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FORUM

WESTERN KENTUCKY UNIVERSITY

VALUES AND THE LIBERAL ARTS

ARCHIVES

Robert H. Mounce

Earl McGrath has been writing about the liberal arts in American colleges and universities throughout his entire professional life. Forty-three institutions of higher education have awarded him honorary degrees. He served as U. S. Commissioner of Education under two presidents. Currently he is Senior Advisor for Education at the Lilly Endowment. His recent monograph, Values, Liberal Education, and National Destiny (free upon request from the Lilly Endowment, 2801 North Meridian Street, Indianapolis, Indiana 46208) should be required reading on every liberal arts campus in America. In the paragraphs that follow I have tried to highlight some of the issues which are of special importance to Potter College.

McGrath is concerned that society is not addressing itself to the crucial issue of values. Specifically, he points an accusing finger at the educational institutions. He writes, "The liberal arts college more than any other institution ought to provide the forum for enlightened discussion of these crucial matters because the questions that are being asked about the character and quality of American life boil down to value questions. The traditional studies in the corpus of learning in the liberal arts from the days of the Greeks were concerned with the questions about human nature and destiny" (p. 11).

McGrath is also concerned that the abundant knowledge we already possess seldom filters into the mind set of the average citizen or into the process of decision making. "The vast reservoir of concepts, facts, and theories in an ever expanding range of disciplines needs to be collated and evaluated within the framework of philosophic convictions and religious beliefs so that the wisdom of the ages reposing in humane learning can once again invest dehumanized modern facts with edifying meaning. This responsibility before the colleges today shrinks all others into insignificance. Unless we can restore rationality guided by moral precepts in the house of learning, all other efforts will be futile" (p. 12).

Obviously, the liberal arts colleges cannot by themselves restore order and "thoughtful commitment to a reconstructed way of life," but they must exert leadership in this strategically important human effort.

A major factor in the demise of liberal education according to McGrath is its loss of concern for human values. "The changes that have undermined the integrity and blurred the distinctive functions of the colleges of liberal arts over the past century have sprung primarily from the ideological shift from the British humane tradition of preparing youth for the broad responsibilities of citizenship and personal life to the German university conception of preparing scholars for the advancement of learning" (p. 13). At one point he quotes Viktor Frankl, internationally known psychiatrist and humanistic philosopher, as saying, "The gas chambers of Auschwitz were the ultimate consequence of the theory that man is nothing but the product of heredity and environment--or, as the Nazis like to say, of 'Blood and Soil.' I am absolutely convinced that the gas chambers of Auschwitz, Treblinka, and Maidanek were ultimately prepared not in some ministry or other in Berlin, but rather at the desks and in the lecture halls of nihilistic scientists and philosophers" (p. 25).

A value-neutral setting is appropriate for the sciences, but unworkable for the humanities. Maslow

wrote, "The development of physics, astronomy, mechanics, and chemistry was impossible until they had become value-free, value-neutral, so that pure descriptiveness was possible. The great mistake that we are now learning about is that this model, developed from the study of objects and of things, has been illegitimately used for the study of human beings. It is a terrible technique. It has not worked" (p. 23). Sir Geoffrey Vickers is quoted as saying, "Men learn about each other and about themselves not by observing but by communicating. They change each other and themselves by the same process. The detachment which is a condition for the physical scientist is inconsistent with the participant relation of men with men. And although both attitudes have something to contribute, the predominance of the one tends to depreciate and obscure the role of the other" (p. 24).

The culprit, according to McGrath, is not so much the scientist--or technological society in the abstract. Much of the blame must be laid at the door of the humanist himself. "Scholars in such obviously humanistic fields as philosophy, English, and foreign languages, who in an earlier day knew and taught the great masterpieces of Western culture and discussed with undergraduates the age-old questions of the condition of man which the classics treated, also became victims of the mania for objectivistic, scientific, value-free research and the publish or perish disease. Concern about literary criticism, semantics, techniques of composition, and word counts diverted the efforts of many from the elucidation of great works. Their earlier concern with the relevance, and the meaning of literary and philosophical masterpieces in the life of every man was replaced or overshadowed by a preoccupation with the technical aspects of scholarship" (p. 25).

What should we say to all of this? Should we give increased attention to questions of value or is "objective humanism" the road we should travel? In a day of burgeoning career oriented training sequences can we afford to sit quietly by or must we mount a counter revolution

for those studies which are concerned with the development of that which is uniquely human? It was Nietzsche who said, "The advancement of learning at the expense of man is the most pernicious thing in the world. The stunted man is a backward step for humanity."

PROFESSIONAL ACTIVITIES OF THE
POTTER COLLEGE FACULTY

Art Department

In the fall of 1975 CHARLES FORRESTER'S sculpture was shown in the Southern Association of Sculptor's National Exhibit in Huntsville, Alabama and in the Eight State Sculpture Exhibit of the Speed Museum in Louisville. Also, his large family group sculpture in cast stone, a memorial to the late Charles Clark, was unveiled on the grounds of the Bowling Green-Warren County Hospital. In the last few weeks his sculpture was represented in the All-Kentucky Sculpture Exhibit at Georgetown College.

JOHN WARREN OAKES exhibited paintings at the Carroll Reece Museum on the campus of East Tennessee State University at Johnson City, Tennessee; Hall of Fine Arts Gallery, West Liberty State College, West Liberty, West Virginia; Livingston University, Livingston, Alabama; and St. Mary's College in St. Mary's City, Maryland.

MAURICE SEVIGNY was awarded a Research Associateship Grant from Ohio State University and is on leave this term attending that institution.

In December of last year, WILLIAM WEAVER conducted kiln design seminars with the Ceramic Art departments of North Florida State and Florida Junior College. The seminars were accompanied by the assembly and construction of a sixteen-cubic-foot ceramic kiln.

English Department

JOE BOGGS delivered a paper at a literature and film conference sponsored by Florida State University's Comparative Literature Circle. The paper was entitled, "From Robert Penn Warren's All the King's Men to Robert Rossen's All the King's Men: A Study in Creative Compromise."

ANN FIELDS and GRETCHEN NIVA received a Summer Research Grant for the "Development of a Comprehensive Course Outline for English 055 with an Accompanying Bibliography of Appropriate Materials." They also served as leaders of a workshop in remedial English at the regional meeting of the National Council of Teachers of English in St. Louis. A pamphlet, "The Anatomy of a Course," was prepared for this workshop.

JOHN LEWTER had a poem entitled "Kit Smart" published in The Green River Review.

WILLIAM MC MAHON was elected to the Executive Committee of the Midwest English Conference.

FRANK STEELE published four poems and an article, "A Note on Place," in The Small Form. He also had a poem "Greener Grass" included in the anthology, This Place Kentucky, edited by Wade Hall and published in the Courier-Journal in December of last year.

ROBERT WURSTER was elected chairman of the College Division of the Kentucky Council of Teachers of English (KCTE) at its annual state meeting in October of 1975.

Foreign Languages Department

BOB MARTIN read papers before the faculty and students of the Foreign Languages departments of the University of Louisville and of Georgia Southern University. The paper read at U. of L. on November 7 was on "The Use of German Television in German Instruction; the paper delivered at Georgia Southern in January of this year was on the subject of "The Use of Audio-Visual Materials in Foreign Language Instruction." Also, Martin read a paper at the October meeting of the Mountain Interstate Foreign Language Conference in Boone, North Carolina. The paper was on "German Life as Seen Through German Television."

Since the last issue of Forum, JIM WAYNE MILLER published The Figure of Fulfillment, the translations from the German of contemporary Austrian poet Emil Lerperger. Miller also had work included in two anthologies. One is Voices From the Hills; the other is This Place Kentucky. In December of last year Miller presented a lecture and reading at Emory & Henry College in Emory, Virginia.

WILLIAM J. NOLAN represented United States member universities of the Latin American Scholarship Program of American Universities as a member of a three-man committee conducting interviews of nominees for LASPAU scholarships. The committee spent two weeks in Central American nations conducting interviews on university campuses.

History Department

JIM BENNETT had a book published by Twayne Publishing Co. entitled, Frederick Jackson Turner. He also had an article appear in The Filson Club History Quarterly entitled "Joseph Holt: Retrenchment and Reform in the Post Office Department, 1859-1860."

HELEN CROCKER received Vanderbilt University's Ethel Mae Wilson Award for outstanding researcher of the women graduate students. The presentation was made at the University of Chicago in January.

CAROL CROWE read a paper entitled, "Orlando Bowles: Big Sandy Entrepreneur of the Late 19th Century," at the Big Sandy Valley Historical Society fall meeting held at Pippa Passes, Kentucky. She also received a Faculty Research Grant to continue work on the Big Sandy for the Bicentennial bookshelf.

LOWELL HARRISON was appointed by Governor Carroll to a four-year term on the State Historical Records Advisory Board. Also, Harrison had an article published in the October issue of The Filson Club History Quarterly entitled "The Laws of New London Academy, 1802," and he edited a publication, An Interview with Squire Coleman (Lexington, Ky. 1975).

"Advisors and Assentors: The South Carolina Governor's Council, 1776-1790" is the title of the paper presented by RICHARD STONE at the Duquesne History Forum in Pittsburgh in October.

Center for Intercultural & Folk Studies

LYNWOOD MONTELL was appointed to the Board of Directors of a newly-formed, Washington-based organization called The Institute for Folk Culture. In addition to this Montell gave an address before the Inter-Museum Council of Nashville on "The Philosophy and Methodology of Oral History" and taught two sessions on the uses of oral history in historical interpretation for the American Association of State and Local History at Columbia, South Carolina. Also, Montell's article, "Letters to a Bluegrass DJ: Social Documents of Southern White Migrants in Southeastern Michigan 1964-1974," appeared in the Southern Folklore Quarterly.

Mass Communications Department

JIM HIGHLAND presided over the Region 5 business meeting during the recent convention of the Society of Professional Journalists held in Philadelphia. In addition to publishing about 100 newspaper articles, Highland had two articles published in The Kentucky Press. They were, "Sixteen Professional News People Serving as Lecturers, Teachers at Western Now" and "New Degree Program Approved at Western."

Music Department.

EMERY ALFORD presented three lecture-demonstrations on percussion instruments at All-District Band Percussion Sections at Henderson, Elizabethtown and Bowling Green, Ky. Also, Alford will perform this summer at Opryland, USA for the fourth consecutive season.

Premiere performances of BENNIE BEACH'S original compositions were performed in recent weeks. Petite Suite for Concert Band was performed by the Western Concert Band for the Kentucky Music Education Association's annual meeting and Dance Suite, commissioned by Bart Cummings of San Diego State University, was performed in Carnegie Hall. On March 25, Beach will appear as guest composer and lecturer at Delta State University. A concert of Beach's music will be performed in his honor.

DAVID LIVINGSTON conducted a southern regional concert band at London, Kentucky and was commissioned by the Franklin County (Ky.) school system to write dedicatory music for the opening of their new Elkhorn Junior High. Also, Livingston has had an original symphony accepted for a premiere performance by the Owensboro Symphony Orchestra.

BETTY PEASE performed her original composition for violin at the composer's Symposium of the Kentucky Music Teachers' Association meeting in Lexington on November 2. Mrs. Pease also gave a faculty recital on November 11.

EDWARD PEASE just recently returned from an eight-day visit to Moscow and Leningrad where he participated as a member of the "Russian Opera and Ballet Tour" led by Walter Terry of Saturday Review. In addition Pease published an article, "Jussi Bjoerling Discography, Part II," in the Bulletin of the National Association of Teachers of Singing, and read a paper on "Design and Implementation of an Ethnic Music Module" at the November meeting of the Kentucky Music Teachers' Association at the University of Kentucky.

Philosophy and Religion Department

MARGARET HOWE was elected to the membership committee of the Evangelical Theological Society and also read a paper entitled, "Charismatic Endowment and Church Leadership Roles" at that group's December meeting in Jackson, Miss. Howe had articles appear in two periodicals. An article entitled, "The Place of Feeling in Religious Experience," appeared in Collage in the fall of 1975 and her article, "A Reappraisal of Factors Influencing the Easter Faith of the Early Christian Community," appeared in the Journal of the Evangelical Theological Society.

ROBERT JOHNSTON has had two book reviews published. One was a review of Man as Male and Female which appeared in the December issue of Theology, News and Notes; the other, a review of Robert McAfee's book, Religion and Violence, was published in The Reformed Journal.

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BILL LANE was the respondent to the major presentation on the nature and function of the Passion Narrative in the Gospel of Mark in the Mark Seminar at the annual meeting of the Society of Biblical Literature in Chicago. Lane also presented two papers, one at the annual meeting of the Evangelical Theological Society in Jackson, Miss. on "The Church as Display of the Divine Intention" and the other one was presented at the meeting of the Southern Section of the Evangelical Theological Society on this campus on "Task Theology: The Transcultural Character of the Gospel."

ROBERT MOUNCE had an article appear in Liberal Education on "The State of the Humanities."

RONALD NASH presented a paper on "Individualism and the State" at a philosophy conference held at Wheaton College, Wheaton, Ill. Nash also participated in a panel discussion on "The Problem of Human Suffering" in Akron, Ohio and was a guest lecturer at Houghton College, in Houghton, New York.

An article written by JULIUS SCOTT appeared in the Journal of the Evangelical Theological Society on "Parties in the Church of Jerusalem as Seen in the Book of Acts." Scott also presented a paper on "Textual Variants of the 'Apostolic Decree' and Their Setting in the Early Church" at the national meeting of the Evangelical Theological Society in Jackson, Miss., in December. He also was speaker for a conference of the Tennessee chapters of Inter-Varsity Christian Fellowship at Centerville, Tenn. in January.

JIM SPICELAND presented a paper on "The Rationality of Christian Commitment" at the national meeting of the Evangelical Theological Society in December in Jackson, Miss.

DON TUCK is serving as critical reviewer of "Bibliography of Buddhist Religion" by Frank E. Reynolds.

RON VEENKER chaired a section of the Midwest meeting of the Society of Biblical Literature and was also elected secretary-treasurer of the Middle West Branch of the Oriental Society.

Speech and Theatre Department

STAN COOKE was made director of a grant provided by the Area Health Education System which will enable Western students to receive practical experience in management of communication disorders of school children. Cooke's article "Auditory Vocal Analysis and Synthesis Skills of Learning Disabled Children" appeared in two publications, Resources in Education and Exceptional Child Education Abstracts.

CARLEY DODD spoke to six groups of elderly people in the BRADD Nutrition Program in three different counties on the subject "Aging and Death."

LEE MITCHELL gave a lecture-demonstration of "Weaponry (Swordsmanship and the Use of Firearms) on Stage" at the October 11 meeting of the Kentucky Theatre Association in Louisville. Mitchell was also elected to Honorary Membership in Zeta Phi Eta, a speech honorary fraternity.

A Faculty Research Grant was awarded to REGIS O'CONNOR to work on a project entitled, "A Survey of the Basic Speech Course in Colleges and Universities in the United States."

JAMES PEARSE appeared as a performer in a short course on the "Performance of Shakespeare" at the Speech Communication Association annual meeting in Houston, Tex. He also was coordinator for a program entitled, "Contemporary American Poetry on Film" at this same meeting. Pearse, along with CARL KELL, authored a paper for the Southern Popular Culture Association entitled, "A Rhetoric of Southern-ness: Screening the Soul of the South."

LARRY WINN had an article published in the Kentucky Journal of Communication Arts entitled, "Fancy Farm 74: A Study in Contrasts." Winn also authored a chapter on "Language Usage" in the textbook Fundamentals of Effective Speech Communication.

(The following articles are in response to the issues raised by Ken Clarke's article "Snake Handling and Plato: Identifying Academic Folklore.")

SNAKE HANDLING AND PLATO, INDEED

Bob Roberts

Dr. Clarke's clever article in the last issue of Forum strongly suggests, though (to its credit) it shies from making explicit, the following argument: Some people in Potter College have only "folkish" reasons for thinking Plato deserves a more central place in our curriculum than video tapes of snake handlers. Therefore Plato does not deserve a more central place...

Now if there are people so silly as to stand up in committee and argue against giving general education humanities credit for courses in folklore by reading articles on 'humanities' and 'folklore' from a dictionary, or people whose reverence for Plato is so mindless as to be "devoid of a scrap of objective qualitative or quantitative support" (I wonder, by the way, what quantitative support for Plato would look like--shall we poll the masses, or weigh him by the pound?), maybe we should give them a load reduction so

they can watch a few tapes and read a few dialogues and come up with some better reasons. I have not witnessed such behavior, and am shocked if the report is true. But there are surely better reasons to be had, and Dr. Clarke's, sophistry consists in his not bothering to consider them.

The works of Plato and Aristotle have had plenty of opportunity during the past 2400 years to fall into disuse and be forgotten. Shakespeare and Dostoyevsky have been less sorely tested, but have lasted long enough that we are not now predicting any imminent demise. Now far be it from me to state categorically that that video tape of snake handlers in East Tennessee or the autobiography of Malcolm X will have a shorter and less distinguished career than those other works. But there have been thousands of products of literary craft which have been forgotten, and it's perhaps worth speculating why.

Plato distinguishes between "sight fanciers" and wise people. Sight fanciers are not at all lacking in acquaintance with the details of human life. They scurry with curiosity from lecture to lecture, they love above all to see interesting and new things. An experienced sight fancier in his mature years might write many books veritably packed with information. What the sight fancier lacks is not learning about human ways, but that perspective, that synoptic view, that grasp of the essence of life which comes from hard reflection on large human issues such as justice, beauty, and goodness. Without such an orientation, acquaintance with this and that human phenomenon remains only an agglomerated pile of stuff--the very farthest thing from wisdom.

Now I would like to suggest that the literary leavings of certain human beings have a peculiar value to us, not because they are "a good, safe reference, like Mother and God," but because they embody questions and insights of an essential human sort. That is, they have wisdom in them, a wisdom not to be found in anything like the same concentration of depth in other writings. It is for this reason that they survive governments, cultures, and ages, and why we individuals find that we can read them again and again without getting bored. And it is why other writings, among

which would have to be classified most journalism, and pop and folk literature, will not survive.

In courses where our effort is to foster a general humanistic education, it seems to me clear that we will do best to expose our students to wisdom in its purest form. I do not deny that watching a video tape of some curious cultic activity is relevant to wisdom. Every detail, every odd feature of human existence, will find its interest and its stimulation for the man who questions and sees human life in a large, wise perspective. I deny only that such materials form an appropriate subject-matter for a course designed to encourage wisdom itself. The details can, and almost certainly will be, filled in in virtue of the natural curiosity of man. Wisdom is a much rarer and more strenuous thing, and the materials which elicit it are correspondingly rarer. To allow students the opportunity to watch snake handlers or to read pop literature in the place of Plato would only be to encourage their already strong tendency to the fancy of mere sights.

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THE HONEY OF HONOR COMES AND GOES

William McMahan

Henry James said that in the daily lives of people it often happens that some decision comes along which does not seem like much, but which, when carefully considered, poses a sharp hazard to the honor. For those of us who teach in Potter College these frequent hazards to our professional honor come along casually enough--the care with which we grade a set of papers, the number of essay and research assignments we are willing to make, whether or not to spend an hour in the library pondering recent articles in our field, whether to see some important administrator about

some aspect of the quality of our programs, whether to stop a writing project at 9:30 in the evening or persist to 11:30, whether to seek out our representative on an important committee to let him know our opinion and perhaps get some valuable motion put before that group, whether to redesign some drill or exercise to make it more worthy of serious consideration by our students, etc. There are always a host of choices which put our honor at stake, and every day is a going out to battle. It is easy to lose the fighting spirit because we have suffered so many recent losses from new barbarians, new populists, technocrats, assorted innovators and liberation fronts, anti-intellectual administrators, bureaucrats in HEW and NEA and state education circles who are inflexible about flexibility and unchanging about change and intoxicated on some brew 90 proof in sociology and psychology, white militants playing politics, black militants firing off flak, pop art prophets, grass roots fake folkery, and "intellectuals" hoping to be famous as seers since they have done little as scholars or artists. And we are hurt by the petty tyranny of administrators with some "new" little empire to create, no matter what damage is done to the heart of humanities.

In spite of the massed enemy, very few of us are shaken from our belief that we are here for the serious life of the mind and for the transmission of high culture as it appears in our major systems of thought and art. Modern physics is a thought structure, as are calculus and ethics and history. Thought and art constitute our essential domain. We champion high culture first of all because enculturation into these richest productions of mind and craft allows men and women to enjoy the finest levels of human knowledge and experience, and second, because these major structures afford essential preparation for many of our best vocations, and third, because they train the mind in critical analysis and interpretation, the two skills most essential to all citizens in a democracy. This is always what we have believed, and since it cannot be improved upon, we resist those who attack it and want us to change it. We see them above all as foolish, even when they are sincere.

In a recent issue of Forum a folklore professor apparently asserted that our classical devotion to great art and thought is just a silly superstition of a contemptible elitist sort, on a par with the benighted superstitions of snake-handlers. None of us bothered to reply at the time because the charge seems so juvenile-- though we are very familiar with this attack on traditions via the charge of elitism and in the name of some folk-pop-mass spirit said to be gathering such political revolutionary potency that the new counterculture is about to smash down all our visions of excellence, along with our basic institutions and moralities. This is kid stuff. It has that irresponsible, brash, bush-league quality we so properly associate with the sappy sixties. And as to folklore, a program related to anthropology and depth psychology and religious structures could be valuable and we could respect it--but not a pop-oriented, rural Kentuckiana, Appalachia as Zion, hoe-down and quilting sort of thing.

We took a great beating when the general education requirements in the humanities were sharply reduced, and when our core curriculum was converted to a shell full of watered-down student options. The recent additions of "Agriculture in the Modern World" as being equal to physics and "Urban Folklore" as being equal to Western Civilization, reveal clearly the whole pattern of folly to which we are subjected. Too often in Potter College we have let these things happen to us because we simply lacked the courage to go against higher level administrators who were anxious to get some "innovations" passed. We should have laughed aloud on the Academic Council at that most laughable combination of the mind of an innovator with the mind of a leveler. The General Education revision was a sheet of shame, and our meek acceptance of it is our part of the shame. Perhaps all of us now teaching and working at Western must die before the errors will be admitted. But, of course, we dare not be so pessimistic. Can we bear to think that in our lifetime we will not become serious about the academic reputation of Western and the quality of its graduates? To build in that direction is the only way we can have any honor at all.

The question of honor is most pertinent as we think of our students. Above all, they should be proud of our programs. We must feel shamed and dishonored when they see clearly how "easy" we have become and how timidly we challenge them to academic excellence. Ask them. Our best students are not truly proud of our programs, and the relation between their pride and our honor is immense. Every major we offer is weaker in content than it should be, and everyone of us knows that. Within our college we could move, if we wished, toward departmental requirements in history, in philosophy, in advanced composition, in music, or in foreign language, and strengthen our majors.

We are very wrong to be so indifferent to important publication--which is not the same thing as just getting something published somewhere. We should rebuke the infantile remark that there is no relation between publication and good teaching. Here is one relation: a good lecturer must have a mind capable of generating original publishable ideas in many of his lectures. The content of his lectures must be respected by students as much as a good book in the library. And if a teacher has publishable ideas, he must want to publish, because his ideas are valuable. If he says, "I just don't care for the publication hassle," he is being silly, and perhaps wicked too. Students deserve teachers able to publish.

There are hundreds of things we should be doing in our own departments and college. We could attack the disgrace of widespread plagiarism. We could increase library assignments. We could get the lecture series placed in the hands of a capable faculty committee. We could commission art and work harder for music. We could put great paintings in our halls. We could "publish" scholarly papers through lecture programs presented by us in our own college. We could take measures to improve high school programs; we could insist on a secret ballot on all votes in curriculum committees and on the Academic Council; we could demand that people more passionate about the humanities be placed on the General Education Guide-

lines Committee; we could call a day of mourning over the decision to accept television course credit at the graduate level; we could demand an honors program that cared more about scholarship and less about anti-establishment psychology, and less about fringe courses of shaky academic merit in which (surprise!) there is no library research paper, but rather a lot of "discussion," and on and on. In short, the honey of honor goes too often and comes too seldom. If we will just honor the foundations of culture and sustain high civilization, and strive to be honored by our students because of their pride in our performance, and in the standards of excellence we ask of them, our little personal problems with honor will not be so acute. We would sleep better and live longer. Our local theologians doubtless believe there is a relation between human honor and the idea of the honor of God. Their thesis has this great advantage: we think of ourselves standing under a light more interesting than the night glow over Frankfort.

We look bad judged by high standards. Of course there are many fine things about Western, and if we judge by local standards, it is probable that we have here a more serious academic climate than that of any state university, including U. of L. and U. K. That is something to be very proud of. But in the humanities we have been trained to judge by standards larger than local ones. So, while we might like more money, the honey is the greater need.

SPECIAL NOTE: Within the last few days RANDY CAPPS and REGIS O'CONNOR have signed a contract with Prentice-Hall (a division of Winthrop Publishers) to publish their textbook FUNDAMENTALS OF EFFECTIVE SPEECH COMMUNICATION. Our congratulations to you two and to the other members of the Speech and Theatre Department who contributed to this book.

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