's Arrive
Bostrom and Timmis Join INCO
Lucrative Grants--Thanks to Andersch and Carlson
A High-Flying Professor Lands on Campus
Speech Cast Adrift
What's in a Name? INCO Comes to Life
The Conception and Birth of the College of Communication
A New Building Too
Sincoff and the ICA Headquarters
INCO Administers the Ohio Speech Communication Association
Whitman Rides Out of the West
Riots, Tear Gas, and Hard Times, 1970-1977
The Andersch Award
Rudolph--Eadie--Descutner
Women Again--At Last--DeWine Leads the Way
Dean Wilhelm Retires--INCO Gets a Twofer
Tom Daniels Returns to INCO
The Late 80s--Feverish Growth
The Indispensables--Miracle Workers
INCO Productivity over the Years
The Beginning

The School of Interpersonal Communication of Ohio University, called "InCo", is as old as the institution itself; even older. The history of the School begins in the year 1808. The month was October. The occasion was the first day of classes at Ohio University. On that day John Perkins, Brewster Higley, and Joel Abbott met with the Reverend Jacob Lindley for the purpose of studying logic and persuasion. They met together in the Academy.

Logic and Persuasion

The first InCo courses, logic (dialectic) and persuasion (rhetoric), are two of the major and early oral communication study areas. Both subjects have roots that go back to a period of Western history which predates that of Ohio University. Both studies begin in the time period of the Greeks of antiquity. It is the studies of dialectic and rhetoric, that connect the oral communication of the past with the present, or near present.

Logic and rhetoric were a part of the first curriculum at Ohio University. These were not unusual subject selections. These two studies were a typical and important part of any college curriculum that had a "classical" emphasis. To understand the Greek and Roman tradition was considered an important objective for the American college student during the country's formative years.

Unfortunately, logic and rhetoric, as first courses at Ohio University, were more academically preparatory than developmental. Ohio University's first three students, and many of those who came later to Athens, Ohio to enroll for academic study were not prepared for college work. As a consequence, certain students were required to take courses in a preparatory curriculum to raise their level of academic competence. The other preparatory studies included arithmetic, grammar, Latin, Greek, geography, mathematics, natural philosophy, and moral philosophy. It was not until 1819 that college level courses were offered at Ohio University. Even then, there was a need to continue the preparatory school.

The Academy

The logic and rhetoric courses were taught in a building called "The Academy." The Academy was the first and at that time the only building on the University campus. The Academy was used for about ten years and then razed. The "Academy" was replaced in 1817 by another building, today called Manasseh Cutler Hall. Some former Ohio University students, with a long memory, will remember Cutler Hall as "The College Edifice," or the "Central Building."
Reverend Jacob Lindley

Logic and rhetoric were taught by the Reverend Jacob Lindley. He also taught the other courses. From 1808 to 1822 Jacob Lindley was the first and only teacher. During this same period he was also President of the Board of Ohio University, and Preceptor of the Academy (the college preparatory school). Reverend Lindley came to Ohio University after serving for two years as pastor of the Presbyterian Church in Waterford, Ohio. He had graduated from Princeton in 1798 with a study emphasis for the ministry. In 1803 he went to Waterford where he was installed as pastor. During the years 1803-1805 he was appointed and served as a trustee of the University. The appointment was probably made through the influence of the Presbyterian Church which had a professional and academic interest in the development of Ohio University. Three years later, 1808, when the University officially opened, Reverend Lindley was named not only its major teacher, but its chief administrator.

The Survival Years

The early years of the University, 1808 to 1824, were difficult. The University faced several problems: (1) to attract the necessary numbers of students to generate income for the institution, (2) to attract the best academically prepared students, (3) to develop and implement a helpful academic preparatory program, and (4) to improve physical facilities. Each step came slowly and progress was often dependent upon available funds, scholastic and academic needs and interests of various groups, and federal and state educational regulations.

The Literary Societies

Oral communication opportunities for students were provided through the literary societies. Almost from the beginning of the University, students were encouraged to participate in declamation, composition, debate, and the modes of conducting business in deliberative assemblies. These events were sponsored by the literary societies. The University felt so strongly about the importance of student participation in these societies that it said as late as 1904 that "no student will receive a diploma who has not been a member of these societies at least a year."

The Literary Societies began in 1812 with the founding of the Zelothian Society by several students. No records of the Zelothian Society have been found, and it is possible that it was transformed into another society called, the Polemic Society. The Polemic Society ended early in June, 1819 when it was transformed into the Athenian Literary Society.

For over one hundred years, The Athenian Literary Society was an important Ohio University organization and tradition. The other important literary
society was The Philomathean Society. At the first meeting of the Athenian Society a committee was selected to draw up a plan for a secret debating society. The Athenian Literary Society sought "the attainment of knowledge; the improvement of the mind, in taste, genesis and criticism; the cultivation of morality and friendship; and the perfecting of the powers of eloquence and reasoning."

The Constitution of the Athenian Literary Society provided for a division in the society's activities. Sophomores and juniors were to give recitations and write themes, and the seniors were to debate, give original orations, and write compositions. A long list of rules and regulations included fines for absence from meetings, neglect of duties, contempt of the society and improper conduct. Members were not to use the same materials on the programs more than three times. Each member was to be a critic of the other's performances. The membership fee was fixed at one dollar, and all money above necessary expenses was to be contributed to the library fund. The badge of the society was a rose.

Among the first members were Archibald Brown, sometimes university librarian, Athens Academy principal, and a trustee of the university for fifty years; Wilson Shannon, twice governor of Ohio; Daniel Lindley, son of President Lindley and missionary to Africa. President Lindley and Professors Dana, Whittlesey, and Irvine were original members ex officio.

Regular meetings of the society were held Saturday afternoons at 2 o'clock, and typical programs included essay reading and debating. The first composition at the first meeting dealt with "Hope," while the first question for debate was, "Is love of fame as an actuating principle productive of most good or evil?" Other typical subjects for debate the first year were: "Can the end justify the means?" "Has superstition done more hurt than ambition?" and "Has the love of money more influence on human life than the love of woman?" A preponderance of topics for the essays and discussions were concerned with love and marriage. Each society, Athenian and Philomathean, had a hall and a library.

**Curricular Improvement**

The first attempt to improve the academic curriculum came on May 17, 1810, when the trustees attempted to establish requirements for the Bachelor of Arts degree. Among other considerations, the degree was to be granted when students developed "adequate proficiency" in a number of courses, one of which was rhetoric.

It is significant to recognize that rhetoric was not only considered important in the preparatory curriculum, but it was also considered important in the college academic curriculum. Those planning the student curriculum apparently
felt that competency in oral and written expression was important in the
development of the individual and of society.

In October, 1819, the trustees prescribed a curricula for the new college and
for the academy, the latter to be continued as a preparatory school. Rhetoric,
logic and declamation or oral expression continued to be important. Under the
new program students were required to assemble at sunrise and again in the
evening for prayers, after which "declarations shall be pronounced by two
students in rotation."

"The primary object of education, the trustees declared, was the "evolution of
the intellectual and moral faculty and the formation of habit," and the three
fundamental demands on their scholars were exactness, punctuality, and
regular progression.

A four-year program of college studies was adopted as follows:

The Freshman class--Lucian's Dialogues, the Georgics and Eclogues of Virgil,
Sallust, the Odes and Opodes of Horace, Writing Latin exercises, Latin and
Greek Prosody, English Grammar, English Composition, Declamation,
Geography, Arithmetic

Sophomore--Horace, Cicero, Xenophon, Homer's Iliad, Composition in Latin
exercises, Rhetoric, English Composition, Declamation, Geometry

Junior Class--Tacitus, Terence, Collectanea Graeca Majora, Latin and Greek
Antiquities, Latin and Greek Composition, Rhetoric, Criticism, Latin and
Greek History and Chronology, Moral Philosophy, Algebra, Law of Nature
and Nations--Grotious, de Veritate Religionis Christianae

Senior Class--Classical department discretionary with the faculty--Natural
Philosophy, Moral Philosophy, Metaphysics, Logic, Astronomy, English
Criticism of the best Writers, Declamation, Law of Nations and Nature

New Admission Standards

In an attempt to raise the academic standards of the college, the trustees in
September 1822, adopted a stringent set of entrance requirements. Applicants
for admission thereafter had to demonstrate among other subjects, their
knowledge of Cicero's Selected Orations.
A Full Faculty

In 1822 a full faculty was organized. The Reverend James Irvine, A.M., was chosen President of Ohio University and Professor of Mathematics. Reverend Jacob Lindley was named Professor of Rhetoric and Moral Philosophy, and Joseph Dana was named Professor of Languages, and Henry D. Ward, Preceptor.

Courses of Study and Departments of Instruction

As the University began to grow, both in student population, and academic and professional interest the curriculum took new paths, and became departmentalized. By the 1870's two programs of study were offered: the classical program and the scientific program. By 1889 Departments of Instruction included Political Science, Mathematics and Astronomy, Greek, Pedagogics, Physics and Chemistry, Biology, Latin, Rhetoric and English Literature, Modern Languages, Drawing and Painting, Vocal Music, and Elocution.

Rhetoric

Following the national academic trend, the written and oral emphasis of Rhetoric was separated. Written Rhetoric became a part of English literature and composition. The purpose of written Rhetoric was "to make the study of rhetoric subserve not only the practical purpose of forming a correct style in composition, but also to make it the basis of a critical study of English literature." Rhetoric included diction and construction, description, narration and exposition.

Rhetoric was offered the first term of the Junior Year in both the classical and the scientific courses of study. By the early 1880s rhetoric included "exercises," "how to write clearly," "principles," and "essays and discussions." During the middle and later part of the 1890s Rhetoric was English III and the second term included exposition and argumentation as treated in Genung's Practical Rhetoric, Eloquence, and Modern Orators.

Elocution

Oral Rhetoric was named Elocution, and considered its own department. The stated purpose of Elocution was the development of "good conversationalists, good readers, and good speakers." The course in Elocution was to (1) improve and develop the voice to its fullest extent and beauty, power, and flexibility; (2) to adapt it to the correct and natural utterances of all thought, sentiment and passion; and (3) to advance the general literary cultivation of the student.
In the year 1890, for example, Elocution was offered during the freshman year to students enrolled in the Degree of Bachelor of Arts, Degree of Bachelor of Philosophy, Degree of Bachelor of Pedagogy, and Degree of Bachelor of Science.

The Elocution curriculum was offered for four terms. The first term included courses in physical culture, development of voice, inflection, and phrasing experience reading. Monroe’s Sixth Reader was used as a text. The second term included courses in development of voice, articulation and pronunciation. The third term included courses in aesthetic gymnastics for relaxing, energizing and directing muscular force, gesture, and the use of dramatic classics as a basic text. The fourth term included courses in the continuation of gesture. In addition, each student was expected to complete two declamations or orations per term.

Catherine A. Findley

The first instructor of Elocution at Ohio University was probably Miss Catherine A. Findley. Professor Findley graduated from Pynchard School in Andover, Massachusetts in 1865. She taught in the public schools of Andover from 1865 to 1871, and from 1877 to 1883. She also taught in the public schools of Salem, Massachusetts from 1871 to 1875. In 1877 she graduated from the Boston School of Oratory. Miss Findley was named instructor of Elocution and Oratory in 1889 and Associate Professor of Elocution and Reading in 1894. She taught Elocution at Ohio University from 1888 to 1898.

Anita M. Kellogg

In 1899 Anita M. Kellogg, B.E., was hired as Associate Professor of Elocution and Reading, evidently to replace Professor Findley. Professor Kellogg prepared a lengthy rationale for the course, as well as a description of the course at the preparatory level and the collegiate level. She also developed the course as a series of electives. For some reason, Professor Kellogg, taught at Ohio University only one year.

President Alston B. Ellis

In 1901 Alston B. Ellis became President of Ohio University. President Ellis’s background in oral communication, or speech communication is not clear. It appears that he had some preparation and interest in the field. The Biological Dictionary of American Educators (429) reports that Ellis served as President of the Ohio Speech Association from 1905-1911. It was during the Ellis Presidency that the School of Oratory within the College of Liberal Arts was created. It was during this same period that Rhetoric in English began to work more closely with Elocution and Speech, and Public Address become more prominent.
The Ohio University Archives reveals little about President Ellis' academic preparation. No information is reported about his preparation in elocution or speech, if in fact there was any. Ellis was graduated from Miami University of Ohio with the B.S. degree in 1865 and with the A.M. degree in 1872. He had administrative experiences in both the public schools and the university. He served as both principal (Cabot Street School in Newport, Kentucky) and superintendent (Hamilton, Ohio). He was selected president of the State Agricultural College of Colorado (later called Colorado State University) at Fort Collins.

Ellis was President of Ohio University until his death in November of 1920. During this period the student enrollment increased "nearly ten times, and the faculty increased nearly four times." A number of buildings were constructed, and the state normal school and department of civil engineering were established.

The Early Ellis Years

From 1901 through 1903 Elocution was not offered as a course, since no faculty was available to teach it. During this period public speaking was offered under Rhetoric and English Literature. The Literary Societies continued to be active. The two literary societies in the University, the Athenian and the Philomathean, occupied well-equipped halls in the former chapel building. The members had opportunities to exercise themselves in Declamation, Composition and Oratory, and to become familiar with the modes of conducting business in deliberation assemblies. Debating Clubs were also formed from time to time by those students who desired to have more extended practice in the public discussion of important questions.

The First Annual Contest In Oratory

The first annual contest in oratory, between the two literary societies, was held in the Spring Term of 1901 and for many Spring Terms following. The prizes were as follows: first prize $30, and second prize $20.

Louise King Walls

In 1905 Louise King Walls, B. O. was hired as an Instructor in Elocution and Physical Culture. She taught until the end of the term in 1909.

Public Speaking and Oratory

In 1907 Public Speaking and Argumentation was offered during the Winter Term in the Department of English, College of Liberal Arts. The course description indicated that "near the close of the term, members of the class engage in a public debate, held in the auditorium of the University."
The Grosvenor Prize

The Grosvenor Prize was also initiated in 1907. The Prize was offered by General Charles H. Grosvenor, an honored citizen of Athens, who for twenty years had been one of the leading debaters in Congress. He offered a prize of $25 to the winner of the Seventh Annual Debate. The subject to be debated that year was "Resolved, that the tendency toward centralization of power in the Federal Government is a menace to the Republic."

The Triangular Debate League

In the year 1908, The University of Cincinnati, The Miami University, and The Ohio University formed a triangular league for the purpose of debating. On the evening of April 24, the affirmative team of Ohio University met the negative team of the University of Cincinnati, at Athens. And on the same evening the negative team of Ohio University met the affirmative team of Miami University at Oxford. The question debated was "Resolved, that the United States should adopt a policy of promoting the American merchant marine by government aid."

The Brown Prize In Oratory

In 1909 the Brown Prize In Oratory was created. Mr. James D. Brown was a public-spirited citizen of Athens who had always shown a deep interest in the welfare of the University and a special interest in oratorical contests. He made provision for prizes to be awarded to the three oratorical contestants winning the highest grades as follows: first prize $50, second prize $30, and third prize $20.

Harry Raymond Pierce and Marie A. Monfort

In 1909 Harry Raymond Pierce was hired as Professor of Public Speaking. Pierce was also added to the Public Exercises Faculty Committee. In 1911 Marie A. Monfort, B.O. was hired as an instructor in Oratory.

Oratorical Association

During this year the University Catalogue reported the formation of an Oratorical Association under whose auspices Intercollegiate Debating and a Contest in Oratory were held. This was a student organization with a committee of faculty advisors. During this period of time, debates were held with the University of Cincinnati, Miami University, Butler University and Marietta College. An Oratorical League was also formed which included DePauw, Wabash, Butler, Kentucky State, and Ohio University.
The School of Oratory

In 1912 The School of Oratory within the College of Liberal Arts was formed. The University Bulletin, in describing the School, listed Alston Ellis as President. Harry Raymond Pierce was listed as Director of the School of Expression, Professor of Public Speaking, Coach and Critic for Coit Lyceum Bureau, Literary Interpretation, Voice Training, Dramatic Action, and Oratory.

Marie A. Monfort, a graduate of the Leland Powers School, was listed as an assistant. Her areas of responsibility included Shakespeare, Pantomime, Bodily Action, Interpretative Reading, and Monologue. Zulette Spencer Pierce was also listed as an assistant with Lyceum Reading and Entertaining as areas of expertise. Also listed as faculty resources were Edwin Watts Chubb, Litt. D., Dean of the College of Liberal Arts and Professor of Rhetoric and English Literature, and Arthur W. Hinaman, Director of Physical Education.

The School stood first, for "a higher development of personality, for individuality and loftier purposes; second, to achieve the best results there must be brought to bear the highest possible training in thought and expression; third, today in all walks of life, men must be able to stand on their feet and express their views in public; and furthermore, to be able to convince and persuade their fellow-men."

Private lessons were a special feature of the School. Each student had the opportunity of one hundred and twenty private lessons during the course. The lessons were given without extra charge. The courses in English and Rhetoric were under the direction of Edwin W. Chubb. Such courses were necessary so that the public speaker would be familiar with the best literature, and a mind stored with thoughts worthy of being imparted to others.

A semester's tuition in Oratory was $28.50. A registration fee of $9.00 was charged each semester, which allowed the student to pursue other regular college work as desired.

The Public Speaking Curriculum

The Public Speaking curriculum included nine different courses. The courses appeared to be skill development or performance courses.

Course 1—Oratory I, II: The aim is to acquire a pure tone, strength and flexibility of the voice, and a natural, easy manner of reading or speaking from the platform. Charts for correct pronunciation are made, miscellaneous selections studied, and parts committed which will be recited by the students before the class. Two hours. Each semester, Freshman elective. Text—Choice Reading, Cumnock
Course 2--Literary Interpretation III, IV: This course covers the field of American Literature, selected authors are studied each week. The purpose of the course is to acquire the best possible expression—such as will reveal the thought and emotion—of these different writings. Two hours. Each semester.

Sophomore elective. Course must be preceded by Course I or an equivalent. Text--Literary Interpretations, S. H. Clark; How to Gesture, Ott.

Course 3--Public Speaking, V, VI: The Masterpieces of modern oratory are first studied as models, then original orations are written and delivered from the platform. Extemporaneous speaking on subjects assigned in advance. The development of mental imagery in conjunction with which original descriptions of scenes are given by the student. Each member of the class is required to write and deliver two orations during the course. Two hours. First semester. Required of Junior in A.B. and B.S., courses. Text--How to Speak in Public, Kleiser.

Course 4--Advanced Oratory VII, VIII: The study of Advanced Oratory is arranged especially for those who are pursuing the Graduate course in the Department of Oratory. Two hours each semester, Senior elective. Text--Psychology of Public Speaking, Phillips.

Course 5--Argumentation: Study and principles of argumentation. Preparation of briefs, weekly practice in debates and written arguments. Three hours, first semester. Elective for students who have completed courses I, or II. Text--Argumentation and Debating, Foster.

Course 6--Debating: Practice in preparation and delivery of debates. Elective for students who have completed Courses I and IV. Two hours second semester.

Course 7--Interpretative Reading I, II. This course is arranged especially for those who are fitting themselves for teachers. Correct emphasis in reading cannot be too highly recommended, as it shows the intelligence of the reader and gives a certainty of meaning to the thought expressed. It is a source of pleasure and culture to listen to the skillful reading of a book, newspaper articles, or passages in the Bible. Two hours. Each semester. Elective

Course 8--Shakespeare I, II. Shakespearean Plays, Bible and Hymn Reading. Critical study of four Shakespeare's plays during the year. Expressional reading of principal scenes, and assigned passages are committed and recited. At the end of the year one of the plays will be given in costume by members of the class. The study of the Bible and Hymn reading will be taken up in the course for the sake of impressiveness. The words and the text must not simply be seen, but felt. The subject matter must come into the mind as
reality—truth. The motive of the reader is to secure acceptance, and the end is belief. Two hours. Each semester. Elective.

Course 9—Expression. Advanced study of expression. The purpose of this course to give more extensive preparation to those desiring to make a specialty of literary interpretation and expression, either for teaching or platform work. Arrangements for this course can be made with the head of the Department. This instruction will consist of private lessons, for which three hours' credit will be given. Course 9 must be preceded by courses 1 and 2, or their equivalent.

The Degree of Bachelor of Oratory was given to students who pursued the course in Public Speaking, provided they graduate from a four-year collegiate course.

Other Faculty

During the academic years 1914-1915 Irma Voight, Ph.D., and Dean of Women was added to the faculty of the School of Oratory. Also added was Homer V. Cherrington, as assistant; Julia Baker, as assistant; and C. M. Douthitt, M.D., physical education. A tenth course, Dramatics, was added. In 1915 William Hawthorne Cooper, A.M., B.O., was hired as Director of the School and Professor of Public Speaking.

Course Renumbering

The courses during this period were renumbered and included argumentation and debate (451), argumentation and debate continued (452), public speaking (453), public speaking continued (454), vocal expression (455), vocal expression continued (456), extemporaneous oratory (457), extemporaneous oratory continued (458), interpretative reading (459), interpretative reading continued (460), Shakespeare (461), Shakespeare continued (462), expression (463), dramatics (464), and literary interpretation (465). Most courses were two semester hours.

Courses offered under the English Department included oratorical structure (466-467), effective speaking (468-469), oratory (470-471), pantomime (472), and history of oratory (474).

The Department of Public Speaking

In 1916-1917 The School of Oratory was renamed, The Department of Public Speaking. The faculty consisted of Cooper, Voigt, Baker, and Douthitt. Public speaking was a two year course of 60 semester hours, after which a student could complete work for a Bachelor of Arts by completing 60 additional semester hours which was to include (1) one or two foreign languages, (2) six
hours of a biological science, and (3) six or twelve hours of a non-biological science (astronomy, chemistry, geology, physics).

Faculty

From 1917-1918 the faculty remained basically the same, with the addition of Martha Marie Allen, who was hired to provide instruction in recitals, and the speaking voice. From 1919-1928 Cooper and Voigt provided the instruction. Assistant Professor Evans was added in 1927-1928.

Courses

The course numbering was downgraded to 100, 200, and 300 level courses. Courses were added in story telling, one act play, development of the drama, directing high school dramatics, theatre arts, dramatic interpretation, and teaching of speech. In 1928-1929, and 1929-1930 a course in parliamentary law was added, a course in voice and diction, a course in business and professional speaking, a course in the psychology of public speaking, and a course in writing the oration.

Lorin Staats and Vincent Jukes

In 1930-1931 Lorin Coover Staats was hired as assistant professor. Dr. Staats received both his undergraduate and masters degrees from Ohio University. He earned his Ph.D. at Ohio State University. Before joining the faculty at Ohio University, Professor Staats taught speech at West Virginia Wesleyan College. He served as President and Executive Secretary for the Ohio College Association of Teachers of Speech. In 1932-1933 Vincent Joseph Jukes, A.B. was hired as instructor in speech and dramatic art. During 1933-1934, and 1934-1935 Cooper, Staats, and Jukes provided the basic instruction.

Speech in Arts and Science

In 1935, during President Elmer Burrett Bryan's last year, Speech and Dramatic Art was listed within the College of Arts and Sciences. This was also the period when public school teaching certification standards were offered in Speech and Dramatic Art.

President James and Reorganization

During 1936-1937 Herman Gerlach James became President of Ohio University. The University was organized into several colleges. The College of Fine Arts was one of those colleges. The College offered a Bachelor of Fine Arts in Dramatic Art. Cooper, Staats, and Jukes continued to provide the basic instruction.
In 1937-1938 the area of Dramatic Art included Dramatic Production and Debate and Oratory, and Correction and Interpretation. Robert Gates Dawes, Ed.D., was the Acting Director of the School of Dramatic Art, and a member of the Executive Committee of the College of Fine Arts. Arthur J. Bronstein was a visiting instructor.

Courses listed under Correction and Interpretation included the Speech Survey Course, Voice and Diction, Oral Interpretation, Introduction to Speech Pathology, Advanced Oral Interpretation, and Phonetics. This organizational structure continued through 1940.

Dean Earl Covert Seigfred—Elizabeth Genevieve Andersch

In 1938-1939 Gifford Seymour Blyton, A.M., was hired as Associate Professor in the School of Dramatic Art. In 1939-1940 Charles Arthur Rowan, A.M., was hired as Instructor, and Mary Florence Hyde, A.M. was hired as Associate. In 1940-1941 Mary Hedwig Arbenz, A.M., was hired as Associate. In 1941-1942 Frederick Wakefield Thon, MFA, was added.

Earl Covert Seigfred, Ph.D. became Dean of the College of Fine Arts during the 1942-1943 academic year. Majors in Dramatic Art were instructed to emphasize work in dramatic art, supplemented with some work in speech. Donald Joseph Batcheller, A.M., was hired as an instructor, Ruth Elaine Pagel, A.M., was hired as Instructor, Margaret Maybelle Wilson, as Instructor, and Charles Grover Niemeyer, A.M., as Instructor.

Walter Sylvester Gamertsfelder became President in 1944, serving one year. Dawes continued as Director. The year before Elizabeth Genevieve Andersch, Ph.D., was hired as Instructor. Dr. Andersch taught, before coming to Ohio University, at Bemidji State Teachers College in Minnesota. She earned her undergraduate and graduate degrees from Iowa State University. In 1945-1946 A. C. LaFollette, A.M., was hired as Instructor, Denton M. Snyder and Christopher Lane as Visiting Lecturers.

President John Baker

In 1945 John Calhoun Baker, L.L.D., become President of Ohio University. The Department of Dramatic Art and Speech included Robert Gates Dawes (on leave) as chairman, and Professor; Lorin Staats as Associate Professor; Vincent Jukes (on leave) as Assistant Professor; Elizabeth Andersch as Instructor; A. C. LaFollette as Instructor; and Denton Snyder and Christopher Lane as Visiting Lecturers.

From 1945 through 1947 courses were grouped into four areas: Radio Broadcasting, Speech, Speech Correction, and Play Production. In 1947-1948 Speech and Speech Correction were listed together.
Buildings and Grounds

During this period Ohio University's physical plant consisted of 26 principal buildings, 32 auxiliary buildings, and 76 acres of land. Wilson Hall, erected in 1837 and for more than a century known as East Wing had been renamed on September 23, 1939 in honor of the Reverend Dr. Robert G. Wilson, third president of the university. The speech clinic was located on the third floor.

Ewing Hall, named in honor of Thomas Ewing of the Class of 1815 contained the School of Dramatic Art and Speech, as well as the offices of the President, the registrar, and the treasurer.

The auditorium on the first floor in the Hall of Fine Arts, formerly called the "Old Chapel," was used for debate and oratory by the School of Dramatic Art and Speech.

Dr. Claude Edgar Kantner

In the fall of 1947 Claude Edgar Kantner, Ph.D. took command of the School of Dramatic Art and Speech as the Director. Virginia Hahn came to Ohio in January of that year as an Instructor. In 1977 the InCo faculty voted to give Professor Hahn the Elizabeth G. Andersch Award, an honor that will be explained more fully later. The curriculum was organized into Basic Courses: a Comprehensive Major Program in Dramatic Art, Radio and Speech, and Speech Correction; or a Major in Public Address, Radio, Speech Correction or Dramatic Art.

In 1949-1950 The School of Dramatic Art and Speech listed four areas of emphasis: Dramatic Art, Radio, Speech, and Speech Correction. Elizabeth Marie Wetzel, A.M. was hired as Instructor.

The Speech Building

During 1949-1950 construction of a fine arts building (speech building) was begun in an area on College Street where Lash Cottage and Florence Cottage had been located. During this period the Director's office and many classrooms and laboratories of the School of Dramatic Art and Speech were located in temporary quarters in the Student Center on East Union Street.

The Speech Building, costing in excess of the $700,000 appropriated by the state, was opened in the Spring of 1951. The three-story building with a basement was a structure in colonial design, including a tower to fit in with the architectural scheme of the University. The basement housed the stage equipment, dressing rooms, mechanical equipment, and WOUB radio station. The first floor included the main stage and a 300 seat auditorium, and a rehearsal stage and smaller auditorium. The rest of the first floor included a lobby, offices, and classrooms. The second floor had cubicles for clinical work,
recording rooms, classrooms, and offices. Classrooms and offices were repeated on the third floor. The Speech Building was dedicated on Tuesday, October 2, 1951.

**Speech as an Academic Discipline**

Even though concepts and ideas taught in "InCo" parallel the birth and development of Ohio University itself, "InCo" as a name, indeed, interpersonal communication as the designation of an academic discipline did not appear anywhere in academe until it sprang to life at Ohio University in 1967. Since then several departments in other colleges and universities throughout the country followed the light and the name now has become a household term throughout the profession. The School that finally branded itself with the computer logo of InCo was housed, as mentioned earlier, from about 1945 to 1967 in the School of Dramatic Art and Speech, one of three academic units in the College of Fine Arts. Speech, that is, rhetoric, public speaking, and drama, as we have noted, grew up right along with the university from its start in 1808.

The really modern twists in speech education began to take shape about the time Claude Kantner arrived in 1947 and took command of the School of Dramatic Art and Speech. As we have mentioned, in that same year the state legislature appropriated funds to construct a modern new building to meet the needs of the speech arts and sciences, including rhetoric and public address, speech and hearing therapy, theatre, radio, and even television. Just prior to the construction of the new Speech Building, twelve full time teaching staff in the School were scattered all over the campus in six buildings.

In those early years all faculty were broadly trained in "Speech," an umbrella term that covered most of those areas now considered "Communication." Many leaders in the field even considered a Department or School of Speech and Dramatic Art a gross anomaly, akin to a Department of Music and Violin. Even doctoral students until recent times were required to be generalists as well as specialists with training in rhetoric, speech science, therapy, radio-television, and drama. From the period after the phasing out of Elocution, until shortly before the establishment of the College of Communication in 1968, all faculty and graduate students, irrespective of their specialties, taught fundamentals of speech, public speaking, and occasionally group discussion. Speech was the foundation stone on which other areas rested.

**Post World War II--Student Boom**

Arriving on campus a year before Dr. Kantner were literally hundreds of returning World War II veterans, anxious to take up where they left off or to begin a new career, thanks to the G.I. Bill. This act of Congress provided Federal money for veterans to attend college. Never before was higher education nationwide so deluged with eager, ambitious students. Although
President Baker hoped to keep Ohio University relatively small, he had no more control over that flood of students than in stemming the perennial overflow of the Hocking. He wanted to hold Ohio University to 7,500, an enrollment limit that never entered into the calculations of his successor, Vernon Alden, who became President on January 1, 1962. Enrollments grew rapidly each year with numbers predicted to exceed 20,000 by the middle 70s. During this period a rash of new dormitories spread over the west, south, and east greens. Even a private corporation caught the fever, securing permission to build a posh, new-style student housing unit on the corner of Congress and Union Streets, called Bromley Hall, later to be named the College Inn. The Greeks also sensed the spirit of the times by breaking ground for a new men's fraternity house across from the Speech Building on College Street. The Speech Building was later named for Claude Kantner when he took early retirement in 1972.

Faculty in the 1950s - Tom Ludlum

Expansion demanded new faculty. The 50s and 60s witnessed dramatic personnel changes throughout the entire School of Dramatic Art and Speech. The Public Address Area was no exception. First to be hired, almost before the mortar was dry on the new Speech Building, was young Tom Ludlum. He had served for two years as a graduate assistant in debate at Ohio Wesleyan University and had successfully completed a master's degree in International Relations. However, his two years with Roy Deim, one of the elder statesmen in Ohio forensics, convinced Tom that his future lay not in international intrigues, but in the stratagems of debate and speech persuasion, so he started work toward a doctorate in speech at Ohio State. He had, by his own admission, completed only 10 hours toward the degree when the late Paul Carmack, debate coach at OSU, stopped him early in the fall of 1950 to tell him about a faculty opening in debate at Ohio University, occasioned by the resignation of Marguerite P. Metcalf, who had accepted a position at Little Rock, Arkansas.

Tom liked what he saw in Athens and joined the staff as an acting instructor and debate assistant to Lorin Staats. To gear up to teach speech, this master of international relations enrolled in four undergraduate speech courses, including the celebrated offering in phonetics taught by one of the nation's leading authorities, Dr. Kantner, who with Dr. Robert West of Wisconsin, had devised a new phonetic alphabet that still challenges the older (IPA) International Phonetic Alphabet. Tom continued to pursue the doctorate at Ohio State, even receiving a year's leave of absence, to complete his residency. By 1956 students at Ohio University could address him as Dr. Ludlum. Two years later he accepted an appointment as Chair and Director of Debate at Capital University, a position he has held with distinction, for 31 years, retiring in 1989.
The Second Ph.D. at Ohio University

The year before Tom Ludlum received his Ph.D. from OSU, Ohio University after a lapse of over 60 years revived its doctoral offerings by authorizing the Ph.D. in Chemistry. Two years later, in March of 1957 the Graduate Council approved a Ph.D. program in the Public Address Area, the second doctorate approved at Ohio University. Hearing and Speech Sciences were also given the go ahead signal that year, but Radio-TV was not approved until 1961.

At least one student was well prepared to move ahead toward a doctorate. The first Ph.D. dissertation to roll off the press appeared in August of 1960, written by Allan Lucius Ward. A devout member of the Bahai World Faith, he wrote "An Historical Study of the North American Speaking Tour of 'Abdu'l -Baha and a Rhetorical Analysis of his Addresses." Dr. Wiseman directed the dissertation with Drs. Andersch, Staats, La Follette, from the School of Dramatic Art and Speech serving as the examining committee for the oral defense. Dr. Fred Picard of the Economics Department was the graduate council representative. Allan received an A for the oral defense of his dissertation.

Lloyd Watkins -- Paul Brandes

In anticipation of the doctoral program and the rising demands of ever-increasing numbers of majors, the Public Address Area searched for fresh talent. In the fall of 1956, Lloyd Watkins, a Ph.D. from Wisconsin, after spending two years at Moorhead State College in Minnesota, moved to Athens to begin a ten-year sojourn at Ohio University. Dr. Watkins and Dr. Staats teamed up to direct Robert M. Post's doctoral dissertation, "A Rhetorical Criticism of the Speeches Delivered by Charles Stewart Parnell During his 1880 American Tour," the second Ph.D., granted in the summer of 1961. In June of that same year the North Central Association gave its official blessing to the Public Address doctoral program.

In 1964 Lloyd Watkins pursued one of his long-time dreams of working in university administration by moving over to Cutler Hall as the assistant to Tom Smith, then the Academic Vice President. Two years later Lloyd left Ohio University to move through several high administrative posts, before serving as President of West Texas University from 1973-1977; then he assumed the Presidency of Illinois State University at Normal, retiring in 1987. He is still teaching there as a distinguished professor of communication.

Two years after Watkins joined the Public Address faculty at Ohio University, Paul Brandes, inspired by the prospect of working in a brand new doctoral program, left the University of Southern Mississippi in 1958 and headed north. Among his many titles when he took up residency on the third floor of the Speech Building was "Coach of Freshman Debate." It was not long, however, before his imaginative and innovative nature prompted him to
establish a persuasion laboratory, one of the early efforts to apply quantitative methodology to the study of public address. Dr. Brandes also holds the honor of directing the third doctoral dissertation. In the summer of 1962 Kenneth Frandsen, the present Chair of the Department of Speech Communication at the University of New Mexico, successfully defended his dissertation on "The Effects of Speech Models on Changes in Behavior in an Introductory College Course in Speech."

The Birth of Organizational Communication--Edward Penson

One of the fascinating stories of the late 50s and early 60s details the strange concatenation of events leading to the establishment of the undergraduate major in organizational communication in the Public Address Area, the first of its kind in the nation. In 1955 Edward Penson, a Ph.D. in speech science and speech therapy from the University of Florida, arrived in Athens to become a member of the Speech and Hearing staff. His assignments were to work in the speech Science laboratory, teach stuttering therapy, and clinical methodology. In 1959 his investigations in speech science led him to develop a project at the McBee Systems Corporation to study noise levels in their plant. While working in his semi-noise proof cell, one of his experiments was noisily disrupted by a heated dispute between a worker and one of the foremen. He stepped out of his chamber to ask if the disputants could reduce the noise level a bit, made some inquiries about the nature of the problem, and fortuitously negotiated an amicable settlement. The following week Penson received calls from both management and labor at McBee asking him to help them resolve some of the conflict problems that periodically plagued relationships within the organization. Initially, he begged off, confessing to having little or no knowledge of conflict resolution. However, this young speech scientist did mention the incident to Claude Kantner, who suggested that he might want to study the organizational communication work being done at Purdue under Charles Redding and see if the ideas merited further investigation.

Dr. Penson's investigation turned his attention more and more to the role of communication theory in its practical applications to the business and industrial world. As a result of his research, fortified with increasing numbers of consulting experiences in a variety of organizational settings, a Center for Communication Studies, was born in 1961. This interdisciplinary unit, housed in the Public Address Area, was designed to serve the entire School. Hearing and Speech Science's loss was Public Address's gain.

As Penson continued to study his new-found interest, he and other Public Address faculty members, particularly Dr. Andersch, developed growing interest in establishing an interdisciplinary major with courses drawn from psychology, business administration, and the liberal arts, as well as the Public Address Area that would emphasize the theoretical and practical applications of communication in organizations. Penson's work came to fruition in 1962 with the first undergraduate organizational communication major in the nation, a
Search for the Staats' replacement ultimately reached Oberlin College where Paul Boase had been teaching since 1948, at that time an A.B.D. from Wisconsin. Four years later in 1952 he received the Ph.D. and in 1958 became the chairman of the Speech Department. Dr. Brandes, a long-time friend and graduate student colleague made the initial contact, describing the position and emphasizing the potential opportunities at the rapidly growing Ohio University. In particular, he emphasized the possibilities of working with graduate students. While Oberlin College was well known for its excellent undergraduate students and its unsurpassed liberal arts curriculum, graduate teaching was impossible in speech and only available to a limited extent in the graduate school of theology where Boase was one of the teachers of homiletics. Moreover, the long-range outlook for the Oberlin School of Theology at that time appeared cloudy at best. The Methodists had just built a new Seminary at Delaware and since most of the Oberlin Theologs were Methodist, the prospect of moving the Seminary elsewhere seemed likely. Indeed, a few years later the Oberlin School of Theology moved to Vanderbilt.

After a visit to Athens and interviews with the faculty members in Public Address, Dr. Boase decided to give up his tenure at Oberlin and throw in his lot with the School of Dramatic Art and Speech. Although, he left a sizable chunk of his academic heart at Oberlin, he has never regretted the move. At that time Oberlin also lost another member of their Speech Department to Ohio University. Ronald Williams, a speech pathologist, whom Boase had hired in 1961, also decided to come to Ohio University. While on the faculty at OU, he completed his Ph.D. at Ohio State and later served in various administrative posts at Pittsburgh, Western Washington University, and the University of the District of Columbia before assuming the presidency of Northeastern Illinois University in Chicago in 1975. Unfortunately, his brilliant career was cut short by death in 1985.

In the fall of 1964 when Boase took up residency on the third floor of the Speech Building, he also hauled all the records, the addressograph and plates of the Central States Speech Association with him. Having already served as Executive Secretary for one year, he had two more before being elected Vice President in 1967 and President in 1969.

Ray Wagner Leaves Hoosier Land

Two new graduate students from Indiana also moved to Ohio in 1964 to begin work toward their doctorates. Even before they completed their degrees, however, the faculty recognized their potential as professorial colleagues. Ray Wagner with an undergraduate degree from Manchester College and a master's from Ball State University worked with Dr. Andersch in the supervision of the massive university-required course in the Fundamentals of Speech. She and other faculty members decided that we wanted to keep Wagner permanently at Ohio University, so he was offered an instructorship with the possibility of tenure when he finished the degree. And, Ray not only finished the degree in
1969, but became, as well, the first of many InCo teachers the students elect each year as University Professor. Other InCo faculty so honored were Drs. Gyi, Rudolph, Sincoff, Williams, Timmis, Descutner, Smilowitz, and most recently, Dr. Phelps. In 1987 Dr. Wagner received the highest honor the InCo faculty can give to any member of the profession. He became the fifteenth person to receive the Elizabeth G. Andersch Award.

Ted Foster--Ray Beaty--Halcyon Days in Forensics

In that same year of 1964 Ted and Sue Foster and family arrived in Athens and took up residency on Grosvenor Street. Ted and Sue, both with bachelor's degrees from Southern Illinois University, were also members of the debate squad at SIU. Clearly, a happy marriage can evolve out of controversy. After receiving his master's at SIU, Ted took a position as coach of debate and assistant professor of speech at Evansville College.

One of Ted's extra hour duties as a TA at Ohio was to assist Dr. Faules with the debate program. Interestingly, while Faules worked on his master's degree at SIU, he coached Ted's team in debate. The same year that Ted arrived at OU, President Alden lured Dr. Penson to Cutler Hall to become Dean of the off campus branches. The Public Address Area needed a replacement and turned to Dr. Faules to take over the organizational communication major and the Center for Communication Studies, creating an opening in debate. The Public Address Area began a nation-wide search and brought in a fine candidate for an interview. It ended in disaster when the candidate misunderstood the parking problems in Athens and put his car in the Carpenter Hardware private parking lot. In the middle of final negotiations as Kantner and Boase were about to close the deal, they were called to the alley south of the Speech Building to pay the tow truck driver the appropriate fee to let down the candidate's car. So, despite an attractive salary, a chance to live in Athens, and free faculty parking privileges, the candidate decided to go elsewhere.

The following evening, while Boase was searching his files for other potential candidates, he received a call from Dr. Brandes who asked why we were looking elsewhere for a debate coach and overlooking the acres of diamonds in our own backyard. In essence, said he, "We have an experienced debate coach right here. Why waste time and money looking for an outsider?" The suggestion made sense to the Area Chairman who bounced the idea off Dr. Kantner and before the year was out, Ted Foster was promoted from TA to Instructor and coach of debate with a promotion promised as soon as he finished the Ph.D., a feat he accomplished in 1967.

The year following the Foster/Wagner arrival, another bright, young graduate student, later destined for a brilliant career in forensics arrived on campus. Ray Beaty, with two degrees from Western Illinois University, was sent immediately on arrival to Dr. Staats to assist with the Individual Events (I.E.)
branch of forensics, an assignment that a few years later would lead to several national championships. In 1967, just two years into his doctorate, the InCo (story on the name change in a moment) faculty encouraged Ray to consider Ohio University as his permanent home by appointing him an instructor and assistant in I.E. to Dr. Foster, the Director of Forensics and coach of debate. For the next nine years the Foster/Beaty teams in debate and I.E. were nearly unbeatable. Their brainy battlers took no back seat to the brawny bunch at Peden and the Convo. From 1971 to 1976, highly depressing financial years at Ohio University, the forensic teams ranked first or second in the nation and regularly swept the National Sweepstakes, a ranking that combined all the forensic activities (debate & I.E.) in universities and colleges across the nation. Drs. Foster and Beaty were also influential in persuading the Ohio High School Speech League to bring its headquarters to Athens in 1974. The Director of InCo usually served as the Executive Secretary, but the bulk of the work was handled by a graduate assistant. In 1976 Dr. Beaty took forensics to the business world, joining Reddi Kilowatt before establishing his own consulting firm, Development Systems International, located in New York City.

With the departure of Dr. Beaty, the forensic program was reorganized, but still under the direction of Dr. Foster. Tom Ludlum's son, John, who had begun graduate work in speech at Ohio State came as an instructor and coach of Individual Events. Kay Pietscher, who was also working toward the Ph.D. in InCo, changed her status to instructor and coach of debate. After two years, both Ludlum and Pietscher wanted to complete their degrees and Dr. Foster, who had been tied down as Secretary and later as President of the Faculty Senate, was anxious to spend more time teaching, writing, and supervising the basic courses. Consequently, InCo began a search for a new Director of Forensics.

Bill Eadie, who came to InCo in 1974 with a Ph.D. from Purdue, was an undergraduate from UCLA and often went back for visits. While home in California for Christmas in 1977, Bill interviewed a brand new Ph.D. from The University of Southern California, at that time the George Andreni Professor of Communication and Director of Debate at USC. Following Eadie's enthusiastic report, Anita James was invited to Athens for interviews and joined InCo in July of 1978 as Assistant Professor and the new Director of Forensics and Debate. Her assistant in debate was Martin Remland who stayed at OU until 1983. His spouse, Tricia Jones, also taught in InCo during the academic year, 1982-83.

As Dr. James became more deeply involved in the academic program, particularly in organizational communication, Richard Dempsey, took over the forensic program from 1981-83, to be followed by Carol Downing, an InCo Ph.D., who directed the program during the following two years. In 1986, the present director, Dr. Stephen Koch, a Hawkeye throughout his higher education years, and formerly the Director of Forensics at Miami has led our teams
consistently to higher national rankings. During Koch’s first year at Ohio our teams went from 18th to 13th and in the second to 12th in the nation.

**Hello Communication**

Returning to that two-year period from 1966 to 1968, we find them pivotal and crucial, marking a turning point for the School of Dramatic Art and Speech and its four academic areas. The rumblings, however, began shortly after Dr. Boase took up residency on the third floor of the Speech Building. Drs. Penson and Faules called on the Chairman and suggested that it was time to consider a name-change, if not for the entire school, then, at least, for the Public Address Area. Their efforts in Organizational Communication and their desire to extend their services to business and industry suffered, they felt, from the label of dramatic art and speech. Moreover, they were convinced that the materials we were regularly teaching more nearly approximated their definition of "communication" than did "speech," "public address," or even the sometimes revered, often maligned "rhetoric." Even though Boase’s background was mainly in rhetoric, public address, and forensics, he had conducted a workshop or two for the state credit unions and found the term, communication, useful. He brought the name-change idea to Dr. Kantner who, willingly agreed to call a faculty meeting in the Red Room, but asked Boase to make the case for a new name.

In the 50s and 60s a dozen or so widely scattered interdisciplinary graduate programs in communication sprang up across the nation, but a survey of National Speech Association’s Directories from 1961-65 revealed only seven colleges or universities that included the word, communication, anywhere in their administrative organizations. The National Society for the Study of Communication (NSSC), the mother of ICA, got its start in 1950 under the prodding of Elwood Murray of the University of Denver, but had only grown from its charter membership of 91 to 465 by August of 1964. During the mid-forties some universities and colleges had started undergraduate communication programs, consisting of the combined offerings of oral and written communication. This unsuccessful hybrid that replaced the required English composition course on some campuses was considered by many speech teachers to be an English Department ploy to enliven their moribund freshman composition courses. That suspicion provided most, but not all of the initial stimulus for Elwood Murray, Charles Redding, William N. Brigance, Waldo Braden, and other speech professors to launch the NSSC in 1950. They didn’t want English under the guise of communication to steal back the speech program they had neglected 40 years earlier.

Dr. Boase’s speech to the faculty of the School of Dramatic Art and Speech, extolling the virtues of a new communication label proved to be something less than a smashing hit. In his remarks Boase pointed out that the current research mission, themes, and pedagogical goals of the School and of the Public Address Area might better be described by the word, communication. After the
meeting Dr. Kantner remarked that he never expected a rhetoric and public address person from Wisconsin to utter such heresies. His jest was really directed at the rising controversy between the so-called rhetoricians and communicologists that boiled over during this period in some departments of speech. Those pointless controversies raised an academic fuss that puzzled many. In the final analysis, all were laboring in the same vineyard, perhaps picking slightly different varieties of grapes.

Most of the faculty in theater, R-TV, and Hearing and Speech Sciences responded negatively to this suggested switch to communication. Richard Ham, later appointed associate dean in the College of Communication and currently Professor Emeritus of Hearing and Speech Sciences, echoed the complaint of most by asking if Public Address wanted to take over the entire university—that the name, communication, was too broad, covering virtually everything. As one who had come out of an undergraduate debate tradition, Ham used reductio ad absurdum quite effectively, lifting out of the Oxford English Dictionary all the bizarre, somewhat off-color definitions he could find for "communication," including an illicit liaison with members of the opposite sex. Robert Winters, a recent arrival in theater and a graduate of Michigan State who had encountered communication there wanted to avoid any discipline remotely resembling that name.

Interdisciplinary Doctorate in Communication—Robert Goyer

Shortly after the rejection of Public Address's communication proposal, the Speech Association of America unleashed a trial balloon, indicating that their middle A might soon become a middle C. Extolling the virtues of the name, communication, SAA urged departments of speech to consider the merits of this new designation. Another incident occurred during that fateful 1964-65 year. The School of Journalism in the College of Business Administration petitioned the Graduate College for permission to offer the Ph.D. To justify their petition, Journalism proposed several new courses, many of them communication-related and already, in essence, being offered in Public Address or Radio-Television. After considerable discussion in the Graduate College, the proposal was rejected. However, Vice President Tom Smith and Taylor Culbert, the Graduate College Dean, in consultation with Kantner, and L.J. Hortin, the Director of the School of Journalism, devised a plan they hoped would mollify Journalism, Public Address, and Radio-Television. Public Address was commissioned to secure a nationally known communication scholar to chair a university-wide interdisciplinary committee that would develop a new interdisciplinary doctorate in communication. The new person would be a faculty member in Public Address and Director of the Center for Communication Studies, occasioned in part by the resignation of Dr. Faules, who was heading to the University of Utah to help them develop an organizational communication program. Public Address put their stamp of approval on Dr. Robert S. Goyer of Purdue University who arrived in the fall of 1966. Goyer's committee was composed of representatives from Public Address, Radio-
Television, Hearing and Speech Sciences, Journalism, Psychology, Sociology, Political Science, Business Administration, and Electrical Engineering.

The committee began its work on the interdisciplinary curriculum during two crisis periods. A sudden, hasty shift to the quarter system, enabled InCo to expand its communication theory offerings significantly. Such courses as Communication Theories and Models, Communication and Cognitive Processes, Information Diffusion, Listening, Interviewing, Communication and the Campaign, Cross-Cultural Communication, Nonverbal Communication, Communication and Social Conflict, Communication Process in Small Groups, and several others appeared almost overnight. Rhetoric and public address, well established for over a hundred years, remained essentially the same. A new course of uncertain parentage, Responsibilities and Freedom of Speech in Communication, made its appearance and has since received increasing attention throughout our discipline.

The second crisis was the biennial budget crunch and the subsequent reluctance of the Board of Regents and university authorities to expand doctoral offerings—even in communication. The deliberations of the interdisciplinary committee were further threatened, not only by the overlap of the new courses in InCo, but also by the desires of some departments to supervise and retain sole possession of their peculiar disciplinary territory. The proposal outlined four areas of concentration, namely (1) Information Systems, (2) Interpersonal Communication, (3) Mass Communication, and (4) Organizational Communication. The plan called for an abundance of experimental study, but a paucity of humanistic and rhetorical emphases. Yet, scholars in the discipline needed then and continue to need symbiosis—a union of rhetorical and communication theory for mutual enrichment. The interdisciplinary garden, planned and laid out in neat little rows never broke through the tough academic crust. Indeed, each discipline took its rake and shovel to its own backyard to dig in more familiar surroundings.

The Gyi's Arrive

The academic year of 1966-67 marked the arrival of many new faculty and the securing of several lucrative governmental grants and scholarships. In addition to Dr. Goyer, The Public Address Area needed a replacement for Dr. Brandes, who at the time of his resignation was Coordinator of all the Graduate programs in the School of Dramatic Art and Speech. He returned to the south, accepting a position as Chair of the Speech Department at the University of North Carolina, Chapel Hill. Carl Weaver from the University of Maryland, with a Ph.D. from Ohio State, took over as Director of Graduate Studies. With a strong background in experimental and quantitative research, he helped expand InCo's offerings in the area of listening. Weaver also served on the interdisciplinary doctoral committee. But perhaps his most significant contribution was to bring one of his finest master's students at Maryland to begin work on a doctorate. Maung Gyi had just completed a thesis under
Weaver's direction on the preaching of Billy Graham. A native of Burma with expertise in six languages, a black belt in karate, Gyi has brought numerous skills to InCo and to Ohio University, not only developing the language behavior course and the cross cultural offering, but he also introduced the manly art of self defense to the campus by coaching the boxing team. He even encouraged one of our finest graduate students who later became the Acting Director of InCo to appear very briefly in the ring—to be exact, for four minutes and twenty-three seconds. In 1968 the Central States Speech Association named Gyi as one of its "Outstanding Young Teachers."

Gyi's spouse, Pat, arrived in Athens a few months later than Maung, since she had to complete her tenure of several years' service in Washington as the administrative assistant to Wisconsin's Senator Gaylord Nelson. When she arrived in December, Dr. Kantner was quick to utilize her skills, first as Administrative Assistant in the School of Dramatic Art and Speech, a position she later filled in the College of Communication before her promotion to Assistant Dean, currently held by Tom Dunlap. Pat has held several high administrative posts on campus, the most recent as External Affairs Administrator in the College of Osteopathic Medicine.

**Bostrom and Timmis Join InCo**

John H. Timmis III, a brand new Ph.D. from Penn State, also joined the InCo faculty in the fall of 1966 to replace Dr. Staats, who had accepted a position at the University of Dayton to assist them in setting up a new graduate program. With his strong background in British and Continental Public Address, Dr. Timmis had no difficulty keeping up and even adding to the huge enrollments in the history of oratory. In 1975 he received one of the highest awards given by the Speech Association of America--the James A. Winans/Herbert A. Wichelns Memorial Award for Distinguished Scholarship in Rhetoric and Public Address for his book: *Thine Is The Kingdom*, a critical analysis of the trial and impeachment of the Earl of Strafford. InCo is one of the few departments in the nation to have two faculty members receive this high honor. In 1981 Dr. Boase was also the recipient of the Winans/Wichelns Award for *The Rhetoric of Protest and Reform 1878-1898*. Most recently, Dr. Timmis served as the Director of Graduate Studies from 1985 until his early retirement in 1988.

A second position was added in that fall of 1966, filled by Robert Bostrom, a Ph.D. from Iowa, who at that time was on the faculty of Western Illinois University where he supervised Ray Beaty's master's thesis. Dr. Bostrom took over Dr. Brandes' classes in persuasion and added significant strength to the experimental wing of InCo. Since Dr. Staats had moved to Dayton, Bostrom and Andersch teamed up to revise the 1960 edition of the Andersch/Staats textbook, the volume coming out in 1969, the year following Dr. Andersch's retirement. With the excellent reputation he established with InCo, it was not
surprising that Dr. Bostrom was lured to the University of Kentucky in 1970 to head up their Department of Speech.

**Lucrative Grants--Thanks to Andersch and Carlson**

A third position opened in 1966 when Dr. Andersch, who supervised the certification and training of public school teachers in speech and drama, received a $17,000 Institutional Assistance Grant to hire a Director to develop a Secondary Speech Resource Center. Thus, InCo needed a person with wide experience and broad contacts in secondary education to develop and expand this program. Dr. Andersch's search took her to Massillon where Charles Carlson, a former college debater from Ohio Wesleyan with a master's degree in speech from Kent State, was then serving as the public relations executive for the School Board in Massillon. Earlier, he had taught speech in high school.

As an Assistant Professor in Public Address, Carlson generated several additional grants through the Center, helping to expand InCo's already growing graduate and undergraduate programs. Under his direction the Institutional Assistance Grant was renewed for $12,000 for two additional years. In 1969-70 he received a $3,000 grant from McGraw-Hill in Reading and Listening Skill Development for teachers and elementary education students. From 1970 to 1973 Ohio University worked with the state Law Enforcement Administration to set up programs at the Lucasville Correctional Facility to enable inmates to secure high school equivalency. Professor Carlson wrote and received an $18,000 grant to provide speech training as part of this program.

From 1974 through 1976 Professors Carlson and Wiseman secured a grant from the Ohio Board of Regents to develop communication skills for Social and Public Health Administrators and to encourage minority adult population members to enter or re-enter college. They received a $50,000 grant from the Higher Education Act for this exciting program that attracted and benefited many adults from southeastern Ohio.

In 1966 Dr. Andersch submitted a Title V National Defense Education Act proposal to help upgrade teaching in the secondary schools. Prospective high school teachers who had completed a Bachelor's Degree and were interested in completing a master's Degree in Speech Education were eligible to apply to the Graduate Program. With these NDEA Fellowships InCo secured ten outstanding graduate students who enjoyed a nearly expense-free education. InCo was also awarded three NDEA Fellowships for doctoral students and a year later, two NSF (National Science Foundation) grants.

During this period it also became increasingly clear that InCo was going to have to shoulder the entire burden for teaching the basic courses, i.e., Fundamentals and public speaking, formerly taught by graduate students throughout the School of Dramatic Art and Speech. With the student demand
ever increasing, even when these courses were no longer required throughout the university, the close-out problems multiplied every year. Consequently, more and more graduate teaching associates were added and the graduate program literally took off. In 1965 Dr. Boase travelled over Ohio and Indiana, visiting undergraduate departments to advertise and encourage good students to apply for admission to the graduate program. By the end of the 70s InCo was considering ways of limiting the numbers of graduate students.

A High-Flying Professor Lands on Campus

During that big 1966-67 year, the Public Address Area was authorized a new faculty position and after considering several candidates, finally selected Kenneth Williams, who had received his Ph.D. at Penn State a year before Dr. Timmis. Williams took over the rhetorical courses and later developed offerings in communication theory and semiotics. But, perhaps his chief claim to fame fell outside the walls of InCo. As an experienced, licensed pilot, he was the inspiration and founder of the Athens Flying Club, still in operation. Williams even persuaded Boase, Foster, and Timmis to soar off into the "wild blue yonder" as charter members of the club. Only Timmis went on to win his wings, but Foster did successfully solo and even though he missed the intended runway, now covered by the Athens Mall, he "walked away," still the classic definition of a good landing. Williams proved to be a highly effective and popular teacher of both flying and communication and was elected University Professor in 1974. Three years later he accepted the Chair of the Speech Department at Stevens Point in Wisconsin.

Speech Cast Adrift

In the spring of 1966 Dean of the College of Fine Arts, Earl Seigfred, retired and was replace in the summer by Jack Morrison, better known as Jimmy Cagney's brother-in-law. Dean Seigfred, a long-time friend and fervent supporter of speech and forensics had even supported an interdisciplinary doctorate in Fine Arts that included rhetoric in its offerings. Dean Morrison, on the other hand, was all theater and art. He sincerely felt that rhetoric, public address, forensics, R-TV, and Hearing and Speech Sciences were not sufficiently art to remain in his college, so one of his first moves was to elevate "Dramatic Art" from an "Area" to a "School" and cut adrift "Speech," namely Public Address, R-TV, and Hearing and Speech Science, urging those three Areas to find a more compatible home in Education, Arts and Sciences or wherever. A few wags on campus advised Public Address to go to Marietta. By this time, however, the Public Address plea of a year or so earlier for "communication" now fell on friendlier ears. Dr. Kantner and the speech faculty almost immediately began to investigate the possibilities for a College of Communication. Dr. Kantner talked with Vice President Smith about such a move and was given permission to appoint a committee to formulate a proposal. Even before the Fine Arts schism, Public Address, who had continued to appeal
for a name-change, were granted permission, but with the proviso that they attach an appropriate, modifying adjective to communication.

What’s in a Name? InCo Comes to Life

The struggle to find a modifier or even another name for Public Address dragged on for more than a year. Group, human, behavioral, oral, and even speech communication fell by the wayside. One or two faculty members tried to break the impasse with just plain rhetoric or speech, proposals scornfully rejected. Dr. Boase has always taken credit, rightly or wrongly, of coming up with the adjective, interpersonal. When he suggested it in a faculty meeting, Dr. Wiseman was quick to lend support, since he and one of his doctoral advisees, Larry Barker, were then in the process of writing a book entitled, Speech—Interpersonal Communication. When Boase tried the name out on Dr. Kantner his droll response was, "That seems appropriate. It implies one to many, small group, and one to one. That’s what you folks do, isn’t it? If you want that name you can have it." But, it was probably the computer abbreviation of InCo that really sold him. So, InCo it was, much to the fascination of the entire campus. Indeed, faculty and staff encountered no small amount of joshing from their colleagues on campus and even at national meetings about this strange new name. When interpersonal caught fire as a popular research/teaching area and later became a division of ICA, some less knowledgeable people gave Ohio University credit for initiating research in interpersonal communication. Actually, InCo did not offer a course in that area until over ten years later when Dr. Sue DeWine, the present Director, joined InCo and persuaded the faculty to submit such a course to the curriculum committee.

The Conception and Birth of the College of Communication

In the midst of the confusions of 1966-67 the three academic orphans received permission from Vice President Smith to take on the name, School of Communication, with Dr. Kantner as the Director. The three former Areas became departments with Paul Boase, Chair of the Department of Interpersonal Communication, Presley Holmes, Chair of R-TV, and Richard Ham, Chair of Hearing and Speech Sciences. Those four, plus Robert Goyer, also comprised a committee to investigate and possibly draw up a proposal for a new College of Communication. The committee was early convinced that to have a viable College of Communication it would be necessary to include journalism. Thus, the group invited journalism to send representatives to the committee meetings. Such a move for journalism was delicate at best. They had a home in Business Administration, albeit not a totally compatible one, and some in journalism were not particularly happy with the prospect of joining a group who had opposed their doctoral proposal. They were somewhat like the lad in school whose teacher asked the class how many wanted to go to heaven. Only one boy failed to put up his hand. When the teacher repeated her question directly to him, his reply was, "Not if I have to go with this bunch."
Moreover, the faculty in Journalism had just welcomed a new Director to their School and were understandably reticent about taking any precipitous step. K.iph Kliesch, however, did sit in on one or two meetings. As the committee moved closer to a plan, Dr. Kantner invited the new Director, John Wilhelm, to a luncheon to discuss the possibilities of a new college with Journalism as one of the disciplines. The committee was pleased to hear Dr. Kantner's positive report of his meeting.

Faculty in Journalism also began to warm to the idea when they realized they could move in with three Ph.D. granting schools and could join R-TV with a doctoral program in mass communication. During the winter of 1968 a proposal for a new degree-granting college reached the University Curriculum Committee with members of the original committee present and defending this new and radical academic venture. At that time Colleges of Communication were almost unheard of. Opposition came from several quarters, usually based on the increased cost of such a move. However, the proposal was forwarded to Vice President Smith and in the spring of 1968 President Alden called a special faculty meeting to announce the approval of a new degree-granting College of Communication with John Wilhelm as Dean and Claude Kantner and Presley Holmes as Associate Deans. The School of Journalism left Business Administration and the three orphans found a new identity as Schools of Hearing and Speech Science, Interpersonal Communication, and Radio-Television. The former departmental chairpersons, Ham and Boase became Directors, and Jim Saunders took Holmes' place as the Director of Radio-TV. Dean Wilhelm appointed Ralph Kliesch as Acting Director of the School of Journalism.

A New Building Too

A major problem facing this new college was space to accommodate the Dean's office, not to mention space for the greatly expanded faculties and facilities in all the Schools. But a plan of expansion had been underway during the previous four years. In 1964 when Boase and Bob Summers, the newly appointed Area Chairpersons of Public Address and R-TV arrived on campus, they found themselves sitting on a committee with Andersch, Kantner, Holmes, and John Walker, Area Chair of Theater, to plan for the new Speech-Radio-TV-Theater building to be located between Baker Center and the Speech Building. Dr. Boase always claimed that his only contribution to the planning process was the bridge over the alley between the old and the new buildings.

The spot chosen for this multi-million dollar structure had been for many years the site of a little run down shack called Jacob's House. Some thought it actually reached back to Biblical times, but until demolished, it housed many graduate teaching assistants who, according to rumor, regularly used that ancient domicile to hang in effigy the particular professor who had given them all the hardest time in class during the preceding week. Radio was in the basement of the Speech Building and television occupied another ancient
mansion located on the spot where the city parking garage now stands. InCo held forth on the second and third floors of the Speech Building and a few faculty and graduate students had offices in the old Berry Hotel and the basement of Mem Aud. Sometime in the early 60s, Hearing and Speech Sciences moved out of the second floor of the Speech Building to take up quarters in Ewing Hall where they stayed until it was razed, and then moved to their present quarters in Lindley. In the late 70s HSS decided to join the College of Health and Human Services.

The new building was designed to provide, in addition to studios for radio and television, and an experimental theater, space for the Fundamentals of Speech program and the Center for Communication Studies. The Fundamentals classrooms were equipped with remote television cameras and a fully equipped monitor studio. The Center for Communication Studies contained offices and observation rooms, wired for sound with see-through mirrors for experimental studies. The new building was not ready for complete occupancy when the College was announced. Indeed, the Dean and his staff moved into Pilcher House, across the alley from Baker Center while Radio-TV, some parts of InCo and Journalism moved to the new building in 1969. The InCo main office took over the first floor suite of the Speech Building where it remained until the move to Lasher in December of 1988.

**Sincoff and the ICA Headquarters**

A year after the opening of the College, InCo selected another of Dr. Weaver's students at Maryland for a faculty position. Dr. Michael Sincoff came in to bolster the offerings in organizational communication and also became actively involved in ICA as executive secretary. Shortly after Dr. Goyer came to Ohio University, he was elected President of NSSC and soon thereafter he and the executive committee expanded the organization to international dimensions, renaming it the ICA, so for several years InCo housed the main office of that increasingly active professional association.

**InCo Administers the Ohio Speech Communication Association**

InCo not only furnished the headquarters for a national communication organization (ICA) and our regional association (CSSA, now CSCA), but it also provided two presidents, an executive secretary, and a business manager for the Ohio Speech Communication Association. In the late 60s Dr. Wiseman kept the association solvent through his work as its business manager and Professor Carlson served as President from 1970 to 71 and then as executive secretary from 1972 to 1974. Dr. Beaty took over as President in 1975. The Association honored two InCo faculty members, Carlson and Boase, by presenting them with Distinguished Service Awards in 1974 and 1975. In 1984 Dr. Wagner was selected by OSCA as their College "Teacher of the Year."
Whitman Rides Out of the West

When Dr. Bostrom decided to head for the University of Kentucky, InCo started to search for a person with a strong background in statistics and quantitative methodology. At SCA in New Orleans in 1970 they turned up several likely candidates, but one in particular, looked especially attractive. He was scheduled to receive the first Ph.D. to be granted at the University of Nebraska. In the fall of 1971 Richard Whitman and family settled down in Athens for 16 years until he took the position as Dean of Communication Arts at James Madison University in Harrisonburg, Virginia.

In addition to bolstering badly needed faculty athletic skills for their annual football, baseball, and volleyball contests with the graduate students, Dr. Whitman soon demonstrated his abilities in the classroom. He had been on campus only two years when the graduate students selected him for the high honor as the "Outstanding Graduate Faculty Teacher" for the academic year of 1973-74. InCo was again honored in 1987 when Dr. DeWine received this award which for the first time also carried with it the honor of delivering the Commencement Address for the graduating Master's and Doctoral Students.

During the mid-nineteen seventies the Director of the School, recognizing Whitman's administrative talents selected him to supervise the basic course and later to serve as Director of the Graduate Program, a position he held until 1982, two years before he was appointed Director of the School. Interestingly, when Whitman became Director in 1984, Boase, as an early retiree, served as his Director of Graduate Studies. During a Faculty Enrichment Leave in 1983, Dr. Whitman studied computers intensively and as Director put IBM PC's in each faculty member's office, not only increasing faculty output in scholarly articles, but also an increase in faculty expletives during the learning period.

Riots, Tear Gas, and Hard Times, 1970-1977

President Claude Soule (1969-1974) had the misfortune of presiding during the Anti-Viet Nam War protests in the spring of 1970. Following the tragic deaths of four students at Kent State in May of 1970, the students at Ohio University also went on a rampage, forcing all InCo faculty to exert their influence to keep the peace and help protect the buildings from damage. Even tragedy, however, had its lighter, humorous moments. As Drs. Boase and Weaver stood guard on the steps of the Speech Building, Weaver with his rare sense of humor turned to his fellow guard and in a vigorous sotto voce said several times, "I'm waiting to wrestle someone to the ground!" a remark that would have convulsed anyone who heard it. In the meantime, most of the other InCo faculty on Court and Union Streets were being tear-gassed along with the students. Boase still remembers the 4 a.m. call from Dr. Kantner that President Soule had closed the University, cancelled graduation, and called for the Governor to send in the National Guard. The following day, with
streets lined with troops, InCo tried to interview a prospective new faculty
member in the Dean’s Office on the second floor of Pilcher House. Tear gas
from the previous night still lingered in the air and drifted through the open
windows, bringing tears to the eyes the candidate and the interviewers. A few
days later Boase received a letter from the candidate who had decided that he
was a bit too old for a job at Ohio University.

In that same star-crossed year of 1970, the enrollment bubble also burst.
Shortly after 1970, when Ohio University reached a high of 19,314 students,
something went wrong, the alleged causes too complex and controversial to
discuss here. A steady, precipitous decline of over a thousand students per
year plagued the institution until it reached a low of 13,021 in 1977. With
each loss of a thousand students, Ohio University lost more than a million
dollars in fees and state support. Amortizing empty dormitories and paying for
the Convocation Center (originally thought to be a gift), trying to provide salary
increases for faculty and staff placed a severe burden on all, particularly on a
brand new College of Communication. Each year, InCo pulled in its belt a bit
further, but happily and unlike some other departments, InCo did not lose a
single faculty member or position. In spite of the overall loss of students in
the University generally, InCo and the College of Communication continued to
grow phenomenally in undergraduate majors, service course registration, and
graduate enrollment. While students flocked to InCo and the College of
Communication, financial support from the university remained essentially the
same. In the Biblical sense InCo was asked to make more bricks with less
straw. But in the final analysis this sacrifice was a necessary one if Ohio
University was to remain strong in the sciences and liberal arts, essential
components to every College on campus, including Communication. More recent
experiences and the advancements during President Ping’s administration
confirm the wisdom of those difficult choices during the mid and late 70s.

The Andersch Award

With the retirement of Dr. Andersch in 1968, InCo was all male and
destined to remain so for nine more years. For 25 years Dr. Andersch served
the University with distinction, playing vital roles in nearly every area of the
School of Dramatic Art and Speech. Dr. Kantner’s Memorial Address for her,
given at the Forensics Honor Awards Dinner in 1975 was an eloquent
testimony to her many talents and contributions over a quarter of a century.
Shortly after she took up residence with her sister in Naples, Florida, Dr.
Boase brought a proposal to the InCo Faculty to establish an Award in her
name to be given annually to selected, nationally known scholars in the field of
speech communication. Everyone concurred and a nation-wide appeal to endow
the award was sent to Alumni who had studied with her. In 1973 InCo
selected as the first recipient one of Ohio’s outstanding teachers, the late Ruth
Wilcox, who for many years taught at Marietta College. Since that first award,
InCo has selected leaders in the field that include such nationally recognized
figures as Bower Aly, J. Jeffery Auer, Barbara Leib Brilhart, Mary Ellen
Ludlum, Charles Redding, Loren Reid, Gerald Miler, Robert Gunderson, Samuel Becker, Paul Boase, Don Faules, Virginia Hahn, Ray Wagner, L. Edna Rodgers, Earnett Pearce, and in 1989, Walter Fisher. All of Athens and the speech communication profession were saddened by Dr. Andersch's sudden passing in 1974.

Rudolph--Eadie--Descutner

During the mid-1970s, despite the economic crunch at Ohio University generally, InCo was fortunate to add faculty, particularly in organizational communication. With the demise of a short-lived communication experiment in Business Administration, InCo received Evan Rudolph by transfer. A Ph.D. from Denver, he joined InCo in 1971. Three years later, however, Dr. Rudolph decided to try his hand in Industry, taking a position with Aladin Industries and later with Kraft before returning to his alma mater at Murray State. Currently, he heads his own Educational Resources Company in Murray. Two years after Rudolph took off for the business world, Dr. Sinoff followed a similar path by joining the Mead Paper Company. Their departures signaled a search for replacements. Dr. Bill Eadie, previously mentioned in the section on forensics, took over the Rudolph vacancy. He taught in InCo until 1979 when, after a year's leave of absence, he returned to California. Currently, Bill heads the Speech Communication Department at the University of California, Northridge.

With Dr. Eadie's departure and the imminent retirement of Dr. Boase, InCo began to look for a bright, young person capable of working in several areas. A former debater for Ted Walwick, one of our first Ph.D.s, took up graduate work at the University of Illinois after graduating from Slippery Rock. In 1979 David Descutner, an A.B.D. at that time, came to InCo to teach the ancient art of rhetoric. Just before receiving the Ph.D. in 1983 he succeeded Dr. Foster as the Director of the Honors Tutorial Program. Ted started this exciting program and had been supervising students for many years. David has produced many publications, was twice nominated as Outstanding Graduate Teacher of the Year, and was elected in 1986 as University Professor.

Women Again--At Last--DeWine Leads the Way

All during the 70s, indeed going back to the resignation of Dr. Andersch, the InCo faculty was acutely aware of its all-male condition. Several times it appeared that they could rectify this imbalance, but each time the candidate managed to miss the opportunity of joining InCo. Then, in 1977 a former Buckeye, somewhat tainted by two degrees from Miami, but with glowing recommendations from Indiana University where she was finishing her doctorate, decided to look carefully at Ohio University. As a former coach of forensics at Miami, she had frequent contacts with our teams, a factor that led her to apply. Her decision to join InCo was a double blessing for Ohio University and InCo. Mike, her spouse, accepted a position with the College of
Osteopathic medicine and for several years gave graduate students in InCo assistantships to work in his office.

Dr. DeWine arrived during a period when InCo was evaluating both its undergraduate and graduate offerings. Dr. Boase appointed Dr. Wiseman to conduct hearings with students to assess their views of our current offerings. During the first week of the long break between the fall and winter quarters of 1977-78, the faculty met, discussed, and debated changes in the total curriculum. Many new ideas took shape during these sessions, but perhaps none were quite as revolutionary as the one Dr. DeWine submitted. For the first time since InCo became InCo, the faculty approved her proposal to organize a course in interpersonal communication. That week, despite an ice storm and many heated debates, ended happily with a chicken dinner at the Sportsman.

After Dr. DeWine bridged the gender gap, the female floodgates opened and the year following Dr. James’ arrival on campus, InCo welcomed Christine Bergen, a Ph.D. from Cleveland State who stayed at Ohio until 1982 when she elected to get married. She was replaced for one year by Christine Parker.

In 1986 Elizabeth Graham, a native of Cleveland, who received her bachelor’s from John Carroll, a master’s at Cleveland State, and the Ph.D. from Kent State joined the faculty. About this time InCo developed increasing interests in health communication and so worked out a cooperative agreement with the College of Health and Human Services for a joint appointment. Ellen Bonaguro, who was finishing her Ph.D. in 1986 with a Kantner Fellowship was immediately selected to fill this position. Following in the steps of Dr. Gyi and Dean Nelson, Dr. Bonaguro received the Outstanding Young Teacher Award at the Central States Speech Convention in Chicago in 1988. InCo was sorry to bid Ellen and John farewell in 1989 when they took new positions respectively at Northern Illinois University and the Chicago Mercantile Exchange.

**Phelps Takes Over As Director**

As the 70s drew to a close, Dr. Boase decided to follow the path laid out earlier by Dr. Kantner. For many years Ohio University had decreed that administrators had to step down when they reached 65 but could return to teaching for another 5 years. Most administrators either stepped out of the university or stepped up to full-time teaching until the mandatory age cut them down. Kantner decided there was a better way. Why not allow any "early" retiree to teach 1/3 time at 1/3 salary until age 70? With the seven-year enrollment plague that struck Ohio University in 1970, this idea made good sense to all. Since the retiree could receive full benefits from STRS plus a part-time salary all would gain from such an arrangement. The School would retain a senior professor and also have sufficient funds to bring in new blood. In 1979 Ohio University was the first in Ohio and perhaps in the nation to
formalize and guarantee such a generous "early" retirement plan for all faculty and administrators.

In 1979 Dean Wilhelm appointed a committee to make a nation-wide hunt for a new Director of InCo. After an intensive search the committee submitted three names to the dean who picked Dr. Lynn A. Phelps to head the School. A native of Iowa with a bachelor's degree from Buena Vista College in Storm Lake, Iowa, Dr. Phelps possessed a rich background in research, writing, and teaching. After four years as a high school teacher, he completed his master's degree at Arizona State University and his doctorate at the University of Southern California. His publications include two books, a dozen or more monographs and over fifty convention papers. He has consulted with numerous corporations such as Goodyear Atomic, Ohio Saving and Loan Association, Anchor Hocking, and Bank of America. Phelps came to Ohio University from Miami University where he had taught since 1972.

During Dr. Phelps' administration InCo's expansion opened three new faculty positions that kept the search committees working at a fever pace. Following an intensive search, the faculty invited Michael Smilowitz a graduate of California State University at Los Angeles who was then A.B.D. at the University of Utah to apply. With ten years experience in sales and sales management and with Don Faules as his major professor at that time, InCo persuaded him to come to Ohio University. In 1985 Smilowitz was awarded the Ph.D. and in that same year the students selected him as University Professor.

The plans were started to move InCo to Lasher Hall during Dr. Phelps' tenure as Director, a project Dr. Whitman finalized and Dr. DeWine brought to fruition. The School also continued to grow both in majors and graduate students, making it necessary to require a 2.5 grade point average for admission. Graduate Teaching Associates were also increased to help alleviate the close-out enrollment problems that continued to plague the School. In 1984 Dr. Phelps elected to return to teaching and was succeeded by Dr. Whitman whose career with InCo we have already covered.

**Dean Wilhelm Retires--InCo Gets a Twofer**

Dr. Phelps had hardly arrived on campus when the Provost, Neil Bucklew, appointed him to head up a committee to find a replacement for Dr. Wilhelm who elected early retirement as Dean Emeritus. The search led to two natives of Minnesota who had strayed to the lower middle west, but were better known as co-authors of highly popular texts in public speaking and communication theory plus a multitude of scholarly articles. Each book has gone through four revisions. Paul Nelson, with all of his scholarly degrees at the University of Minnesota, received the enthusiastic endorsement of all the Schools. InCo was particularly pleased, not only because the new dean was an InCo man, but also because, his spouse, Judy Pearson, joined the InCo faculty as a full-time
Associate Professor. She even brought along an extra person during the first few weeks with InCo, finally adding her to the small fry already living in the Nelson/Pearson abode. Judy received her baccalaureate degree at St. Cloud State College and her master’s in 1973 and the Ph.D. in 1975 at Indiana University. Dr. Pearson has added several new areas to InCo including the study of gender and communication. When Dr. Timmis elected early retirement in 1988, she was appointed Director of Graduate Studies.

**Tom Daniels Returns to InCo**

As Dr. Whitman took over the reins from Dr. Phelps, he was also able to welcome back one of our fine graduate students as an associate professor. Tom Daniels began his graduate study in 1972, persuaded to come to Ohio University by his mentor, Roy Ambrester, who had just completed his Ph.D. in InCo. After completing the masters, Tom spent three years working in various business and governmental positions, but finally decided that academic life held greater appeal. Returning to Ohio in 1976 to work with Dr. Whitman on his doctorate, he was one of several InCo graduate students to be awarded the coveted Kantner Fellowship. The current holder is Janice Neal. In record time, Tom finished his Ph.D. and held positions at Green Bay and the University of New Mexico before returning to his alma mater in July, 1984. When Dr. Whitman decided to accept the position of Dean at James Madison University, Dean Nelson named Dr. Daniels as the Acting Director of InCo while a search was underway, culminating in the appointment of the current Director, Dr. Sue DeWine.

**The Late 80s--Feverish Growth**

From all that we have written, it must be apparent that InCo, like the Stock Market, rises and sometimes falls, but the general trend is upward. Following the trend of the market in the 80s, InCo moved forward and without any black Fridays. Indeed, the need for more teachers became increasingly apparent, even to Cutler Hall and the fourth floor of RTVC. InCo was authorized to bring in two non-tenure track instructors and in 1987 we were fortunate to hire two of our former graduate students, Marcia Key and Marti Montovani. Marcia is currently a part of the InCo family, but Dr. Montovani has taken a full-time position at Marietta College. During the 1988-89 year InCo was also able to add to their staff Deidre D. Johnston, a Ph.D. from Iowa and Steve Bruning, who had just received his master’s degree from InCo. InCo has also enjoyed the good fortune of luring two administrators, both with InCo master’s degrees, into our classrooms to help solve the close out problem. Terry Hogan, the associate director of student life and Chip Rogers, Director of Special Projects in the College of Medicine, give generously of their time and talent.

In 1988 InCo was fortunate to be awarded a minority Fellowship and was doubly blessed to attract Mark Hickman who has served this year as an instructor and next year (1989-1990) will be the acting director of forensics.
With an M.A. from Miami, Mark brought a wide background of experience in coaching debate and individual events. Mark is currently completing his Ph.D. at the University of Maryland and upon its completion will be assuming a position of Assistant Professor in InCo.

**The Indispensables--Miracle Workers**

No history of InCo would be complete without a genuine tribute to those essential, indefatigable, hard-working, loyal, devoted (only a partial list of their sterling qualities) individuals who have kept the files, typed endless, sometimes unreadable faculty prose, corrected the Directors' spelling and grammatical flubs, put up with angry students, and fended off unreasonable graduate students, xeroxed endlessly, and guarded tests and exams with the vigilance of a sergeant major. In the early days (1964-68) all of the areas had access to the Service Center in the basement of the speech building. It was "manned" by several women who typed letters, tests, and papers and stored those items in a safe, brought on by a test-selling scandal that rocked the campus in the early 60s. The Area Chairpersons and Graduate Coordinators were assigned part-time student help.

InCo's first full-time secretary was approved with the establishment of the College and our initial appointee was Lynn Clark who probably typed faster on an old Royal Electric than most can now run a computer. Her office was the outer lobby of the InCo suite on the first floor of Kantner. Like one of her predecessors, Joy Mondello, the graduate students loved to talk with her, adding to the worries of the Director who wondered if she would get his letters typed, but with her speed, she always finished on time. When she and her student spouse left for Florida, her place was taken by Mary Norton who selected the furniture revisions for the Red Room that now grace the Forensic quarters in Lasher. Mary was particularly vigilant in protecting our supply closet in those days when faculty raises often came at the expense of paper clips and pencils. When Mary and Dave decided to go into the family raising business, she decided to put babies ahead of secretarial services. Her place was filled by Carol Putman who finally talked the Director into getting one of those new high powered IBM correcting typewriters. Now that she has the latest computer equipment in the position she holds in the Chemistry Department at Georgia Tech, she wonders why she was so ecstatic over a mere typewriter. During those tight mid 70s InCo was fortunate to have many COE students from Athens High School to take the pressure off the secretaries. Work Study students then and today also gave valuable service to the School. Betty Baker, who has moved over to the Provost's office in Cutler, followed Carol and like her predecessor invited the Director to "Bosses Night" a gala celebration held annually.

In recent years InCo has had a succession of excellent secretaries, including Chalice Taylor, Lynn Goddard, and Sally Woodford and has jumped from a part-time student or two, to three full-time civil service employees. We are
particularly fortunate to have Pat Cambridge, who works with the graduate program and provides support for faculty research and Sue Mandrick, who supervises work-study students and is responsible for all classroom materials. Wanda Sheridan serves as support to the Director and is responsible for budgeting, scheduling, regulations, and all School communications. Leigh Brenneman and Debbie Kidwell are a part of the COE program at Athens High and the university work-study program respectively. InCo greatly appreciates their assistance with managing the "traffic flow" for the School. Without all of these faithful persons, the wheels of InCo would slow down considerably, perhaps grind to a sudden stop.

InCo Productivity over the Years

As we have indicated earlier, InCo teachers have received many awards attesting to their classroom skills. The faculty of InCo have always made their devotion to the classroom their number one priority but the essential ingredient to successful teaching is research and writing. A review of the curriculum vitae of the 17 current faculty reveals an outstanding production of scholarly books, articles, reviews, and convention papers. No fewer than 63 books, 21 grants, 117 published articles and over 500 papers have appeared in recent years. Moreover, a recent study named four of our alumni among the top publishers in the field, despite the fact that our major journals reject 80% of the submitted articles.

Your authors, at a loss to determine how to close this historical account, turned to Dr. Foster, who suggested an appropriate quote from Tiny Tim: "God Bless Us, Every One."