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IDENTIFICATION IN THE CAMPAIGN SPEAKING OF
FRANK CLEMENT IN THE 1954 DEMOCRATIC PRIMARY

Stephen D. Boyd

Frank Goad Clement was a prominent political figure in Tennessee from 1952 through 1966. He served as governor of Tennessee longer than any other man, from 1953 through 1958, and from 1963 through 1966.¹ Throughout his career he was noted for his ability as a speaker. As one writer for a national magazine stated: "His compelling power as a public speaker . . . stems from a modern-dress revival of the William Jennings Bryan type of oratory."² The purpose of this paper is to analyze identification in the campaign speaking of Frank Clement in the 1954 Democratic primary. I have chosen this particular period in his career for three reasons: 1) This was the turning point in establishing a Clement organization which would dominate state politics for most of two decades;³ 2) The campaign came at a time when Clement was nearing the height of his power as a political strategist and speaker; and 3) The campaign came at a time when Clement was at the height of his popularity with the voters. In the Democratic primary, Clement defeated veteran three-time governor Gordon Browning. He received 481,000 votes,⁴ and carried 94 out of 95 counties.⁵ At that time winning the Democratic primary meant virtual assurance of victory in the gubernatorial election because the

Republican Party was in the minority.

Kenneth Burke, one of the most profound students of rhetoric, has expanded upon various concepts from traditional principles of rhetoric to create what he calls a "new rhetoric." In an article entitled "Rhetoric--Old and New," he pointed out the distinguishing features:

The key term for the old rhetoric was "persuasion" and its stress was upon deliberate design. The key term for the "new" rhetoric would be "identification," which can include a partially "unconscious" factor in appeal.⁶

I have chosen Kenneth Burke's identification to evaluate Clement's campaign speaking for three reasons. First, evaluation incorporating identification tends to focus on analysis of leading ideas rather than merely on detailed scrutiny of exact phrasing and style of the speaker's statements. Second, identification is a unitary principle which makes possible a close analysis of a speaker's relationship to his audience and how he reflects and influences the prevailing values and modes of thought. Third, the concept of identification is an extension of the Aristotelian approach in which there is extensive overlapping of critical criteria. For example, there is difficulty in separating logos from ethos.

A brief explanation will be made here of Burke's use of the term identification. The remainder of the paper will deal with the concept of identification operationalized in Clement's speaking by means of word choice, illustrative material, extra-verbal elements, and discussion of issues. Three progressively complex meanings of identification will be used to analyze Clement's speaking:

1) common ground; 2) an end to be achieved; and 3) a means of dissolving division.

It is important to realize that this key term of Burke's "new rhetoric" stems from his basic view of man. As Virginia Holland wrote about his philosophy in Counterpoint:

The concept of identification is based upon the assumption that the beliefs and judgments of a person are in many respects similar to the judgments and beliefs of his fellows because all men have patterns of experience which are universal, permanent, and recurrent.⁷

Burke touched on the idea of common ground when he wrote: "Identification at its simplest is . . . a deliberate device as when the politician seeks to identify himself with his audience."⁸ In this simple form of identification a speaker attempts to show that his views and attitudes are like those of his audience. By doing this he "identifies" with his audience and may make persuasion possible. As Burke explained in The Rhetoric of Motives: "You persuade a man only insofar as you can talk his language by speech, gesture, tonality, order, image, attitude, idea, identifying your ways with his."⁹ This range of identity between speaker and audience is necessary to establish common ground.

However, Burke goes beyond this meaning of sharing interests and concepts. A second and more complex meaning is that identification can be seen as an end. This is evident when people desire or yearn to identify themselves with another group.¹⁰ As Burke wrote in the Journal of General Education: "Here they are not necessarily being acted upon by a conscious external agent, but may be acting upon themselves to this end."¹¹ A young person may wear a certain type of clothing, or wear his hair a certain length,

to identify himself with a particular social or political group.

The same phenomenon can occur in a speaking situation in which a speaker talks or acts in a way which influences a listener to identify with a particular group. This concept of identification as an end will be observed in the speaking of Clement.

Thirdly, approaching identification from a somewhat different point of view, Burke talks about identification between different levels of abstraction as a means of dissolving division. As he pointed out in "Rhetoric--Old and New":

. . .we may move from a world of disparate particulars to a principle of one-ness, an "ascent" got, as the semantists might say by a movement toward progressively higher levels of generalizations.¹²

For example, two people may be talking about politics. One supports the present administration and the other does not. To seek unity, the two individuals seek a more general level of discussion. But on the next level they find that one is conservative politically and the other is liberal. Then they ascend to another level of abstraction and discover that each is very much interested in theory of development of political movements. This unifies them. Once this unifying principle is reached, a descent begins. As Burke continued: ". . . a Downward Way, back into the world of particulars, all of which would now be 'identified' with the genius of the unitary principle discovered en route."¹³ Thus the two people might use their common interests. To say it another way, the two transcended their particular differences to reach the principle that unified them. The separateness was essential in the beginning in order for identification eventually to take place. As Marie

Nichols wrote in the Quarterly Journal of Speech: "Burke affirms the significance of identification as a key concept because men are at odds with one another, or because there is 'division.'"¹⁴ As Burke explained: "Identification is compensatory to division. If men were not apart from one another there would be no need for the rhetorician to proclaim their unity."¹⁵

A term ~~basic to this third meaning of identification~~ is consubstantiality. It comes from Burke's emphasis on the nature of substance, which he described as follows:

. . . substance, in the old philosophies, was an act; and a way of life is an acting-together; and in acting together, men have common sensations, concepts, images, ideas, attitudes that make them consubstantial.¹⁶

Substance is an abstract term that implies permanence. It can be any enduring idea, understanding, attitude, or concept that one might hold. Thus, we might say that when a speaker relates his "substance" in the Burkeian sense with the "substance" of his audience, he has achieved consubstantiality with that audience. Burke explained this identification and extended it to include a kind of uniqueness:

In being identified with B, A is "substantially one" with a person other than himself. Yet at the same time he remains unique, an individual locus of motives. Thus he is both joined and separate, at once a distinct substance and consubstantial with another.¹⁷

For example, a listener is a unique entity as he hears a sympathetic discussion of his preferred political party. He may not agree with everything the speaker says, yet he feels an identity with the speaker because he believes in the same political philosophy. Consubstantiality is achieved since he and the speaker share in the same "substance."

In this discussion of consubstantiality we see that identification, in Burke's view, can be achieved at different levels, and we will see shortly that this has relevance for analysis of political speaking. If men cannot reach consubstantiality at one level, they keep moving to a higher level of abstraction until a unifying principle is attained. As Burke elaborated:

All would be thus made consubstantial by participating in a common essence, as with objects bathed in the light of the one sun, that shines down upon them as from the apex of a pyramid.¹⁸

In discussing the meaning and use of the term identification, there are times when it is difficult to distinguish between persuasion, identification, and consubstantiality. Burke is aware of this. He wrote:

. . . there is no chance of our keeping apart the meanings of persuasion, identification, ("consubstantiality") . . . But, in given instances, one or another of these elements may serve best for extending a line of analysis in some particular direction.¹⁹

This short analysis shows that three meanings of identification are: 1) common ground, 2) an end to be achieved, and 3) a means of dissolving division; now we turn to an analysis of Clement's speaking in the 1954 Democratic primary campaign.

IDENTIFICATION AS COMMON GROUND

As is characteristic of most political speakers, Clement was very careful early in his speeches to establish common ground with a local audience by saying complimentary and knowledgeable things about the town in which he was speaking. This characteristic is apparent in the beginning of each of the thirty available

manuscripts, and there is little doubt that these remarks were included in the actual speech since Clement did not usually deviate from the manuscript until after the introduction. When Clement addressed an audience in Pulaski on the subject of TVA, he began: ". . . I have chosen Pulaski as an appropriate place for my discourse. For it was in this fair and well-lighted city that TVA electricity was first distributed in Tennessee."²⁰ In the opening campaign speech in West Tennessee at Dyersburg, Clement asserted: "I am happy to be in the good county of Dyer and in this great section of Tennessee which has dealt so generously with me in all of my undertakings."²¹ The most vivid example of the common ground element of identification was demonstrated in Clement's opening campaign address at Lebanon:

From the historic rotunda of the Wilson County Courthouse-- "far from the madding crowd's ignoble strife"--in the heart of the paradise we proudly call Middle Tennessee--where true blooded American citizens hold to the even tenor of their way--in the center of the tranquil and serene city of Lebanon, named for its Biblical counterpart, and surrounded by stately cedars as glorious as those from which Solomon of old build (sic) his temple; a city of culture and a seat of learning, located in a county which has enriched the public life of Tennessee by a host of statesmen and warriors; and presently populated by a people steeped in the traditions in which you and I believe; I open my campaign for a second term with pride, confidence, and enthusiasm.²²

Douglas Fisher, Clement's publicity director, summarized this characteristic of his speaking by saying:

Some part of his remarks were pitched to the local people. He would recognize campaign helpers--campaign committeemen that were there in the community. If there happened to be a public project in the community in which he had a part as Governor, certainly he would refer to that, . . .²³

Demonstrating his knowledge of the history and activities of the county in which he was speaking was thus a typical way in which

Clement established common ground. Secondly, Clement was careful to discuss local problems and accomplishments in his speeches. Speaking at Maryville he stated that he was interested in a four-lane highway between there and Knoxville.²⁴ In Hickman County at Centerville he said his administration had spent \$57,000 in Hickman County for roads. In Cheatham County at Ashland City he stated that Cheatham County had received \$44,958 for its rural road program and \$5,730 for improvements of Ashland City streets.²⁵ These examples are just a few of the many that are found in the accounts of his speeches.

A third way in which Clement identified with his listeners by establishing common ground was mention of family ties. As his eldest son said in an interview about the attitude of his father toward his family: "He was always proud of his family, you know, and he always wanted his family to be with him, and every opportunity he had to show off the family he would do just that."²⁶ This point was demonstrated in most accounts of his campaign speeches. He almost always took some members of his family with him and would usually refer to them at some point in his speech. At Brownsville his parents sat on the platform as he spoke. In that speech, reacting to the issue of his father's influence, Clement said: "I love and respect my daddy and I am not ashamed of this fact that I go to him for counsel and advice."²⁷ The "family tie" principle was an important part of his defense against charges by Gordon Browning (his opponent) that his father Robert Clement had made some illegal transactions in working for the State. For example, at Columbia

he said that even if such charges were true: "I'd still love him because he's my daddy. . . . No candidate will ever cause me to forget what the good Book says--'Honor thy father and mother.'"²⁸

In an overall defense of why he relied on his father, Clement pointed out at Cookeville: "I have sought the counsel of my father many times. You probably have too if you have a father."²⁹ The reference to family was an integral part of his campaign speaking.

Harold H. Martin wrote:

His speaking formula was infallible. He would begin quietly with a fifteen-minute homily on his wife and children, a recital of the little humorous, frustrating things which beset a family man.³⁰

In an article reacting to the speaking of Clement, Mel Wax in the Chicago Sun-Times stated: "No speech is complete without mention of at least one, sometimes all, of the members of his attractive family."³¹

A fourth way in which Clement established common ground with his audience was through the use of the historical example. His favorite Tennessee heroes were Sam Houston and Davy Crockett. When he was in a part of the State where either had lived or worked, he would mention that in the speech. For example, in the beginning of his speech at Dyersburg, he said:

This portion of our state was represented in Congress by a great Tennessean, the indomitable Davy Crockett who was captured at the Alamo with his broken rifle in one hand and a butcher knife dripping with blood in the other, only to be murdered when he sprang to the defense of his companion captives as they were killed by their treacherous captors.³²

At Lebanon he proclaimed:

Here your courtroom reverberated to the oratory of Sam Houston, that strange "man of mars and mystery," who was practicing law in Lebanon when the moving finger of destiny plucked him from your midst and started him upon a career unequalled in the annals of history.³³

Clement referred to other native citizens, e.g., Andrew Jackson, Cordell Hull, and former governor James C. Jones, who had achieved renown as men of affairs and as Tennesseans. The crowds responded favorably to this material through identification with the famous figures of Tennessee history.

Thus, in almost every speech Clement identified with his audience by telling the people what a great city they lived in, by emphasizing importance of family, and by relating historical examples. The identification inherent in these materials was heightened by Clement's frequent use of the personal pronoun "we," making everyone a part of the speaking situation, and all people substantially one.

IDENTIFICATION AS AN END

A second way in which identification can occur, according to Burke, is an end to be achieved. It appears that the people of Tennessee saw in Clement what they wanted to be themselves, and to be identified with him was an end in itself. They saw in Clement the following ends which, by identifying with Clement, they could in part achieve: 1) the problem-solver for the State of Tennessee; 2) the exemplar of honesty, morality, and decency; 3) the symbol of hard work; 4) a humanitarian; and 5) the epitome of the "American Dream."

First, Clement sought to establish himself as the man who could solve the problems of Tennessee. He portrayed himself as a

twentieth-century "knight in shining armor." Everywhere he went he extolled the accomplishments of his first eighteen months in office. He demonstrated in his speeches that since he had been in office major problems were being solved. Clement campaign posters, which were published weekly, emphasized his record. One newspaper reported that Clement's ". . . speeches have largely been devoted to a report to the people on his first term in office."³⁴ Newspaper accounts of his speaking indicated that he spent a part of every speech in "going to the record." For example, at Millington in Shelby County, his report of the record of accomplishments of his administration included seventeen points, most of which dealt with problem-solving.³⁵ At Ashland City he stressed how his administration had saved money: "We have saved more than \$11,500,000 on tax collections."³⁶ In a speech at Gallatin, after his introduction ". . . Clement then launched into a detailed report on the operation of state government during his administration."³⁷ At Columbia he told what his administration had done for that county the past 18 months.³⁸ In every available manuscript of his campaign speeches the body of the speech consisted largely of a record of his accomplishments or how he was solving the problems Tennessee faced when he came into office. It is evident that Clement sought to place himself in the minds of the people as the problem-solver for the State of Tennessee. To identify with Clement was a way of believing you were a part of the organization which was solving the problems of Tennessee.

Second, for the audience to identify with Clement was an

end in itself because he sought to exemplify honesty, morality, and decency in government. He made these themes in his campaign. In the manuscript of his opening address of the campaign, which he followed closely, Clement said:

I promised to return honesty, decency, and morality to the executive branch of our government. I have kept that promise. I promised that the state's affairs would be conducted in a "political goldfish bowl." I have kept that promise. I promised that there would be no "man to see" and that the state's business would be conducted in public offices by public officials instead of politicians not connected with the state's government. That promise has been kept. I promised an unrelenting war against wasteful, extravagant and corrupt practices and they have been eliminated.³⁹

To be part of this kind of government became a goal for voters to achieve. Clement reminded people of what he stood for every time he spoke. Speaking at Cleveland in reference to his raids on gambling establishments, he said: "I mean business. As long as I am governor of Tennessee, I will not sit back and tolerate outlaws and other gangster elements who flout the law."⁴⁰

Clement incorporated the theme of morality from another point of view, that of admitting a mistake. In a speech to the Jaycee Club in Chattanooga Clement said that he had made a mistake in signing a bill which provided for a five dollar tax on small automobile trailers. As the Chattanooga Times ~~continued the account:~~

My opponent has criticized me for signing that bill. I admit my mistake. I signed it. It was a poor bill . . . but I have admitted to the public that it was a mistake. I thought I had read the whole bill and what happened was that I didn't see that provision in it, I don't know . . . but I wish I hadn't signed it and I am going to have it repealed in January. My opponent has used it as a club and has ridiculed me all over the state but he has never acknowledged that he signed a bill once that didn't even have a caption on it . . . with the result that you

taxpayers are out \$100,000 for a printing bill alone.

The people of Tennessee are going to show August 5 whether they prefer a man who will admit a mistake or one who operates on the principle that if you ever admit a mistake it amounts to political suicide.⁴¹

Thus, Clement through his speaking sought to make the voters believe they had a choice between good and evil and right and wrong; to vote for Clement was to obtain the end of righteousness and morality.

Thirdly, citizens could identify with Clement because he symbolized hard work. In Tennessee in the fifties, hard work was widely considered to be a virtue. When Clement talked about his accomplishments, he would include as many as seventeen points, as he did at Millington.⁴² Thus he gave the impression to his audiences that to vote for him would be casting a ballot for hard work. A verse of a Clement song emphasized hard work:

With the Lord as his guide, all out hearts fill with pride.
At the work he has done day by day.
So we will strike up the band for the best in the land.
Give us Frank! Gov'nor Frank, all the way.⁴³

Another way in which Clement symbolized hard work was in the campaign schedule he kept. In a report of his campaign one newspaper said: "Clement winds up a tedious week of 22 campaign speeches with four addresses Saturday. . .⁴⁴ Flora Schreiber in Coronet called Clement a "cyclonic campaigner."⁴⁵ Martin summarized the rigor of the campaign:

In sixty days of campaigning he traveled 52,000 miles by plane and automobile, delivered as many as six hour-long speeches a day, and shook hands so frequently that a large callus sprouted between his forefinger and his thumb.⁴⁶

Often he would start early in the morning and work late into the evening. Newspapers regularly reported this information to the public, and the voters were constantly reminded what a hard-working

person Clement was. Thus, to respect hard work was to identify with Clement.

A fourth way in which identification with Clement became an end to be achieved was through his portrayal as a humanitarian. He repeated frequently what he said in his opening speech at Lebanon:

I hope that some day the opening paragraph of a Tennessee history yet to be written, will say of my administration: "During the humane administration of Frank G. Clement, Democrat of Dickson, from 1953-1959, the aged, the needy, the lame and the halt, the blind, and the mentally ill citizens of Tennessee, were the beneficiaries of unprecedented recognition and advancement. Clement was known as the humane governor."⁴⁷

Wherever he spoke he stressed aspects of his humane program. In a television appearance at Johnson City, Clement emphasized his mental health program: "We have come far in the field of mental health, but must go further. Tennessee is pioneering in mental health and can set the standard for the nation."⁴⁸ The newspaper account of this speech continued: "Clement, who successfully sponsored a move by Southern governors for a regional study of mental health, announced a similar study has been inaugurated by states in the Great Lakes region."⁴⁹ In a speech at Waynesboro he related the history of his mental health program:

. . .the history of the treatment of the mentally diseased in Tennessee is shocking and shameful. Until 1953, we isolated, segregated, and confined. When I took office, Tennessee was at the bottom of the list of all states in the care of the mentally diseased. Now we are taking the lead in attempting to correct, cure and restore our mentally diseased citizens to useful life.⁵⁰

It is a common phenomenon for people to want to consider themselves concerned about other human beings. Clement sought to facilitate this end for his listeners by motivating them to vote for him. All references point to the conclusion that this concern

was not simply a political ploy, but a sincere endeavor on the part of Clement. As his eldest son commented to me when asked what his father liked about being governor: "I think, more than anything else, it was just being able to do something for so many people."⁵¹

A final way in which Clement's speaking encouraged his listeners to identify with him as an end goal was in epitomizing him as the "American Dream." In 1954, his was a storybook success story to which many people could relate. He grew up in modest surroundings, yet through hard work and ambition became successful at a youthful age. Achieving his childhood goal of being elected Governor at thirty-two impressed people. He was written about and talked about across the country. To be associated with his rise to fame could be considered an end. To be identified with Clement and to vote for him would in a sense mean being a part of a success story that one could not achieve on his own.

Being around people was for Clement one of the most enjoyable parts of campaigning. Having them respond to his speaking was of great importance to him. Except for his avowed enemies, there was mutual admiration between Clement and the public. There was strong identification when Clement came in contact through his speaking with the citizens of Tennessee.

IDENTIFICATION AS A MEANS OF DISSOLVING DIVISION

A third meaning of Burke's identification refers to seeking unity which will overcome division. To a large extent it is a matter

of reaching a level of abstraction or generality where two can agree. Clement sought identification in this way, first, by remaining general and ambivalent on the segregation issue, and, second, by his choice of words to describe the general goals of his campaign.

The issue on which Clement stated only the most obviously general views was that of racial segregation. He would not commit himself on it; no one could criticize his position since he did not take a stand. In his opening campaign address at Lebanon, in reacting to the Supreme Court's declaration that segregation was unconstitutional, he said:

Inasmuch as no final decree has been entered--and in view of the fact that the court has invited participation by the states in further deliberation, no change is anticipated in our school system in the near future.

It is obvious, therefore, that the greatest service we can render Tennessee at this hour is to refrain from making unnecessary political statements and, instead, address ourselves to the problem with the calm determination that we shall do everything possible to preserve and promote the neat progress Tennessee and Tennesseans have enjoyed in recent years.⁵²

The Nashville Tennessean tried very hard to make Clement take a position on segregation. They would phone his office and send him telegrams but he held to his opening campaign statement. In reacting to the Nashville Tennessean's urging he said: "Making segregation a political issue in rabble-rousing speeches will do nothing to help find a logical solution."⁵³ Clement sought to maintain identification with the majority of the people of Tennessee by remaining general and ambivalent on this highly volatile issue. Had he taken a definite position for or against segregation, he would

have alienated segments of the voting population and destroyed the identification between him and the public.

Noting that Clement identified with his audience by keeping some statements ambivalent is not to say that this was a uniform characteristic of his speaking. In many situations he developed in detail support for his positions on problems of concern to the citizens of Tennessee and thus maintained identification with them. He liked a heated argument and never tried to avoid a lively discussion if the situation were appropriate. As Buford Ellington, his campaign manager, said: ". . .he loved to scrap."⁵⁴ On at least two occasions in the campaign he exchanged words with members of his audience who questioned a particular statement or position.⁵⁵ He dealt with specifics, but he also knew when it would be advantageous to keep his statements general and more or less abstract.

The statement of goals of his campaign exemplified this form of identification most vividly. Key words in his campaign were honesty, decency, and morality. His concern was to maintain these characteristics in the State's highest office. Most everyone could agree on these points. Clement had a talent for relating many of his positions and defenses to these words. A typical example was a speech at Bradford where he said:

The opposition can go to the gutter and gather up all the filth they want, but on Aug. 5 you, the people, will show them Tennessee stands for honesty, decency, and morality and those basic truths will come to light despite all attempts to cloud them with vilification.⁵⁶

A most notable trait of Clement as an elected official was his skill in platform speaking, and identification was a key factor

in his success. Clement needed positive feedback when he talked to people. He liked to sense his audience become a part of him as he talked about solving mutual problems together. He sought the agreement of his audience when he spoke of honesty, morality, and decency. When he was face to face with his listeners he could sense the extent of his identification with them, and they with him.

NOTES

Stephen D. Boyd (Ph. D., University of Illinois, 1972) is Assistant Professor of Speech at Northern Kentucky State College. The paper is derived from his doctoral dissertation under the direction of King Broadrick.

¹Dickson County Herald, 6 November 1969.

²Wilma Dykeman, "Too Much Talent in Tennessee," Harper's, March 1955, p. 49.

³Through 1952 a governor could serve an unlimited number of two-year terms. A constitutional change in 1953, however, created a four-year term for governor and made it unlawful for a governor to succeed himself. Buford Ellington, a leading figure in the Clement organization, succeeded Clement in 1959. Clement succeeded Ellington in 1963, and finally Ellington succeeded Clement in 1967.

⁴William Raymond Majors, "Gordon Browning & Tennessee Politics," (Ph. D. dissertation, University of Georgia, 1967), p. 208.

⁵Dickson County Herald, 6 November 1969.

⁶Kenneth Burke, "Rhetoric--Old & New," Journal of General Education 5(April, 1951): 203.

⁷Virginia Holland, Counterpoint: Kenneth Burke and Aristotle's Theories of Rhetoric (New York: Philosophical Library, 1959), p. 27.

⁸Burke, Journal of General Education: 203.

⁹Kenneth Burke, A Rhetoric of Motives (New York: Prentice-Hall, 1950), p. 55.

¹⁰Burke, Journal of General Education: 203.

¹¹Ibid.

¹²Ibid., 204.

¹³Ibid.

¹⁴Marie Hochmuth (Nichols), "Kenneth Burke and the New Rhetoric," Quarterly Journal of Speech 38(April, 1952): 137.

¹⁵Burke, Rhetoric of Motives, p. 22.

¹⁶Ibid., p. 21.

¹⁷Ibid.

- 18 Burke, Journal of General Education: 204.
- 19 Burke, Rhetoric of Motives, p. 46.
- 20 Frank Clement, speech at Pulaski, Tennessee, 24 July 1954. A manuscript is located in Governor Clement's Papers in the Tennessee Library and Archives.
- 21 _____, speech at Dyersburg, Tennessee, 12 June 1954. A manuscript is located in Governor Clement's Papers in the Tennessee State Library and Archives.
- 22 _____, speech at Lebanon, Tennessee, 5 June 1954. A manuscript is located in Governor Clement's Papers in the Tennessee State Library and Archives.
- 23 Interview with Douglas Fisher, Nashville, Tennessee, 14 August 1971.
- 24 Nashville Tennessean, 10 June 1954.
- 25 Nashville Banner, 14 June 1954.
- 26 Interview with Bob Clement, Nashville, Tennessee, 21 August 1971. Subsequent references to Mr. Clement's remarks are drawn from this interview.
- 27 Nashville Tennessean, 6 July 1954.
- 28 Daily Herald (Columbia), 12 July 1954.
- 29 Putman County Herald (Cookeville), 24 June 1954.
- 30 Harold H. Martin, "The Things They Say About the Governor," Saturday Evening Post, 29 January 1955, p. 23.
- 31 Mel Wax, "Young Man in a Hurry--Tennessee's Gov. Clement," Chicago Sun-Times, 19 June 1954.
- 32 Clement, speech at Dyersburg.
- 33 Clement, speech at Lebanon.
- 34 Putman County Herald (Cookeville), 17 June 1954.
- 35 Nashville Banner, 4 August 1954.
- 36 Ibid., 14 June 1954.
- 37 Ibid., 31 July 1954.

- 38 Daily Herald (Columbia), 12 July 1954.
- 39 Clement, speech at Lebanon.
- 40 Nashville Banner, 23 June 1954.
- 41 Chattanooga Times, 3 August 1954.
- 42 Nashville Banner, 4 August 1954.
- 43 Nashville Tennessean, 11 June 1954.
- 44 Nashville Banner, 16 July 1954.
- 45 Flora Schreiber, "Tennessee's Political Evangelist," Coronet, July 1956, p. 98.
- 46 Martin, Saturday Evening Post, p. 48.
- 47 Clement, speech at Lebanon.
- 48 Nashville Banner, 8 June 1954.
- 49 Ibid.
- 50 Ibid., 16 June 1954.
- 51 Interview with Bob Clement.
- 52 Clement, speech at Lebanon.
- 53 Nashville Tennessean, 28 July 1954.
- 54 Interview with Buford Ellington, Nashville, Tennessee, 18 August 1971.
- 55 Following a speech at Benton when Clement had accused the sheriff, who was in the audience, of not cooperating with upholding the law, there was a confrontation. During a speech at Hartsville Clement had a confrontation with a member of the audience whom he had fired from a state office several months earlier.
- 56 Nashville Banner, 26 July 1954.

THE "SELF-PERSUASION PROJECT" ASSIGNMENT

Valerie Schneider

Texts on persuasion deal solely with efforts of the persuader to influence other people. The texts do not describe the self-persuasion situation--one in which the persuader and the persuadee are the same person.¹ Yet the self-persuasion situation, which is generally a self-improvement endeavor concerned either with getting rid of a bad habit or developing a new favorable habit, is a common type of persuasive situation.

Widespread interest in what amounts to self-persuasion is reflected in the success of such books as How to Think and Grow Rich by Napoleon Hill, Psychocybernetics by Maxwell Maltz, How to Win Friends and Influence People by Dale Carnegie, the many articles and books on dieting, physical fitness programs, and suggestions for giving up smoking as well as the success of such self-help groups as A. A., synanon, Recovery, smoke watchers, and weight watchers.

Although self-persuasion is based primarily on audience analysis and appropriate communicative appeals to the self, communicologists seem to have left this field to people who are "laymen" regarding the study of communications. Many of these "laymen" have developed very good self-persuasion ideas for the one topic that they are concerned with due to their personal experience with the problem the self-persuasion project is

designed to solve or because of specialized knowledge in a subject area related to the self-persuasion project. However, I believe that experts in the field of persuasive communication could add further knowledge to this area. Theorists of persuasion would be concerned with differences and similarities between the different topics and types of self-persuasion endeavors. Hence, more systematic, generalized guidelines for this area of communications would result from a concerted study of self-persuasion by scholars in the speech field.

It is in the hope that self-persuasion will become recognized as a valid area of both curricular study and research that I am writing this essay on the subject. My personal experience with self-persuasion relates to an assignment which I have developed for use in my persuasion classes at East Tennessee State University. The assignment which I call "Self-Persuasion Project" is explained during the first week of the quarter so my students can choose a self-improvement project and work on it during most of the term. I stress that it is not the degree of success of the project at the end of the term but the perceptiveness with which they analyze the project in the (approximately four page) written report they turn in during the last week of the quarter that will be graded. Generally thirty to forty percent of the students report that they have started some type of self-persuasive project before beginning the class, and they use the project they have already begun, usually incorporating some new technique ideas that we are

discussing in class.

Generally the most popular subject has been decreasing or giving up smoking, followed by dieting, and physical fitness programs. Other frequent subjects have been better money management, better study habits, and improvement of driving skills. I ask my students to structure their reports around the following seven questions:

- (1) What was the specific goal (proposition) of your project?
- (2) What motivated you to develop this particular project?
- (3) How long have you been working on this project, and will it continue after turning in your report?
- (4) What are the major appeals and techniques used in carrying out the project?
- (5) How successful is the campaign at the point of writing the report?
- (6) What could have been done or will be done to improve the success of the project?
- (7) How does self-persuasion compare with efforts to persuade other people?

After stating these questions I read one or two samples of reports that students have done for previous classes. A week or so before the report is due I read another sample report and review specifics of the written report. The day the students turn in their report each gives a brief oral summary regarding the project selected and the techniques utilized.

The seventh question regarding the comparison between self-

persuasion and an effort to persuade others is an important footnote both to the discussion of self-persuasion and to the connection between self-persuasion versus the more usual forms of influence in which the persuader and persuadee(s) are different people.

It surprises me that most students conclude that self-persuasion is harder than trying to persuade others. As we discuss this point, I try to bring out the idea that other people are likely to put up as many objections and rationalizations to our messages as we are likely to do to our own, only we are not as much aware of how others are reacting to our messages. In fact, I go further and suggest that when we are concerned with persuasion as a long-lasting behavioral change the goal is to set up conditions so that as a final step our audience members see for themselves in a freely-made decision that conclusion (proposition) we are trying to present. Hence, self-persuasion by our audience is the final link in our efforts to persuade others.

After studying the results of several terms of this student project as well as reading William James' classic theoretical formulations on habit training, and reading Albert Bandura's definitive work Principles of Behavior Modification, the author feels that the following areas for selection of techniques could tentatively be regarded as the "topoi" for a successful self-persuasion project. When this project

assignment is made each student receives a handout containing these following topics.

THE PROJECT TO DEVELOP A NEW HABIT GENERALLY INCLUDES

THE FOLLOWING:

- (1) There is an overall plan including the final goal and the length and general procedure for the campaign.
- (2) Usually there is a ceremonious marking of the campaign's beginning--marking it on the calendar, a public announcement to others, etc. This serves as a ritual which makes the persuadee more strongly committed to his project.
- (3) There are rewards during the campaign for staying with it, perhaps after each day or week of compliance.
- (4) Frequent messages to the self are given, reminding oneself of the need and value of completing the project.

THE PROJECT TO GET RID OF A BAD HABIT GENERALLY INCLUDES

THE FOUR PRECEDING FACTORS AND THESE AS WELL:

(SINCE IT IS THE MORE DIFFICULT OF THE TWO VARIETIES)

- (5) Avoidance of temptation-laden situations is helpful. For instance, a person who is dieting or giving up smoking might avoid parties, at least until the new habit pattern is fairly well established.
- (6) It is helpful to make performance of the objectionable habit more difficult. For instance, wrapping rubber bands around cigarette packages, so it is more of a nuisance to get out the cigarettes.

- (7) With a deeply-rooted habit it can be especially helpful to punish oneself for performance of the objectionable habit. This is the principle behind drugs like Nikoban and Antabuse. A milder example is cutting filter tips off of cigarettes so that the persuadee will taste the tobacco when smoking.
- (8) Substitution of a new habit which is as satisfying as the objectionable habit but less harmful to the persuadee seems necessary.
- (9) It can be helpful to make public statements regarding one's campaign or to enlist group support to bring pride and conformity motives into play. ² (The socialization involved in group support might also be a substitute habit; lack of satisfying socialization is thought to be a significant factor in the development of addictions.)³

In order to detail further the use of most of these "topoi" (techniques) and to give a clearer idea of the answering of the seven questions (points of analysis) which structure the report, a sample student paper is included as a conclusion to the discussion of the "self-persuasion project."

MORE EFFICIENT LONG DISTANCE PHONE CALLS

A Self-Persuasion Project Reported By Stanley Harrison⁴

For my self-persuasion project I selected the task of trying to restructure my social and business long distance phone conversations in order to reduce the waste which results in unnecessary expenses. This project was particularly necessary this quarter (Spring, 1974) because for the first quarter in four years of college I did not have a part-time job, so there was a need to economize on my part.

In order to more fully comprehend the change required concerning my long distance phone conversation habits, my telephone bill for the month of February, 1974, should be analyzed. The long distance toll calls and the tax on them alone, not including the local service and its tax, amounted to a grand total of \$25.03. This bill contained six long distance calls which average to approximately \$4.17 per call. If my memory is correct, these conversations lasted from less than the three minute time period to over an hour. It should be noted also that all of those calls were placed within the state of Tennessee which is somewhat cheaper than out-of-state calls.

The major area which required the most improvement was that of long distance social calls. Most of my business calls were usually short and directly to the point with my major expense for them being due to the secretary of the party I was trying to

contact having me wait for some reason which, of course, increased the bill. This I had very little control over.

In the closing days of March, after I had decided to make this my self-persuasion project, I started the formulation of how to conduct this project which I had decided to place into effect on the first day of April and continue, hopefully, indefinitely. My two major points of preparation for this project were to first analyze past business and social long distance telephone conversations for bad habits and then obtain material from the telephone company concerning ways to save money on long distance calls. From these combined, I formulated the new techniques I would attempt to establish as habit in my self-persuasion project.

For both business and social long distance calls I decided to try to limit them in length and number whenever possible and dial direct whenever possible. These became the two basic or primary rules of the project. According to the phone company a direct dialed call would be approximately half of what an operator assisted call would cost which would help reduce the bill.

From my analysis of past business calls, which had always been limited to the day, I established three main rules to follow in the project. First of all, I decided to only place a business call in the morning because I found most businessmen I dealt with to be out of the office or in conference in the afternoons. This

improved the chances of obtaining the businessman I wanted to speak with on the first call, so fewer calls would be needed. Second, I decided not only to state my name but also my location to the secretary who answered the phone so she would know it was a long distance call and hopefully waste less time in connecting me with the one whom I wished to speak with. The last rule was to have any possibly needed data or materials, like pen and paper, with me at the phone so I would not have to waste time getting anything I might need during the conversation. This also produced more efficient business calls.

My real self-persuasion problem arose largely from my social long distance phone conversations. To fully understand this, it is necessary to recognize that all my social long distance calls are directed to a girl I am dating who is presently residing just outside of Nashville. Before I undertook this project I used the phone company's slogan, "It's the next best thing to being there," to its fullest and happily enjoyed many a lengthy and costly long distance conversations.

From my analysis of past social calls I established several more rules to follow for the project; these only concerned social calls, however. First I decided to place a dollar bill beside the phone before I made a call to help remind myself of the expense of the call. Also, beside the phone I decided to place a large pocket watch which I could set and watch to help limit the length of the call.

My analysis of past social calls revealed that part of the length was largely due to being too comfortable when the calls were made. By this I mean during the majority of them I had been laying in the bed and eating or drinking something. This relaxed atmosphere would cause me to lose track of time and talk longer than necessary, besides wasting time eating and not talking. This produced the rules of standing during a social call and not eating or drinking while on the phone.

In order to prevent a waste of time and money while waiting for her to come to the phone after I called, I decided to make it a rule to, in a letter, set a time and date for me to call so she could be close to the phone. My analysis had revealed a waste of money on calls when she had not been at the place I was calling and also a waste while waiting for her to get to the phone.

Probably the best technique I developed to limit the number of social calls to her was the use of the cassette tape recorder which we both own. A cheap tape, which may be used over and over, and a twenty cents postage fee would provide an hour long message which is a great deal better than a letter and much cheaper than a phone call. Of course, the main disadvantage is that this method is a bit one-sided.

Besides the rule of direct dialing, the phone company gave me the idea to establish a rule of making a list of what

topics I wanted to discuss in advance so that my social conversation would include more and actually take less time and be less expensive.

I obtained charts from the phone company which helped me establish the best time to place both in-state and out-of-state calls, so they would be as inexpensive as possible. From the charts I learned that the customer-dialed long distance calls are divided into four rate periods: day, evening, week-end, and night; and the operator-assisted calls divided into two rate periods: day and evening. The day calls are the most expensive, evening calls lower, week-end calls are still lower, and night (11:00 P.M. to 8:00 A.M.) calls the lowest. Also, I learned that the day rates were lower on the five holidays of New Year's, July Fourth, Labor Day, Thanksgiving, and ~~Christmas~~ Day. With this information I established the final rule for my project, it being to make a social call only when the night rates were in effect.

At the time this paper was produced my self-persuasion project had been in effect for almost two months. In my opinion, this project exhibits a highly effective rate of success, one of which I am very proud. The phone bill for the first month of this project recorded only two long distance phone calls. The long distance toll calls and the tax on them amounted to \$3.14 which is an average of approximately \$1.57 per call. This bill was approximately one-eighth of the bill for the month of February which is a marked improvement. The bill for the second month

of this project, not yet received, will be higher than for the first due to several necessary business calls, but all established rules for the project are still being followed.

Although there may be some suggestions which could have improved my project, I can not honestly find any methods that would improve the success rate other than find someone else to pay my phone bill, which would really make my bill less expensive for me.

Through this project I discovered that self-persuasion was actually more difficult than previously anticipated. The element of rationalization was a constant threat to my project and one I had to guard against. I found it to be a great deal easier to persuade others because it would not be a constant factor such as I encountered in this project. I would usually only influence others about one factor that would pass, but this project had a continuing factor. I concluded that I would rather try to influence another individual than myself.

NOTES

The author, Valerie Schneider, is Associate Professor of Speech at East Tennessee State University. She received her Ph. D. degree in 1969 from the University of Florida.

1

When the term self-persuasion is used at all in textbooks, it merely refers to stronger self-commitment on the part of the persuader as he reiterates his message to others. See Thomas Schiedel, Persuasive Speaking (Glenview, Ill., Scott Foresman and Co., 1967), p. 86. However, for an example of a recent article which uses the term self-persuasion in the same sense as this essay see Louise McPherson, "Communication Techniques of the Women's Liberation Front," Today's Speech, 21 (Spring, 1973), p. 33. The author refers to the need for women to overcome the habit of a negative stereotyped view of their role in society as "self-persuasion."

2

William James, Habit (New York: Henry, Holt, and Co., 1890); James discussed specific techniques in pages 55-60 of this sixty-three page cutting from his longer work Psychology: Briefer Course. His suggestions are equivalent to topoi 1, 3, 4, 5, 8, and 9. In addition he recommends immediate cessation of a bad habit rather than gradual tapering off; Albert Bandura, Principles of Behavior Modification (New York: Holt, Rinehart, and Winston, Inc., 1969), pp. 217-554. Suggestions equivalent to 3, 5, 6, 7, and 8 are given since Bandura's framework is a combination of punishment of undesirable behavior, substitution of more constructive habits, and reward of these constructive habits.

3

William Glasser, Mental Health or Mental Illness? Psychiatry For Practical Action (New York: Harper and Row, 1970), pp. 64-67.

4

This report is printed here with the permission of Mr. Harrison who is a 1974 graduate of ETSU and is now enrolled at the same institution in a master's degree program in city management.

WHATELY ON PRESUMPTION AND BURDEN OF PROOF

David Walker

In his Elements of Rhetoric, Richard Whately presents principles concerning presumption and burden of proof which continue to influence argumentation theorists. Rather than furnishing a practical tool to enable the advocate and defender to advance their causes, Whately's system actually bears evidence of being an arbitrarily conceived system for justifying his own religious beliefs. This paper will initially outline Whately's basic position on presumption and burden of proof, and then will focus on the elements that indicate the arbitrary nature of the system.

At the onset of a case, Whately declares, one should always decide on which side lies the presumption and which side bears the burden of proof. Presumption is "such a pre-occupation of the ground, as implies that it must stand good till some sufficient reason is adduced against it; in short, that the burden of proof lies on the side of him who would dispute it."¹ If a person has the presumption on his side, and can but refute all the arguments brought against his case, he has gained at least a temporary victory.² To illustrate his definition, Whately reminds the reader that every man is to be considered innocent until his guilt has been established. The burden of proof would rest with he who doubts his innocence. Likewise, Whately argues, there is a presumption in favor of any individuals in actual possession of property. Although they may not be the rightful owners, they will retain the property until some claim against them has been established.³

Whately continues his list of some presumptions. A presumption rests in favor of any existing institution; according to Whately, no one need defend such an institution until some argument be brought against it. Finally, there is a presumption against anything contrary to the prevailing opinion.⁴

At this point, Whately, a bishop in the Church of England, pauses to present some applications of his principles to Christianity. When the gospel was first preached, a presumption rested against it. The burden of proof lay with he who claimed to be the deliverer of mankind. After the establishment of Christianity, the situation, according to Whately, reversed itself. The presumption now rested with Christianity and the burden of proof lay with he who would bring any charges against it. In referring to the Reformation, Whately contends that its authors had a responsibility to present reasons for every change which was made; however, they were not bound to give any causes for retaining what was left unaltered, as the presumption rested with that which was retained.⁵

In further discussing presumption, Whately contends that "a presumption may be rebutted by an opposite presumption, so as to shift the burden of proof to the other side." His illustration of this principle supposes an argument against some existing institution; under such a situation, the advocate would be charged with the burden of proof and the presumption would rest with his opponent. It would be possible, contends Whately, to argue that every type of restriction is a form of evil; under such a situation, the presumption would shift to the side of the person proposing a change, and the burden of proof would rest with the one defending the existing institution.⁶

One should not conclude, Whately reasons, that any advantage necessarily rests with the one in whose favor there is a presumption; often, the opposite would be true. Whately illustrates his point by mentioning people who have taken the principles of their religious faith for granted, without being stimulated to find reasons for the profession of that faith. When believers are unable to repel objections, they may become skeptics.⁷

Several illustrations point out the way in which Whately's system bears evidence of having been constructed to prove his own religious propositions. For instance, Whately does perceive that presumption may vary with different audiences in different occasions:

It should be also remarked under this head, that in any one question the presumption will often be found to lie on different sides, in respect of different parties. E.g., in the question between a member of the Church of England, and a Presbyterian, or member of any other church, on which side does the presumption lie? Evidently, to each, in favor of the religious community to which he at present belongs. He is not to separate from the church of which he is a member, without having some sufficient reason to allege.⁸

The reason for presumption's varying is not, however, because of the varying beliefs or attitudes of the audience. Rather, Whately's arbitrarily constructed rule is that "He is not to separate from the church of which he is a member, without having some sufficient reason to allege." Far from considering audience composition and sentiment in determining presumption, Whately goes so far as to suggest that it is a point of great importance

to "clearly point out to the hearer" on which side the presumption lies.⁹ The listener is not given the choice of furnishing his own criteria as to what will be necessary in his case for him to believe or disbelieve a proposition. Rather, he is given a set of rules and is expected to award his consent to the one who best uses the rules.

A second instance of Whately's arbitrary rhetoric shows Whately declining the challenge to submit evidences for the case of Christianity; rather, he contents himself with merely meeting the attacks brought against it.¹⁰ Whately does recognize some value¹¹ in constructing an affirmative position, but he is careful to maintain that such is not his duty. Somehow he is under the mistaken assumption that faith may be produced in a skeptic simply by overcoming objections.

Whately furthermore uses fallacious reasoning as he applies his rhetorical principles to his religious beliefs. He is very careful to contend that it is not necessary for the one who practices infant baptism to show authority for the practice; the burden of proof rests with the one who denies it. Again, using the same reasoning, Whately contends that it is not necessary for him to prove the case of the Episcopacy; the burden of proof rests with the one who denies its authority. As he approaches the subject of tradition, however, this type of reasoning is abandoned. Consistency would demand that he should have reasoned that it would not be necessary for the believer in the authority of tradition to prove his case, but that the burden of proof would rest with the one who denies it; this would have placed the burden of proof upon Whately and his colleagues.

In order to remedy such a situation, Whately adopts this reasoning: A presumption is in favor of commands and prohibitions which the Lord or his apostles delivered; the burden of proof would rest with he who would introduce some additional article of faith.¹² Using this reasoning, Whately can ignore the fact that tradition was used by many theologians as an authoritative source from the seventh century onward.¹³ Ignoring the age of the practice of tradition, Whately dogmatically declares that a presumption is in favor of his beliefs. Both methods of reasoning cannot be considered equally valid, as their applications contradict each other. If the latter form of reasoning had been applied to the first illustrations (infant baptism, the Episcopacy), then the burden of proof would have shifted to the adherents of Whately's beliefs. For instance, no command is given by Christ or the apostles favoring infant baptism; the burden of proof would rest with the one who introduces it. This apparent inconsistency -- using completely antithetical types of reasoning to establish different parts of a religious system -- is one of the clearest evidences that Whately's system is arbitrary rather than functional.

Any principles concerning presumption and burden of proof should be constructed in light of a careful audience analysis. The speaker, rather than giving an audience an arbitrarily constructed system of rules telling them how they should judge whether or not an advocate has carried his case, should instead analyze his audience to determine where the presumption and burden of proof rest in that particular audience.

Furthermore, a burden of proof may exist on both sides of some

questions in dispute. An advocate with the presumption in his favor may win a temporary "victory" if he simply repels his opponent's objections. A responsibility rests, however, with the advocate to instruct his audience concerning his beliefs, so that there may exist solid foundations for their sentiments. If such is not done, the members of an audience, in a different situation, may be unable to justify their beliefs and may give them up.

In summary, Whately's rhetorical principles concerning presumption and burden of proof bear evidences of having been arbitrarily constructed to justify his own religious beliefs. A more functional rhetorical system would have placed the emphasis upon audience analysis.

NOTES

The author, David Walker, is professor of Speech at Middle Tennessee State University.

- 1 Richard Whately, Elements of Rhetoric (London: B. Fellowes, 1846), p. 112.
- 2 Ibid., p. 113.
- 3 Ibid., pp. 112-113.
- 4 Ibid., pp. 114-115.
- 5 Ibid., pp. 116-117.
- 6 Ibid., pp. 124-125.
- 7 Ibid., pp. 129-130.
- 8 Ibid., p. 118.
- 9 Ibid., p. 112.
- 10 Ibid., p. 116.
- 11 Ibid., pp. 129-131
- 12 Ibid., pp. 117-118.
- 13 Arthur Cushman McGiffert, A History of Christian Thought (New York: Charles Scribner's Sons, 1933), V, 160.

1975 TENNESSEE SPEECH TEACHER OF THE YEAR

Each year the Tennessee Speech Communication Association recognizes excellence in teaching through the selection of the organization's choice of an outstanding educator in the field of speech communication. This year Mrs. Helen White of Murfreesboro, Tennessee, has been named the 1975 Tennessee Speech Teacher of the Year.

Mrs. White joined the faculty of Motlow College in Tullahoma, Tennessee, in 1970. Since that time, the Speech curriculum has grown rapidly. Many of her students have participated in intercollegiate forensic competition. One of her classes, Children's Speech and Drama, has taken programs to Head Start centers, day care centers, public and private kindergartens, and elementary schools. Most of these presentations have been performed for the rural and socio-economic groups whose experiences are limited. During her tenure at Motlow, Mrs. White has organized the only honor society yet established at the college -- Phi Rho Pi, a national organization that recognizes students who make outstanding contributions in speech activities.

Mrs. White received the B. S. degree with honors from Middle Tennessee State University in 1967, and the M. A. degree from the same institution in 1970. Currently, she is working towards the Doctor of Arts degree in English and Speech. She is a member of the American Forensic Association, the Speech Communication Association, the Southern Speech Communication Association, the Southern Forensic Association, the Tennessee Education Association, and the Tennessee Intercollegiate Forensic Association. From 1972 until 1973, she served as President of the latter organization.

Mrs. White is listed in the 1974 editions of WHO'S WHO IN AMERICAN WOMEN and OUTSTANDING PERSONALITIES OF THE SOUTH. As a result of her recognition by the state organization, Mrs. White was a candidate for the Southern Speech Teacher of the Year, an award given by the Southern Speech Communication Association.

MINUTES OF THE TSCA EXECUTIVE COMMITTEE MEETING

February 6, 1975

Vanderbilt University

The meeting was called to order at 8:23 p.m. by President Walker. Members of the Executive Committee present were Dean, Kovalcheck, Brooks, White, Conner, Julian, and McDonald.

Officer Reports

President Walker reported that a few requests from high schools had been received concerning TSCA attendance at college day programs.

Vice-President Dean commended Walker for the high school speech teacher directory which has been distributed throughout the state.

Executive Secretary Conner presented the financial report. We presently have \$567.37 in the checking account. There are no outstanding bills. \$150.00 of the above amount has been designated as TSCA Journal Subsidy funds. Donations have been received from Austin Peay, David Lipscomb, ETSU, MTSU, Motlow, and Tennessee Temple. Pledges have been made by U. T., Vandy, and Carson-Newman. Conner also presented a membership report. We have 40 paid members as of 2/10/75. One final effort will be made to reinstate past members who are now on the old rolls. The executive committee encourages all members to actively recruit others to the association.

Director of Research and Publications Brooks reported that nine pledges of journal support have been made with six received. To date one article for the spring journal has been received along with promises of many others. Brooks indicated a concerted effort to enlist libraries across the state as subscribers.

Walker moved that a separate account be established in which to place all monies for the journal including subsidies and advertising. He further moved that TSCA allocate \$300 additional monies to the journal. The motion was amended to \$250 and was passed by the executive committee. This action means that the journal now has \$400 on hand for publication. We return \$167.37 in the regular checking account. The new account will be established following election of the new executive secretary.

A short discussion of the journal format followed. White suggested that acknowledgement of all donated monies be made. Brooks indicated plans to do that.

Committee Reports

White, chairperson of the Committee on Awards, indicated that a mailing would be made toward the end of March and requested nominations for this award. The committee has no nominees for honorary members. Brooks questioned the advisability of having a yearly award and discussion followed. The committee was asked to exercise caution in choosing the recipient.

Kovalcheck presented the nominations for 1975-76 officers of the association. The ballots will be mailed to the membership by February 15. Members are requested to return ballots by March 1, 1975.

Schneider, although unable to attend the meeting, sent the report of the TSCA Representative to the SCA States Advisory Committee. President Walker read the latter and commented on Ms. Schneider's report.

Old Business

Sites for the 1975 Fall Workshop were discussed. TSCA received an invitation from Vanderbilt University, Motlow State, and East Tennessee. Vanderbilt was selected as the site for the meeting. A major effort to get high school teachers to attend will be made.

New Business

As directed by the constitution, the Executive Committee elected the Director of Research and Publications for 1975-77. Brooks was nominated and elected by acclamation.

The next item was whether or not TSCA should continue to hold the spring meeting at which officers have been installed in the past. President Walker proposed the following amendments to the association bylaws which would remove the necessity of a spring meeting.

Article III, Section 3.

Change second sentence to read:

"If the Executive Secretary announces a tie vote for any office, the names of the two candidates receiving the most votes shall be submitted to a vote of the membership via another mailed ballot."

Article III, Section 4.

Change sentence to read:

"New officers shall assume duties on May 1 of each year."

Both amendments were passed.

The meeting was adjourned at 9:10 p.m.*

Respectfully submitted,

John Jay Conner

Editor's Note: On April 1, 1975, TSCA Executive Secretary Conner notified the membership via mail of the results of the election of officers as well as the balloting on the proposed constitutional amendments. The newly-elected officers are listed on page 2 of this publication. Both constitutional amendments passed.

TENNESSEE INTERCOLLEGIATE FORENSIC ASSOCIATION

Minutes

The annual business meeting of the Tennessee Intercollegiate Forensic Association was called to order at 8:00 a.m., Friday, February 7, 1975, by the President, Kass Kovalcheck. The meeting was held in the Rand Room on the campus of Vanderbilt University.

Minutes from the 1974 business meeting were read by Malcolm McAvoy, executive-secretary.

The following business items were considered:

- 1) Bids were accepted for next year's tournament. Jim Brooks moved to host the 1975-76 tournament at Middle Tennessee State University, Murfreesboro. The bid was accepted by unanimous vote.
- 2) Election of officers for 1975-76 was discussed. By virtue of hosting the tournament, Jim Brooks was elected president. Mike McDonald, Austin Peay State University, was elected vice-president. Bill Yates, Roane State Community College, was elected member-at-large of the executive committee.
- 3) Suggestions for the improvement of future tournaments were considered.
 - a) Helen White, Motlow State, suggested that a fourth round of Individual Events be scheduled for future tournaments, and that Debate and Individual Events be scheduled simultaneously. Kass Kovalcheck commented on scheduling problems and the difficulty involved in scheduling preparation time for Extemporaneous Speaking. Carroll Ellis, David Lipscomb, suggested limiting the number of events a participant could enter. Dick Finton, Carson-Newman, noted that providing an adequate number of judges would be a problem and suggested the addition of a semi-final round in individual events. There was general agreement to delay further consideration of the question until the 1974-75 tournament could be assessed.
 - b) Discussion was held on whether Duet Acting should be an event added to future tournaments. Jim Brooks commented on the problem of providing an adequate number of judges for the event. Tom Troxel, Tennessee Temple, moved that Dramatic Interpretation be added

to the 1975-76 tournament according to the rules of the National Forensic League. The motion passed (two-thirds vote was necessary) with one negative vote and two abstentions.

- c) Malcolm McAvoy stated that the confusion created by the rank and rate categories on Individual Events ballots should be eliminated for the 1975-76 tournament, and that the language of the constitution referring to men's and women's competition should be modified.
- d) Jim Brooks asked for sentiment on the use of the cross-exam format for the next tournament. Comments were generally negative.

There being no further business, the meeting was adjourned.

These minutes will be submitted by TIFA Executive Secretary Malcolm McAvoy to the 1976 TIFA business meeting for the organization's approval.

SPEECH COMMUNICATION ACTIVITIES ACROSS THE STATE

COLUMBIA STATE COMMUNITY COLLEGE -- This year speech and drama activities and coursework have been coordinated by Dr. Patricia Hampton and Dr. Gene Touchet Drama productions this year included IMPROMPTU, THE AMERICAN DREAM, and THE LOVELIEST AFTER-NOON OF THE YEAR Dr. Hampton presented a paper entitled THE SAXON SCOP; MORE THAN A MINSTREL at the recent SCA convention in Chicago. The paper was part of the program, AN HISTORICAL VIEW OF INTERPRETATION; GREEK AND ANGLO-SAXON Dr. Touchet will be leaving Columbia State this spring for a position in California.

DAVID LIPSCOMB HIGH SCHOOL -- Phil Reagan is in charge of speech and drama activities at Lipscomb High School. He teaches all speech classes, sponsors the Drama Club, directs three major theater productions each year, and is in charge of the forensics program. The fall presentation was a three-night performance of BECKET. The second major production was a musical, BRIGADOON. The final production was a dramatic adaptation of Antoine De Sainte Exupery's novel THE LITTLE PRINCE. Three major productions are again planned for next year The forensics program was inactive much of the year, but will be revitalized next year with several faculty members planning to participate as sponsors Other activities this year included experimenting with choral interpretation. The main piece done was THE LONESOME TRAIN, about Lincoln's funeral train. The work in choral interpretation represented the beginning of preparations for active participation in the bicentennial celebration One new speech course was begun this year, a homiletics class for students interested in serving in the church.

DOBYNS-BENNETT HIGH SCHOOL -- Speech and drama activities and coursework at DBHS are provided by Mrs. Nancy Pridemore, Miss Susan Osborne, and Mrs. Verna Ruth Abbott (Mrs. Pridemore has been on sick leave recently recovering from a serious illness. She is progressing well and hopes to be back teaching soon. Friends may write her at Clinchport, Virginia.) The DBHS Forensics League has been quite active this year. The students began their efforts by attending a fall workshop for debate and individual events held at East Tennessee State University. The debate competitors began their contest season by attending the University of Georgia's invitational tournament. Other tournaments attended included the Thomasville High School tournament (North Carolina), the Wake Forest University High School tournament, the Smokey Mountains Invitational Tournament sponsored by Carson-Newman College, the Tennessee District VII THSSDL tournament, the University of Richmond Invitational tournament, the NFL Carolina District

tournament, and the THSSDL State tournament. Students participating in individual events competed at the Smokey Mountains and the THSSDL district and state tournament. Plans for next year include attending the same tournaments, plus some additional ones. The DBHS students scored many successes this year including the sweepstakes championship at the district seven THSSDL contest One of the highlights of DBHS's HOMEROOM ON TELEVISION program is the DB Student Talent Show which is presented each spring. The show is videotaped and produced by the TV-Speech and Advanced TV-Speech students. These two courses are elective offerings in the Language Arts Department.

EAST TENNESSEE STATE UNIVERSITY -- ETSU theater productions this year included CANTERBURY TALES, THE HOUSE OF BLUE LEAVES, and THE WINTER'S TALE directed by Jack Peyrouse; THE CAVE DWELLERS directed by Harold Frank; THE LADY OF LACKSPUR LOTION, THE STRONGER, THE HERO, RUZZANTE RETURNS FROM THE WARS, and THE FORCED MARRIAGE directed by students New shops have been constructed for scenery, lights, and costumes. Plans for next year include expanded theater activities in the renovated facilities Interpreters' Theater at ETSU produced several shows this year including JOHN BROWN'S BODY and NURSERY RHYMES AND FAIRY TALES VII, both directed by Robert O. Day. The former production was toured to King College; the children's show was toured to fifteen elementary schools The ETSU Department of Speech sponsored a workshop, a festival, and the THSSDL district VII tournament for high school students in the area. Director of these activities is Professor Robert O. Day The ETSU forensics program broke new ground this year by attending for the first time the Harvard National Model United Nations, held on the campus at Cambridge. The squad also attended a number of traditional and non-traditional debate tournaments. Director of the forensics program is Dr. Richard Dean Professor Robert O. Day is the creator and host of a thirty-part television series on Elementary Oral Language Arts which is being broadcast across the state Thomas F. Headley coordinates broadcasting activities at ETSU. The facilities include WETS-AM and WSJK-TV. WETS is a commercially operated station used for training broadcast major and minors. The station stays on the air eighteen hours a day. Students studying broadcasting produce and direct various kinds of programs for use over WETS-AM, WSJK-TV, and other stations.

FRAYSER HIGH SCHOOL -- Paulyene L. Palmer is Frayer's speech teacher and all speech activities are her responsibility. Course offerings include basic speech, introduction to theater, elementary and advanced forensics, and acting. Future course offerings will include technical theater, discussion, and, once equipment becomes available, television and mass media Frayser has had another

successful year in forensics competition with attendance at twenty tournaments. In addition, the speech program hosted the Thirteenth Annual L. M. Stevenson Invitational Forensics Tournament. This summer, Ms. Palmer and a colleague will provide a forensics workshop for area students . . . Frayer's pantomime troupe is now in its second year. The students have performed for several groups in the Memphis area this year and participated in the Thespian Conference this spring. Frayer students were also very fortunate to have Stephanie Rich visit the school for several workshops.

GEORGE PEABODY COLLEGE -- Speech activities at Peabody College are supervised by Willard C. Booth and James Crocker. Professor Booth teaches English, Speech, Drama, is the theater director, and the TV studio director. Theater productions this year under Professor Booth's supervision included THE SKIN OF OUR TEETH, LYSISTRATA, and a series of one-act plays. Professor Crocker teaches courses in interpersonal communication and supervises the Readers' Theater Program.

KING COLLEGE -- Speech and drama activities and coursework are provided within the Department of English, chaired by Professor G. P. Winship. During the past year, Dr. Ruth Stevenson has had the major responsibility for developing speech activities within the English curriculum. During the interession this past January, Professor Stevenson offered a course in poetry that included oral interpretation and original writing . . . King has one of the few remaining traditional literary societies, the Philothesmian, which devotes its weekly meetings to declamations, orations, and debate. Such organizations were the forerunners of honorary and social fraternities, especially forensic societies. A rival organization at King College, the Athenaeum Society, sponsors dramatics, although the group was inactive this past year.

MIDDLE TENNESSEE STATE UNIVERSITY -- Major MTSU theater productions this year were GODSPELL, STORY THEATER, ANDROCLES AND THE LION, and COUNT DRACULA. Professor Dorothe Tucker is director of the MTSU University Theater. The technical director is Professor Clay Hawes. Professor Patricia Rucker is the faculty member in charge of costumes and make-up with each major production. Dr. Theora England, on a one-year appointment, coordinated publicity. Professor Anne Petty, on a one-year leave of absence to continue graduate study, will return to the theater faculty next fall . . . The Centennial Theater Company was on campus this year to provide workshops in mime, dance, and auditioning techniques. Stage and television actor Richard Crenna was also on campus to provide a workshop in directing. His appearance was in conjunction with the Tennessee Theater Association Convention which was hosted by MTSU . . . MTSU's drama club, the Buchanan Players, produced many student-directed plays this year, including JOHN BALL IS DEAD, an

original play by MTSU student Randy Brown For MTSU's Speech and Theater Day, Dr. Theora England directed THE WORLD OF CARL SANDBURG New departmental courses developed this year include Speech Communication in the 1970s, Methods in Teaching Speech, and Seminar in Speech Education The MTSU Forensics Program is coordinated by Dr. Jim Brooks and Dr. Jay Conner. The MTSU debaters attended more than twenty tournaments in all parts of the country and won more than forty trophies for their efforts. Included in their wins was the state intercollegiate forensics championship MTSU Forensics hosted the Polish debate team for an on-campus public discussion on the issue of cooperation between the USA and the government of Poland MTSU Forensics hosted two debate tournaments this year. The Eighth Annual MTSU Earlybird Varsity Invitational Debate Tournament attracted two hundred and fifty student and faculty participants from seventeen states. The Seventeenth Annual MTSU Junior Varsity Debate Tournament drew one hundred and twenty-five student and faculty participants Last September, the Speech Communication Division hosted the second annual TSCA workshop/convention The Speech Communication Division recently organized the MTSU Speech Communication Association for departmental faculty members and student majors Dr. David Walker published the DIRECTORY OF HIGH SCHOOL TEACHERS OF SPEECH IN TENNESSEE, 1974 The MTSU Campus Forum had another successful year. A forensics program project, the Forum provides on-campus public debates on issues of interest to students, faculty, and community members Planning is underway by Dr. Ralph Hillman to host in 1975-76 an oral interpretation festival featuring a guest critic MTSU will host the state THSSDL contest in 1976 The state tournament of the Tennessee Intercollegiate Forensic Association will be held at MTSU in 1976. Dr. Brooks is serving as president of the organization The Speech Communication Division will sponsor this summer a workshop on interviewing for students and area industry personnel.

SOUTH HIGH SCHOOL - KNOXVILLE -- Stanna Sloan coordinates speech and drama activities at South High. Although the program is now very limited, Ms. Sloan hopes for expansion in the future. She produces and directs the plays which are supported solely by money raised by the Drama Club. This year the drama club produced a number of one-act plays and one major production, THE STAR SPANGLED GIRL.

SOUTHERN MISSIONARY COLLEGE -- Speech activities and coursework are provided by the Communication Department, chaired by Professor Don Dick. A degree in communication is offered with emphasis available in speech, communication media, or journalism For the first time, courses in interpersonal communication are being offered. Dr. Jerry Lien is the instructor in this area The broadcasting area has been particularly busy this year.

A new audio-vidio studio was opened in McKee Library. In addition, a number of new classes are being planned for next year, including Station Operation which will provide students with lots of "hands on" experience in Southern Missionary's 100,000 watt stereo FM station, WSMC-FM Jim Hannum is now teaching full time in the Speech and Broadcasting areas of the Department. Don Self is the new WSMC-FM station manager. Greg Ramsey has joined the station as the music director. David Brooks is the station's new director of development. The station recently became the recipient of a \$59,000 grant from the Bingham Foundation. The funds will be used to re-equip the station with new studio equipment Professor Don Dick will be on sabbatical for academic 1975-76.

TULLAHOMA SENIOR HIGH SCHOOL -- Mrs. Donna Benek is the coordinator of speech and drama activities and coursework at Tullahoma High. Mrs. Rebecca Chunn has recently retired. A new faculty member this year is Ms. Debbie Pittenger, a speech communications major from MTSU The major theater production this year was BOYS AND GIRLS TOGETHER. Mrs. Benek directed the play with help from other faculty members Miss Virginia Woodall and Miss Trellis Northam. Two former teachers also provided assistance. Mrs. Peggy Burton helped with music and Mrs. Beverly Long with choreography Plans for course offerings in 1975-76 include Dramatics I and II, Speech, Journalism, and Debate. These courses will carry both English and Speech credit.

WEST HIGH SCHOOL - KNOXVILLE -- Speech communications activities at West High School are coordinated by Ms. Betsy Mashburn West High has had a very active theater program this year. OUR TOWN was presented by the West High Players Company (the school drama club) and directed by Ms. Mashburn. LI'L ABNER was presented by the music and drama students and directed by Ted Ross, a student teacher in drama. STAR SPANGLED GIRL and THE BEAR were also produced by the West High Players Company and directed by Ms. Mashburn The forensics program, also under Ms. Mashburn's direction, had a very successful year. Attending six tournaments, the forensics team won three first-place sweepstakes trophies, one second place, and one third place. Including individual trophies, they have won twenty-seven awards this year. Fourteen new members have been added to the National Forensic League roster Ted Ross and Betsy Mashburn together directed this year's readers theater production of THE ETERNAL BOXING MATCH.

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