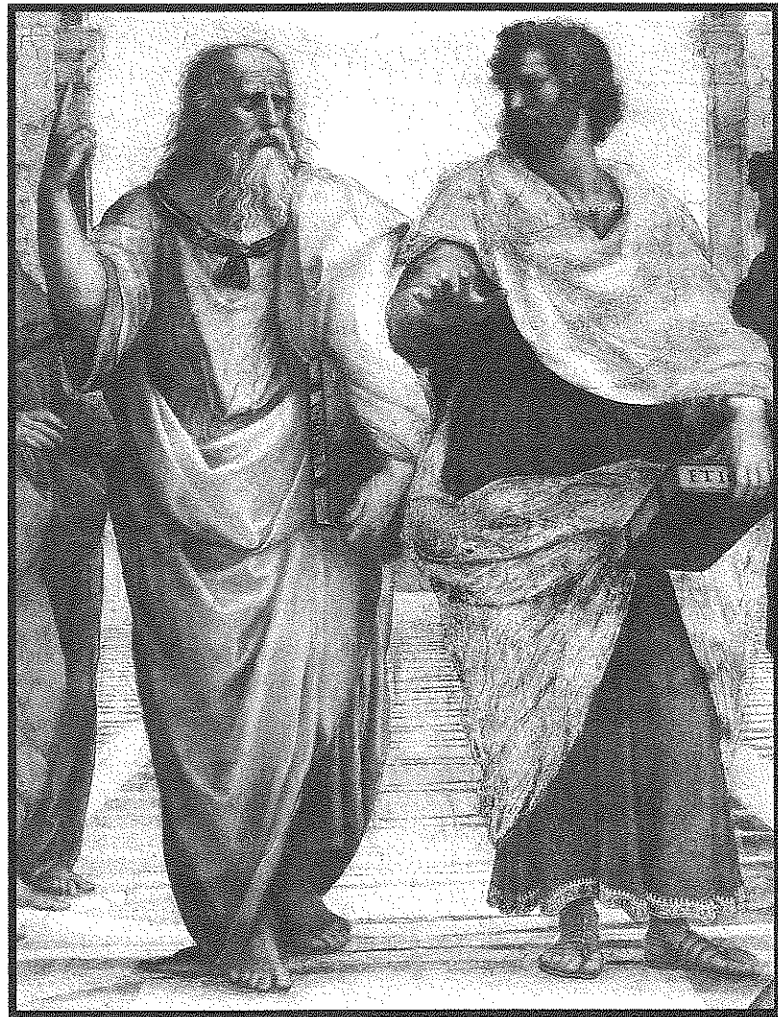


# CLASSICAL RHETORIC

with Aristotle

Traditional Principles of Speaking and Writing



**Martin Cothran**

CLASSICAL TRIVIUM CORE SERIES

## **Classical Rhetoric with Aristotle**

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## Why study Aristotle's Rhetoric?

**M**ore than anything else, this course is a guided tour through the greatest book on communication ever written: Aristotle's *Rhetoric*. It is a guide or "companion" to this great book, and as such its primary purpose is to convey what Aristotle said, in the simplest way possible. The classical trivium (grammar, logic, and rhetoric), which is supposed to be the basis for classical models of education, is not just a sequence in which subjects should be placed according to the student's age or competence level, but it is also the order in which any subject should be learned. In other words, every subject has its own grammar—or internal structure; every subject has its own logic—its own internal rules or modes of knowing; and every subject has its own rhetoric—its own style or forms of expression. In this respect, this course is a *grammar* of rhetoric: it is an explanation of what rhetoric is, what it is composed of, and what makes it effective.

Before you can learn how to really use something, you have to know what it is. This course is a course on what rhetoric *is*.

### The Nature of This Course

Cicero was the great practitioner of rhetoric, Quintilian its great teacher, and Aristotle its great theoretician. Aristotle's *Rhetoric* is a book on the *theory* of communication rather than a manual on speaking or writing, as Cicero tried to produce. It would be a mistake, however, to dismiss it as inferior to other books on communication that might be deemed more "practical," since theory will determine practice. As a theoretical book, one of its characteristics is the emphasis it places on *content* as opposed to *technique*—not just the content of the communication itself, but with the content of the character of the speaker and the audience. While many modern books on communication emphasize technique almost exclusively, Aristotle dwells, sometimes to a seemingly obsessive degree, on the details of certain kinds of content. When he is talking about character of the audience and how it is influenced by age, for example, he will list all the supposed traits of the elderly, all those of the young, and all those of the middle-aged. To the new reader, this kind of treatment will seem like an excessive devotion to detail having little to do with the technical skill needed to communicate. And, in fact, when I first began to teach out of the book, I skipped over much of this material. I later realized, however, that this was a grave mistake. Indeed, perhaps the greatest value of Aristotle's *Rhetoric* is this very emphasis on content that is so lacking in today's textbooks on communication. He is concerned as much with the *what* of communication as with the *how* and seems to believe, indeed, that the *how* depends on the *what*.

While many moderns have doubts about whether truth exists at all, Aristotle believes that there are truths to be known and that rhetoric should consist largely in the propagation of these truths. Aristotle is concerned first of all with what rhetoric is, secondly with what

**P**erhaps the greatest value of Aristotle's *Rhetoric* is the emphasis on content that is so lacking in today's textbooks on communication.



**T**he first and most important characteristic of Aristotle's *Rhetoric* is that it is an unparalleled study of the nature of man.

kinds of speech there are, thirdly with what we would communicate in our speaking, fourthly with whom it is we presume to communicate, and only then—only after he has covered these things—does he discuss technique. In fact, Books I and II are concerned exclusively with this kind of content; only in the third and final book in his treatise on rhetoric does he discuss the structure and style of a speech.

It is with the nature of man, however, that Aristotle is concerned first and foremost. Even the forms of speech are wholly contingent on the nature of man, since it is only through a knowledge of this that the forms can be determined at all. For each of the three forms of speech he identifies—political, legal, and ceremonial speech—there is a corresponding aspect of human nature from which it springs and to which it has a special appeal. Political speech, which has primarily to do with the Good, is grounded in and directed toward the human will; legal (or forensic) speech, which has primarily to do with the True, is concerned with the human intellect; and ceremonial speech, which has to do primarily with the Emotions (what might be called the “heart”), has to do with what has traditionally been called the Beautiful or Sublime. Aristotle spends a great deal of time dealing with these things as they relate to the speaker and his audience. These are the truths of the nature of man, and, in large part, Aristotle’s analysis seems amazingly accurate. While we do not go to the Greeks for truths about God (they were largely ignorant of them, not being privy to the Revelation given to the Jews), many of their observations about man hold up quite well.

The modern mind is fascinated by technique. We would as soon study the mechanism of a thing as to know the nature of the thing whose mechanism we are studying. In this sense Aristotle is radically anti-modern, and his *Rhetoric* puts this characteristic on full display. When he discusses political oratory, we are treated to a brief analysis of the four forms of government; when he discusses forensic speech we are told that the speaker should be familiar with the seven reasons people do things; and when he discusses ceremonial oratory we get a list of the nine virtues.

This, then, is the first and most important characteristic of Aristotle’s *Rhetoric*: *It is an unparalleled study of the nature of man*. It is a study of the nature of his intellect, his will, and his emotions. Only with a knowledge of these truths about ourselves, Aristotle would say, can we pretend to be able to communicate.

Now that we know what kind of course this *is*, we should note briefly what it is *not*. While this course should also be considered a continuation of the child’s writing program, it is certainly not the beginning of it. Given that this course is for 10th-12th grade students, it is assumed that they already have mastered fundamental writing skills. This course will serve to hone those skills for purposes of persuasion. In order to do this, however, they must have skills to hone.

In this connection it should be pointed out that there were two traditions in classical rhetoric: the *handbook* tradition and what are called the *preliminary exercises* (the *progymnasmata*: Narrative, Description, Fable, Proverb, Anecdote, Refutation & Confirmation, Commonplace, Praising & Blaming, Comparison, Speech-in-Character, Thesis, and For and Against Laws). I have already been asked the question of whether or not this book would include the preliminary exercises, a question to which the answer is a qualified ‘No.’ This course is squarely within the handbook tradition. Although there are few programs on the market that explicitly use the preliminary exercises of ancient times, many programs implicitly include some or even most of them. The completion of the preliminary exercises simply meant a rudimentary knowledge and experience with the various forms of communication—narrative, exposition, and argumentation—in preparation for the more formal study of persuasive speech in rhetoric. Many of those principles are utilized in the writing exercises in this book in order to allow for the continuation of that study. But a competently educated child should have some mastery of these by the 10th grade and will



therefore be ready for this course. If he doesn't have them, it will take more than a single course to correct it.

In other words, this is not an introductory course on writing but a course to refine those writings skills the student should already possess for the specific purpose of persuasion.

There most certainly is a need for courses which precede this one. A course specifically implementing the preliminary exercises (the *progymnasmata*) would be a great asset to Christian parents and teachers in helping their children to read and write. This is one of the things Memoria Press would like to do in the future.

### The Features of This Course

I recently attended a conference of classical educators at which one of the speakers, George Grant, mentioned that one of the needs among classical educators is material that is accessible. One of the things Memoria Press has sought to accomplish in all of its programs is ease of use, and we would like to think this program is a model of that. It is designed to be consumable and to lead the student every step of the way through a course on rhetoric over the course of a year. In doing this, there are several important features the teacher should note. See "Seven Lesson Components" on page xi for a description of them.

### The Scope of This Course

This course covers the first two of the three elements of writing and oratory: the speaker and the audience. The third of the elements concerns the speech itself. Aristotle's *Rhetoric* covers all three of these elements, devoting a book (or *part*) to each. He does not deal with the third element, however, as completely as the first two, nor as well as some other ancient writers. For these reasons—and because of the more theoretical nature of Aristotle's book—this course covers only the first two of Aristotle's three books and will leave the treatment of the arrangement of the speech itself for later programs.

We hope to complete several follow-up courses to this one that deal more with the style and structure of a speech. Quintilian and Cicero both deserve programs devoted to their texts. St. Augustine, too, who took the principles of all of these great men and applied them to the communication of Christian truth, deserves a book. Our hope is to produce a program covering the great works of each of these figures in a way that would complement Aristotle.

But first things first.

**T**his is not an introductory course on writing but a course to refine those writing skills the student should already possess, for the specific purpose of persuasion.



## Model Bi-Weekly Assignment Sheet

On the following page is a recommended bi-weekly assignment sheet. As it indicates, I recommend that two weeks be taken for each lesson to get the most out of it. That means, of course, that the course will extend to 32 weeks, or one school year. The course can be made into a semester course by dropping the Review Exercises and Weekly Research & Writing Assignments and concentrating only on the daily questions and, possibly, the Case Studies and weekly Reading Exercises. But, again, I recommend the bi-weekly approach.

The methodology of this course is based on the principle *optimus magister bonus liber*: the best teacher is a good book. It is therefore as self-directed as possible to minimize the time the homeschool parent must spend on instruction. Because the instructions are so explicit, there is no need for a key. The parent may choose to do the course along with the child or may simply use the recommended assignment sheet on the following page as a way to hold the student accountable. This can be accomplished by merely photocopying the page and having the student check the boxes when he completes a task. You will need sixteen copies of the following page if you wish to use it as a check-off sheet for a whole year.

### How to Grade Lessons

I would recommend that the teacher consider each answer as a writing exercise. It should be graded not only on its accuracy by using the key but by ensuring that every short answer is a complete sentence and is grammatically correct. Questions requiring longer answers make good practice exercises for writing paragraphs. They should be graded as you would grade any other writing assignment in whatever writing program you have used up to this point. Note that the Answer Key will be less helpful on some of the questions, particularly writing exercises, since the questions are more general and the examples given in the text are just that: examples.

**T**he methodology of this course is based on the principle *optimus magister bonus liber*: the best teacher is a good book.





(Reproducible)

WEEK 1

**Mark Chapter**

**DAY 1**

- Mark all sections of Aristotle's *Rhetoric* to be read for the Lesson according to the marking rules indicated in Appendix B (the Table of Contents will indicate the readings for each lesson)

**Exercises For Day 1**

- Answer all numbered questions

**DAY 2**

**Exercises For Day 2**

- Answer all numbered questions

**DAY 3**

**Exercises For Day 3**

- Answer all numbered questions

**DAY 4**

**Exercises For Day 4**

- Answer all numbered questions

**Outline Chapter**

- Outline all sections of Aristotle's *Rhetoric* to be read for the Lesson according to the outlining rules indicated in Appendix C

WEEK 2

**Weekly Reading Exercises** (*How to Read a Book*)

**DAY 1**

- Answer all numbered questions

**Figures of Speech Worksheet** (Appendix A)

- Do Day 1 Exercises

**Weekly Research and Writing Assignment**

- Begin Weekly Writing Assignment

**DAY 2**

**Weekly Latin Review Exercises**

- Answer all questions

**Figures of Speech Worksheet** (Appendix A)

- Do Day 2 Exercises

**Weekly Research and Writing Assignment**

- Continue Weekly Writing Assignment

**DAY 3**

**Weekly Logic Review Exercises**

- Answer all questions

**Figures of Speech Worksheet** (Appendix A)

- Do Day 3 Exercises

**Case Study Exercises** (When applicable)

- Read Weekly Case Study

**Weekly Research and Writing Assignment**

- Continue Weekly Writing Assignment

**DAY 4**

**Case Study Exercises** (When applicable)

- Answer all questions

**Figures of Speech Worksheet** (Appendix A)

- Do Day 4 Exercises

**Weekly Research and Writing Assignment**

- Finish Weekly Writing Assignment

# Year-at-a-Glance Sheet



## 1st Quarter

Week 1 ..... Lesson 1  
 Week 2 ..... Lesson 1  
 Week 3 ..... Lesson 2  
 Week 4 ..... Lesson 2  
 Week 5 ..... Lesson 3  
 Week 6 ..... Lesson 3

..... Case Study for Lessons 3-5

Week 7 ..... Lesson 4

Week 8 ..... Lesson 4

## 2nd Quarter

Week 9 ..... Lesson 5

Week 10 ..... Lesson 5

Week 11 ..... Lesson 6

Week 12 ..... Lesson 6

..... Case Study for Lesson 6

Week 13 ..... Lesson 7

Week 14 ..... Lesson 7

..... Case Study for Lesson 7

Week 15 ..... Lesson 8

Week 16 ..... Lesson 8

## 3rd Quarter

Week 17 ..... Lesson 9

Week 18 ..... Lesson 9

Week 19 ..... Lesson 10

Week 20 ..... Lesson 10

..... Case Study for Lessons 10-11

Week 21 ..... Lesson 11

Week 22 ..... Lesson 11

Week 23 ..... Lesson 12

Week 24 ..... Lesson 12

..... Case Study for Lesson 12

## 4th Quarter

Week 25 ..... Lesson 13

Week 26 ..... Lesson 13

..... Case Study for Lessons 13-16

Week 27 ..... Lesson 14

Week 28 ..... Lesson 14

Week 29 ..... Lesson 15

Week 30 ..... Lesson 15

Week 31 ..... Lesson 16

Week 32 ..... Lesson 16

Week 33 ..... Special Case Study



- 1. Reading Comprehension Questions:** The main part of the course consists of reading comprehension questions to take the student through Aristotle's *Rhetoric*. They are designed to help the student glean as much from the text as possible.
- 2. Evaluative Writing Assignments:** These require that the student not only know what Aristotle says, but assess it on the basis of his own assumptions, which may not be the same as Aristotle's.
- 3. Weekly Research and Writing Assignments:** These are designed to apply the lessons the student has learned from Aristotle.
- 4. Reading Lessons:** These are made up of reading questions based on Mortimer Adler's *How to Read a Book*. They are designed to help the student fully understand what Aristotle says and why he says it.
- 5. Figure of Speech Lessons:** These lessons cover sixty representative classical figures of speech. These figures are stylistic devices identified by the Greeks as forms of expression—different ways of saying something. Although this course does not address the issue of style (which Aristotle takes up in Book III), the figures should probably be studied over the whole course of the study of rhetoric—one reason being that there are so many of them. An example is given of each figure.
- 6. Logic and Latin Review Questions:** These are review questions (for those students who have taken Latin, traditional formal logic and traditional material logic) that are related to the readings. Although I would strongly recommend my *Traditional Logic* course (Cothran, Martin, *Traditional Logic*, Books I & II, Louisville: Memoria Press, 2000-2001) as a prerequisite for this course, it is not absolutely necessary. The *Traditional Logic* review exercises can be ignored by students who have not taken the course.
- 7. Case Studies:** Finally, there are case study analyses of classic examples of the three kinds of speeches discussed by Aristotle. The fourth speech is, as the Table of Contents indicates, a special case. Each case study is accompanied by questions that are relevant to the section of Aristotle just covered by the student. These are designed, once again, as models for the student to imitate in his own persuasive discourse.

**1. Corbett, Edward P.J., intro., *The Rhetoric and Poetics of Aristotle***, New York: Modern Library, 1954. This is a required text and is available from Memoria Press. It includes the Rhys Roberts translation of Aristotle's *Rhetoric* and is also available on the worldwide web at <http://www.public.iastate.edu/~honey/Rhetoric/index.html>.

**2. Adler, Mortimer and Charles Van Doren, *How to Read a Book***, New York: Simon & Schuster, 1940. This book is necessary to take advantage of the Reading Lessons and is available from Memoria Press.

**3. Quinn, Arthur, *Figures of Speech: 60 Ways to Turn a Phrase***, Salt Lake City: Gibbs M. Smith, Inc. (a Peregrine Smith Book), 1982. This book is not absolutely necessary for the Figures of Speech lessons, but is very helpful. The author explains the figures in a very clever way. Your students will have fun trying to figure out when the author uses the figures he is describing as he describes them.



LESSON I

# The Scope and Purpose of Rhetoric

*EXERCISES FOR DAY 1: Read and mark\* Chapter 1, section 1354a. Here Aristotle identifies rhetoric as an art and discusses its boundaries. He also explains how it is distinct from its coordinate discipline: dialectic.*

1. What is rhetoric? See definition at the beginning of Chapter 2. \_\_\_\_\_  
\_\_\_\_\_
2. What is dialectic? You might need to look this up in a good dictionary.  
\_\_\_\_\_
3. How does Aristotle justify his statement that everyone makes use of dialectic and rhetoric? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How does Aristotle justify his belief that rhetoric is an art? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What is an art? An encyclopedia would be helpful on this question. Does Aristotle use the term in the same sense as we normally use it? If not, how does it differ? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 1

1354a

Dialectic and Rhetoric

Rhetoric as an art

*Read Figures of Speech, pp. 1-13 and memorize the following quotations.*

Figures of Speech:  
asyndeton  
polysyndeton

That government of the people, by the people, for the people, shall not perish from the earth.

—Abraham Lincoln, The Gettysburg Address

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind, and thy neighbour as thyself.

—Luke 10:27

\* See reading exercise at the end of this lesson.

Book 1: The Speaker



6. What does Aristotle think is the chief defect of the way rhetoric was taught by the teachers of the time? Pay attention here to all the comments Aristotle makes about "these teachers" or "these authors" or "our handbooks."

\_\_\_\_\_

\_\_\_\_\_



In order to properly define something, one must identify its four causes. In light of Aristotle's definition of rhetoric, identify its four causes. In doing so, you may want to take into account his additional discussion of the definition of rhetoric in the first paragraph of Book I, Chapter 2. Use the format given in Appendix D at the back of the book to answer this question.

Traditional Logic  
Review Exercise 1-1  
Review of Definition

\_\_\_\_\_

\_\_\_\_\_

1354 b

Forensic vs.  
Political oratory

*EXERCISES FOR DAY 2: Read Chapter 1, section 1354b. Aristotle distinguishes between forensic and legal oratory by distinguishing the role of the judge from that of the legislator.*

7. What is the role of a judge, according to Aristotle, and how does it differ from that of a legislator? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. According to Aristotle, why do writers of rhetoric textbooks generally ignore political oratory? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1355a

9. Which form of oratory, forensic (legal), or political, does Aristotle think is nobler? Why?

\_\_\_\_\_

\_\_\_\_\_



Translate the following quote into English. Give the form (tense, voice, and mood) for each of the verbs it contains. Indicate which two figures you studied this week it is an example of, then change it into the other figure and translate it back into Latin.

Veni, vidi, vici.  
—Julius Caesar

Latin  
Review Exercise 1-1

Translation: \_\_\_\_\_  
Form: veni \_\_\_\_\_ vidi \_\_\_\_\_ vici \_\_\_\_\_  
Figure of Speech: \_\_\_\_\_  
In form of other figure in English: \_\_\_\_\_  
In form of other figure in Latin: \_\_\_\_\_



Book I: The Speaker

Chapter 1 (cont.)

EXERCISES FOR DAY 3: Read Chapter 1, section 1355a. Aristotle discusses demonstration and enthymeme: the manifestation of demonstration in rhetoric. He also lists the four uses of rhetoric.

10. What form does demonstration take in rhetoric? \_\_\_\_\_  
\_\_\_\_\_

11. What is an enthymeme? \_\_\_\_\_  
\_\_\_\_\_

12. What are the four uses of rhetoric given by Aristotle?  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

13. If a judge rules improperly, who is at fault, according to Aristotle? \_\_\_\_\_  
\_\_\_\_\_

14. What reason does Aristotle give for the necessity in rhetoric of being able to argue both sides of a question? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EXERCISES FOR DAY 4: Read Chapter 1, section 1355b. Aristotle discusses the function of rhetoric and the double meaning of the term 'rhetoric.'

1355b

15. How does Aristotle differentiate the function of rhetoric from the function of dialectic? \_\_\_\_\_  
\_\_\_\_\_

The function of rhetoric vs. the function of dialectic

16. What was Aristotle's chief purpose in this first chapter? \_\_\_\_\_  
\_\_\_\_\_

17. What does he say he is going to do in the next section? \_\_\_\_\_  
\_\_\_\_\_



Read and mark How to Read a Book, Chapter 5, "How to Make a Book Your Own," and "The Three Kinds of Notetaking."

Reading Exercise 1-1

Read and apply Adler's marking rules to this and all subsequent readings in Aristotle's Rhetoric.



LESSON II

# The Definition and Division of Rhetoric

*EXERCISES FOR DAY 1: Read Chapter 2, section 1355b. Aristotle defines rhetoric and explains the two kinds of rhetorical proof.*

1. What is Aristotle's definition of rhetoric? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Explain how rhetoric differs from the other arts and sciences in terms of its subject matter. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Explain Aristotle's distinction between artistic and non-artistic proofs. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 2

1355b

The definition of rhetoric

Artistic vs. non-artistic proofs

*Read sections 1356a-1356b. Aristotle here lists and explains the three means of persuasion and what it takes to master them. He also discusses the relationship of rhetoric to dialectic and political science.*

1356a-1356b

*Read Figures of Speech, pp. 13-17 and memorize the following quotations.*

For I have neither wit, nor words, nor worth,  
Action, nor utterance, nor the power of speech,  
To stir men's blood: I only speak right on.

—William Shakespeare, *Julius Caesar*, Act 3, Scene 2

For thine is the kingdom, and the power, and the glory, forever. Amen.

—Matthew 6:13

Figures of Speech:  
paradiastole  
hendiadys



Book 1: The Speaker

Chapter 2 (cont.)

Three means of persuasion

4. What are the three means of persuasion?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

5. Upon what does each depend?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

6. Explain why personal character is important to persuasion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Explain why putting the audience in a certain frame of mind is important to persuasion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Which does Aristotle consider to be ("almost") the most effective of the three means of persuasion? \_\_\_\_\_

\_\_\_\_\_

9. What are the three things a man must be able to do in order to be in command of the three modes of persuasion?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

10. Aristotle makes reference to two types of proof in dialectic (by which he means logic). What are they?

1. \_\_\_\_\_
2. \_\_\_\_\_

11. Aristotle likens these two logical proofs to two rhetorical proofs. Fill in the chart below, writing the name of the logical concept in the left column and the corresponding rhetorical proof in the right column.

Three things one must do to use the means of persuasion

1356b

Two rhetorical proofs

Argument Form in Logic	Argument Form in Rhetoric





- 12. When we base the proof of a proposition on a number of similar cases, what is it in dialectic? \_\_\_\_\_
- 13. What is it in rhetoric? \_\_\_\_\_
- 14. How does Aristotle compare example or enthymeme in terms of their effectiveness? \_\_\_\_\_  
\_\_\_\_\_
- 15. Under what conditions is a statement considered to be persuasive and credible? \_\_\_\_\_  
\_\_\_\_\_

*EXERCISES FOR DAY 2: Read Chapter 2, section 1357a-1357b. Aristotle classifies enthymemes and defines and classifies signs and probabilities, the statements used in enthymemes.*

1357a-1357b

- 16. According to Aristotle, what is the duty of rhetoric?  
\_\_\_\_\_
- 17. Aristotle says that enthymeme and example must deal with what is contingent. What does Aristotle mean by contingent? A clue is given further down in the text, between lines 25 and 30.  
\_\_\_\_\_
- 18. Aristotle explains two kinds of premises from which logical syllogisms may be formed. Indicate what they are and why they are inadequate for persuasion.
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_

The duty of rhetoric

The Enthymeme



Reading Exercise 2-1

*Read and mark How to Read a Book, Chapter 1, "The Activity and Art of Reading."*

List the three goals of reading, and which goal would be applicable to Aristotle's *Rhetoric*.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

The goal applicable to Aristotle's *Rhetoric*:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Book 1: The Speaker

Chapter 2 (cont.)

The materials of the enthymeme

Fallible and infallible signs

19. Of what must the enthymeme consist? \_\_\_\_\_

\_\_\_\_\_

20. What must characterize the premises of enthymemes? \_\_\_\_\_

\_\_\_\_\_

21. What two things are the materials of enthymemes?

1. \_\_\_\_\_

2. \_\_\_\_\_

22. What is a probability? \_\_\_\_\_

\_\_\_\_\_

23. What is a sign? \_\_\_\_\_

\_\_\_\_\_

24. What are the labels Aristotle attaches to the two kinds of signs?

1. \_\_\_\_\_

2. \_\_\_\_\_

25. How does Aristotle define *infallible* signs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

26. How does Aristotle define *fallible* signs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

27. Aristotle illustrates the difference between fallible and infallible signs by comparing and contrasting the following three statements:

1. \_\_\_\_\_ The fact that Socrates was wise and just is a sign that the wise are just.

2. \_\_\_\_\_ The fact that he has a fever is a sign that he is ill.

3. \_\_\_\_\_ The fact that she is giving milk is a sign that she has lately borne a child.

Indicate which of these are fallible signs and which are infallible by writing the letters *F* or *I* in the space before the statement.



If you found any of the statements in Question 27 to be infallible, supply the missing premise and write out the full syllogism.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Traditional Logic  
Review Exercise 2-1  
Review Book II, Ch. 6, on  
Enthymemes



28. Explain your answers in Question 27.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

*EXERCISES FOR DAY 3: Read section 1358a-1358b. Aristotle explains the three kinds of persuasion.*

29. What are the three divisions of rhetoric?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

30. What are the three elements in speechmaking?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

31. Which of these determines the speech's end and object? \_\_\_\_\_

\_\_\_\_\_

32. List the three kinds of hearers of a speech and the time each is concerned with.

1. \_\_\_\_\_ Time: \_\_\_\_\_
2. \_\_\_\_\_ Time: \_\_\_\_\_
3. \_\_\_\_\_ Time: \_\_\_\_\_

Chapter 3

1358a-1358b

The three divisions of rhetoric

The three elements of speechmaking

1358b

Time



Take your answers to questions 32, 33, and 34 on pp. 9-10, and indicate in each case the logical whole, the subjective parts, and the principle of division being used when we divide the concept rhetoric in these three different ways. You may read Appendix E for review of the process of division. Use the following format for giving your three answers.

Traditional Logic  
Review Exercise 2-2  
Review of Division

1. The Logical Whole: \_\_\_\_\_
2. The Subjective Parts or Members: \_\_\_\_\_
3. The Principle of Division: \_\_\_\_\_



Book 1: The Speaker

Chapter 3 (cont.)

Aim

33. Indicate the aim of each of the three kinds of speakers (in other words, what is each kind of speaker is trying to do?):

- 1. \_\_\_\_\_ Aim: \_\_\_\_\_
- 2. \_\_\_\_\_ Aim: \_\_\_\_\_
- 3. \_\_\_\_\_ Aim: \_\_\_\_\_

End

34. Indicate the end of each of the three kinds of speech (in other words, what is the purpose of each kind of speech?):

- 1: \_\_\_\_\_ End: \_\_\_\_\_
- 2. \_\_\_\_\_ End: \_\_\_\_\_
- 3. \_\_\_\_\_ End: \_\_\_\_\_

*EXERCISES FOR DAY 4: Read section 1359a. Aristotle discusses rhetorical propositions.*

1359a

*Note on the text 1359a, lines 6-29: When Aristotle discusses the statements used in rhetoric, we need to be careful not to get confused by his terminology. The term probabilities is fairly clear. But by complete proofs, he means infallible signs, and by signs, he means fallible signs. (See Questions 20-21 of Lesson I.) Note also that each of these is characteristic of a particular kind of persuasion. Complete proofs are characteristic of political oratory, probabilities are characteristic of forensic oratory, and signs are characteristic of ceremonial oratory.*

The three things of which rhetoric consists

35. List the three things of which rhetorical propositions consist and explain each:

- 1. \_\_\_\_\_  
 \_\_\_\_\_  
 Explanation: \_\_\_\_\_  
 \_\_\_\_\_
- 2. \_\_\_\_\_  
 \_\_\_\_\_



Translate the following section of the Gloria into English and parse the italicized words. Indicate which of the two figures you studied this week it exemplifies and why.

Domine Fili unigenite, Jesu Christe, Domine Deus, Agnus Dei, Filius Patris, qui tollis peccata mundi, miserere nobis ...

Translation: \_\_\_\_\_  
 \_\_\_\_\_

Parse: Domine: \_\_\_\_\_  
 Patris: \_\_\_\_\_  
 tollis: \_\_\_\_\_  
 nobis: \_\_\_\_\_

Figure of Speech: \_\_\_\_\_

Latin Review Exercise 2-1

Explanation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Explanation: \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

36. Fill in the chart below. Note that the last two columns may require a review of Lesson I material.

<i>Mode of Persuasion</i>	<i>Audience of Speech</i>	<i>Time Concerned With</i>	<i>Aim of Speech</i>	<i>End of Speech</i>	<i>What The Mode of Persuasion Depends On</i>	<i>What Speaker Must Be Able to Do or Understand</i>
<i>Political</i>						
<i>Forensic</i>						
<i>Ceremonial</i>						

REMINDER: Did you remember to use the marking rules you learned in Reading Assignment 1-1 to mark Chapter 3?

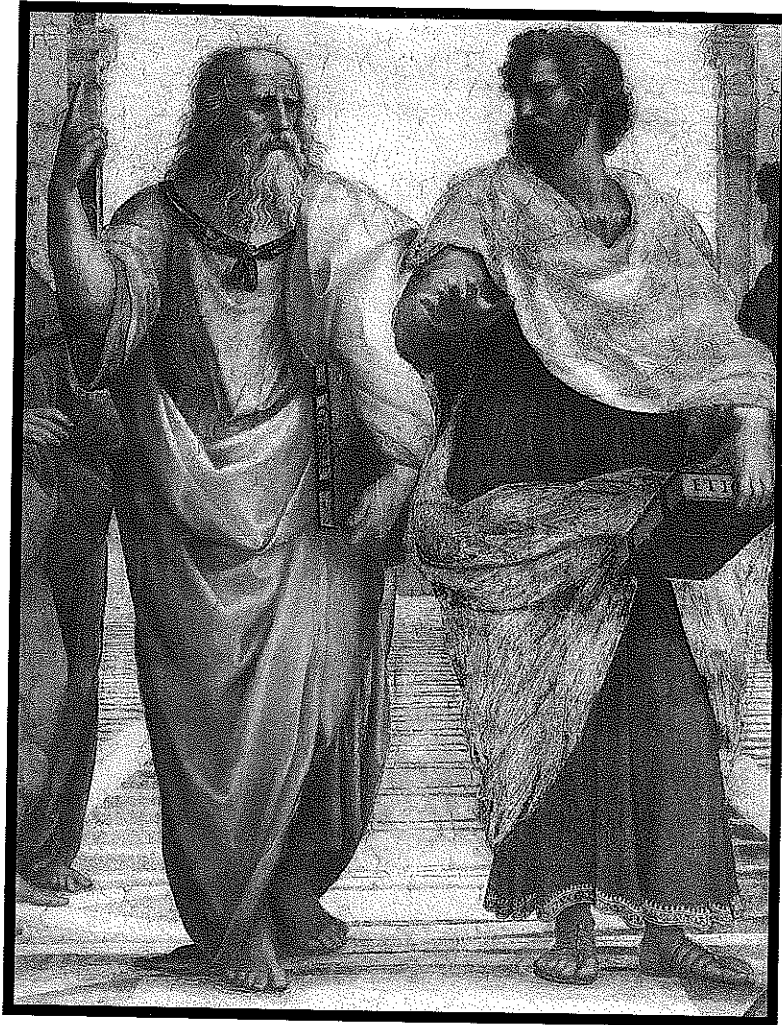


**Weekly Research & Writing Assignment 2-1.**

1. Find an example of each kind of persuasion (i.e., an example of political, forensic, and ceremonial persuasion) from history, English, government, or science. Good examples can be found in textbooks, newspapers, magazines, or on the Internet.
2. Mark each one using the marking rules in the appendix of this book.
3. Summarize each one in a paragraph.
4. Analyze each article by using the first four columns of the chart above to indicate its intended audience, the time with which it is concerned, which aim it employs, and what end it pursues.
5. Assess how well you think the author accomplished his aim and end.

# CLASSICAL RHETORIC

Aristotle's Principles  
of Persuasion



## Answer Key

Martin Cothran



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Aristotle's Principles of Persuasion

ANSWER KEY  
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**ANSWER KEY: LESSON I, pp. 1-3**

**Exercises for Day 1**

1. What is rhetoric? As defined by the dictionary, rhetoric is the art of oratory, especially the persuasive use of language to influence the thoughts and actions of listeners. Aristotle defines rhetoric simply as the faculty of observing in any given case the available means of persuasion.
2. What is dialectic? Dialectic is the art of discussion or reasoning.
3. How does Aristotle justify his statement that everyone makes use of dialectic and rhetoric? Aristotle says that all men attempt to discuss statements and to maintain them, to defend themselves and to attack others.
4. How does Aristotle justify his belief that rhetoric is an art? Some people use rhetoric unintentionally and some purposefully and since it would be possible to determine systematically the reason for success behind both of these, Aristotle defines rhetoric as an art.
5. What is an art? An art is a specialized field, usually, but not always, related in some way to the senses and beauty. Aristotle's definition of an art is more broad. He sees any subject whose success can be studied and learned as an art. He seems to use the term to refer to a kind of systematic and objective discipline, with rules and an internal order.
6. What does Aristotle think is the chief defect of the way rhetoric was taught by the teachers of the time? He believes that the teachers of the time place too much emphasis on the nonessential manipulation of emotions and too little on enthymemes.

**TRADITIONAL LOGIC REVIEW EXERCISE I-1:**

- What are the four causes of rhetoric? Rhetoric is a faculty characterized by the ability to observe in any given case the available means of persuasion, which is the result of acquired habit and is designed to enable a person to more effectively discuss and maintain statements and to defend himself and to attack others.

**Exercises for Day 2**

7. What is the role of a judge, according to Aristotle, and how does it differ from that of a legislator? The judge must decide whether or not the alleged facts have occurred in a particular case without being swayed by emotional considerations such as anger or pity. The legislator, on the other hand, should survey a wide sweep of time and frame laws based on what is probable and general.
8. According to Aristotle, why do writers of rhetoric textbooks generally ignore political oratory? Aristotle says that in forensic oratory there is more inducement to talk about nonessentials, whereas in political oratory there is less. In deliberative speaking, the listener is assessing his own interests; it is only necessary to demonstrate that the situation is as the giver of advice is claiming. In forensic speaking, on the other hand, it is necessary to capture the hearer's sympathy since his judgment concerns the affairs of other men.
9. Which form of oratory does Aristotle think is nobler? Why? Aristotle thinks that political oratory is nobler because it is less given than forensic oratory to unscrupulous practices, since it is given to wider issue.

**LATIN REVIEW EXERCISE I-1:**

Translate the following quote into English. Give the form (tense, voice, and mood) for each of the verbs it contains. Indicate which of the two figures you studied this week it is an example of, then change it into the other figure and translate it back into Latin.

Translation: I came, I saw, I conquered.

Form: veni: 1st pers. perfect active indicative of venio, venire, veni, ventum

vidi: 1st pers. perfect active indicative of video, videre, vidi, visum

vici: 1st pers. perfect active indicative of vinco, vincere, vici, victus

Figure: Asyndeton

In form of other figure in English: I came and I saw and I conquered.

In form of other figure in Latin: Veni et vidi et vici

**Exercises for Day 3**

10. What form does demonstration take in rhetoric? Rhetorical proof takes the form of enthymemes.
11. What is an enthymeme? An enthymeme is a sort of syllogism. Students who have taken traditional logic will know that, more specifically, an enthymeme is a syllogism in which one of the premises is implicit.
12. What are the four uses of rhetoric given by Aristotle? Aristotle says that rhetoric is useful because: 1) truth and justice are naturally superior to their opposites so that, if the event of judgements is unseemly, then they must be self-defeating, which merits reproof; 2) it is also useful because, with some audiences, even if we should possess the most precise understanding of the question, we would more easily achieve persuasion by speaking rhetorically; 3) it is also necessary to be able to argue contradictory positions, not that we may adopt either of the two, but that we should be aware how the case stands; furthermore 4) although the use of rhetoric can do great harm, it can also produce great benefits.



## Answer Key: Book I Lesson II

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13. If a judge rules improperly, who is at fault, according to Aristotle? Those at fault are the speakers (or advocates).

14. What reason does Aristotle give for the necessity in rhetoric of being able to argue both sides of a question? In order to allow us to see our opponent's arguments better so that we may refute them.

### Exercises for Day 4

15. How does Aristotle differentiate the function of rhetoric from the function of dialectic? Aristotle once again describes the function of rhetoric as discovering real and apparent persuasiveness in subject matter, whereas the purpose of dialectic is to detect real and apparent syllogisms.

16. What was Aristotle's chief purpose in this first chapter? Aristotle's chief purpose was to give a brief introduction to the concept of rhetoric and explain its position as an art.

17. What does he say he is going to do in the next section? Aristotle says that he will define rhetoric and proceed from there in discussion of proper methodology.

## ANSWER KEY: LESSON II, pp. 5-11

### Exercises for Day I

1. What is Aristotle's definition of rhetoric? Aristotle defines rhetoric simply as the faculty of observing in any given case the available means of persuasion, or as the power to observe the persuasiveness of which any particular matter admits.

2. Explain how rhetoric differs from the other arts and sciences in terms of its subject matter. Other arts and sciences can persuade concerning their own subject matter, whereas rhetoric is concerned with the means of persuasion in any kind of subject matter.

3. Explain Aristotle's distinction between artistic and non-artistic proofs. Aristotle defines artistic proofs as those which we invent through method whereas non-artistic ones are preexistent.

4. What are the three means of persuasion? The three means of persuasion are:

1. The personal character of the speaker
2. The disposition or frame of mind of the audience; and
3. The words of the speech itself.

In other words, these are the ethical, emotional, and logical forms of persuasion.

**NOTE:** Although the translator does not use them in this translation, the terms commonly used for these three means of persuasion are *ethos* (concerning the personal character of the speaker), *pathos* (concerning the frame of mind of the audience), and *logos* (concerning the words of the speech itself).

5. Upon what does each depend?

1. Upon the words of the speaker that make him credible
2. Upon the feelings of the audience when the speaker stirs their emotions
3. Upon the persuasive arguments in the speech that are suitable to the case in question

6. Explain why personal character is important to persuasion. The character (or ethical) mode of persuasion involves a speech which, by its nature, disposes the audience to place trust in the speaker. Then, in cases of ambiguity, they are inclined to believe him.

7. Explain why putting the audience in a certain frame of mind is important to persuasion. The mode of persuasion related to the disposition of the audience involves a speech which manipulates the emotions of the audience to a desired tenor so that they more readily accept the speaker's point.

8. Which does Aristotle consider to be the most effective of the three means of persuasion? Aristotle considers character to be the most potent of the three means of persuasion.

9. What are the three things a man must be able to do in order to be in command of the three modes of persuasion? A man must:

1. Have mastered the syllogism
2. Be able to scientifically consider character and the virtues
3. Know what, and of what kind, each of the emotions is and how they are engendered.

10. Aristotle makes reference to two types of proof in dialectic (by which he means logic). What are they?

1. Induction
2. Enthymeme



11.       Argument Form in Logic                   Argument Form in Rhetoric  
          Induction                               Example  
          Enthymeme                           Syllogism
12. When we base the proof of a proposition on a number of similar cases, what is it in dialectic? In dialectic, it is known as induction.
13. What is it in rhetoric? In rhetoric, it is known as example.
14. How does Aristotle compare example or enthymeme in terms of their effectiveness? Aristotle says that while arguments from examples are no less persuasive, those by enthymeme make more of an impression.
15. Under what conditions is a statement considered to be persuasive and credible? A statement is persuasive and credible either because it is directly self-evident or because it appears to be proved from other statements that are so.

### Exercises for Day 2

16. According to Aristotle, what is the duty of rhetoric? The duty of rhetoric is to deal with such matters as we deliberate upon without arts or systems to guide us, in the hearing of persons who cannot take in at a glance a complicated argument, or follow a long chain of reasoning.
17. Aristotle says that enthymeme and example must deal with what is contingent. What does Aristotle mean by contingent? A clue is given further down in the text, between lines 25 and 30. Something that is contingent is something that is not determined by necessity.
18. Aristotle explains two kinds of premises from which logical syllogisms may be formed. Indicate what they are and why they are inadequate for persuasion.
1. Previous syllogisms
  2. Premises which have not been proved and that call for proof

### **READING EXERCISE 2-1:**

Read and mark *How to Read a Book*, Chapter I, "The Activity and Art of Reading."

List the three goals of reading and which goal would be applicable to Aristotle's *Rhetoric*.

1. Acquisition of Information
2. Development of understanding
3. Entertainment of the reader

The goal applicable to Aristotle's *Rhetoric*: Development of understanding

19. Of what must the enthymeme consist? The enthymeme must consist of a few propositions, fewer often than those which make up the normal syllogism.
20. What must characterize the premises of enthymemes? Contingent statements will characterize most enthymemes.
21. What two things are the materials of enthymemes? Probabilities and Signs are the materials of enthymemes.
22. What is a probability? Probability is what happens for the most part and not necessarily what happens always.
23. What is a sign? A sign is something that is necessary.
24. What are the labels Aristotle attaches to the two kinds of signs?
1. Infallible signs
  2. Fallible signs
25. How does Aristotle define infallible signs? Infallible signs which bear to the proposition they support the relation of particular to universal and are complete proofs.
26. How does Aristotle define fallible signs? Fallible signs are signs which bear to the propositions they support the relation of particular to universal and are incomplete proofs that can be refuted.



## Answer Key: Book I, Lesson II

27. Aristotle illustrates the difference between fallible and infallible signs by comparing and contrasting the following three statements:

1. *fallible*
2. *infallible*
3. *infallible*

### TRADITIONAL LOGIC REVIEW EXERCISE 2-1:

If you found any of the statements in Question 27 to be infallible, supply the missing premise and write out the full syllogism.

Question 2. All people who have a fever are people who are ill  
*He has a fever*  
 Therefore, he is ill.

Question 3. All women who give milk are women who have lately borne a child  
*She is a woman who is giving milk.*  
 Therefore, she has lately borne a child.

28. Explain your answers in Question 27.

1. The fact that Socrates is wise and just is not a necessary indication that all the wise are just. There could be some wise men who are not just. Therefore, this is a fallible proof.

2. We know that all people who have a fever are ill. Therefore, it necessarily follows that if a person has a fever, he is ill. These are irrefutable arguments. Therefore this is an infallible proof.

3. We know that all women who give milk are women who have lately borne a child. Therefore, if a woman is giving milk, we know she has lately borne a child. Therefore this is an infallible proof.

### Exercises for Day 3

29. What are the three divisions of rhetoric?

1. *Political*
2. *Forensic*
3. *Ceremonial*

30. What are the three elements in speechmaking?

1. *Speaker*
2. *Subject*
3. *Audience*

31. Which of these determines the speech's end and object? The last one: the audience.

32. List the three kinds of hearers of a speech and the time each is concerned with:

- |                       |                      |
|-----------------------|----------------------|
| 1. <i>Assemblyman</i> | Time: <i>Future</i>  |
| 2. <i>Juror</i>       | Time: <i>Past</i>    |
| 3. <i>Observer</i>    | Time: <i>Present</i> |

### TRADITIONAL LOGIC REVIEW EXERCISE 2-2:

Take your answers to Questions 32, 33, and 34 on pp. 9-10, and indicate in each case the logical whole, the subjective parts, and the principle of division being used when we divide the concept rhetoric in these three different ways.

Question 32.	The Logical Whole:	<i>Hearers of a speech</i>
	The Subjective Parts:	<i>Assemblymen, jurors, observers</i>
	The Principle of Div.:	<i>Time concerned</i>
Question 33.	The Logical Whole:	<i>Speakers</i>
	The Subjective Parts:	<i>Political, forensic, ceremonial</i>
	The Principle of Div.:	<i>Aim of speaker</i>
Question 34.	The Logical Whole:	<i>Speakers</i>
	The Subjective Parts:	<i>Political, legal, ceremonial</i>
	The Principle of Div.:	<i>End of speaker</i>

33. Indicate the aim of each of the three kinds of speakers (in other words, what is each kind of speaker trying to do?):

- |                      |  |
|----------------------|--|
| 1. <i>Political</i>  | Aim: <u><i>to do or not do something</i></u> |
| 2. <i>Forensic</i>   | Aim: <u><i>accusation or defense</i></u>     |
| 3. <i>Ceremonial</i> | Aim: <u><i>praise or blame</i></u>           |

34. Indicate the end of each of the three kinds of speech (in other words, what is the purpose of each kind of speech?):

- |                      |  |
|----------------------|--|
| 1. <i>Political</i>  | End: <u><i>expediency/inexpediency</i></u> |
| 2. <i>Legal</i>      | End: <u><i>justice/injustice</i></u>       |
| 3. <i>Ceremonial</i> | End: <u><i>honor/dishonor</i></u>          |



**EXERCISES FOR DAY 4:**

35. List the three things of which rhetorical propositions consist and explain each:

1. Complete proofs

Explanation: Complete proofs (also called infallible signs) are ones on which syllogisms proper may be based and bear to the propositions they support the relation of particular to universal.

2. Probabilities

Explanation: Probabilities are things which usually happen, but not always.

3. Signs

Explanation: Signs (or infallible signs) are refutable and bear to the propositions they support the relation of particular to universal.

**LATIN REVIEW EXERCISE 2-1:**

Translation: Lord Jesus Christ, Only Begotten Son, Lord God, Lamb of God, Son of the Father, Thou who takest away the sins of the world, have mercy on us.

Parse: Domine: Vocative of Dominus, Lord

Patris: Genitive singular masculine of pater, father

tollis: 2nd person singular of tollō, tollere, sustuli, sublatus, to take away

nobis: Dative plural of nos, us

Figure: Hendiadys

Explanation: Hendiadys occurs where there are two or more words with the same meaning. In this case, several titles are used, all referring to Jesus.

36. Fill in the chart below. Note that the last two columns may require a review of Lesson I material.

<u>Mode of Persuasion</u>	<u>Audience of Speech</u>	<u>Time Concerned w/</u>	<u>Aim of Speech</u>	<u>End of Speech</u>	<u>Mode of Pers Dep. on</u>	<u>Able to Do Understand</u>
<u>Political</u>	<u>Assemblyman</u>	<u>Future</u>	<u>To do or not do something</u>	<u>Expediency or Inexpediency</u>	<u>Personal character</u>	<u>Virtue</u>
<u>Forensic</u>	<u>Juror</u>	<u>Past</u>	<u>To accuse or to defend</u>	<u>Justice or Injustice</u>	<u>Words of speech</u>	<u>Syllogism</u>
<u>Ceremonial</u>	<u>Observer/ Critic</u>	<u>Present</u>	<u>To praise or to blame</u>	<u>Honor or Dishonor</u>	<u>Disposition of audience</u>	<u>Emotions</u>

**ANSWER KEY: LESSON III, pp. 13-17**

**Exercises for Day I**

1. What does Aristotle say a political speaker must ascertain? The things, good or bad, about which the political speaker must offer counsel.

2. With what does the political speaker deal? The political speaker addresses only those things with which we have the power to deal and deliberate.

3. According to Aristotle, what are the five chief things upon which men deliberate?

1. Ways and means

2. War and peace

3. National defense

4. Imports and exports

5. Legislation

4. What does the political speaker need to know about ways and means? The speaker must know the number and extent of the country's resources of revenue, as well as all of its expenditures.