

**Policy Statement and Call for Papers
Journal of the Speech and Theatre Association of Missouri
Fall 2013 – Volume 13**

The editor of the 2013 *Journal of the Speech and Theatre Association of Missouri* is presently accepting manuscripts. Scholarly articles, book and resource reviews, and teaching resources are all encouraged. Scholarship from a diversity of areas from the discipline encompassing communication, speech, and theatre will be considered. These areas include, but are not limited to: Speech, Debate, Theatre Instruction and Performance, Communication Theory, Interpersonal Communication, Intercultural Communication, Health Communication, Rhetoric, Persuasion, Organizational Communication, Political Communication, Family Communications, Listening, Communication Ethics, Mediation, Public Relations, Film, Mass Media Theory, Mediated Communication, and New Communication Technologies.

All submissions should be in Microsoft Word, and emailed to the editor. References should follow the latest edition of the American Psychological Association style manual. A separate page with abstract, author affiliation and bio(s) should be included. All submissions should be received by February 18, 2013, to ensure full consideration for publication.

Updated submission information for volume 43 will be available in October of 2012 at the website for the Speech and Theatre Association of Missouri – <http://speechandtheatre.mo.org/>

Submissions can be sent to:
Gina L. Jensen, Editor
Journal of the Speech and Theatre Association of Missouri
Department of Communication & Journalism
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119
(314) 968-7164
jensen@webster.edu

**Presidents as Speech Professors:
United States Presidents' Public Statements about Public Speaking**
Josh Compton & Brian Kaylor

Abstract

Presidents do public speaking, of course, but how do presidents view public speaking? This essay examines public presidential remarks about public speaking to offer a view of presidential rhetoric about rhetoric. This analysis reveals that presidents have offered evaluations (implicit and explicit) of public speaking, as well as specific advice about giving and writing speeches. Excerpts from speeches and other remarks are included, with representation from Presidents Truman, Eisenhower, Johnson, Carter, Reagan, H. W. Bush, Clinton, W. Bush, and Obama. Considering presidential remarks about public speaking provides unique material to further inform how we teach, view, study, and do public speaking.

Presidential public addresses matter. Presidential speeches are “more than rhetoric, more than a string of sound bites or applause lines. It is where policy, and politics, and presidential personality come together” (Waldman, 2000, p. 15). Utterances during debates can shift and strengthen attitudes, affect vote choice, and inform campaign agendas (Hellweg, Pfau, & Brydon, 1992). Even when empirical effects research fails to uncover significant impacts of presidential utterances, the mere fact that a president utters something is, more often than not, newsworthy (see Jamieson & Campbell, 2006). So we know that presidents *do* public speaking, and that what they do when doing public speaking matters. But how do presidents *view* public speaking?

In this analysis of presidential rhetoric, we turn our attention to a special kind of presidential address: presidents speaking publicly about public speaking. This exploration uncovers how presidents characterize public speaking, and specific speeches, and it also reveals moments when presidents offered specific public speaking advice. The investigation stems from a simple thought: presidents regularly do public speaking, but how do they *view* it? The answers offer a nuanced look into presidential

rhetoric about presidential rhetoric—and in the process, we are offered new ways of thinking about the way we view, do, and teach speech.

Rhetorical Presidents

As a rhetorical institution, the modern presidency empowers the inhabitant of the Oval Office: “A president cannot escape rhetoric—as much as some would like to do so. For good or ill, all presidents are rhetorical presidents” (Medhurst, 2006, p. ix). This unique, powerful rhetorical position brings heightened attention to what presidents say. This “privileged voice in our public or civic conversation” gives the president the power to “help people interpret the social and political realities” (McKinney & Pepper, 1999, p. 79). With “the symbolic supremacy of the presidency” (Denton & Hahn, 1986, p.125), presidents use this privileged voice to interpret reality for a nation. Thus, the president leads the nation as “interpreter-in-chief” (Stuckey, 1991, p. 1). Stuckey explained that as the “nation’s chief story-teller,” presidents tell “us stories about ourselves and in so doing ... tell us what sort of people we are” (p. 1). Presidents can use this rhetorical position to continue what Campbell and Jamieson (2008) called “creating the presidency.” Campbell and Jamieson add that a president’s power is “enhanced in the modern presidency by the ability of presidents to speak when, where, and on whatever topic they choose and to reach a national audience through coverage by the electronic media” (p. 6). Clearly, presidential rhetoric warrants attention.

Empowered by the rhetorical presidency, presidents make “choices about what to say, how to say it, where and to whom to say it” (Medhurst, 2006, p. ix). Considerations of what presidents talk about—or do not talk about—can offer insights into presidents’ priorities and values (see Medhurst, 2006). To understand and analyze presidents’ priorities and agendas, including how presidents view their roles as speakers, one should turn a careful ear to presidential rhetoric. As Shogan (2006) concluded, “The modern rhetorical presidency is not limited to policy concerns. Instead, the rhetorical purview for modern rhetorical presidents is all-encompassing; every aspect of democratic life becomes worthy of a moral pronouncement” (p. 174). With this understanding of presidential rhetoric in mind, we examine instances when presidents talked about public speaking to garner insights into how

they view this important presidential function—and to gain insights about the art of public speaking from the nation’s chief rhetorical actors. We note three ways in which presidents talk about public speaking: to devalue public speaking, to bolster public speaking (their own and that of others), and to offer public speaking instruction.

Devaluing Public Speaking

Although it may seem strange to criticize public speaking while engaging in public speaking, some presidential statements do—or seem to do—just that. The rebukes are usually mild, often characterizing public speaking as less important or reliable than other forms of communication. For example, during a news conference on March 30, 1950, President Harry Truman was notified of a potential inconsistency between what General Dwight Eisenhower said before a Senate committee and what Eisenhower said during a speech at Columbia University. Truman replied: “Oh, well, you know in making speeches you must remember that everybody has his ideas on public speaking, but the record before the Senate committee is what you have to go on” (Truman, 1950, para. 23). In this explanation, Truman identifies public speaking as something less accountable than other forms of political discourse. We may note, at minimum, a mild dismissal of public speaking, particularly with his preface to his response: “Oh, well...everybody has his ideas on public speaking.” In another example, during a news conference on April 16, 1958, Marvin Arrowsmith of the *Associated Press* asked President Dwight Eisenhower if military officers should leave if they do not believe they can offer support “in public speeches or before congressional committees” (para. 2) for his reorganization of the Department of Defense. Eisenhower responded:

... [Y]ou group together, Mr. Arrowsmith, public speaking or, in other words, apparently propagandizing, and giving testimony to Congress, and that is an entirely different thing. (Eisenhower, 1958, para. 5)

Again, we see an argument that public speaking is not held to the same standards of veracity as other forms of discourse. Going even further in his critique than Truman, Eisenhower even argued that public speaking could be synonymous with propagandizing. Certainly, some of this sentiment is to be expected—sworn testimony is, indeed, held to

different standards than other public speaking forums. Yet an implicit message about the standards of speech connects these two observations by two different presidents: Public speaking is not held to the standards of accuracy and veracity as in other contexts.

We also find public speaking contrasted with other presidential responsibilities. Declining an invitation to serve as guest speaker on National President's Day, President Jimmy Carter offered: "This first year I've tried to hold down as much as possible any public speaking on my part. I really need to learn more about this job" (Carter, 1977, para. 629). While this statement is not a strong rebuke of public speaking, the implicit argument is that public speaking is not part of "this job"—even though scholars contend that rhetoric is a key part of the job of modern presidents. Similarly, President George W. Bush spoke of public speaking's poor image, and particularly, presidential public speaking's poor image. At an Independence Day celebration in 2008, he offered this light-hearted assessment:

... You just can't help but marvel at Thomas Jefferson's many accomplishments... As a statesman, Thomas Jefferson held all three top posts in the executive branch. He served as the first Secretary of State, the second Vice President, and the third President. Not bad for a man who hated public speaking. [Laughter] It seems Jefferson got away with only delivering two public speeches during his Presidency. I'm sure a lot of Americans wish that were the case today. [Laughter] (Bush, 2008, para. 12-13)

By listing a series of Jefferson's accomplishments and then mentioning Jefferson's dislike of public speaking, Bush jokes that an affinity toward public speaking is not a requisite for presidential success or esteem. Bush takes his assertion one step further by voicing peoples' lack of interest in presidential speechmaking.

President Barack Obama also voiced peoples' lack of interest in speeches—or, at least, long speeches—using a repeated introductory phrase. Speaking at a Democratic National Committee dinner, he began: "Now, I am not going to spoil a good dinner with a long speech" (Obama, 2009d, para. 1), a line he would also use to open his speech the next day—"I'm not here to give a long speech" (Obama, 2009e, para. 1), and three days later—"I didn't want to give a long speech" (Obama, 2009f, para. 10). We also find this strategy in some earlier speeches,

including a speech at a dinner for Congressional Committee Chairs—"Do not fear, no long speeches here" (Obama, 2009, para. 1), and at a speech at the congressional luncheon—"I am not going to make a long speech" (Obama, 2009c, para. 1). In an example of using a strategy while promoting a public speaking strategy, Obama shared this story in his speech to the National Academy of Science:

And I'd like to begin today with a story of a previous visitor who also addressed this august body. In April of 1921, Albert Einstein visited the United States for the first time. And his international credibility was growing as scientists around the world began to understand and accept the vast implications of his theories of special and general relativity. And he attended this annual meeting, and after sitting through a series of long speeches by others, he reportedly said, "I have just got a new theory of eternity." [Laughter] So I will do my best to heed this cautionary tale. [Laughter] (Obama, 2009b, para. 4)

In these exchanges, Obama promises brevity as a strategy—one that meets a potential objection of audiences in listening to speeches. Of note, this strategy also makes an implicit argument that public speaking is unpopular—or, more specifically, that long public speeches are unpopular.

In presidential remarks that span presidencies, we find some evidence of a mildly dismissive view of public speaking. Public speaking is characterized as less accountable, less trustworthy, and less important than other types of communication. Furthermore, presidential public speaking is characterized as unpopular. For a more favorable view of public speaking, we next survey some of the identified positive attributes of public speaking mentioned in presidential rhetoric.

Bolstering Public Speaking

While most of the comments that downplayed public speaking were mild and usually implicit, praise of public speaking is often more effusive and explicit. Those who were implicit with their praise were often the same presidents who had, during other occasions, devalued public speaking (Carter, 1979; Bush, 2002).

Bolstering One's Own Speeches

In contrast to sentiments of Presidents Truman and Eisenhower who seemed to suggest that speechmaking was a secondary record, then-Governor Ronald Reagan pointed to his speeches as a way to establish consistencies in his positions:

For anyone to suggest, as some have, that I'm now switching or changing—no one could do what I have done for the last quarter of a century, the amount of public speaking, the lecture circuit I have been on, for years now a five-day-a-week radio commentary, twice-a-week news columns—and to believe that I'm changing my positions. (Reagan, 1980, para. 77)

In this description, public speaking is bolstered—moving beyond “propagandizing”—and held up as a record of consistency—as a matter of record. Perhaps not surprisingly, Reagan appeared much more comfortable assuming the “bully pulpit” of the presidency than Truman or Eisenhower. Another president comfortable with public speaking, President Obama, similarly referenced his State of the Union speech as an accurate record of his beliefs (Obama, 2010c) and priorities (Obama, 2010b). In several speeches, Obama even referenced some of his own speeches, including his well-received convention speech at the Democratic National Convention (Obama, 2009g). This self-referencing subtly places speeches as an important source of ideas that should be looked back upon as a reliable record.

Bolstering Others' Speeches

In other instances, presidents praised specific speeches and speakers instead of public speaking in general. Some presidents mentioned famous speakers. President Obama referenced Dr. Martin Luther King, Jr.'s speech during the “Let Freedom Ring” concert (Obama, 2010a). In other speeches, Obama made mention of speeches by President Hamid Karzai (Obama, 2009h), Senator Ted Kennedy (Obama, 2009i), and President Franklin Roosevelt (Obama, 2009a), and others. Other presidents turned attention to lesser-known speakers as they spoke of the importance of public speaking. President George H. W. Bush praised a speaker during a fundraiser appearance in 1989:

Mercer Miller, who was principal back when Tom was at Gulfport, likes to tell how Tom hid behind the hedges when it was his time for lessons with Mrs. Baxley, the speech teacher. [Laughter] Well, you heard him—she must have done something right. Well, Tom, there's nothing shy anymore about your public speaking. And Mrs. Baxley, if you're out there somewhere: Tom has learned his lesson. (Bush, 1989, para. 20)

Praise of speeches that preceded them during events is also common. President Obama, for example, praised the speaker who introduced him at the awards ceremony for his Nobel Peace Prize (Obama, 2009j). But no president did this more than President Bill Clinton. One of the earliest examples is from 1997, when Clinton praised a speaker who preceded him during a national Boy Scout Jamboree:

...I want to begin by thanking John Kates for that introduction... I didn't notice whether John had a public speaking merit badge on his sash, but I'd say he earned one tonight standing up in front of all of you to introduce me... (Clinton, 1997a, para. 2)

A few months later, he praised another speaker during remarks at San Jacinto Community College: “Well, Esmerelda may be getting a degree in mathematics, but today she got an A in public speaking [Laughter]” (Clinton, 1997b, para. 1). During another occasion, Clinton remarked: “When I was listening to Arthur speak, I didn't know whether to offer him a job as a White House speechwriter—[laughter]—or just wait for the opportunity to vote for him someday” (Clinton, 1999b, para. 2). At a Democratic Leadership Council gala, he said: “But I want to say something about Sam Fried, the gentleman who introduced me. First of all, he gave a good speech, didn't he? I mean, he's got a great gift in capturing our vision” (Clinton, 1999a, para. 2). At the Democratic Leadership Council, Clinton said: “Well, first of all, I think we ought to acknowledge that public speaking is not something Jessica does every day, and I think she did a terrific job. I thank her for coming here” (Clinton, 2000a, para. 1). Later, Clinton remarked: “Well, first of all, I think Sharon was a little apprehensive coming out here because she doesn't do public speaking for a living. But I thought she was magnificent, and I thank her for it” (Clinton, 2000b, para. 1). Then once again, at an announcement about new initiatives, he said: “Thank you

very much, Michael. We all know you don't do this public speaking for a living, and you did a terrific job. You may have a few more job interviews after the day is over [Laughter]" (Clinton, 2000c, para. 1). These excerpts reflect President Clinton's praise for specific public speeches, and more specifically, specific public speakers. In many of these examples, Clinton uses the mere act of doing a speech as the basis for commendation: to have the courage to speak in public is worth mentioning. Clinton's praises—and those offered by other presidents—affirm public speaking as important and portray it as a form of communication that remains worthy of attention and praise.

Presidents as Speech Professors

To this point in the survey, we have explored comments about public speaking that were, for the most part, implicit arguments about the value of public speaking. But on some occasions, presidents take on the role of a speech teacher, passing along specific advice on public speaking. For example, on May 14, 1965, President Lyndon Johnson noted, after making an argument:

They told me when I started teaching public speaking to always wait, from the time I'd say something, for a second until it communicates out. It takes time for sound to travel to a given distance. It also takes some time for it to soak in. (Johnson, 1965, para. 16)

With this statement, Johnson gives advice that would later fit within one of the most commonly cited models in contemporary communication scholarship, Petty and Cacioppo's (1986) Elaboration Likelihood Model. A pause enhances one's ability to process a message, or for it to, in the words of Johnson, "soak in."

President Ronald Reagan also offered public speaking advice—repeatedly. Speaking at a dinner in 1981, he began his remarks with:

I learned in public speaking you're never supposed to open with an apology, but my schedule has kind of gotten jammed up with two things happening almost simultaneously, so I only have a few minutes. (Reagan, 1981, para. 1)

This would become a common introductory strategy for President Reagan in numerous speeches to follow. Reagan would note that he should not start with an apology, and then offer an apology. He did this

speaking at a White House reception ("I learned in public speaking you should never open with an apology, but I have to apologize. I know I'm late," 1982a, para. 1), at a White House luncheon ("One of the first things I learned in public speaking class was that you should never open with an apology," 1982b, para. 2), at a convention ("I learned once in a public speaking class that you never should open your remarks with an apology, but since I am the one that changed your schedule....," 1982c, para. 1), and at a signing of an amendment ("I learned in public speaking once that you were never supposed to open any remarks with an apology, but I also found out in this job, 9 times out of 10 you have to apologize for being late. So, I apologize for keeping you all waiting," 1983, para. 1). The strategy was clear: To avoid the appearance of an apology, frame it as knowingly violating a public speaking "rule." The strategy might also help move focus from Reagan being late to Reagan being a sincere, transparent public speaker who admittedly ignores "rules" to acknowledge those who have been waiting for him.

At an event in Tokyo, President Clinton was specifically asked for public speaking advice. He responded with the following:

My only advice is to imagine, no matter how many people are in your audience, that you're speaking to a few of your friends—because, look at the camera, the camera will take us to millions of people. I have been in crowds—the largest crowd I've been in was in Ghana in West Africa. We had maybe 400,000 or 500,000 people. But on the television, there are millions. And if you're in a big crowd, well, the microphone is your friend. You can speak normally because the sound will carry. (Clinton, 1998, para. 16)

Clinton begins his response with a theoretical treatment of good speech—to approach public speaking as more collaborative than as a linear performance. He then turns immediately to implications of technology in public speaking, first noting how television increases the size of an audience, and then offering a suggestion for speaking with a microphone. He continued:

And I think many people have trouble speaking in public because they think they have to change. And you don't have to change. You just have to be yourself. Imagine you are at home, entertaining some friends, sharing something with your family, and speaking the way you would when your heart was

engaged and your mind was engaged about something you cared about in your own life. That's my only advice. (Clinton, 1998, para. 17)

In his closing remarks, he turns back to a theoretical approach to speech, offering a call for authenticity and engaging speech. In a way, the teaching moments by Clinton and other presidents work to affirm the importance of public speaking and learning to effectively communicate with one's audience. Additionally, these fascinating moments are quite instructive as the presidents pull back the curtain to show a little of how they view their rhetorical task as the nation's leader.

Implications

It is notable enough that presidents have spoken about public speaking. What presidents talk about matters (see Jamieson & Campbell, 2006). Yet, we can also glean specific insight from this survey of presidential mentions. One important implication from this analysis is the insight it sheds on how modern presidents view public speaking. Although scholarly examinations frequently explore how presidents do public speaking, this study considered how presidents view public speaking. For presidents, rhetoric remains an essential function of the office of the presidency. Campbell and Jamieson (2008) noted: "The office entails a public rhetorical role. Public communication is the medium through which the national fabric is woven" (p. 9). Thus, it is both interesting and insightful to understand how presidents view this critical role of their office. As Michael Gerson (2012), former speechwriter for President George W. Bush, argued when he chided Rick Santorum for attacking President Obama's use of teleprompters: "The craft of rhetoric involves the humility of repeated revision... But a prospective president should care about rhetoric for deeper reasons: Because language and leadership are inseparable. Because history is not shaped or moved by mediocre words" (p. A15). The texts examined in this study suggest presidents are thinking about this rhetorical job—even out loud in speeches—and therefore scholars should pay attention.

It is also important to consider how presidents have described how they expect their audience likely views public speaking. Campbell and Jamieson (2008) explained the critical need for scholars to heed how

presidents rhetorically shape their audiences and the expectations of presidents:

Presidents address many audiences, but "the people" are always listening. Skillful presidents not only adapt to their audiences, but also engage in transforming those who hear them into the audiences they desire. Presidents have envisioned the public in many different ways, and they have shaped addresses in order to give the people a particular identity. (p. 7)

As presidents such as Dwight Eisenhower downplay public speaking or presidents such as George W. Bush joke about people not wishing to hear presidential speeches or presidents such as Barack Obama joke about trying to keep presidential speeches short, the presidents shape the public expectations for presidential public speaking. The texts examined in this study suggest that if presidents are concerned that the public is not sufficiently interested in presidential addresses, it might be in part because of presidential comments about public speaking. Although presidents have also offered positive remarks about public speaking—as this analysis demonstrated—most of those comments were affirmations of speeches by others. Comments by presidents downplaying the importance of presidential public speaking could transform the public into an audience that views presidential public speaking as less than interesting or important.

A final implication of this study is that speech professors have a valuable resource for generating discussions about public speaking—particularly political public speaking. The mentions of public speaking in public speeches offer unique variables in our considerations of speech, political rhetoric, democracy, argumentation, and other dimensions of rhetoric. Much of the specific advice about public speaking offered by presidents in public addresses is helpful, and in some instances, the advice is theoretically consistent. President Johnson's suggestion to maintain deliberate, strategic pacing—and not to fear the pause (Johnson, 1965)—offers an example of promoting the ability of an audience to process information, something consistent with Petty and Cacioppo's (1986) Elaboration Likelihood Model. President Clinton's advice to focus on the relational dimensions between a speaker and an audience (Clinton, 1998) demonstrates more relational public speaking. Even advice that is suspect offers an opportunity to discuss why the advice

may need further scrutiny before employing it in speeches. Additionally, public speaking professors could trace changes in what presidents say about public speaking during different time periods—such as how comments about public speaking by Harry Truman and Dwight Eisenhower differ from more recent presidents' comments. Similarly, students can consider how a changing media landscape (see Meyrowitz, 1985) may make some rhetorical strategies less effective (e.g., repeating the same joke or opener).

A survey of some of the presidential mentions of speechmaking provides a unique look at presidential rhetoric about presidential rhetoric. By considering how the nation's chief public speakers talk about public speaking, we can draw important implications concerning presidential rhetoric and discover interesting examples and adages to spark further pedagogical discussions of public speaking. From assessment of public speaking in general to specific remarks about speakers and speeches, we get a glimpse of how presidents view and do public speaking.

References

- Bush, G. (1989, October 12). Remarks at a fundraiser for congressional candidate Tom Anderson in Gulfport, Mississippi. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=17649>
- Bush, G. W. (2002, December 8). Remarks at the Kennedy Center Honors reception. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=64049>
- Bush, G. W. (2008, July 4). Remarks at an Independence Day celebration and naturalization ceremony in Charlottesville, Virginia. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=77636>
- Campbell, K. K., & Jamieson, K. H. (2008). *Presidents creating the presidency: Deeds done in words*. Chicago: University of Chicago Press.
- Carter, J. (1977, March 5). Remarks during a telephone call-in program on the CBS Radio Network. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=7119>
- Carter, J. (1979, August 10). Interview with the president. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=32731>
- Clinton, W. J. (1997a, July 30). Remarks to the 1997 national Boy Scout Jamboree in Bowling Green, Virginia. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=54477>

- Clinton, W. J. (1997b, September 26). Remarks at San Jacinto Community College in Houston, Texas. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=54681>
- Clinton, W. J. (1998, November 19). Remarks in "A conversation with President Clinton" with Tetsuya Chikushi in Tokyo. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=55292>
- Clinton, W. J. (1999, October 13). Remarks at a Democratic Leadership Council Gala. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=56711>
- Clinton, W. J. (1999b, June 1). Remarks Announcing a Study on Youth Violence and Media Marketing. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=57658>
- Clinton, W. J. (2000a, January 12). Remarks to the Democratic Leadership Council. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=58331>
- Clinton, W. J. (2000b, January 24). Remarks announcing the Equal Pay Initiative. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/index.php?pid=87713>
- Clinton, W. J. (2000c, February 23). Remarks announcing budget initiatives on transportation for working families. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=58162>
- Denton, R. E., Jr., & Hahn, D. F. (1986). *Presidential communication: Description and analysis*. New York: Praeger.

- Eisenhower, D. D. (1958, April 16). The President's news conference. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=11350>
- Gerson, M. (2012, March 13). A defense of rhetoric. *Washington Post*, p. A15.
- Hart, R. P., Jarvis, S. E., Jennings, W. P., & Smith-Howell, D. (2005). *Political keywords: Using language that uses us*. New York: Oxford University Press.
- Hellweg, S. A., Pfau, M., & Brydon, S. R. (1992). *Televised presidential debates: Advocacy in contemporary America*. New York: Praeger.
- Jamieson, K. H. (1990). *Eloquence in an electronic age*. New York: Oxford University Press.
- Jamieson, K. H., & Campbell, K. K. (2006). *The interplay of influence*, 6th ed. Belmont, CA: Thomson/Wadsworth.
- Johnson, L. B. (1965, May 14). Remarks to members of the American Association of School Administrators. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=26964>
- McClenahan, J. S. (1984, June 11). Ghostwriters for the CEOs. *Industry Week*.
- McKinney, M. S., & Pepper, B. G. (1999). From hope to heartbreak: Bill Clinton and the rhetoric of AIDS. In Elwood, W.M. (Ed.), *Power in the blood: A handbook on AIDS, politics, and communication* (77-92). Mahwah, NJ: Lawrence Erlbaum.
- Medhurst, M. J. (2006). *The rhetorical presidency of George H. W. Bush*. College Station, TX: Texas A&M University Press.
- Meyrowitz, J. (1985). *No sense of place: The impact of electronic media on social behavior*. New York: Oxford University Press.

- Obama, B. (2009a, January 7). Interview with John Harwood of The New York Times and CNBC. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=85390>
- Obama, B. (2009b, April 27). Remarks at the National Academy of Sciences. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86059>
- Obama, B. (2009c, June 25). Remarks at the Congressional Luau. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86343>
- Obama, B. (2009d, October 15). Remarks at a Democratic National Committee Dinner. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86765>
- Obama, B. (2009e, October 16). Remarks to Texas A&M University Marine Corps cadets. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86754>
- Obama, B. (2009f, October 19). Remarks at Viers Mill Elementary School. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86775>
- Obama, B. (2009g, October 23). Remarks at a Fundraiser for Governor Deval L. Patrick. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86802>
- Obama, B. (2009h, December 1). Address to the nation. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86948>

- Obama, B. (2009i, December 9). Remarks on community health centers. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86972>
- Obama, B. (2009j, December 10). Remarks at the Nobel banquet at Oslo, Norway. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=86977>
- Obama, B. (2010a, January 18). Remarks at the "Let Freedom Ring" concert celebrating Martin Luther King, Jr. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=87417>
- Obama, B. (2010b, January 28). Remarks at a town hall meeting. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=87462>
- Obama, B. (2010c, January 29). Remarks to the House Republican conference. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=87468>
- Petty, R. E., & Cacioppo, J. T. (1986) *Communication and persuasion: Central and peripheral routes to attitude change*. New York: Springer-Verlag.
- Reagan, R. (1980, October 14). Governor Reagan's news conference. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=85232>
- Reagan, R. (1981, March 17). Remarks at the National Association of State Departments of Agriculture dinner honoring Secretary of Agriculture Block. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=43558>

Reagan, R. (1982a, March 11). Remarks at a White House reception for members of the National Newspaper Association. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=42260>

Reagan, R. (1982b, September 23). Remarks at a White House luncheon for members of the James S. Brady Presidential Foundation. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=43034>

Reagan, R. (1982c, November 29). Remarks at the annual convention of the National League of Cities in Los Angeles, California. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=42041>

Reagan, R. (1983, November 30). Remarks on signing the local government fiscal assistance amendments of 1983. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=40816>

Shogan, C. J. (2006). *The moral rhetoric of American presidents*. College Station, TX: Texas A&M University Press.

Stuckey, M. E. (1991). *The president as interpreter-in-chief*. Chatham, NJ: Chatham House Publishers.

Truman, H. S (1950, March 30). The President's news conference at Key West. In J. T. Woolley & G. Peters The American presidency project [online]. Available: <http://www.presidency.ucsb.edu/ws/?pid=13755>

Waldman, M. (2000). *POTUS speaks*. New York: Simon & Schuster.

Josh Compton (Ph.D., University of Oklahoma, 2004) is Senior Lecturer in Speech in the Institute for Writing and Rhetoric at Dartmouth College. His scholarship of inoculation theory, political humor, and speech pedagogy has appeared in Human Communication Research, Journal of Applied Communication Research, Health Communication, Communication Theory, Arts and Humanities in Higher Education, and other journals. His political humor analyses have been included in several books, including Routledge's Laughing Matters (2008) and Lexington's The Daily Show and Rhetoric (2011). He was a recipient of the National Speakers Association's Outstanding Professor Award, and his teaching has been recognized by the Pi Kappa Delta national honorary. He also maintains an active public speaking schedule, presenting interactive workshops on such topics as public speaking and inoculation theory.

Brian Kaylor (Ph.D, University of Missouri) is an Assistant Professor of Communication Studies at James Madison University, where he teaches courses in advocacy, political communication, rhetorical methods, and public speaking. He is the author of Presidential Campaign Rhetoric in an Age of Confessional Politics (Lexington Books, 2011).