TEXAS

Univ. of Mary Hardin Baylor - Epsilon
54229 Bryan Bounds
54450 Mariko M. Rollins

Stephen F. Austin State University - Mu
54233 Becky Birmingham
54234 Julie Ball
54235 A. Hayden Knott, Jr.
54236 Marvin Anderson
54237 Eric Jackson
54238 David Greer
54239 Janlyn E. Nesbett
54240 Jason Pointer
54241 Angela Ousley
54242 Donald Lee Bell
54459 Leslie Simpson

Texas A & I University - Nu
54039 Laretta Kirven
54040 Kathrine Garner
54041 Elsa Alcala
54042 Eric Ramos
54043 Donna Barnett
54120 Cynthia Robinson
54628 Delmas Vandine

McMurry College - Alpha Gamma
54108 Jeffrey Miller
54109 Carolyn Sue Strohkirch
54110 David Sorrells
54111 Rebecca Goodwin
54112 Tim Jarrell
54317 Mary Kay Swift

Incarnate Word College - Alpha Eta
54030 Mary Elizabeth Crow

54031 Brenda Love
54031 Mimi Norton Martinez
54033 Jeanne Porter
54034 Gloria Reges
54035 Daniel Alejandro
54036 Frances Stockwell
54037 Kerry L. Harvey (Graduate)
54038 Martha Swift

Abilene Christian University - Xi
54522 Jimmy Orr
54523 Allison Taylor
54524 Jeffrey Peterson
54525 Lory K. Moore

Midwestern State University - Chi
54259 Gariel Espinosa
54260 James Gregory Drake
54261 Doug M. Lucas
54262 Eleanor Monk Simmons

VIRGINIA

Old Dominion University - Beta
54168 Veda M. Jackson
54169 Peggie Louise Froelich
54170 John Guy Skiffington
54171 Elizabeth A. Way
54172 Priscilla L. Ballentine

Liberty Baptist College - Gamma
54406 Harold N. Eddy, Jr.
54407 Douglas C. Hoye
54408 James D. Kovach
54409 Tiffany Landes
54410 Robin K. Miller
54411 John F. Pyle
54412 Steven Thompson
54413 Melanie J. Vennes

WASHINGTON

Pacific Lutheran University - Epsilon
54059 Jonathan Feste
54060 Valerie Crase
54061 Becky Nanna
54062 Paul Petterson
54063 John Summerour
54336 Sharon McConnell

Eastern Washington State Univ. - Kappa
54230 David Clarence Hoover
54231 Larry E. Walker, Jr.
54232 Douglas Carl Pierce

University of Puget Sound - Alpha
54298 Krista L. Goldstine
54299 Donald Trevathan
54300 Eric Otto Clarke
54301 Jeff Moskovitz

Seattle Pacific University - Beta
54559 Laverne Dietzel
54560 Jackie McMahon
54561 Brent Bauer
54562 Heather Bucher

Western Washington University - Zeta
54471 Jeff Parker
54472 Barbara Jean Smith
54473 Jeames T. Paterno
54474 Thomas Nathan Peters
54475 William Whitlock
54476 Victor Israel
54563 Kenneth Bahm

54016 Brenda Kay Hixon
54017 Jill Lynn Sanders
54018 Lori A. Daanen
54019 Jeff A. Baudry
54020 Christopher Van Caldwell
54021 Caryla Jean Henson
54022 Mark C. Kohl
54023 Barbara Moorehead
54024 Peter B. Sheibel
54447 Keith John Zimmerman
54448 Paul Turner
54449 Tracy Ann Bennett

Ripon College - Alpha
54325 Christopher Leland
54326 Timothy Vasquez
54327 Kathleen Friedel
54328 Lynn Guelzow
54329 Reina Owen

WEST VIRGINIA

University of Charleston - Gamma
54629 Alan Rollins

Grenville State College - Epsilon
54414 Daniel Wayne Bayer
54415 Barbara Nicholson
54416 Lou E. Davidson
54417 E. Francene Davis
54418 Tammi L. Igo
54419 Raeleen McMillion
54420 Lisa G. Taylor
54421 Kent Woofter

WISCONSIN

University of Wisconsin-Oshkosh-Gamma
54012 Scott V. Sonntag
54013 David Kenneth Best
54014 Bernard J. Rocheleau
54015 David Allen Trombla

Univ. of Wisconsin-Whitewater - Epsilon
54269 Vicki Lee Brummond
54270 David W. Carlson
54271 Linda M. Foscato
54272 James A. Frederick
54273 Alfred O. Hergott
54274 Christine Kopp
54275 Sandra J. Meverden
54276 Kristen L. Mueller

Univ. of Wisconsin-LaCrosse - Lambda
54353 Amy S. Burt
54354 Patrick James Walsh
54355 Wanda Williams
54356 Michael J. Branson
54357 Alan J. Brandstetter
54358 Mary Miller
54359 Sara Anne Prasher
54360 Sue Ann Schams

SPECIAL DISTINCTIONS

NAME	EVENT	DISTINCTION
Linfield College - Alpha		
Therese Girres	IS	Highest
Mike Beirne	IS	Highest
Fordham University - Theta		
Al Rizzo	IS & D	Special
Mark Foley	IS & D	Special
Raymond P. Enright	IS	Special
Concordia College - Iota		
Bonnie Joyce Jacobson	IS	Highest
Appalachian State University - Epsilon		
Pamela Ruth Ridge	IS	Special
John Pernell Collett	IS	Special
Univ. of Sciences & Arts of Ok. - Sigma		
Faye Hawks	IS	Special
Southwestern College - Delta		
Michelle Wampler O'Daniel	D	Highest
Teresa Faye Norris	D	Highest
Cameron University - Omicron		
John Potts	D	Highest
Univ. of Southern Colorado - Epsilon		
Kenneth J. Gauna	IS	Special
Towson St. University - Alpha		
Barbara Shea	D	Highest
Sandra Bryan	D	Special
West Chester St. College - iota		
Jeanne B. Mayernick	IS	Special
Concordia College - Zeta		
Valerie Mortenson	IS	Special
Louisiana Tech University - Delta		
barry Brantly	IS & D	Highest
Diane McArthur	IS	Highest
Terre Renaye Huhn	IS	Special

NAME	EVENT	DISTINCTION
Chadron State College - Eta		
Jessica SDteurer	IS	Highest
Kent Thompson	IS	Highest
Kathy Wrage	IS	Highest
Laura Hampton	IS	Highest
Katrina Eicher	IS	Highest
Randy Lewandowski	IS	Special
Simpson College - Epsilon		
Denise E. Ganfield	IS	Highest

NAME	EVENT	DISTINCTION
Southwest St. University - Mu		
Michael Galm	IS	Special
Julie M. Alcorn	IS	Highest
Mona Gertner	IS	Special
Keith Green	IS	Highest
Michael Holmes	IS	Highest
Pam Johnson-Wacholz	IS	Highest
Kearney St. College - Zeta		
Steven Roy	IS	Special
William Jewell College - Delta		
Bruce Haubein	IS & D	Special
Stetson University - Beta		
Susan Dye	IS	Highest
Univ. of Arkansas-Monticello - Theta		
Gary Davis	IS & D	Highest
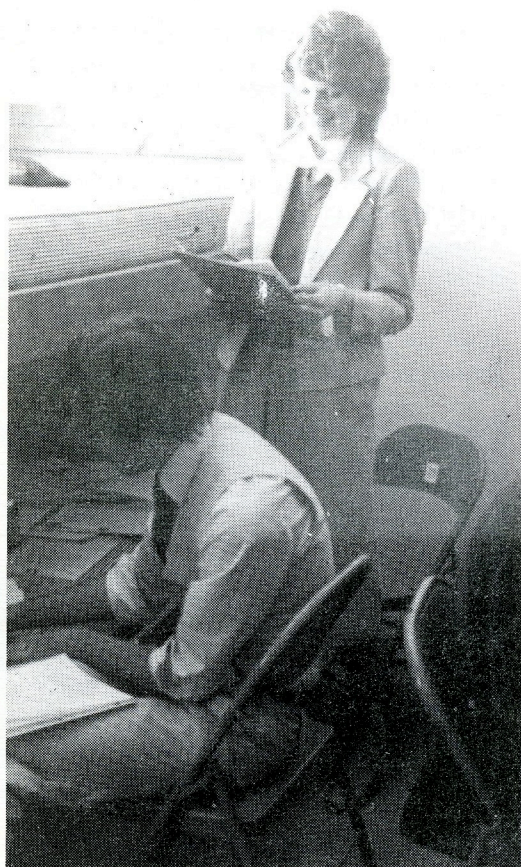
Northwest Nazarene College - Delta
Craig Rickett   IS   Special

Texas A & I University - Nu
Diana Gutierrez   IS   Special
Elizabeth Gorton   IS   Special

Pacific Lutheran University - Epsilon
Michael Bundick   D   Special

Dakota State College - Theta
Cindy Cluts   IS   Highest
Stuart Lickteig   IS   Highest

Missouri Western State College - Tau
Steven Dale Roberts   IS   Highest

Pittsburg State University - Theta
David Small   D   Special

North Dakota State University - Delta
Scott Staska   IS   Highest
Liane Tabbut   IS   Highest
Robert Littlefield   Inst.   Highest
Amy Green   IS   Special
Brenda Greenland   IS   Highest
Colan T. Hanson   Inst.   Highest
Montew Koffler   IS   Special
Lavonne Lussenden   IS   Highest

Carroll College - Delta
Glenn E. Tremper   D   Highest

NAME	EVENT	DISTINCTION

East Central University - OK Eta
Regina Lee Moon   IS   Highest

McNeese State University - LA Eta
Jack Eugene Rogers   IS & D   Highest

St. Olaf College - MN Beta
Randall J. Fuller   IS   Special
Jeffrey D. Brand   IS   Special

Arkansas State University - Delta
Charles Lewis   D   Special

Augustana College - Xi
Carol J. Petersen   IS   Highest
Robert W. Moreschi .IS   Highest

Wheaton College - Illinois Mu
Cheryl Smith   IS & D   Highest
Stephen Tuggy   IS & D   Highest
Dean Eggert   IS & D   Highest
Kevin Rynbrandt   IS & D   Special

Muhlenberg College - Rho
Barry M. Paul   IS & D   Highest
Robert D. Farber   IS   Highest

Concordia College - Zeta
Barton Coleman . IS & D   Highest
Scott Gutjahr   D   Highest

Univ. of Mary Hardin Baylor - Epsilon
Fred Owen Baker   IS   Special
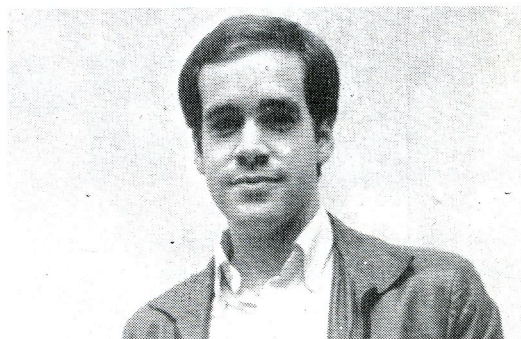
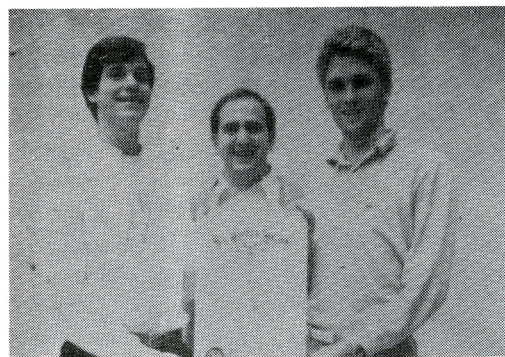# NEW CHAPTERS

Wilkes College Alumni Chapter
David Evans

Western Carolina University
[back] l-r Kathy Sandquist-Wright [coach],
Dan Gaddy, Susan Moore
[front] l-r John D. Williams [coach], Ashley
Osment

Appalachian State University
Alumni Chapter
l-r Lou Anne Walker, Dr. Terry W. Cole

Fordham University
Mark Foley

Liberty Baptist College
l-r Harold Eddy, Cecil Kramer [coach],
Steven Bush

*University of North Carolina at Wilmington*
Stephanie Cheers

California Polytechnic State University

[back] l-r Jeff Hunt, Dr. Bud Zeuschner [coach], Lynette Frediani

[front] l-r Sarah Schmidt, Maureen McCurry, Denise Krause

East Central College

[back] l-r Christine Cooper, William Laubert, Tina Dickerson, Debbie Otto [coach], Volund

Rasmussen, Janet Limbert

[kneeling] Beth Pike, Melissa Marquart
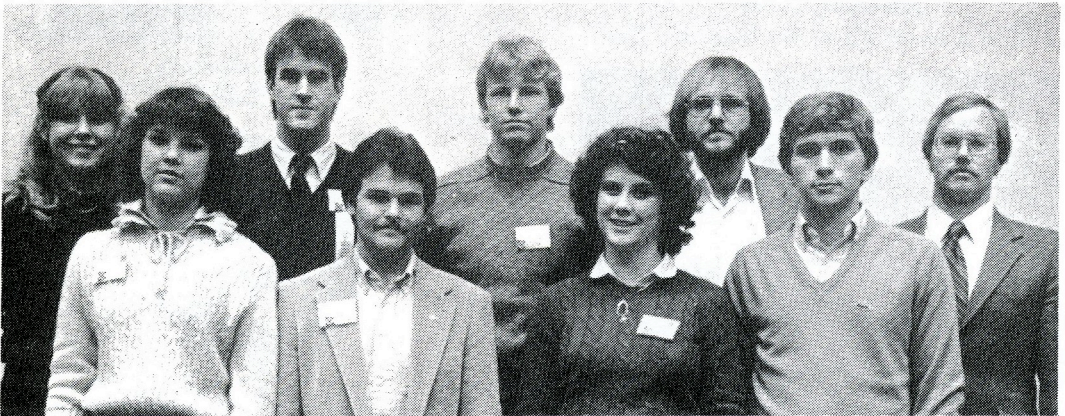
Abilene Christian College

[back] l-r Charvena Kelly, Jeff Conner, Jim Orr, Jeffrey Hobbs, Joseph Cardot [coach]

[front] l-r Lory Moore, Randall Moody, Allison Taylor, Jeffrey Peterson

The Forensic - Page 56

The Creation of Rhetorical Truth:
Knifemanship and Sourcery

Carla E. Colburn,
Senior Honor Student, 1983
Gustavus Adolphus College

In junior high school a discussion with one of my instructors had a lasting effect on my perception of the world. In short, we concluded that all "bad" was a result of weakness. I lived with that belief and I preached it with adolescent enthusiasm and sophistication. I felt I had arrived at a profound truth and no person or circumstances would make me change or forget it. Years passed. I graduated from high school. I went to college. Some years later -- I don't remember when -- I realized I no longer believed it. I don't know who, if anyone, influenced my decision; I don't know when I changed; but the fact is I viewed life differently and I had come to disregard one of my most sacred truths. What I find noteworthy about this ancedote has nothing to do with weakness or evil. It is the fact that in my experience, truth changes.

Now, as an undergraduate student of rhetoric, how truth is created and changes seems of central importance. It should be a concern of rhetoricians to inquire how speakers present truth, if for no other reason than that is the main judgment audiences attempt to make about speakers. Yet the current interest in viewing rhetoric as epistemic is about the only perspective showing that the speaker creates truth. 1

This paper proposes that the speaker develops truth (Part I) by inventive use of the analytic knife (Part II) and by sourcery (Part III).

I

To better understand how the speaker develops truth requires (A) a conception of truth and (B) an awareness of the speaker's role in creating it.

(A) A common conception inherited by many from Plato is that of an absolute truth. This idea constructs truth as something set apart from the corrupt world. It is at the top of a hierarchy, fixed and only the astute climbers can begin to make the ascent toward it.

On the other hand, there are those who believe such a concept of truth "seems shadowy or imaginary," finding the only certain reality in the process of life and the present moment." 2 To a rhetorician like myself this latter view seems more satisfying.

While many contemplate truth on a highly personal basis, the question of truth exerts itself in its most lively form when there is an event or subject of general or public concern at hand. In such situations in which there is a call for action, people must make decisions about what to do, i.e. what is true.

However, the fundamental point is that an event which calls for action does not involve "knowing the truth" of the matter. Robert Scott writes, "If truth is somehow prior and substantial, then problems need not be worked out but only classified and disposed of." 3 When we encounter problems or questions upon which we are required to do something we do not classify and dispose them, we act upon them. And in this process of determining how to act, truth is created.

The Sophist Protagoras affirms, "Man is the measure of all things." Because every person is different, so are their perceptions of what they experience. Therefore, when determining truth in the affairs of daily life, it is a process of evaluation; we examine (or *measure*) what we see and act accordingly. George Kennedy explains the Sophist's insight: "Truth must be approximated in each individual time and place somewhat in the manner that the just is determined in a court of law." 4

Protagoras also denies the distinction between appearance and reality. To say that appearance *is* reality -- that there's no distinction -- may be comparable to saying truth is approximated in each individual

time. What we see is real, we perceive it and there is no need to look further for another separate reality. Likewise, truth is in the moment. We may not always be aware of it, but it is present in the immediate. Truth is not something separate and unobtainable; appearance and reality are intertwined in each case.

A non-absolute truth may also be discovered in relationships, whether between objects, people or ideas, that are constantly adjusting. A long time ago, humankind's relationship to the universe was geocentric. According to the minds of the people, everything literally centered around the earth. It took a Copernican revolution to change that. Nowadays, the truth of the matter is that the earth rotates around the sun, not vice versa. As creatures of a science-oriented world we are quick to argue that our present knowledge of the earth and the universe is based upon scientific fact; before Copernicus, people simply didn't know better. Yet, before Copernicus introduced his revolutionary way of seeing the universe, people *knew* as best they could. In the same way that I as a junior high student embraced a particular truth and then changed, so people's relationship to the world changed, with the help of Copernicus. Today, people do not "know better;" they see things in another way.

(B) As we turn now to the role of the rhetorician, realizing that truth is not a proposition fixed atop a lofty hierarchy, the rhetorician now has a purpose. His or her task is to create truth. In order to do so, he or she uses rhetoric, which Bryant defines as "the art of adjusting ideas to people and people to ideas." 5

A hypothetical rhetorical action serves to illustrate. Imagine an administrator of a college proposing or revising graduation requirements. That there is no absolute truth, no single right answer, is evidenced by each college having different requirements. Yet, it is impossible not to act; even to abolish all requirements would be an alternative statement of requirements. Establishing graduation requirements may be a representative rhetorical action in the human affairs invariably deal with contingencies and probabilities, not with certainties. Benson and Hauser aptly observe the familiar rhetorical arena and its proofs:

We take rhetoric in its best aspiration as embodying not the Platonic servant to philosophical wisdom, but as a separate form of wisdom deeply rooted in the compost of ambition, accident, uncertainty, mixed motive, inattention and faulty memory that constitute public life in open society. Rhetoric is the logic that operates where logic is a hopeless muddle, the knowledge that is generated where fact becomes surmise, the talk that must constitute the instrument of decision and persuasion in an arena where judgement must be made that is consistent with the means used to arrive at judgement in the world of the possible and the contingent. 6

There is no "right answer" for the college administrator in proposing a new set of graduation requirements; but he or she works toward discovering the best proposal for the time.

When the rhetorician sets out to convince, move or impress an audience, he or she employs rhetorical proofs, including ethos (reputation or character), pathos (emotion), and logos (reasoning). Conversely, the dialectician's search for truth consists of logical demonstrations which deal with abstractions and syllogisms where conclusions can be reached with certainty. It makes sense that in the rhetoric of human affairs, where nothing can be proved with certainty, that the rhetorical proof, which consists of probabilities and contingencies, is best used.   Again, Hauser writes:

When rhetoric is conceptualized as the process whereby indeterminate situations are resolved, its uses are not one of scientific determination but of public judgment. This conception highlights the productive aspect of rhetoric which forges concensus and promotes action. 7

When the speaker is faced with contingencies rather that certainties, as he or she invariably is, it requires knowing by acting, or as Scott says, "It is *by acting* and *in action* that he is enabled *to know*." 8 Our college administrator could not consult a file labeled "True Graduation Requirements" and then present the findings to a committee. No such truths exist; we must create the solution, we must create truth. "Man must consider truth," Scott says, "not as something fixed and final but as something to be created moment by moment in the circumstances in which he finds himself and with which he must cope." 9

When Americans at the Constitutional Convention set out to construct a framework by which to live, they debated for hours, days, weeks choices among alternative relationships between people and the states of early America. The fact that the United States Constitution has added twenty-six amendments illustrates that their constructs continue to evolve and that conclusions of truth are drawn from a process, in this case a 200 year process of developing a country.

Woodrow Wilson states in his lectures on the Constitution: "A constitutional government, being an instrumentality for the maintenance of liberty, is an instrumentality for the maintenance of a right adjustment, and must have the machinery of constant adaptation." 10 Wilson realized that in a human world it was impossible to say 'this may be a government of laws and not men,' for:

> ...there never existed such a government. Constitute them how you will, governments are always governments of men, and no part of any government is better than the men to whom that part is entrusted. The guage of excellence is not the law under which affairs act, but the conscience and intelligence with which they apply it, if they apply it at all. *11*

Laws, or *truths*, don't order the world; *people* make laws, people create truth.

This illustration can be carried further. Through rhetoric the new truths -- constitutional amendments -- were developed. The Congressperson on the House floor or the grassroots activist on the steps of the capital participated in the rhetorical arena, and employed rhetorical devices to persuade audiences. Undoubtedly, ethos, pathos and logos were important factors in the passage of each amendment. And, in all cases, the amendments (or truths) were the result of a process which originated in the minds of people.

To summarize, truth is constantly created. When, in the rhetorical arena, it is necessary to act yet impossible to conclude with certainty, it is the role of the rhetorician to develop truth, which may be regarded as "those superlatively human actions that reorder lives." *12*

II

The rhetorical arena has been observed to require action even though there is no one certain way to act. In human affairs in which nothing is determined with certainty, how does the speaker best develop truth? Two practices may contribute valuably to the development of rhetorical truth: inventive use of the analytic knife and of sourcery. Each will be considered separately in this and the succeeding section; but they comprise major methods to be used in conjunction by the speaker.

Any rhetorical inquiry begins with analysis -- a swift, precise slice! For to analyze a subject, we do not simply stand back and look at it. We take it apart, look at the pieces, and not until we understand the pieces and how they fit can we somehow put them back together to come to some sort of conclusion. McCroskey refers to analysis as the Siamese twin of invention, *13* for how one divides a subject determines largely what one discovers. Depending entirely along which dimension the same package of ice cream is sliced open, its substance may be shown to be chocolate, vanilla, strawberry or neopolitan.

In *Zen and the Art of Motorcycle Maintenance* Robert Pirsig offers an ex-

tended illustration of various analyses of a motorcycle and then most insightfully "analyzes analysis itself." The following excerpt is but one way to analyze a motorcycle, according to Persig:

A motorcycle may be divided for purposes of classical rational analysis by means of its component assemblies and by means of its functions.

If divided by means of component assemblies, its most basic division is into a power assembly and a running assembly.

The power assembly may be divided into the engine and the power delivery system. The engine will be taken up first.

The engine consists of a housing containing a power train, a fuel-air system, an ignition system, a feedback system and a lubrication system.

The power train consists of cylinders, pistons, connecting rods, a crankshaft and a flywheel.

The fuel-air system components, which are part of the engine, consist of a gas tank and filter, an air cleaner, a carburetor, valves and exhaust pipes.

The ignition system consists of an alternator, a rectifier, a battery, a high-voltage coil and spark plugs.

The feedback system consists of a cam chain, a cam shaft, tappets and a distributor.

The lubrication system consists of an oil pump and channels throughout the housing for distribution of the oil.

The power-delivery system accompanying the engine consists of a clutch, a transmission and a chain.

The supporting assembly accompanying the power assembly consists of a frame, including foot pegs, seat and fenders; a steering assembly; front and rear shock absorbers; wheels; control levers and cables; lights and horn; and speed and mileage indicators.

That's a motorcycle divided according to its components. To know what the components are for, a division according to functions is necessary:

A motorcycle may be divided into normal running functions and special, operator-controlled functions.

Normal running functions may be divided into functions during the intake cycle, functions during the compression cycle, functions during the power cycle and functions during the exhaust cycle.

And so on . . . 14

Pirsig first divides the motorcycle in terms of its systems, then he divides it by its functions. He recognizes that he might analyze further according to "which functions occur in their proper sequence during each of the four cycles, then go on to the operator-controlled functions." 15 Indeed, he might continue indefinitely finding new ways to take apart a motorcycle. Slicing first one way, then another, and another, and another, each time he discerns very different components. The rhetorician can greatly benefit from Pirsig's conception of analysis. *How* one looks at something determines *what* one will discover. And "looking at something" is precisely what the rhetorician does in developing truth.

Our college administrator seeking revised graduation requirements might once again serve to illustrate. Embarking on his task, he begins by deciding how to analyze general education. Should he determine the contents of general education and prescribe which courses an educated person might be expected to know about? Or should general education be defined in terms of methods of learning, requiring acquaintence with various disciplines? Or might areas of knowledge be required across departmental lines? Or, with Cicero, might he stipulate the subjects that must be studied in order to be able to speak knowledgeably on any subject from many perspectives? If his analysis yields no commonalities in education, he might abolish requirements altogether. The point is, the college administrator makes a choice of how he is going to approach his subject. When he does, he